EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

EACEA.A – Erasmus+, EU Solidarity Corps
A.1 – European Higher Education

GRANT AGREEMENT

Project 101124312 — Aurora

PREAMBLE

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

on the one part,

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

and

on the other part,

1. 'the coordinator':

HASKOLI ISLANDS (UI), PIC 999884246, established in SAEMUNDARGOTU 2, REYKJAVIK 101, Iceland,

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

2. **STICHTING VU (STICHTING VU)**, PIC 954530344, established in DE BOELELAAN 1105, AMSTERDAM 1081 HV, Netherlands,

3. **UNIVERSITAET DUISBURG-ESSEN (UDE)**, PIC 999843312, established in UNIVERSITATSSTRASSE 2, ESSEN 45141, Germany,

4. **UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II (UNINA)**, PIC 999976590, established in CORSO UMBERTO I, 40, NAPOLI 80138, Italy,

5. **UNIVERSITAT ROVIRA I VIRGILI (URV)**, PIC 999880560, established in CARRER DE ESCORXADOR, TARRAGONA 43003, Spain,

6. **UNIVERSITAET INNSBRUCK (UIBK)**, PIC 999869114, established in INNRAIN 52, INNSBRUCK 6020, Austria,

7. **UNIVERZITA PALACKEHO V OLOMOUCI (UP)**, PIC 999649506, established in KRIZKOVSKEHO 8, OLOMOUC 771 47, Czechia,

8. **COPENHAGEN BUSINESS SCHOOL (CBS)**, PIC 998706666, established in SOLBJERG PLADS 3, FREDERIKSBERG 2000, Denmark,

9. **UNIVERSITE PARIS XII VAL DE MARNE (UPEC)**, PIC 999484606, established in AVENUE DU GENERAL DE GAULLE 61, CRETEIL 94010, France,

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

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

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

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

The Agreement is composed of:

Preamble

Terms and Conditions (including Data Sheet)

Annex 1   Description of the action[1]

Annex 2   Estimated budget for the action

Annex 3   Accession forms (if applicable)[2]

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

Annex 4   Model for the financial statements

Annex 5   Specific rules (if applicable)

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

TERMS AND CONDITIONS

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DATA SHEET

1.   General data

Project summary:

Project summary
Matching academic excellence with societal impact unites the members of Aurora European University Alliance. Aurora consists of 9 research-intensive university partners and 6 associated academic and non-academic partners driven by three main objectives: 1) Equip students and staff with the skills and mindset to become social innovators, changemakers and entrepreneurs, 2) Foster academic collaboration and community building to build a long-term Aurora identity, 3) Collaborate with external stakeholders and deepen students engagement in education, research & outreach. To accomplish our objectives, we will act across four key priorities to offer open, flexible and inclusive coursework related to societal impact and the SDGs, streamline our mobility programme, improve the interoperability of our virtual campus to create one inter-university campus, develop sustainability practices across our campuses, generate 5 research-driven educational hubs and knowledge-creating communities, contribute to peacebuilding in unstable regions, build research capacity across the EHEA and contribute to the development of best practices in open science. We target 260.000 students, 30.000 staff members, 813 research groups as well as citizen stakeholders in the 13 countries in which we operate. As a result of these efforts we will contribute to the development of our long-term educational strategy, consolidate Aurora as one inter-university campus, and build knowledge-creating teams with a broad impact across the EHEA and beyond. This will be accomplished through the development of 5 knowledge-creating communities, 9 partners offering service learning related coursework, 8 joint courses and 4 joint education programmes, 100 SDG-related courses, physical, virtual and blended mobilities for 1.600 students, 360 researchers, 360 academic staff and 160 administrative staff, 1 Peace Education Hub, and 1 digital and green campus.

Keywords: not defined

Project number: 101124312

Project name: Aurora 2030

Project acronym: Aurora

Call: ERASMUS-EDU-2023-EUR-UNIV

Topic: ERASMUS-EDU-2023-EUR-UNIV-1

Type of action: ERASMUS Lump Sum Grants

Granting authority: European Education and Culture Executive Agency

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

Project starting date: fixed date: 1 November 2023

Project end date: 31 October 2027

Project duration: 48 months

Consortium agreement: Yes

2.   Participants

List of participants:

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
1	COO	UI	HASKOLI ISLANDS	IS	999884246	1 910 464.00
2	BEN	STICHTING VU	STICHTING VU	NL	954530344	3 198 439.00
3	BEN	UDE	UNIVERSITAET DUISBURG-ESSEN	DE	999843312	1 344 970.00
4	BEN	UNINA	UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II	IT	999976590	1 247 996.00
5	BEN	URV	UNIVERSITAT ROVIRA I VIRGILI	ES	999880560	1 222 018.00
6	BEN	UIBK	UNIVERSITAET INNSBRUCK	AT	999869114	1 426 782.00
7	BEN	UP	UNIVERZITA PALACKEHO V OLOMOUCI	CZ	999649506	1 216 873.00

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
8	BEN	CBS	COPENHAGEN BUSINESS SCHOOL	DK	998706666	1 439 559.00
9	BEN	UPEC	UNIVERSITE PARIS XII VAL DE MARNE	FR	999484606	1 392 739.00
10	AP	CIMEA	ASSOCIAZIONE CIMEA	IT	948603741	0.00
11	AP	EFA	EUROPÄISCHES FORUM ALPBACH (EFA)	AT	920773568	0.00
12	AP	KKNU	V. N. Karazin Kharkiv National University	UA	986260984	0.00
13	AP	SWUNR	SOUTH-WEST UNIVERSITY NEOFIT RILSKI	BG	999866980	0.00
14	AP	UT	UNIVERZITET VO TETOVO	MK	942833405	0.00
15	AP	UPJS	UNIVERZITA PAVLA JOZEFA SAFARIKA V KOSICIACH	SK	999885992	0.00
Total						14 399 840.00

Coordinator:

– HASKOLI ISLANDS (UI)

3. Grant

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

Maximum grant amount (Annex 2)	Maximum grant amount (award decision)
14 399 840.00	14 399 840.00

Grant form: Lump Sum

Grant mode: Action grant

Budget categories/activity types: Lump sum contributions

Cost eligibility options: n/a

Budget flexibility: No

4. Reporting, payments and recoveries

4.1 Continuous reporting (art 21)

Deliverables: see Funding & Tenders Portal Continuous Reporting tool

4.2 Periodic reporting and payments

Reporting and payment schedule (art 21, 22):

Reporting					Payments	
Reporting periods			Type	Deadline	Type	Deadline (time to pay)
RP No	Month from	Month to				
					Initial prefinancing	30 days from entry into force/ financial guarantee (if required) – whichever is the latest

Reporting				Payments	
Reporting periods			Type	Deadline	Type	Deadline (time to pay)
RP No	Month from	Month to				
1	1	24	Additional prefinancing report	60 days after end of reporting period	Additional prefinancing	60 days from receiving additional prefinancing report/ financial guarantee (if required) – whichever is the latest
2	25	48	Periodic report	60 days after end of reporting period	Final payment	90 days from receiving periodic report

Prefinancing payments and guarantees:

Prefinancing payment		Prefinancing guarantee		
Type	Amount	Guarantee amount	Division per participant	
Prefinancing 1 (initial)	5 759 936.00	n/a	1 - UI	n/a
			2 - STICHTING VU	n/a
			3 - UDE	n/a
			4 - UNINA	n/a
			5 - URV	n/a
			6 - UIBK	n/a
			7 - UP	n/a
			8 - CBS	n/a
			9 - UPEC	n/a
Prefinancing 2 (additional)	5 759 936.00	n/a	1 - UI	n/a
			2 - STICHTING VU	n/a
			3 - UDE	n/a
			4 - UNINA	n/a
			5 - URV	n/a
			6 - UIBK	n/a
			7 - UP	n/a
			8 - CBS	n/a
			9 - UPEC	n/a

Reporting and payment modalities (art 21, 22):

Mutual Insurance Mechanism (MIM): No

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

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

No-profit rule: n/a

Late payment interest: ECB + 3.5%

Bank account for payments:

██████████████████

Conversion into euros: n/a

Reporting language: Language of the Agreement

4.3 Certificates (art 24): n/a

4.4 Recoveries (art 22)

First-line liability for recoveries:

> Beneficiary termination: Beneficiary concerned

> Final payment: Coordinator

> After final payment: Beneficiary concerned

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

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

> Joint and several liability of affiliated entities — n/a

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

Applicable law (art 43):

> Standard applicable law regime: EU law + law of Belgium

Dispute settlement forum (art 43):

> Standard dispute settlement forum:

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

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

6. Other

Specific rules (Annex 5): Yes

Standard time-limits after project end:

> Confidentiality (for X years after final payment): 5

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

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

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

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

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

CHAPTER 1   GENERAL

ARTICLE 1 — SUBJECT OF THE AGREEMENT

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

ARTICLE 2 — DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER 2   ACTION

ARTICLE 3 — ACTION

The grant is awarded for the action **101124312** — **Aurora** ('action'), as described in Annex 1.

ARTICLE 4 — DURATION AND STARTING DATE

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

CHAPTER 3   GRANT

ARTICLE 5 — GRANT

5.1   Form of grant

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

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

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

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

5.2 Maximum grant amount

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

5.3 Funding rate

Not applicable

5.4 Estimated budget, budget categories and forms of funding

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

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

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

5.5 Budget flexibility

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

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

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

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

ARTICLE 6 — ELIGIBLE AND INELIGIBLE CONTRIBUTIONS

6.1 and 6.2 General and specific eligibility conditions

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

(a) they are set out in Annex 2 and

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

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

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[8] For the definition, see Article 180(2)(a) EU Financial Regulation 2018/1046: '**action grant**' means an EU grant to finance "an action intended to help achieve a Union policy objective".
[9] See Article 125 EU Financial Regulation 2018/1046.

6.3 Ineligible contributions

'Ineligible contributions' are:

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

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

   (i) Synergy actions: not applicable

(c) other:

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

6.4 Consequences of non-compliance

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

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

CHAPTER 4   GRANT IMPLEMENTATION

SECTION 1   CONSORTIUM: BENEFICIARIES, AFFILIATED ENTITIES AND OTHER PARTICIPANTS

ARTICLE 7 — BENEFICIARIES

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

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

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

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

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

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

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

(a) Each beneficiary must:

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

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

  (iii) submit to the coordinator in good time:

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

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

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

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

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

(b) The coordinator must:

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

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

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

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

  - submit the deliverables and reports to the granting authority

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

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

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

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

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

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

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

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

- the internal organisation of the consortium

- the management of access to the Portal

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

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

- settlement of internal disputes

- liability, indemnification and confidentiality arrangements between the beneficiaries.

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

ARTICLE 8 — AFFILIATED ENTITIES

Not applicable

ARTICLE 9 — OTHER PARTICIPANTS INVOLVED IN THE ACTION

9.1 Associated partners

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

- **ASSOCIAZIONE CIMEA (CIMEA),** PIC 948603741

- **EUROPÄISCHES FORUM ALPBACH (EFA) (EFA),** PIC 920773568

- **V. N. Karazin Kharkiv National University (KKNU),** PIC 986260984

- **SOUTH-WEST UNIVERSITY NEOFIT RILSKI (SWUNR),** PIC 999866980

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

- **UNIVERZITET VO TETOVO (UT)**, PIC 942833405

- **UNIVERZITA PAVLA JOZEFA SAFARIKA V KOSICIACH (UPJS)**, PIC 999885992

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

The tasks must be set out in Annex 1.

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

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

9.2 Third parties giving in-kind contributions to the action

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

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

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

9.3 Subcontractors

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

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

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

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

9.4 Recipients of financial support to third parties

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

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

ARTICLE 10 — PARTICIPANTS WITH SPECIAL STATUS

10.1   Non-EU participants

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

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

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

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

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

10.2   Participants which are international organisations

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

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

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

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

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

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

10.3   Pillar-assessed participants

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

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

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

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

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

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

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

- certificates (Article 24):

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

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

and use the following specific rules, for:

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

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

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

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

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

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

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

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

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

- eligibility (Article 6)

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

- security and ethics (Articles 13, 14)

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

- information obligation (Article 19)

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

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

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

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

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

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

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

- accurate and, where necessary, kept up to date

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

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

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

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

SECTION 2   RULES FOR CARRYING OUT THE ACTION

ARTICLE 11 — PROPER IMPLEMENTATION OF THE ACTION

11.1   Obligation to properly implement the action

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

11.2   Consequences of non-compliance

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

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

ARTICLE 12 — CONFLICT OF INTERESTS

12.1   Conflict of interests

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

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

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

12.2   Consequences of non-compliance

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

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

ARTICLE 13 — CONFIDENTIALITY AND SECURITY

13.1   Sensitive information

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

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

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

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

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

   (b) are bound by an obligation of confidentiality.

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

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

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

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

The confidentiality obligations no longer apply if:

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

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

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

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

13.2   Classified information

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

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

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

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

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

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

13.3 Consequences of non-compliance

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

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

ARTICLE 14 — ETHICS AND VALUES

14.1 Ethics

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

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

14.2 Values

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

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

14.3 Consequences of non-compliance

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

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

ARTICLE 15 — DATA PROTECTION

15.1 Data processing by the granting authority

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

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

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

15.2 Data processing by the beneficiaries

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

They must ensure that personal data is:

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

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

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

- accurate and, where necessary, kept up to date

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

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

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

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

15.3 Consequences of non-compliance

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

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

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

16.1 Background and access rights to background

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

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

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

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

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

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

16.2 Ownership of results

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

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

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

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

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

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

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

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

(d) **translation**

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

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

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

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

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

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

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

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

16.4   Specific rules on IPR, results and background

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

16.5   Consequences of non-compliance

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

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

ARTICLE 17 — COMMUNICATION, DISSEMINATION AND VISIBILITY

17.1   Communication — Dissemination — Promoting the action

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

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

17.2   Visibility — European flag and funding statement

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

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

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

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

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

17.3   Quality of information — Disclaimer

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

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

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

17.4   Specific communication, dissemination and visibility rules

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

17.5   Consequences of non-compliance

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

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

ARTICLE 18 — SPECIFIC RULES FOR CARRYING OUT THE ACTION

18.1 Specific rules for carrying out the action

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

18.2 Consequences of non-compliance

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

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

SECTION 3   GRANT ADMINISTRATION

ARTICLE 19 — GENERAL INFORMATION OBLIGATIONS

19.1   Information requests

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

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

19.2   Participant Register data updates

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

19.3   Information about events and circumstances which impact the action

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

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

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

   (ii) linked action information: not applicable

(b) **circumstances** affecting:

   (i) the decision to award the grant or

   (ii) compliance with requirements under the Agreement.

19.4   Consequences of non-compliance

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

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

ARTICLE 20 — RECORD-KEEPING

20.1 Keeping records and supporting documents

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

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

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

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

20.2 Consequences of non-compliance

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

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

ARTICLE 21 — REPORTING

21.1 Continuous reporting

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

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

21.2 Periodic reporting: Technical reports and financial statements

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

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

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

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

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

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

The financial part of the periodic report includes:

- the financial statement (consolidated statement for the consortium)

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

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

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

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

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

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

- the information provided is complete, reliable and true

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

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

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

21.3 Currency for financial statements and conversion into euros

The financial statements must be drafted in euro.

21.4 Reporting language

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

21.5 Consequences of non-compliance

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

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

ARTICLE 22 — PAYMENTS AND RECOVERIES — CALCULATION OF AMOUNTS DUE

22.1 Payments and payment arrangements

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

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

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

The cost of payment transfers will be borne as follows:

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

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

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

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

22.2 Recoveries

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

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

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

In case of enforced recoveries (see Article 22.4):

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

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

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

22.3 Amounts due

22.3.1 Prefinancing payments

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

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

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

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

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

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

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

22.3.2 Amount due at beneficiary termination — Recovery

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 1 — Calculation of the total accepted EU contribution

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

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

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

> {total accepted EU contribution for the beneficiary
>
> minus
>
> {prefinancing and interim payments received (if any)}}.

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

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

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

- requesting observations within 30 days of receiving notification.

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

22.3.3 Interim payments

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

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

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

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

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

> Step 1 — Calculation of the total accepted EU contribution
>
> Step 2 — Limit to the interim payment ceiling

Step 1 — Calculation of the total accepted EU contribution

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

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

Step 2 — Limit to the interim payment ceiling

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

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

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

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

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

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

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

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

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

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

> Step 1 — Calculation of the total accepted EU contribution
>
> Step 2 — Limit to the maximum grant amount
>
> Step 3 — Reduction due to the no-profit rule

Step 1 — Calculation of the total accepted EU contribution

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

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

Step 2 — Limit to the maximum grant amount

Not applicable

Step 3 — Reduction due to the no-profit rule

Not applicable

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

$\{$final grant amount

minus

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

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

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

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

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

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

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

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

- requesting observations within 30 days of receiving notification.

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

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

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

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

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

Step 1 — Calculation of the revised total accepted EU contribution

Step 1 — Calculation of the revised total accepted EU contribution

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

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

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

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

$$\left\{ \frac{\{\text{total accepted EU contribution for the beneficiary}}{\text{divided by}} \right.$$

{{total accepted EU contribution for the beneficiary

divided by

total accepted EU contribution for the action}

multiplied by

final grant amount for the action}.

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

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

- requesting observations within 30 days of receiving notification.

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

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

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

22.4   Enforced recovery

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

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

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

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

(b) by drawing on the financial guarantee(s) (if any)

(c) by holding other beneficiaries jointly and severally liable (if any; see Data Sheet, Point 4.4)

(d) by holding affiliated entities jointly and severally liable (if any, see Data Sheet, Point 4.4)

(e) by taking legal action (see Article 43) or, provided that the granting authority is the European Commission or an EU executive agency, by adopting an enforceable decision under Article 299 of the Treaty on the Functioning of the EU (TFEU) and Article 100(2) of EU Financial Regulation 2018/1046.

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

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

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

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

22.5   Consequences of non-compliance

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

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

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

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

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

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

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

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

ARTICLE 23 — GUARANTEES

23.1   Prefinancing guarantee

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

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

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

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

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

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

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

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

They will be released within the following month.

23.2   Consequences of non-compliance

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

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

ARTICLE 24 — CERTIFICATES

Not applicable

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

25.1   Granting authority checks, reviews and audits

25.1.1 Internal checks

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

25.1.2 Project reviews

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

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

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

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

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

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

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

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

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

Project reviews (including project review reports) will be in the language of the Agreement.

25.1.3 Audits

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

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

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

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

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

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

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

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

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

Audits (including audit reports) will be in the language of the Agreement.

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

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

25.3 Access to records for assessing simplified forms of funding

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

25.4 OLAF, EPPO and ECA audits and investigations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

25.5.2 Extension from other grants

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

(a) the beneficiary concerned is found, in other EU grants awarded under similar conditions, to have committed systemic or recurrent errors, irregularities, fraud or breach of obligations that have a material impact on this grant and

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

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

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

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

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

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

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

   (ii) does not submit revised financial statements.

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

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

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

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

On the basis of this, the granting authority will analyse the impact and decide on the implementation

(i.e. start rejection or grant reduction procedures, either on the basis of the revised financial statements or the announced/alternative method/rate or a mix of those; see Articles 27 and 28).

25.6   Consequences of non-compliance

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

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

ARTICLE 26 — IMPACT EVALUATIONS

26.1   Impact evaluation

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

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

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

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

26.2   Consequences of non-compliance

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

CHAPTER 5   CONSEQUENCES OF NON-COMPLIANCE

SECTION 1   REJECTIONS AND GRANT REDUCTION

ARTICLE 27 — REJECTION OF CONTRIBUTIONS

27.1   Conditions

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

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

Ineligible lump sum contributions will be rejected.

27.2 Procedure

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

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

27.3 Effects

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

ARTICLE 28 — GRANT REDUCTION

28.1 Conditions

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

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

  (i) substantial errors, irregularities or fraud or

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

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

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

28.2 Procedure

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

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

28.3   Effects

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

SECTION 2   SUSPENSION AND TERMINATION

ARTICLE 29 — PAYMENT DEADLINE SUSPENSION

29.1   Conditions

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

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

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

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

29.2   Procedure

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

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

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

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

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

ARTICLE 30 — PAYMENT SUSPENSION

30.1   Conditions

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

(a) a beneficiary (or a person having powers of representation, decision-making or control, or

person essential for the award/implementation of the grant) has committed or is suspected of having committed:

  (i)   substantial errors, irregularities or fraud or

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

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

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

30.2   Procedure

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

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

  -   requesting observations within 30 days of receiving notification.

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

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

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

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

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

ARTICLE 31 — GRANT AGREEMENT SUSPENSION

31.1   Consortium-requested GA suspension

31.1.1 Conditions and procedure

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

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

- the reasons why

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

- the expected date of resumption.

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

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

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

31.2   EU-initiated GA suspension

31.2.1 Conditions

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

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

  (i)   substantial errors, irregularities or fraud or

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

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

(c) other:

  (i)   linked action issues: not applicable

  (ii) additional GA suspension grounds: not applicable.

31.2.2 Procedure

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

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

- requesting observations within 30 days of receiving notification.

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

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

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

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

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

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

ARTICLE 32 — GRANT AGREEMENT OR BENEFICIARY TERMINATION

32.1   Consortium-requested GA termination

32.1.1 Conditions and procedure

The beneficiaries may request the termination of the grant.

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

- the reasons why

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

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

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

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

32.1.2 Effects

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

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

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

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

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

32.2 Consortium-requested beneficiary termination

32.2.1 Conditions and procedure

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

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

- the reasons why

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

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

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

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

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

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

32.2.2 Effects

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

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

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

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

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

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

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

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

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

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

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

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

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

32.3   EU-initiated GA or beneficiary termination

32.3.1 Conditions

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

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

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

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

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

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

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

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

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

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

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

  (i) substantial errors, irregularities or fraud or

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

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

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

(m) other:

  (i) linked action issues: not applicable

  (ii) additional GA termination grounds: not applicable.

32.3.2 Procedure

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

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

- requesting observations within 30 days of receiving notification.

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

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

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

32.3.3 Effects

(a) for **GA termination**:

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

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

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

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

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

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

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

(b) for **beneficiary termination**:

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3   OTHER CONSEQUENCES: DAMAGES AND ADMINISTRATIVE SANCTIONS

ARTICLE 33 — DAMAGES

33.1   Liability of the granting authority

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

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

33.2   Liability of the beneficiaries

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

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

ARTICLE 34 — ADMINISTRATIVE SANCTIONS AND OTHER MEASURES

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

SECTION 4   FORCE MAJEURE

ARTICLE 35 — FORCE MAJEURE

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

'Force majeure' means any situation or event that:

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

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

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

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

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

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

CHAPTER 6   FINAL PROVISIONS

ARTICLE 36 — COMMUNICATION BETWEEN THE PARTIES

36.1   Forms and means of communication — Electronic management

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

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

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

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

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

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

36.2   Date of communication

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

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

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

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

36.3   Addresses for communication

The Portal can be accessed via the Europa website.

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

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

ARTICLE 37 — INTERPRETATION OF THE AGREEMENT

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

Annex 5 takes precedence over the Terms and Conditions.

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

Annex 2 takes precedence over Annex 1.

ARTICLE 38 — CALCULATION OF PERIODS AND DEADLINES

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

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

'Days' means calendar days, not working days.

ARTICLE 39 — AMENDMENTS

39.1   Conditions

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

Amendments may be requested by any of the parties.

39.2   Procedure

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

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

The request for amendment must include:

-    the reasons why

-    the appropriate supporting documents and

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

The granting authority may request additional information.

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

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

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

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

ARTICLE 40 — ACCESSION AND ADDITION OF NEW BENEFICIARIES

40.1   Accession of the beneficiaries mentioned in the Preamble

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

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

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

40.2   Addition of new beneficiaries

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

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

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

Additions are also possible in mono-beneficiary grants.

ARTICLE 41 — TRANSFER OF THE AGREEMENT

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

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

-    the reasons why

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

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

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

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

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

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

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

ARTICLE 43 — APPLICABLE LAW AND SETTLEMENT OF DISPUTES

43.1   Applicable law

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

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

43.2   Dispute settlement

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

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

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

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

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

ARTICLE 44 — ENTRY INTO FORCE

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

SIGNATURES

For the coordinator

For the granting authority

24. 10. 2023

24. 10. 2023

SIGNATURES

For the coordinator

For the granting authority

Erasmus+ (ERASMUS+)

Description of the action (DoA)

Part A

Part B

DESCRIPTION OF THE ACTION (PART A)

COVER PAGE

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

PROJECT	
Grant Preparation (General Information screen) — Enter the info.	
Project number:	101124312
Project name:	Aurora 2030
Project acronym:	Aurora
Call:	ERASMUS-EDU-2023-EUR-UNIV
Topic:	ERASMUS-EDU-2023-EUR-UNIV-1
Type of action:	ERASMUS-LS
Service:	EACEA/A/01
Project starting date:	fixed date: 1 November 2023
Project duration:	48 months

TABLE OF CONTENTS

PROJECT SUMMARY

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

Matching academic excellence with societal impact unites the members of Aurora European University Alliance. Aurora consists of 9 research-intensive university partners and 6 associated academic and non-academic partners driven by three main objectives: 1) Equip students and staff with the skills and mindset to become social innovators, changemakers and entrepreneurs, 2) Foster academic collaboration and community building to build a long-term Aurora identity, 3) Collaborate with external stakeholders and deepen students engagement in education, research & outreach. To accomplish our objectives, we will act across four key priorities to offer open, flexible and inclusive coursework related to societal impact and the SDGs, streamline our mobility programme, improve the interoperability of our virtual campus to create one inter-university campus, develop sustainability practices across our campuses, generate 5 research-driven educational hubs and knowledge-creating communities, contribute to peacebuilding in unstable regions, build research capacity across the EHEA and contribute to the development of best practices in open science. We target 260.000 students, 30.000 staff members, 813 research groups as well as citizen stakeholders in the 13 countries in which we operate. As a result of these efforts we will contribute to the development of our long-term educational strategy, consolidate Aurora as one inter-university campus, and build knowledge-creating teams with a broad impact across the EHEA and beyond. This will be accomplished through the development of 5 knowledge-creating communities, 9 partners offering service learning related coursework, 8 joint courses and 4 joint education programmes, 100 SDG-related courses, physical, virtual and blended mobilities for 1.600 students, 360 researchers, 360 academic staff and 160 administrative staff, 1 Peace Education Hub, and 1 digital and green campus.

LIST OF PARTICIPANTS

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

Number	Role	Short name	Legal name	Country	PIC
1	COO	UI	HASKOLI ISLANDS	IS	999884246
2	BEN	STICHTING VU	STICHTING VU	NL	954530344
3	BEN	UDE	UNIVERSITAET DUISBURG-ESSEN	DE	999843312
4	BEN	UNINA	UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II	IT	999976590
5	BEN	URV	UNIVERSITAT ROVIRA I VIRGILI	ES	999880560
6	BEN	UIBK	UNIVERSITAET INNSBRUCK	AT	999869114
7	BEN	UP	UNIVERZITA PALACKEHO V OLOMOUCI	CZ	999649506
8	BEN	CBS	COPENHAGEN BUSINESS SCHOOL	DK	998706666
9	BEN	UPEC	UNIVERSITE PARIS XII VAL DE MARNE	FR	999484606
10	AP	CIMEA	ASSOCIAZIONE CIMEA	IT	948603741
11	AP	EFA	EUROPÄISCHES FORUM ALPBACH (EFA)	AT	920773568
12	AP	KKNU	V. N. Karazin Kharkiv National University	UA	986260984

PARTICIPANTS

Grant Preparation (Beneficiaries screen) — Enter the info.

Number	Role	Short name	Legal name	Country	PIC
13	AP	SWUNR	SOUTH-WEST UNIVERSITY NEOFIT RILSKI	BG	999866980
14	AP	UT	UNIVERZITET VO TETOVO	MK	942833405
15	AP	UPJS	UNIVERZITA PAVLA JOZEFA SAFARIKA V KOSICIACH	SK	999885992

LIST OF WORK PACKAGES

Work packages						
Grant Preparation (Work Packages screen) — Enter the info.						
Work Package No	**Work Package name**	**Lead Beneficiary**	**Effort (Person-Months)**	**Start Month**	**End Month**	**Deliverables**
WP1	Project Management	1 - UI	407.00	1	48	D1.1 – Aurora Structure & Regulations D1.2 – Quality Management Plan fully implemented D1.3 – Aurora Joint Sustainability Strategy
WP2	Transdisciplinary European Research-Driven Educational Hubs	3 - UDE	298.00	1	48	D2.1 – Report on 2 research-driven transdisciplinary educational events organized per hub D2.2 – Report on SDG-related methodologies D2.3 – Report on Course Curricula and / or joint educational activities D2.4 – Report on guidelines for setting up micro-credentials D2.5 – Report on Aurora Student Experiences D2.6 – Report on Joint Education and Accreditation
WP3	Social Entrepreneurship and Innovation	8 - CBS	157.00	1	48	D3.1 – Summary report on key learnings from each task team D3.2 – Nine courses developed and scheduled D3.3 – Award competitions delivered D3.4 – Joint Aurora Stakeholder Strategic document
WP4	Teaching and Learning for Societal Impact	2 - STICHTING VU	149.00	1	48	D4.1 – Inventory of courses/trainings/

Work packages

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

Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
						modules on teaching and learning for societal impact/SDGs D4.2 – Report on courses and training sessions D4.3 – Report on Web platform / toolbox tools dissemination and support D4.4 – Draft components for the report on courses and training sessions D4.5 – Report on courses enriched with a module on FST and CC
WP5	Enhancing Quality of Research through an Aurora Research and Innovation Community	9 - UPEC	114.00	1	48	D5.1 – Report on academic communities and cross-institutional research support for collaborative projects D5.2 – Report on Aurora Research Gateway D5.3 – Report on the Online Dashboard D5.4 – Report on research assessment D5.5 – Draft components for the report on research assessment
WP6	Green and Digital Campus	6 - UIBK	154.00	1	48	D6.1 – Aurora IT Handbook D6.2 – Aurora Virtual Campus D6.3 – Aurora Alliance Sustainability Report D6.4 – Draft components for the report on the Virtual Campus D6.5 – Draft components for the report on Sustainability
WP7	Capacity Building and Community Engagement	7 - UP	202.00	1	48	D7.1 – Aurora Local peer-to-peer Student Support Services D7.2 – Aurora Student Program

Work packages

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

Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
						D7.3 – Capacity Development Programme in Central-eastern Europe D7.4 – The Karazin University Peace Education Hub D7.5 – Draft components for the report on the Aurora Student Program D7.6 – Draft components for the report on Capacity Development Programme in Central-eastern Europe D7.7 – Draft components for the report on the Karazin University Peace Education Hub
WP8	Enabling Mobility and Exchange	5 - URV	195.00	1	48	D8.1 – Guidelines for short-term mobility procedures shared and implemented D8.2 – Report on COIL(Collaborative Online International Learning)/VE and BIP (Blended International Programmes) courses D8.3 – Report on internationalisation D8.4 – Draft components for the report on COIL(Collaborative Online International Learning)/VE and BIP (Blended International Programmes) courses D8.5 – Draft components for the report on internationalisation
WP9	Aurora Governance	4 - UNINA	147.00	1	48	D9.1 – Report on the Aurora 2023-2027 Governance structure D9.2 – Report on the Aurora Future-proof Governance structure

Work packages

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

Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
						D9.3 – Report on Quality Education and Impact D9.4 – Report on development and implementation of Aurora Values D9.5 – Draft components for the report on Quality Education and Impact
WP10	Impact and Dissemination	9 - UPEC	185.00	1	48	D10.1 – Communication and Dissemination Plan D10.2 – Aurora Inventory of best practices and tools for Science in Society D10.3 – Report on Aurora's contribution to science, economy, technology, and society D10.4 – Report on trainings and workshops for a 'community of practice' (CoP)

Work package WP1 – Project Management

Work Package Number	WP1	Lead Beneficiary	1. UI
Work Package Name	Project Management		
Start Month	1	End Month	48

Objectives
The overall goal of WP1 is to both ensure sound management and coordination of the overall Aurora's workplan as well as optimally support the institutional development of the Alliance as described in the context of the Aurora 2030 vision. In this context, this WP will be responsible for the implementation of the Aurora Central Office, for the establishment and delivery of policy and strategy support as well as all professional services. More concretely, this WP will address the following specific objectives: O1.1 To coordinate and monitor the implementation of the overall workplan towards successful implementation of all activities and the achievement of all set deliverables. O1.2 To coordinate, manage and evaluate the activities aimed at strengthening Aurora's Central Office with its central administrative and supportive services. O1.3 To provide a framework for Quality Assurance through a published Quality Management Plan. O1.4 To support, manage, monitor and evaluate the development and financial sustainability of the Aurora Alliance.

Description
T1.1 Project Management This task includes the coordination of the implementation of the Aurora Work Plan and ensures sound management of overall resources and capacity towards the achievement of all set deliverables. The Aurora Alliance has very early on installed a Central Office to manage and coordinate all Alliance affairs. It plays a central role in managing the current governance structures and engaging all stakeholders. All activities related to this task will be carried out by the Aurora Central Office in close cooperation with UIce, and will include support to and coordination of the management of the Aurora Alliance's organisational bodies and units: 1 Aurora Board 2 Aurora General Council 3 Vice-Rectors Education; 4 Vice-Rectors Research; 5 Institutional Coordinators; 6 Work Package Leads 7 Task Team leads, on specific instances. Specific attention will be put on fluid communication between these bodies, bringing understanding and cohesion, as well as providing conflict management mechanisms. The Aurora Central Office will as well liaise with the External Quality Board and the External Stakeholders Board. The Aurora Central Office will also monitor the execution of the project on a yearly basis. This includes the financial monitoring and control required for the accountability of this Erasmus+ project towards the fulfilment of the relevant grant agreement as well as the risk management. All activities related to this task will be carried out by the Central Office in close cooperation with the Institutional Coordinators. As described in WP9.1, the governance structure described in this bid is seen as one in development. WP9.1 describes how we aim to create a governance structure that works for the new bid and becomes future proof also for the post-2027 period. UICE COO VUA BEN UIBK BEN UP BEN URV BEN UNINA BEN UDE BEN CBS BEN UPEC BEN T1.2 Quality Assurance A core Quality Assurance team will be established with UIce as the lead and UIBK and UP as co-leads.

A quality management plan (QMP) will be produced during the first semester of the project describing the quality assurance guiding principles and process, roles and responsibilities in quality assurance and reporting process. This will include the timeline of the quality evaluation reports and how they connect to form a comprehensive narrative from individual TT quality assurance reports to external review of the whole projects by the EQB.

The core team will be responsible for collecting information from other WPs for analysis and reflection in the annual Quality evaluation/recommendations reports.

A Quality Council will be set up by M3 with representatives ("ambassadors") of all WPs who meet every other month to discuss QA across the project, bring up issues related to QA, and arrange information meetings with other participants when necessary.

The Quality Board, comprised of international experts on QA, will have a consulting and a strategic role and will be informed regularly of the status of QA in the project. The EQB will provide external recommendations based on the annual internal evaluation/recommendations and can be approached regarding specific QA related issues should they arise.

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UP BEN
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UNINA BEN
UDE BEN

T1.3 Sustainability of the Alliance: Aurora 2030+

This task aims to secure the sustainability of the Aurora Alliance by analysing and securing the various conditions required for Aurora cooperation to continue beyond 2030.

It will do so mainly through the formulation of several options for the financial sustainability of the Aurora Alliance. We will, for example, consider the individual institutional financial strategies and capabilities. The goal of this Task Team is to create synergy between all aspects necessary for a long-term viable and financially sustainable Aurora Alliance, and in doing so aligning the financial capabilities and national regulations of the different Aurora partners. The TT will bring together grant / pre-award offices or other experts to create a structural joint approach for external fundraising for Aurora. In order to secure both continuous participation and feasibility in coordination of all ambitions that go far beyond the scope of the current call, this TT will create clear handover guidelines for ensuring sustainability. In addition, we will be mapping the state of project sustainability at the institution level and create a clear roadmap with Key Performance Indicators that go beyond the confines of project duration. To that end, this TT will develop an Aurora Joint Strategy of Sustainability, which will be continuously updated through annual monitoring and evaluation of its strategies.

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UPEC BEN

Work package WP2 – Transdisciplinary European Research-Driven Educational Hubs

Work Package Number	WP2	Lead Beneficiary	3. UDE
Work Package Name	Transdisciplinary European Research-Driven Educational Hubs		
Start Month	1	End Month	48

Objectives
The overall objective of WP2 is to influence societal change by developing communities of learners, researchers and stakeholders that jointly want to become change-makers on the basis of active and inclusive, student-centred, quality-assured, fully recognized, and research- and innovation-driven learning and teaching in higher education. The structure of WP2 and its tasks is based on our already well-established pilot domains that are dedicated to the sustainable development goals: • Sustainability & Climate Change;

• Digital Society & Global Citizenship;
• Health & Wellbeing;
• Culture: Diversities & Identities.*

*A fifth pilot domain has been established, Social Entrepreneurship & Innovation, however, we have dedicated WP3 specifically to tackle the challenges and opportunities related to that pilot domain and the transversal skills and mindsets that are associated with it. See for more information the WP3 description.

Through the continued development and implementation of our pilot domains along the lines of challenge-based approaches, collaborative learning and transdisciplinary co-creation we aim to generate several European research-driven learner-centred educational "hubs" that address major societal challenges via innovative, flexible, joint course delivery and programme development as well as by providing new options for students to customise their own curricula. The programme development and the customization and flexibilization of curricula can occur in the field of content, regarding the locality of the course, the kind of course delivery and the timing of learning experience. Each domain advancing to the status of a hub will tackle core transdisciplinary challenges our societies are facing.

More concretely, this WP will address the following specific objectives:

O2.1 To expand the four pilot domains into transdisciplinary European Research-Driven and Learner-Centred Educational Hubs. Accomplishing this goal will put cutting-edge research at the heart of our educational developments.

O2.2 To design, teach, and seamlessly recognize eight joint courses as part of micro-credentials, applying the LRC (Lisbon Recognition Convention) qualification scheme for flexible learning paths. Accomplishing this goal will provide innovative course offering to at least 20 Aurora students per year at each educational level (Bachelor, Master, PhD and Lifelong Learning).

O2.3 To use the experience of the precedent flexible learning paths to develop effective exchange of teaching and learning approaches and methodologies among the participating institutions. Accomplishing this goal will result in shared expertise in the effective employment of COIL, excursions/short term mobilities, challenge-based learning, and digital as well as blended learning, which could serve as a reference for further joint courses initiatives and the general development of innovative SDG-related teaching and learning formats.

O2.4 To design, teach, and seamlessly recognize one joint-educational offer per domain per year, applying the LRC transnational qualifications scheme (through collaborative arrangements with one awarding institution). Accomplishing this goal will provide concrete offers for curriculum innovation in four interdisciplinary fields in the participating universities.

O2.5 To assess a possible joint education degree at any level (BA, MA, PhD) in at least one of the four interdisciplinary domains. Accomplishing this goal will benefit curriculum development in trans- but also interdisciplinary fields and would serve as a reference for the development of further joint European degrees.

Description

T2.1 Establishing the Hub for Sustainability & Climate Change

In order to enable the standardization and dissemination of the educational activities of the transdisciplinary and SDG related hubs, it is the transversal duty of this task to compile and publish guidelines for setting up micro-credentials in Aurora.

The specific duty of this task will be the development and implementation of flexible learning paths that render a holistic understanding of "Sustainability & Climate Change", expanding on ecological or economic interpretations of the term to understand complex societal problems in various ecosystems. Furthermore, we will
• roll out a 30 ECTS credits joint educational programme that is widely integrated across the participating Aurora institutions.
• identify and agree upon suitable formats such as collaborative courses, excursions and micro-credentials.
• explore further roll-out potentials, like a joint degree programme. We will launch first courses of the programme "Sustainability & Climate Change" that will allow students to (a) develop creative solutions in a transdisciplinary way and (b) implement and disseminate innovation in a collaborative, international and intercultural manner. The joint educational programme shall allow even students who are normally underrepresented in internationalisation to follow their individual interests and needs, building up competences with social relevance on university level in different areas – such as Environmental Science – relating to the overall theme of this hub on "Sustainability & Climate Change". The topical areas, flexibly chosen by the students, reflect the research-strengths of the participating universities and their societal relevance, ensuring a strong researcher-led, challenge-based and SDG-related teaching and learning approach. Furthermore, in close cooperation with TT2.5 we will work to launch a flexible learning paths qualification scheme that is widely accessible and usable across the participating Aurora institutions.

By the end of the funding period, we will explore the feasibility of a joint degree programme. Aurora students are able to participate in the joint educational programme and have them recognised.

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T2.2 Establishing the Hub for Digital Society &Global Citizenship
The transversal duty of this task is the reporting on the educational activities developed in the four transdisciplinary hubs. The specific goal of this task is the development and implementation of four Master level courses of 10 ECTS each in the field of Digital Society and Global Citizenship. The participating universities are offering a series of newly designed courses on the following topics:
• Conceptual Modelling for the Digital Society
• Disruptive Ecosystem Design
• ICT for Development Countries
• Business Models and Societal Responsibility
These courses will be constructed as a series of micro-credentials, such that they can easily be included in existing master's degree curricula. The courses result from the curriculum design work launched within the first Aurora tender. They are self-contained but can also be offered as a minor in Digital Society and Global Citizenship.
The ultimate goal of this task team is to contribute to the creation of a two-year European Joint Master's degree on Digital Society. As this in an ambitious endeavour that cannot be covered by the Aurora proposal, an additional project proposal has been submitted, called EURIDICE, to the EU DIGITAL-2022-SKILLS-03 call, with 11 universities, 2 research institutes, and 6 SMEs. EURIDICE will focus on the development of the two-year EU master. Notice that the four courses will be developed and implemented with or without the additional EU grant. If the EURIDICE proposal is granted, the four courses will be incorporated in the two-year master curriculum. If it is not granted, the four courses will be developed and implemented as micro-credentials. There is therefore no risk of double financing.
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T2.3 Establishing the Hub for Health & Well-Being
The transversal duty of this task is the professionalization of transdisciplinary, research-driven education by reporting on the SDG-related methodologies employed or developed in the four transdisciplinary hubs of this work package. Its specific task in the transdisciplinary field of Health & Wellbeing is the development of a set of educational offerings, delivering, among others, a transdisciplinary seasonal school at PhD level focusing on topics such as advanced therapies, Mediterranean diet, etc. We will develop four (joint) courses and one or two programmes addressing several educational levels (BSc/MSc/PhD). The courses and programmes will be developed using multidisciplinary and SDG-oriented approaches. Those approaches will be used to set up seasonal schools and minor programmes first. These courses will include the following subjects:
- Biomedicine;
- Advanced therapies;
- Nursing in geriatrics;
- Mediterranean diet;
- International and Global Health;
- Gender issues in the Health & Wellbeing domain.
In this task we will foster co-creation by all partners involved in order to collaborate on integrating their multidisciplinary expertise, knowledge and experiences to build advanced educational activities. This will enable us to join excellence areas of each university in health and wellbeing and facilitating the delivery of high-level experience to students regardless of differences in backgrounds.
We will work at two different levels, first, the broadening of the Aurora portfolio of courses and modules and secondly

the co-creation of joint activities. In particular, at least one International PhD course, two minor programmes and a seasonal school will be organized.

All learning and teaching activities developed as part of this task will use teaching methodologies based on active learning, group work and creative thinking. This will not only facilitate but also stimulate the development of personal and transferable skills in our learners. In this task we will develop a strategic plan in which we identify strategic priorities of all parties involved as well as on the programme design, on how to engage academics, and how to move towards the sustainability of the pilot domain beyond the scope of this call (e.g., organization of the courses). Although not part of this proposal and probably beyond the scope of this call too, it is our ambition to design a MA or PhD joint programme.

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T2.4 Establishing the Hub for Culture: Identities and Diversities

This task has the transversal duty to advise on and document the formation of the transdisciplinary European research-driven educational hubs. The development of the pilot domains into academic hubs requires activities such as a meeting once a year for two days at one of the Aurora universities in order to coordinate the activities, to connect, inspire, and learn from each other, and to create more innovative learning opportunities for Aurora students.

The task team's own duty of establishing a hub for "Culture: Diversities and Identities" begins with the development of a set of educational offerings; (joint) courses and programmes at all levels (BA/MA/PhD) related to culture and with a special focus on European identities and diversities. Its larger goal is a joint educational offer on "Understanding Europe", made available to 100 BA-students at all Aurora-campuses.

Before the start of this project, the existing pilot domain has already piloted the joint degree programme "Understanding Europe" based on two joint courses in the fall of 2022 / spring of 2023 that offers a micro-credential qualification. During the next phase, and as part of this proposal, this joint programme will be expanded by the introduction of more SDG-oriented tracks in the joint courses and by the addition of "specialization courses" (already existing courses at each university that will be further developed to fit the Aurora learning philosophy). Thus, the joint educational offer will be expanded into a minor programme that will be offered across the alliance as an add-on certificate, an elective or a compulsory module within a study programme.

Furthermore, during the first part of the next phase, we will continue to create at least one joint course per year. Examples of course subjects include "European Myths in Popular Culture" and "LGBTQ+ in Europe". Besides, we will offer one COIL fair per year on SDG-related subjects like, e.g., sustainable tourism. Finally, we will introduce the Aurora PhD forum as a new format, which consists of one physical two-day retreat for selected PhD candidates per year.

During the second part of the next phase, we will increase the number of SDG-oriented tracks in the joint courses of "Understanding Europe", the number of specialization courses at each university, and the number of internships and service-learning offerings. Thus, we will explore the possibility of expanding the joint program into a 60 ECTS program that can be offered as a "minor." To further spread Aurora methodologies, in this task we will continue to create at least one additional joint course per year on, e.g., "European National Narratives in Comparison", "European Empires and Their Legacies", "European Minorities and Social Inclusion", and "Global Views on Europe"; offer one SDG-related COIL fair per year on, e.g., rural/suburban/urban Europe; and one Aurora PhD retreat per year. Regarding the latter, we will turn the Aurora PhD retreat into a competitive opportunity by switching from an invitation-based form to an applications-based recruiting model where teams consisting of PhD candidates from at least two Aurora universities can apply for the organization of the retreat.

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T2.5 Coordination of joint education and joint accreditation
Besides its contribution to the transversal duty of establishing guidelines for setting up micro-credentials in Aurora (with TT2.1) it is the specific duty of this task to assess the possible formats for education that are most appropriate for the separate and joint educational activities as developed in T2.1-T2.4. For example, they could be either national, foreign, transnational or joint programmes. Additionally, we will investigate and develop guidelines for ensuring automatic pre- and post-recognition of qualifications and accreditations for these different joint education initiatives.
For the activities developed in each TT (2.1 to 2.4), regular meetings will be organized with the pilot domain people to clarify the educational objectives of each initiative and the teaching, logistic and administrative capacities of each participating institution to host, lecture, and validate the acquired competences in the form of transferable (transnational) ECTS credits. For instance, for TT 2.4, the top priority is to test a qualification scheme called "Understanding Europe" gained after flexible learning paths (through micro-credentials). We will explore a possible expansion to a transnational qualification scheme, for which one awarding institution will need to be identified to guarantee the automatic recognition and accreditation of the acquired qualifications.
This practical support will be supplemented by simultaneous desk research on the different national educational systems of all AURORA institutions to assist the participating institutions in identifying the appropriate initial format of joint educational proposal and the potential format expansion (how far can we go in the aggregation of the educational proposals? How many institutions could be simultaneously involved in each program? Etc.). The collected information will feed the discussions with the task-team experts.
The frequency of the meetings will depend on the difficulties faced by the implementation of each TT's educational proposal. A minimum of one monthly meeting per TT seems reasonable to guarantee an efficient workflow.
The collection of all national-base accreditation schemes is expected to be one of the most time-consuming activities of the task team, as there are often different accreditation schemes within countries; and even within universities according to the disciplinary scope of the Departments. Therefore, each partner university will be asked to identify a contact person with expertise in national accreditation and qualification criteria, who will be invited to feed the desk research with appropriate feasibility information and to validate the final proposals that will be made by TT 2.5 about the preferable educational formats adopted by each program developed within TT 2.1-2.4.
The difficulty of the collection of this micro-level information is the fact that it will significantly depend on the collaboration willingness of the designated local accreditation experts. Hence, to facilitate this collection, the TT 2.5 will prepare and launch by M6 a standardized questionnaire in English, translated in the national language of each partner and submitted to each IC for internal diffusion (either by transferring it directly to the local accreditation expert or by sending it to the different Department Heads if the latter is recommended by the local expert).
The implemented courses/micro-credits/modules will then be assessed annually, through a systematic student questionnaire distributed upon completion of the Aurora courses. The results of the questionnaires will be presented in the tender's mid-term and final monitoring and assessment reports, alongside the research work on institutional accreditation and validation schemes.
The coordination of the information flow between the different task-teams of WP2 and the national experts will require close cooperation with the Educational Developer at Aurora's Central Office. The Educational Developer will also assist TT 2.5 in coordinating its efforts with TT 6.1 on Digital Campus and the WP8 on Mobility to optimize the productivity and efficiency of each work group.
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Work package WP3 – Social Entrepreneurship and Innovation

Work Package Number	WP3	Lead Beneficiary	8. CBS

Work Package Name	Social Entrepreneurship and Innovation	
Start Month	1	**End Month** 48

Objectives

The overall goal of WP3 Social Entrepreneurship and Innovation is to foster teaching and learning for societal impact with special emphasis on entrepreneurial skills and mindsets. This implies that students, teachers and researchers are prepared for engagement with and within society while aiming to have societal impact. Central to WP3 are innovative pedagogies that have been developed in the first phase of the Aurora European University Alliance project, with special emphasis on Social Entrepreneurship and Innovation Scales to Measure Impact Competence (SEISMIC), which provides quantitative measures for twelve competencies required to create societal impact (such as e.g. impact measurement, future thinking, action-under uncertainty, perspective-taking).

More concretely, this WP will address the following specific objectives:

O3.1 To develop and deliver SEISMIC courses on Social Entrepreneurship and Innovation at all Aurora universities. This will directly train students in the competencies needed to become social entrepreneurs and innovators and indirectly support pedagogical development through co-teaching and faculty on faculty interaction.

O3.2 To administer the SEISMIC surveys in order to identify which social entrepreneurship competencies are best fostered by which courses and teaching interventions. Best practices are then shared in training sessions resulting in improved teaching capabilities among Aurora educators.

O3.3 To create a virtual ecosystem in order to foster social entrepreneurial behaviour at each of the partner universities among Bachelor, Master and PhD students as well as faculty and administrative staff. Annual SEISMIC awards will be awarded to the best ideas.

O3.4 To map relevant actors in the regional ecosystems and to identify and create a co-engaging platform for sustainable collaboration with regional stakeholders across Aurora universities. The outcome will be development of the joint strategic document to co-engage regional stakeholders in the implementation of the university's 3rd mission (namely to create knowledge for the benefit of society).

Description

T3.1 Deliver Courses on Social Entrepreneurship and Innovation

This Task will be dedicated to, on the one hand, deepening the integration of the continued offer of developed innovative pedagogies for courses within the Aurora Alliance and, on the other hand, developing new applications for teaching and learning for societal impact.

Each participating university will offer 1-2 experiential interdisciplinary SEISMIC courses in the area of Social Entrepreneurship and Innovation, both online and as in-person (resulting in a total of 9-18 courses). These short-term course offerings typically have a duration of 2 to 3 weeks and students will be able to obtain 2 to 10 ECTS for successful participation. Each course aims for 30%-50% exchange from all other Aurora universities to create a critical international mass.

For the application of the SEISMIC methodology, the use of the virtual SEISMIC Social Impact Panorama (www.babele.co/aurora) is encouraged. It provides a platform for the online teaching tool aimed at faculty who hold classes as part of which students work collaboratively on ideas for social impact projects. The panorama allows students to identify a societal problem, develop a solution, and make a plan for implementation. The panorama makes it easy for faculty to follow online the progress of students. Moreover, being an open innovation platform, the Panorama allows students to review the ideas of other Aurora students as part of a virtual ecosystem (see Task 3.3).

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T3.2 Measure the SEISMIC competency development
Participating universities will use the SEISMIC survey tool (which was developed in the pilot phase) to measure pre/

post competency development. These surveys will be administered in three fields: We will firstly, survey the specific WP3.1 SEISMIC courses. Secondly, the tool will be offered to be used on educational interventions in other WPs (such as service learning, COIL etc). Thirdly, the tool will be offered to measure the development of SEIMIC competencies in specific study programs ranging from start to end of studies.
Results will be used to identify Aurora best practices which then will be shared among Aurora partners.
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T3.3 Virtual ecosystem to foster social entrepreneurship
The entrepreneurial ecosystem will be fostered by creating an Aurora virtual community driving social entrepreneurship and innovation. Therefore, an annual SEISMIC award will be granted to the best ideas developed by students and staff. These will be presented at the Aurora biannual. The awards will be selected by a cross-Aurora jury considering multidisciplinary criteria to connect the entrepreneurial ecosystems of the Aurora partners towards a virtual Aurora social entrepreneurial ecosystem.
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T3.4 Engaging Regional Ecosystems and Stakeholders
Participating universities will co-engage with mayors of the cities, regional industry representatives, business chambers, NGOs and social change incubators (e.g. such as Impact Hubs) in activities related to the Sustainability & Climate Change, Digital Society & Global Citizenship, Health & Well-Being, Culture: Identities & Identities, and Social Entrepreneurship & Innovation. A stakeholder mapping and a fair will specify the stakeholders to be engaged considering special topics and activities to identify synergies. Aim is to identify best practices that lead to 1-2 MoUs between the Aurora partner university and their stakeholder.
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Work package WP4 – Teaching and Learning for Societal Impact

Work Package Number	WP4	Lead Beneficiary	2. STICHTING VU
Work Package Name	Teaching and Learning for Societal Impact		
Start Month	1	End Month	48

Objectives

The overall goal of WP4 Teaching and Learning for Societal Impact is to foster teaching and learning for societal impact with special emphasis on transversal skills. WP4 will in the first place move towards embedding service learning and co-creation as core pedagogies for societal impact in Aurora universities. WP4 aims to accomplish this goal through stimulating mutual learning and development of joint frameworks on innovative pedagogies. Besides, WP4 will continue the further development and implementation tools of the previously developed tools such as Learning Outcomes in University for Impact in Society (LOUIS).

More concretely, this WP will address the following specific objectives:

O4.1 To embed service learning and challenge-based co-creation as core pedagogical practices for societal impact in Aurora universities. Accomplishing this goal will help support and foster teaching and learning practices that help equip students with relevant competencies required for societal impact and change.

O4.2 To develop and integrate content and methods of education supporting teaching and learning for societal impact in the context of sustainable development. The WP activities support the integration of skills and mindsets relevant to the SDGs into teaching and learning activities across the Aurora universities. Accomplishing this goal will provide academic teachers and students with a map of SDG-focused courses/programmes and with previously developed teaching and learning tools like LOUIS. The aim of the mapping is to enhance students' education for societal impact, give them opportunity to explore the availability of sustainability related courses, and thus foster a focused Sustainability Education in Aurora universities. The aim of LOUIS is to provide teachers with a tool to explain to students how they can grow in transversal competences that are useful for societally relevant work and life, in particular also for Sustainable Development.

O4.3- To expand Aurora's vision of teaching and learning for societal impact through the South-South and Triangular Cooperation (SSTC) approach which combines conventional North-South collaboration with South-South collaboration. This approach helps strengthening the research and education capacity of partner universities in the Global South while, at the same time, allowing partner universities in both the Global North and South to broaden their views and gain deeper insights into priority areas such as food systems and climate change in a connected world.

Description

T4.1 Challenge-based Co-creation, Service learning and Life long learning

In this Task we will focus on strengthening and embedding innovative pedagogies in Aurora Universities.

First, a strategy for continuation, sustenance and scale-up of service learning (SL) activities as well as (challenge-based) co-creation for societal impact activities will be developed. Within Aurora SL has so far been used by sharing experiences, tools, and strategies. We will continue to provide inspiration and training sessions on co-creation, we will invite both teachers and students of all Aurora Universities. We will offer CSL and co-creation in all four domains and within the all universities of Aurora.

In this Task, we will develop an open Aurora learning process and community, aiming to foster mutual learning and co-development of joint frameworks on innovative pedagogical approaches that serve as a benchmark for teaching and learning in Aurora. Within the learning process and community Aurora teachers and staff can learn from each other, learn from the process, share experiences, tools and resources, and find the best ways to organize and move forward together. For example, sharing and learning from best practices, innovative approaches, applied frameworks and models, and more. To cater that ambition, we will work towards developing living learning labs, inter-university mobility and immersion visits, and virtual knowledge sharing and learning spaces that foster learning and cross-pollination of ideas. Within this project we will start in co-creation with WP2 and WP3 to set up working groups per pilot domain to make use of SL and co-creation methodologies to tackle the complex societal issues that programmes within the pilot domains address.

Finally, in this Task, we will develop and implement an Expert Centre to provide guidance, support and help to Aurora teachers, staff and students to further foster the practice of innovative pedagogies. In the first phase of the Aurora Alliance, several pedagogical tools were developed and piloted. These tools will be part of the Aurora Innovative Pedagogies for Social Change and Impact Toolbox. Both new tools and existing tools will be further developed and updated, among which, service-learning, co-creation, mixed-classroom, COIL, BEVI, LOUIS, SEISMIC, and Babele Social Business Model Panorama. The Expert Centre will work on expanding, developing and updating the joint Toolbox. A first step is to expand the toolbox with experiences of other contexts (including other universities). We also aim to continue offering international learning Labs in which partners can exchange experience.

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T4.2 Education for Sustainable Development
In this Task we will aim at creating awareness of the uses for Sustainable Development Goals (SDG) in education by inventorying, developing and transferring knowledge on how Aurora teachers and staff can integrate sustainability into its educational provision.
First, we will further develop the SDG Education Dashboard to identify and highlight courses that relate to the SDGs and aim for societal impact and fostering SDG Education for Teachers through collaboration and co-creation between Aurora partners.
This Task will work closely together with WP2, on contributing to the joint education programmes, and WP3, on student competencies curricula and on uptake for Aurora's innovative pedagogies. The SDG Education Dashboard is specifically developed for students by providing for a central platform where all courses and other initiatives that have any relevant relation to the SDGs are included. Such a platform will help students choose their courses and define their education path to acquire the SDG competencies they will need in their future career based within the disciplinary orientation of their degree.
Moreover, a specific platform will be developed for teachers as well, the SDG Education for Teachers. It aims to provide academic teachers with a map of SDG-focused courses and programmes and with teaching and learning tools such as LOUIS (Learning Outcomes in Universities for Impact in Society) and the BEVI (Beliefs, Events and Values Inventory).
SDG education requires innovative pedagogies, knowledge, skills and interdisciplinary competencies
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T4.3 South-South and Triangular Cooperation (SSTC) in research and education
SSTC promotes synergies between South-South and North–South cooperation initiatives. It serves as a bridge towards the development of sustainable partnerships which are mutually beneficial among partners in both the Global South and North.
This Task aims to strengthen the research and education capacity of partner universities in the Global South and, at the same time, allow partner universities in both the Global North (Aurora universities) and South to broaden their views and gain deeper insights into priority areas of global societal and academic relevance, supporting evidence-based education. The thematic focus of this Task is on food systems transformation with special attention to climate and energy smart agriculture and nutrition-sensitive agriculture. The need to jointly address the persistent problem of food and nutrition insecurity under changing climatic conditions is compelled by the interconnectedness of food systems across the globe which has become even more evident with the COVID-pandemic, war and conflicts. However, other thematic areas may come up in interaction with local researchers and local university leadership.
This Task promotes the use of innovative teaching and research methodologies, such as (but not limited to) Real-Life Learning Labs (RLLL) and Collaborative Online International Learning (COIL) developed by AURORA partner universities. The proposed activities and estimated timeline are indicated below:
• Mapping (period: Jan-Mar 2024) - Identification and selection of strategic partners for Aurora in the field of food systems transformation in the Global South
• Needs assessment (period: Mar-Jun 2024) – Identification of needs based on assessment of intra-university capacity in the field of evidence-based education for food systems transformation (FST) at the selected universities in the Global South (i.e. identification of potential courses, Bachelor/Master level, for curriculum enrichment with a module on FST, identification of existing community services with potential relevance for FST, assessment of capacity for in-house internationalization and online education on FST at the selected HEIs)
• Curriculum enrichment (period: Jun 2024 -Jun 2027) - Curriculum enrichment jointly conducted by partners in the

Global North and South through the introduction of innovative elements on FST in existing curricula (i.e. curriculum enrichment - module on FST- among those courses identified in the needs assessment; course enrichment plan; design/ set up of module on FST; module content development; module testing; identification of module components suitable for COIL implementation;)
• Real-life Learning Labs (RLLL) (period: Jun 2024-Jun 2028) - Establishment of RLLL involving stakeholders in the field of FST to enhance university-community collaboration and the societal relevance of education (i.e. identification of courses suitable for RLLL among those selected for curriculum enrichment; RLLL set up including development of stakeholder platform and joint identification of priority areas for experiential learning with stakeholders; development of RLLL protocol; training of trainers on RLLL facilitated by Aurora partners and partners in the Global South with experience on RLLL; RLLL implementation at the selected HEIs; RLLL Reflexive Monitoring in Action)
• Collaborative Online International Learning (COIL) (period: Sep 2024-Jun 2028) - Capacity building on COIL at the partner universities in the Global South to enhance inter-university partnerships (i.e. evaluation of partner universities internationalisation strategies based on needs assessment; prioritisation of module components suitable for COIL; training lecturers of prioritised module components on COIL; design and plan COIL for prioritised module components; develop manual for COIL implementation; testing of COIL module)
• Dissemination (period: Jan 2024-Dec 2028) - Awareness raising and dissemination of lessons learnt from SSTC experiences.
From an academic point of view, this Task supports Aurora's endeavour to bridge the gap between science and society and strive towards academic excellence and societal impact by establishing South-South and Triangular Cooperation in research and education in thematic areas related to the Sustainable Development Goals (SDG2: zero hunger; SDG3: good health and well-being; SDG13: climate action, among others).
From a geographic point of view, this Task expands Aurora partnership beyond the Europe-North America axis. It builds on existing collaborations AURORA partner universities have with a well-established network of HEIs in the Global South (Sub-Saharan Africa: Benin, Ghana, Kenya, South Africa and Uganda; North Africa: Tunisia, Morocco and Algeria; Latin America: Argentina; and South-East Asia: Vietnam). Partners under consideration, based on initial screening and expression of interest, are University Abomey-Calavi in Benin; University for Development Studies in Ghana; Universities of Limpopo, University of Witwatersrand, Cape Peninsula University of Technology and University of the Western Cape in South Africa. However, the specific countries and partners involved in activities depend on the methodological steps highlighted above and the joint effort by partners in the Global North (Aurora universities) and in the Global South to attract additional funds to initiate and sustain activities.
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Work package WP5 – Enhancing Quality of Research through an Aurora Research and Innovation Community

Work Package Number	WP5	Lead Beneficiary	9. UPEC
Work Package Name	Enhancing Quality of Research through an Aurora Research and Innovation Community		
Start Month	1	End Month	48

Objectives
The overarching goal of WP5 is to create an environment for Research and Innovation within Aurora that fosters and recognises excellent research and research collaboration. By creating an active Research and Innovation Community within Aurora, we can both enhance the quality of research and increase its impact. This includes sharing common values and practises with respect to research assessment and Open science. It also includes initiating common research activities through incentive calls and mobility actions. More concretely, this WP will address the following specific objectives: O.5.1 To develop guidelines of Aurora assessment practices in the frame of the COARA agreement, using a bottom-up approach. This will be accomplished by setting up a group of expert academics reflecting upon ongoing reforms

of research assessment and their implementation. Accomplishing this goal will help to build the common Aurora 2030 vision and shared values, therefore fostering a strong Aurora identity in the long term.

O.5.2 To create opportunities and incentives for young and established academics to further research cooperation among Aurora. This will be accomplished by successfully running an annual call for incentive, challenge based research projects. Particular attention will be given to promote early stage researchers (R1, R2) and in the frame of the research-driven educational hubs. Accomplishing this goal will create opportunities for young and established academics and therefore enable the next generation of Aurora academics to be formed. It will also strongly favour the building up of Aurora academic communities in synergy with the educational projects of WP2.

O.5.3 To lay the foundation for monitoring, assessment and evaluation of Open Science practices by developing an Aurora Research Information Infrastructure through OpenAIRE, and build and strengthen Aurora research support communities by providing training on Open Science services and practices. Provide training on Open Science services and good practices for research support staff within and between Aurora universities.

Accomplishing these goals will help to build the common Aurora 2030 vision and shared values, fostering a strong Aurora identity in the long term that puts emphasis on the quality and impact of research.

Description

T5.1 Towards Reforming Research Assessment

In this task, we will capitalise on Aurora's members' activities that partake in the COARA (Coalition on Advancing Research Assessment) initiative to reform research assessment.

We aim to share participants' experiences of conducting a bottom-up reform of research assessment procedures and criteria in their institution. Several actions will be taken for that :

- Review of the universities' national research assessment context;
- Review of the research assessment criteria by disciplines or group of disciplines;
- Review of the researchers' assessment practices : procedures, criteria and perimeters of research activities included in the assessment (e.g., open data, publications, SWAFS initiatives, licences, media communication).
- We will also address how to include criteria of carbon and environmental footprint within research assessment.

During the data collection phase, the group shall

(i) collect the best practices from all Aurora partners, including current tools for assessing academic merit,

(ii) explore career evaluation systems based on Open Science and RRI principles and practices,

(iii) propose a common framework for the open and transparent evaluation of academic merit,

(iv) explore the implementation of awards for different career paths, considering a set of common criteria to judge these merits.

An established group of expert academics will review and consider the results of the data collection, and produce a set of guidelines for developing new research assessment practices. Implementation of the guidelines will be adopted by the partner universities on a voluntary or contractual basis.

In line with the COARA agreement, we will take into account the particularities of the universities' national institutional context, of the social, historical and economic specificities of each university, as well as the different ethos and practices of research assessment in each discipline or group of disciplines.

This process will be conducted by bi-annual workshops open to all members.

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T5.2 Academic collaboration and community building

In this Task we will aim to encourage academic collaboration and create an Aurora research community, we propose as key actions:

(1) common calls for incentive and collaborative research projects,

(2) specific actions for early stage researchers, such as short term research secondments,

(3) thematic schools and training modules.

1. Common call for seed funding collaborative projects

Task team 5.2 oversees seed funding grants for innovative, challenge-based research collaboration projects. Annual calls for application will be published across Aurora. The calls shall focus on creating synergies, sharing information and

knowledge, and building academic communities within Aurora. Eligible projects can be of any discipline, but the aim must be to strengthen collaboration. Project groups should comprise academics from 3+ Aurora universites.

The allocated funds are intended to facilitate networking, fund travel and subsistence costs, support information sharing, gaining access to data and enhancing academic output. For grant attribution and management, UPEC intends to set up a cross-institutional and cross-disciplinary Aurora Scientific Council, including representatives of all member universities. In addition, this Council is expected to constitute a strong scientific identity and community on-the long term.

2. Short term mobility

The task team will encourage early career researchers (PhD; postdoc) to go on short term mobility in a laboratory of an Aurora partner university. These short-term research secondments can last up to 3 months. The objective is to second 10 early career researchers each academic year. The Aurora Scientific Council will evaluate the applications. This will build community and awareness of Aurora, and promote collaboration between institutions as the researchers form relationships and networks within Aurora. The estimated cost is 280 000 total (7000 EUR x 10 PhD students/postdoc x 4 years). These costs will be moved to the mobility part of the Aurora budget.

3. Thematic summer and winter Schools for Early-stage researchers

The task team will facilitate thematic summer and winter schools for early career researchers. In line with the current summer school projects, these schools will cover a specific theme for a short period of time (generally 1 or 2 weeks).

Such a school should be built around a specific theme and declined around a series of lectures and conferences given by 5-10 experts from at least 3 Aurora partner universities.

Interested Aurora universities can receive funding for organising such a programme. This serves as a career development opportunity, knowledge sharing hub, network and community building. The objective is to host two of these each year, and to involve as many Aurora universities as possible. The Aurora Scientific Council will evaluate the proposals. The host institution will receive 20 000 EUR to cover organisational costs. The estimated cost of this project is 160 000 EUR (20 000 per school x 2 a year x 4 years.

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T5.3 Support and Infrastructure for Open Science

In this Task, we will lay the foundation for monitoring and evaluation of Open Science practices by developing an Aurora Research Information Infrastructure through OpenAIRE. Besides, we will work towards building and strengthening Aurora research support communities by providing training on Open Science services and practices.

The specific activities that we will perform to achieve this goal are as follows:

• An Inventory of Open Science Support staff and contact details will be compiled. The output will be a table of contact details from staff working at grant offices, research data management, open access publishing, etc. This activity is due in M6 of the project.

• Aurora CRIS systems will be aligned to OpenAIRE guidelines. The output will consist of a report on the status of CRIS systems on implementation, metadata compliance, and usage statistics. This activity is due in M12 of the project.

• Curated Aurora Organisations in OpenAIRE Research Graph. This will be done by collecting data of Aurora Organisation name variants found and merged or placed in organisational hierarchy. This activity is due in M12 of the project.

• Aurora Organisation Hierarchy established through data of Aurora authors within Organisational hierarchy. This activity is due in M18 of the project

• The Aurora Research Gateway developed: a web portal combining and displaying CRIS research output. This activity is due in M24 of the project.

• Impact Data collected: Data set with licenced impact data mentioning Aurora research output and researchers. This activity is due in M36 of the project.

• The Aurora Monitor established: an online dashboard showing indicators on Open Science, Impact, and collaboration. This activity is due in M42 of the project.

• Building an Open Science Community. This will be established through training sessions on Open Science services

and practices for support staff. The output will be a report with participation lists of training sessions, as well as the implementation status of the content and practices covered in training. This activity is due in M48 of the project. BEN
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Work package WP6 – Green and Digital Campus

Work Package Number	WP6	Lead Beneficiary	6. UIBK
Work Package Name	Green and Digital Campus		
Start Month	1	End Month	48

Objectives
The overall goal of WP6 Green and Digital Campus is to support the establishment of a Aurora Alliance inter-university campus through advancing our IT and sustainability capacities.   More concretely, this WP will address the following specific objectives: O6.1 To provide the necessary digital administrative processes and data as well as IT- and business services, to enable the students and university staff to successfully participate in curricular activities spanning all partner universities. This is a continuous effort. It also aims to initiate and foster cooperation with other European University Alliances, to implement and promote shared interoperability standards for European higher education institutions.   O6.2 To systemically roll out the Aurora Sustainable Campus program, consisting of monitoring, awareness-raising and student-led activities in a two-step approach until M24 and M48. Accomplishing this program will contribute to expanding our sustainability ambitions across the Alliance and radically reduce our campuses' carbon footprints. This will be supported by furthering Green Initiatives at most partner institutions to better streamline all sustainability goals, measures, and practices.

Description
T6.1 Aurora IT Development & Services   Through the expansion of EU standards for online authentication and authorization to access digital services - e.g. for registration and access to Learning Management System – this task will deliver on shared interoperability among the partner institutions (organisational, legal, semantic and technical).   This task will apply a particular focus on creating, issuing and managing Digital Credentials for Aurora Alliance educational activities in close coordination with educational experts working on this topic. Therefore, a dedicated committee will be set up with representatives from other relevant task teams within the Aurora Alliance, in particular from WP2 Transdisciplinary European Research-Driven Educational Hubs and WP8 Enabling Mobility & Exchange.   The task will also work on the further development of the Aurora Virtual Campus, as a "shopping window" for results and activities of the whole of the Alliance. Integration of key Aurora IT services to be agreed upon all Aurora members – like a joint course catalogue, or enrolment processes – are part of this, but not exclusively. These key processes will be built upon shared interoperability standards and agreed use cases, taking into account existing EU references (e.g. European Learning Model), existing building blocks (e.g. European Digital Credentials for Learning, European Blockchain Services Infrastructure, MyAcademicID, European Student ID), EU ongoing initiatives (e.g. Single Digital gateway, eIDAS review), In the choice of technologies, the variables of sustainability and efficiency will also be considered. [are there any more specific activities to be added here?]   UICE COO   UIBK COO   UDE COO   URV COO   UNINA COO   UP BEN

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T6.2 Aurora Sustainable Campus
This Task will ensure that the shared Aurora infrastructure is as sustainable as possible in terms of environmental impact, and that the Aurora partners work towards lowering their carbon footprint, and on implementing other sustainability measures at their campuses.
In the first phase of this project, an Aurora Sustainable Campus Action Plan and the Common Footprint Reduction Plan were developed and initial steps for uptake and implementation by all Aurora partners were initiated. In this project the Aurora Sustainable Campus monitoring will be expanded and conducted by all partner universities for their campuses, according to their chosen areas of the established Aurora Sustainable Campus Action Plan. The results of the plan and its implementation throughout the alliance will culminate in a joint Aurora Alliance sustainability report.
As another focus area, this Task will oversee the promotion of Green Initiatives, like the set-up of student-led Green Initiatives (like Green Offices working groups). This will aid in further embedding sustainability practices at Aurora universities and ensure the participation of students in the respective activities, closely connected to overall student engagement opportunities in WP7. The Green Initiatives of the Aurora universities will also deliver joint projects, which are conducted at the same time at the different universities.
Finally, this Task will, as a main action to raise awareness on sustainability and developed joint as well as individual projects, organise an Aurora Sustainability Summit, bringing together the wide expertise of the Aurora Alliance. The summit will take place in the second half of the project duration, will (most likely) cover two days, and will include presentations of Aurora achievements in the area of sustainability, a presentation of the first Aurora Sustainability report, and several other presentations, meetings, and workshops related to sustainability issues as well as best practices and lessons learnt. Expected participants include: Researchers, Students and other faculty and staff from the Aurora institutions in addition to invited experts, external stakeholders and associated partners.
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Work package WP7 – Capacity Building and Community Engagement

Work Package Number	WP7	Lead Beneficiary	7. UP
Work Package Name	Capacity Building and Community Engagement		
Start Month	1	End Month	48

Objectives

The overall goal of WP7 is to upscale co-engagement of student community across Aurora universities by formalising the student coordination and student program implementation as well as to reach out to associated partner universities in Central Eastern Europe by strategic mainstreaming of the Capacity Development Program, with particular focus on regional peace building capacity and outreach programme to the local community in Ukraine.
O7.1 To support student engagement and activities throughout the project with active participation in the Aurora Student Council, support to participants in the Aurora Ambassador Programme, and local- and cross-institutional events with the aim of raising awareness of Aurora within the student population and/or furthering the Aurora vision. Accomplishing this goal will formalise student participation within Aurora.
O7.2 To implement Aurora Student Ambassador Programme. This goal will contribute to further development of an Aurora Student Community by offering to a diverse set of students of different backgrounds the possibility to fully

participate in creation of the Aurora European University and gain professional experience in the context of the Aurora Vision and main program Pillars.

O7.3 To continue assisting four Aurora associated partner universities in Central- Eastern Europe to develop their institutional capacity for academic excellence and societal relevance. This will help reduce the disparities between the research-leading and research- emerging countries in Europe.

O7.4 To establish and facilitate the Karazin University Peace Education Hub. This will provide institutional support to our partner university in Ukraine and strengthen their capacity for education and training in conflict transformation and peace building in the wider Kharkiv region and in the Ukrainian society.

Description

T7.1 Coordination of Student Support Services and Engagement

This task will be dedicated to guaranteeing and strengthening student (administrative) support services and ensuring comprehensive student engagement opportunities through formalising student participation within Aurora.

First, this Task will ensure that each partner institution formally assigns two Student Coordinators who partake in the Aurora Student Council and whose role is to provide peer-to-peer support to all students involved in Aurora's work. The Student Coordinator role as well as the make-up of the Aurora Student Council will be highly flexible due to the high turnover rate of students, to maintain a connection to the general student body.

Aurora Student Coordinators are expected to communicate Aurora's operations and opportunities to their general student population. This includes, but is not limited to, advertising the Aurora Student Ambassador Programme within their institution, and organising at least one local event per year with the aim of building awareness of Aurora or furthering the Aurora vision. Additionally, Student Coordinators are expected to actively engage in the Aurora Student Council, attend monthly meetings, decide on a yearly emphasis that is in line with the Aurora vision, organise at least one cross-institutional event related to said emphasis, and provide local support to participants of the Aurora Student Ambassador programme.

On the other hand, this Task will ensure that each institution has a member of staff who provides administrative support to the Student Coordinators when it comes to implementation of student initiatives. Students should be provided with administrative assistance when it comes to organising on-site local- and virtual cross-institutional events. Administrative support should also be given to ensure a successful handover between Student Coordinators due to the high turnover rates of student representatives.

Finally, this Task aims to provide tools for the Aurora Student Council to oversee the student engagement activities, listed above, and fostering a holistic student body through cooperation between the Aurora Student Council and Aurora Student Ambassador Programme. This includes support for specific Aurora students' events and their operational coordination. Student engagement and participation will thus be ensured through student council's branches/coordinators at each university as well as through support for the enhancement of students' active participation and contribution across Aurora work packages.

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T7.2 Development of Aurora Student Community

In this Task, we will aim to ensure the further development of an Aurora Student Community.

Building on the Aurora Student Schemes, which started as a spontaneous programme for student participation in Aurora, this Task is concerned with the full development and implementation of the Aurora Student Ambassador Programme. The programme will be developed and implemented in stages, with leadership and coordination of the activity rotating between the participating universities, to ensure transversal support and dynamic development of the programme. The programme will provide a platform for students from across our universities to engage with and participate in various Aurora activities. The student programme will strive to recruit at least 5 Aurora Student Ambassadors per university, to be recruited from the respective universities' general student population. The programme will feature a programme of monthly online or in-person events, workshops, or trainings for the Aurora Student Ambassadors to participate in, with various themes relevant to Aurora's mission and goals. Moreover, it will facilitate student participation in various

relevant task teams, identified in collaboration with the Aurora Student Council. At least one annual Aurora Student Conference shall be organized, set to take place immediately before or after the annual in-person Aurora Biannual.

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T7.3 Implementation of Capacity Development Programme in CEE

This Task will focus on upscaling the Aurora Capacity Development Program to a full-fledged and strategic capacity building scheme through deepened strategic cooperation with four Associated Partner Universities: Pavol Jozef Šafárik University in Košice (Slovakia), South-West University Neofit Rilski (Bulgaria), University of Tetovo (North Macedonia) and V.N Karazin Kharkiv University (Ukraine).

The Aurora Capacity Development Programme is particularly aimed at reducing disparities between the research-leading and research-emerging countries in Europe by assisting universities in Central- Eastern Europe to develop their institutional capacity for academic excellence and societal relevance.

In the new scheme the specific focus is given to dedicated trainings in the identified strategic priority areas of each partner university as well as reaching out the universities in the Western Balkans countries.

The new scheme will focus on staff training in social entrepreneurship and activities in WP 3 as well as innovative pedagogies from WP4 programme. Moreover, the research and innovation workshops will focus on know-how in WP 5 and bring together early career researchers from Aurora universities with associate partners researchers focusing on doctoral programmes and mentoring. Finally, one major flagship event will be organised to ensure the relevant stakeholders in the associate partners countries to support the institutions involved and their aspirations to build the regional hubs using the Aurora transfer of knowledge and skills.

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T7.4 Creation of Karazin University Peace Education HUB

As a part of Aurora Alliance response to the war in Ukraine, this Task team will work towards building a Peace Education Hub at V.N. Karazin Kharkiv University. On one hand, it will focus on strengthening Karazin's co-engagement within the wider community of peace builders internationally, and on the other hand, work towards strengthening Karazin's institutional capacity for education and training in conflict transformation and peacebuilding and its community outreach in the educational sector of wider Kharkiv region. The creation of Karazin Peace Education Hub will contribute to establishment of a university-based platform dedicated to activities for promotion of peacebuilding, based on peace education programme that consists of promotion of democratic values, human rights, demilitarization, pacifism, and peaceful living. As such the HUB will act as a regional centre in Ukraine that integrates scientific, educational, cultural and social initiatives of peacebuilding.

The hub will be gradually built by implementation of this task team's combined and complimentary activities that entail the Aurora international conference on the role of higher education institutions in the peace building, as well as series of trainings in peace education for target groups at Karazin University and Kharkiv region, and the joint curriculum development in peace studies for the Karazin students.

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Work package WP8 – Enabling Mobility and Exchange

Work Package Number	WP8	Lead Beneficiary	5. URV
Work Package Name	Enabling Mobility and Exchange		
Start Month	1	End Month	48

Objectives

The overall goal of WP8 Enabling Mobility and Exchange is to conduct joint planning, piloting, testing, and sharing of experiences and good practices and to equip students and staff with international learning experiences. This WP will build upon the work done in the first phase of the Aurora alliance, which included moving towards recognition of mobility opportunities and identifying mobility obstacles. In this WP we will solidify administrative processes for short-term, blended, and virtual mobility and move towards adopting the European Student Card Initiative. This WP will put emphasis on the expansion of mobility opportunities for students and staff, by targeting both, the (physical) academic exchange as well as the internationalisation at home perspective. This will be supported by Aurora Borderless Learning, the Virtual Campus, and the Aurora Course Catalogue.

More concretely, this WP will address the following specific objectives:

O8.1 To increase mobility opportunities for university students and staff under all the existing Aurora mobility schemes during the project. Accomplishing this goal will result in standardising procedures for fair and transparent grant and mobility opportunities, as well as a substantial increase in student and staff mobility stays.

O8.2 To implement an Internationalisation at Home strategy throughout the Aurora Alliance, incrementally from beginning till the end of the project. Accomplishing this objective will result in a spread of COIL/VE courses throughout all Aurora Alliance universities (a minimum of 10), as well as at least 12 BIP programmes for students and staff.

O8.3 To create open and international institutional cultures throughout our Alliance. Accomplishing this objective will build transversal awareness on the importance of internationalisation and bring tools to all Aurora Alliance stakeholders in internationalisation and intercultural competencies to transform our institutions into truly international universities at all levels.

Description

T8.1 Increase mobility and standardise procedures

In this task we will focus on increasing mobility opportunities for university staff (academics and admin) and students by offering varied and innovative mobility formats. In order to ensure that learners with fewer opportunities can participate in Aurora mobility activities we will also consider the needs of underrepresented groups in the mobility offerings.

Within the Aurora Alliance, several mobility formats will be made available through existing mobility programmes as well as through dedicated Aurora mobility funds. The mobility opportunities include:

- Short-term mobility for studies (students),
- short-term stays (academics/staff),
- Aurora traineeship scheme for doctoral students,
- "Aurora Mini Grant Scheme" (academics/staff/students).

Furthermore, this Task will focus on standardising mobility procedures to ensure fair and transparent grant and mobility opportunities. This will be done by simplifying and aligning mobility application procedures, such as for online and short-term courses, as well as defining guidelines and requirements for planning and publishing of the courses in the Aurora course catalogue to ensure that applications for the course and for funding can be completed in a timely manner. Finally, this Task will be dedicated to regular and alliance-wide Mobility data collection that will be used for strategic planning as well as reporting.

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T8.2 Internationalisation at home
This Task will focus on the access and tools needed for the development of Internationalisation at Home (IaH) key programmes and activities. Those include, but are not limited to:
- Internationalisation of the curriculum;
- blended learning,
- COIL,
- BIP,
- other virtual exchange experiences.
This Task will develop the actual learnings gained through T8.3. It will also develop a best practice sharing network of professionals ready to monitor the implementation of programmes (such as COIL or BIP) and sustain and enrich the IaH potential among the Alliance at an institutional level, including incentives and resources for formal and informal recognition for students and staff involved in IaH activities.
This task will also focus on simplifying and aligning the procedures for the increase in numbers and in quality of virtual and blended learning experiences among the Alliance members.
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T8.3 Internationalisation of institutional cultures
This Task will focus on building an international institutional culture throughout the Aurora Alliance. This will include different level trainings and capacity building activities to raise awareness on the importance of internationalisation as a means to more quality education and research, and ultimately to better societies. This transversal task will impact on 8.1 and 8.2, as well as on other work packages.
With the aim of building a truly international institutional culture throughout our Alliance, this Task will include a wide training offer (train the trainers, in-house trainings and open seminars, including communication strategies) addressed to the whole university community (students, administrative staff and academic staff).
This Task will also contribute to the creation of a sustainable network of engaged and internationalised professionals, committed with the EU values.
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Work package WP9 – Aurora Governance

Work Package Number	WP9	Lead Beneficiary	4. UNINA
Work Package Name	Aurora Governance		
Start Month	1	End Month	48

Objectives
The overall goal of WP9 Aurora Governance consists of assessing the progress, outcomes, transformational potential and impact of the Aurora alliance. It includes setting up structures and procedures from an alliance-wide perspective to ensure deep level cooperation between the partners and work towards a sustainable alliance.   More concretely, this WP will address the following specific objectives: O9.1 Based on experience from the first bid, we aim to solidify a governance structure that is future-proof and will be suitable for both this funding bid 2023-2727, and post 2027.   O9.2 To develop a Monitoring Framework System in line with European Commission's monitoring framework and national regulations in the first 6 months of the project. Accomplishing this goal will provide a set of Quality of Education Assurance (QEA) procedures and Key Performance Indicators that will help measure the progress of AURORA Alliance towards its strategic objectives.   O9.3 To develop an AURORA Monitoring System which will address the following three thematic areas, namely, (i) joint education provision and mobility; (ii) AURORA governance and cooperation; and (iii) society and economy.   O9.4 To put the right mechanisms into place in order to ensure that the Aurora values of sustainability, change-making and social transformation are monitored, championed and recognized across the board in our activities and governance.

Description
T9.1 Governance structures   The governance structures as described in WP1 reflect the foundational elements of the governance structures that have been applied during the first three years of the Aurora Alliance, in combination with the lessons learned over that period of time. However, to make the Aurora governance future proof for at least the duration of the next four to six years, this Task will focus on developing an updated governance structure in collaboration with all our partners to optimise the content development and decision-making processes. At the same time, we acknowledge that over the entire lifespan of an endeavour such as creating a European University, we will likely require several evaluation moments to tweak the governance structures to ensure they remain fit for purpose.   This task is divided into two objectives: i) Ensuring the 2023–2027 funding period has a governance structure that works efficiently and is set up in broad consultation with all partners (in collaboration with T1.1);   ii) Building the foundation for the long--term governance structure, post 2027 to ensure the sustainability of the Alliance (in collaboration with T1.3).   To achieve these objectives, we will first dedicate the first year of our Alliance to ensuring that the governance structure for the 2023–2027 funding period is well developed, tested and achieved through consultation of all Aurora partners. The Aurora External Quality Board members, each having extensive background in governance of higher education institutions, will organise workshops at different levels with the Aurora institutions and guide the process of coming to a well-defined and efficient governance structure.   The Task will have the following milestones: a) Governance workshops with the Alliance presidents, vice-rectors, institutional coordinators, work package leads and co-leads, and the Central Office – designed to reflect on what works for the Alliance and its partners on the different levels withing the Alliance and the institutions   b) A comparative study of governance structure of other European Universities to advise the long terms governance structure of the Aurora Alliance   c) Detailed description of the roles and responsibilities of the presidents, vice-rectors, institutional coordinators, work package leads and co-leads, task team leads and co-leads, and the central office   d) Evaluation of the 2023–2027 governance structure and recommendations for adjusting the post-2027 governance structure   UICE COO   UNINA COO   UIBK BEN   UP BEN   VUA BEN   UDE BEN   UPEC BEN   CBS BEN   T9.2 Quality Education and Impact   This Task will focus on developing a Quality Education Assurance (QEA) evaluation system geared towards assessing the societal impact of Aurora European University.

First, we will plan and develop a monitoring framework through a participatory approach. This will be done through formulating a monitoring framework based on broad-based consultations within the alliance to identify:

i) The main objectives of QEA procedures

ii) The working logic of the monitoring system within the Aurora project, making explicit the links between QEA objectives and societal impact assessment.

iii) The key performance indicators (KPIs) that will help characterise, both quantitatively and qualitatively and the progress made towards objectives.

The monitoring and data gathering procedures based on:

- Observational data (i.e., field visits throughout the alliance); and

- Reporting data around specific objectives every 4/6 months.

Through a participatory approach, the lead team with the co-lead team will organise at least four focus groups. These focus groups will consult with Aurora Institutional Coordinators, lead and co-lead delegates, and a sample of task team leaders to elicit a commonly shared vision of what quality of education means and how to achieve it.

Following that, this Task will experiment with a monitoring framework based on the values and solutions shared through consultations. This will be done through implementing the Aurora Monitoring System in the following thematic areas:

0. 1. Joint learning offer and student mobility

1. 2. Alliance cooperation

2. 3. Civic engagement

Data will encompass administrative and qualitative information drawn from the Aurora reporting system, university databases/repositories, and interview/focus groups that this unit will conduct every six months during field visits. The analysis of data systematically collected will feed into annual reporting to the Board and WP coordinators within the alliance and presented in local meetings, including student and stakeholder delegations.

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T9.3 Aurora Values

Aurora has a strong focus on its values and identity, at the core of which lie the Aurora ambitions to achieve true sustainability, change-making and social transformation (in Aurora, Equality, Diversity, and Inclusion (ED&I) are particularly important with respect to social transformation). To that end, this Task will aim to make sustainability, change-making and social transformation indispensable elements of our culture, which is why this Task cuts across all WPs, policies, and activities. This way our European University works towards becoming a reference model for sustainability and social transformation.

The Aurora Values Task is divided into three subtasks:

Subtask 9.3.A Foundation document with monitoring activities;

This subtask will be dedicated to ensuring that Aurora Values are integrated in all work packages. To facilitate this integration, a foundation document will be developed with guidelines and strategic policies. These foundational elements can then be used to address sustainability, change-making and social transformation within the overarching Aurora alliance as well as, eventually, within each partner institution. The development of the document will be paired with setting up dedicated monitoring structures and processes. The cycle of continuous reviewing of the activities and deliverables under implementation in this project, will create understanding of how well Aurora values are being integrated into activities, as well as hurdles and obstacles in their implementation. The frequency and overall process of the monitoring process will allow us to anticipate and address any challenge in a timely fashion, but also allow us to optimise our approach toward ensuring the integration of our values on all necessary levels.

Subtask 9.3.B Aurora priority Committees

This subtask will be dedicated to building a Community of Practice for Sustainability, Change-making and Social Transformation. This will be done through the creation of priority committees that address each of the Aurora values. The ambassadors involved in the priority committees will be equipped with the relevant knowledge and skills to ensure the uptake of Aurora Values guidelines, policies, and measures. We will ensure this by creating suitable role descriptions for the ambassadors. The responsibilities of an ambassador will include to help promote Aurora values amongst the Aurora community and beyond. In addition, the ambassador role will involve supporting bottom-up initiatives, for both internal and external audiences, that will be adequately disseminated. For the development of the Aurora priority committees, a needs analysis will be conducted to investigate what types of trainings would be required for the ambassador role. Additionally, recruitment policies for ambassadors will be developed. Once the committees are set up, they will facilitate best-practise sharing, the convening of relevant communities within the Aurora institutions, and support and develop bottom-up initiatives.

Students will also be invited to join these committees. Attendance, modes of participation and criteria for selecting students will be defined by the Aurora Student Council.

Subtask 9.3.C Aurora recognition mechanisms and good-practice awards

This subtask will be dedicated to setting up a system that positively stimulates and support initiatives that showcase Aurora Values within the alliance. This will be done via (i) recognition mechanisms and (ii) awards. Both have the goal of encouraging the overall Aurora community to think of ways in which values are being addressed at that moment and how they could be addressed in a better or different way. During the first phase of the Aurora Alliance, we have already seen many interesting and widely appreciated initiatives. The purpose of the awards is to recognise the value of those bottom-up initiatives and to be able to share what is happening in the Aurora community. Additionally, dissemination campaigns regarding the awards will ensure the Aurora community is informed of the latest developments.

The Student Council will also actively participate and promote the initiatives. Events will be communication and dissemination activities, planned and organized with the support of Aurora communication experts (WP10).

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Work package WP10 – Impact and Dissemination

Work Package Number	WP10	Lead Beneficiary	9. UPEC
Work Package Name	Impact and Dissemination		
Start Month	1	End Month	48

Objectives

The overall goal of WP10 Impact and Dissemination is to achieve the widest possible dissemination of all Aurora activities by the end of the bid. As reputation is a key element of sustainability, this WP will support the long-term strategy of the Alliance. This will be done by advancing a multi-level dissemination strategy that will build upon the solid groundwork set in the first bid to implement a long-term education strategy, establish a European higher education inter-university campus, and build European knowledge-creating teams in Aurora 2030. Besides, this WP will strengthen the Aurora communication management as part of the overall governance structure of the alliance through the further consolidation of the Aurora Central Office, and monitoring and evaluation of impact.

The activities in this WP are based on a transversal approach, covering the core activities, actions and political strategic areas developed by the alliance as well as the elaboration of different instruments to boost awareness, make public the knowledge, commitment, and impact to society.

More concretely, this WP will address the following specific objectives:

O10.1 To develop and coordinate a Communication and Dissemination plan for maximizing impact, raising awareness of the profile of Aurora and stimulating a high level of (potential) stakeholder awareness and policy awareness, through a variety of actions at all levels (local/regional, national, and European).

O10.2 To develop Aurora tools and guidelines for a green, transparent, inclusive and ethically conscious culture of science in and for society, in support of Aurora's long-term strategy.

O10.3 To develop an Open Science and Citizen Science (OS&CS) community of practice for a green, transparent, inclusive and ethically conscious culture of science in and for society.

O10.4 To set up dedicated monitoring and evaluation structures for measuring the impact and achievement of the expected contribution of the project's activities and outputs.

Description

T10.1 Aurora Communication and Dissemination

In this Task we will aims to further develop the Aurora communication and dissemination strategies, policies and measures. This will ensure that the Aurora brand will further solidified and recognizability will be increased. This will be done through the development and implementation of activities:

i) Campaigning Aurora opportunities to and engaging with students, staff, academics, and press;

ii) Maximize engagement with the diverse target group

ii) Promote inclusivity by using a variety of online (social media, newsletter, and website), offline channels;

The framework for an effective Communication and Dissemination plan will be elaborated (from its initial form in this proposal). The plan will be dynamically updated as the project progresses, i.e., it is a 'living document'. For monitoring the effectiveness of the dissemination cycle, qualitative and quantitative indicators will be set at the kick-off meeting of the project. The continuous development of the Communication and Dissemination plan will eventually lead to a long-term strategy. At the end of the project we will have developed and adopted a long-term strategy for communication and dissemination and collaboration between the Aurora Alliance, its partner universities and key stakeholders that will continue after completing this project.

The following activities will be carried out, among others:

• Assembling of at least 3 community of experts in many disciplines of marketing and communication who actively share best practices and provide input on how Aurora can increase its visibility. Besides, we will set up an advisory board of 1-3 ambassadors of each target audience providing input on communication practices.

• Identifying and specifying at least 7 target groups on a local, national, and EU level with key messages aligned to the Aurora branding, vision, and mission statement.

• Creating and implementation of promotion plans for each task team and per WP to disseminate results to local, national, and European audiences and media

• Gather and implement feedback on improving content in dissemination channels (Website, social media, and newsletter) yearly.

The deliverables have been designed and ambition to continue the work developed during the first stage of the Aurora Alliance. As a new member of the Alliance, UPEC will build a new team for this WP and will align forces with UNINA, expanding on the existing groups and processes in charge of communication and dissemination. They will thus take the time needed to build a robust plan integrating the different members, their specificities, a well as the variety of stakeholders involved in efficient and localised communication for impact.

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T10.2 Science and Society

This Task will aim to involve society in research and innovation activities and to share with scientific and local communities the best and innovative practices in learning new contents and skills (also in the perspective of lifelong learning).

The Science and Society Task is divided into four subtasks:

Subtask 10.2.A Aurora Knowledge base on Open Science and Society

This subtask will be dedicated to building an extensive knowledge base of Open Science and Citizen Science resources, policies, and best practices amongst Aurora Alliance partners. To that end, the following specific activities will be initiated:

- An inventory of best practices, based on a review and assessment of engagement practices amongst Aurora partners and beyond, to elucidate criteria for good quality. Best practices, guidelines and experiential learning will be captured and made accessible in a digital form. [M12-M36]

- Collect and produce a set of open educational resources, publications and research data in order to disseminate science in society. At least 16 tools will be identified and their possible use investigated.

- a survey about the different initiatives already fulfilled in the Aurora universities to promote Open Science and Citizen Science (institutional repositories, publishing platforms, online initiatives according to the national and international Aurora standards etc.).

Subtask 10.2.B Open Science and Citizen Science Training Modules

This subtask will be dedicated to establishing Open Science and Citizen Science training modules aimed at helping researchers and students to participate in opening research to society and becoming Open Science and Citizen Science ambassadors. This will include creating awareness for standardising practices for open access to scientific research results and data according to appropriate modalities and standards (LOD, FAIR, etc.). There will be 3 "Open Science and Citizen Science training modules" by ways of 3 open seminars (M12-M24-M36), at least 1 in person. Topics that

will be covered are Open Access publishing; how to make research data and software FAIR; how to guarantee research integrity; and how to engage with the general public about research.

Subtask 10.2.C Aurora Open Science and Citizen Science Networks

This subtask will be dedicated to building an inclusive network of Aurora and non-Aurora communities to use, replicate and improve best practices, both in the STEM fields and in the humanities that are facing the public use of collective memory and historically grounded identities or pseudo-identities. Specific activities include:

• Build integrated social media communication strategy for external communication and societal engagement on Science [M12]

• Create at least 2 communities of practices together with citizens, both in the STEM fields and in the humanities [M36]

• Checking the progress of communities through at least 3 meetings on best practices in "Open Science and Citizen Science" (M12-M24-M36; at least 1 in person).

Subtask 10.2.D Aurora local communities for citizen engagement in science

This subtask will be dedicated to developing capacities and implement practices to raise citizen engagement in the dissemination of scientific knowledge and solutions for societal challenges through the creation of open communities of practices. This will include the organization of 2 community meetings and workshops to promote science education and dissemination of the implemented activities. Besides, creation of a 'community of practice' (CoP), that is to say a group of scientists/scholars who share a common concern, a set of problems, or an interest in a scientific topic with local communities and organizations.

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T10.3 Holistic and strategic approach for impact

Aurora aims to strategically communicate, promote and disseminate all of its scientific, economic, technological, and societal benefits to their external stakeholders. The overall objective of this task is to foster, manage and monitor the impact of this phase of Aurora. This task is centred around the elements of creating a strategic plan which spans all of the above mentioned benefits. Thereafter, we manage and implement that plan through the targeted dissemination of our outputs using a variety of methods, channels and media, and continuously monitor its achievement throughout the span of the project and beyond.

This task will develop the mechanisms for the monitoring and maximisation of impact created by the Aurora Alliance within the 9 HEI partners, their immediate stakeholders (e.g., their students) and the wider ecosystem. Creating strong connections with stakeholders and fostering their engagement will aid sustainability by building long-term stakeholder commitment. In order to do so, we will develop targeted indicators for monitoring impact (quantitative and qualitative indicators). Impact measures will include:

o policy impact (e.g., contribution to EC policy reports, recommendations)

o societal impact (e.g., debating with citizens, white papers)

o economic impact (services rendered/grant applications succeeded)

o scientific/research impact (e.g., articles), wider impact (participants in open events)

o enabling impact (new students, new joint research projects) etc.

The initial situation (baseline) will be clearly defined at the beginning of the project in order to monitor the achievement of the agreed indicators from that point forward by using analytical tools such as impact measurement through KPI monitoring and assessment of key stakeholder engagement. Monitoring activities will take place continuously starting from the point in which first interim deliverables are developed. This task will include the following activities:

• Developing an Aurora economic contribution report; we will collect data to summarise Aurora institutional contribution to the economy.

• Aurora attendance to public events: Members of Aurora institutions use the Alliance identity as well as their own institution identity when introducing themselves. It is our aim that Aurora will be represented at every higher education and research European event.

• Aurora holistic contribution: Members of Aurora institutions use the Alliance identity as well as their own institution identity when introducing themselves. It is our aim that Aurora

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STAFF EFFORT

Staff effort per participant

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

Participant	WP1	WP2	WP3	WP4	WP5	WP6	WP7	WP8	WP9	WP10	Total Person-Months
1 - UI	55.00	18.00	16.00	20.00	20.00	18.00	16.00	18.00	8.00	6.00	195.00
2 - STICHTING VU	149.00	37.00	16.00	57.00	12.00	8.00	11.00	13.00	56.00	43.00	402.00
3 - UDE	4.00	86.00	13.00	7.00	4.00	20.00	9.00	4.00	4.00	4.00	155.00
4 - UNINA	10.00	26.00	11.00	12.00	8.00	10.00	8.00	9.00	18.00	16.00	128.00
5 - URV	28.00	10.00	6.00	10.00	4.00	40.00	39.00	61.00	25.00	24.00	247.00
6 - UIBK	24.00	34.00	18.00	14.00	24.00	34.00	18.00	24.00	14.00	12.00	216.00
7 - UP	67.00	34.00	16.00	14.00	15.00	16.00	84.00	19.00	12.00	22.00	299.00
8 - CBS	22.00	29.00	56.00	13.00	1.00	6.00	6.00	29.00	8.00	10.00	180.00
9 - UPEC	48.00	24.00	5.00	2.00	26.00	2.00	11.00	18.00	2.00	48.00	186.00
Total Person-Months	407.00	298.00	157.00	149.00	114.00	154.00	202.00	195.00	147.00	185.00	2008.00

LIST OF DELIVERABLES

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

The labels used mean:

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

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	Aurora Structure & Regulations	WP1	1 - UI	R — Document, report	SEN - Sensitive	6
D1.2	Quality Management Plan fully implemented	WP1	1 - UI	R — Document, report	SEN - Sensitive	9
D1.3	Aurora Joint Sustainability Strategy	WP1	7 - UP	R — Document, report	SEN - Sensitive	20
D2.1	Report on 2 research-driven transdisciplinary educational events organized per hub	WP2	3 - UDE	R — Document, report	PU - Public	12
D2.2	Report on SDG-related methodologies	WP2	4 - UNINA	R — Document, report	PU - Public	20
D2.3	Report on Course Curricula and / or joint educational activities	WP2	2 - STICHTING VU	R — Document, report	PU - Public	24
D2.4	Report on guidelines for setting up micro-credentials	WP2	6 - UIBK	R — Document, report	PU - Public	24
D2.5	Report on Aurora Student Experiences	WP2	3 - UDE	DEC —Websites, patent filings, videos, etc	PU - Public	30
D2.6	Report on Joint Education and Accreditation	WP2	9 - UPEC	R — Document, report	SEN - Sensitive	40
D3.1	Summary report on key learnings from each task team	WP3	8 - CBS	R — Document, report	PU - Public	42

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D3.2	Nine courses developed and scheduled	WP3	8 - CBS	R — Document, report	PU - Public	12
D3.3	Award competitions delivered	WP3	8 - CBS	R — Document, report	PU - Public	24
D3.4	Joint Aurora Stakeholder Strategic document	WP3	7 - UP	R — Document, report	PU - Public	24
D4.1	Inventory of courses/trainings/modules on teaching and learning for societal impact/ SDGs	WP4	2 - STICHTING VU	DEC —Websites, patent filings, videos, etc	SEN - Sensitive	28
D4.2	Report on courses and training sessions	WP4	1 - UI	R — Document, report	SEN - Sensitive	45
D4.3	Report on Web platform / toolbox tools dissemination and support	WP4	1 - UI	DEC —Websites, patent filings, videos, etc	PU - Public	47
D4.4	Draft components for the report on courses and training sessions	WP4	1 - UI	R — Document, report	SEN - Sensitive	20
D4.5	Report on courses enriched with a module on FST and CC	WP4	2 - STICHTING VU	R — Document, report	SEN - Sensitive	46
D5.1	Report on academic communities and cross-institutional research support for collaborative projects	WP5	9 - UPEC	R — Document, report	PU - Public	24
D5.2	Report on Aurora Research Gateway	WP5	2 - STICHTING VU	DEC —Websites, patent filings, videos, etc	PU - Public	24

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D5.3	Report on the Online Dashboard	WP5	2 - STICHTING VU	DEC —Websites, patent filings, videos, etc	PU - Public	42
D5.4	Report on research assessment	WP5	1 - UI	R — Document, report	PU - Public	48
D5.5	Draft components for the report on research assessment	WP5	9 - UPEC	R — Document, report	PU - Public	20
D6.1	Aurora IT Handbook	WP6	3 - UDE	R — Document, report	PU - Public	24
D6.2	Aurora Virtual Campus	WP6	1 - UI	DEM — Demonstrator, pilot, prototype	PU - Public	48
D6.3	Aurora Alliance Sustainability Report	WP6	6 - UIBK	R — Document, report	PU - Public	48
D6.4	Draft components for the report on the Virtual Campus	WP6	1 - UI	DEM — Demonstrator, pilot, prototype	PU - Public	22
D6.5	Draft components for the report on Sustainability	WP6	6 - UIBK	R — Document, report	PU - Public	22
D7.1	Aurora Local peer-to-peer Student Support Services	WP7	1 - UI	R — Document, report	PU - Public	24
D7.2	Aurora Student Program	WP7	7 - UP	R — Document, report	PU - Public	43
D7.3	Capacity Development Programme in Central-eastern Europe	WP7	7 - UP	R — Document, report	SEN - Sensitive	45

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D7.4	The Karazin University Peace Education Hub	WP7	7 - UP	R — Document, report	SEN - Sensitive	48
D7.5	Draft components for the report on the Aurora Student Program	WP7	7 - UP	R — Document, report	PU - Public	22
D7.6	Draft components for the report on Capacity Development Programme in Central-eastern Europe	WP7	7 - UP	R — Document, report	SEN - Sensitive	22
D7.7	Draft components for the report on the Karazin University Peace Education Hub	WP7	7 - UP	R — Document, report	SEN - Sensitive	20
D8.1	Guidelines for short-term mobility procedures shared and implemented	WP8	1 - UI	R — Document, report	SEN - Sensitive	24
D8.2	Report on COIL(Collaborative Online International Learning)/VE and BIP (Blended International Programmes) courses	WP8	5 - URV	R — Document, report	PU - Public	48
D8.3	Report on internationalisation	WP8	5 - URV	R — Document, report	SEN - Sensitive	48
D8.4	Draft components for the report on COIL(Collaborative Online International Learning)/VE and BIP (Blended International Programmes) courses	WP8	5 - URV	R — Document, report	PU - Public	22

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D8.5	Draft components for the report on internationalisation	WP8	5 - URV	R — Document, report	SEN - Sensitive	18
D9.1	Report on the Aurora 2023-2027 Governance structure	WP9	1 - UI	R — Document, report	SEN - Sensitive	6
D9.2	Report on the Aurora Future-proof Governance structure	WP9	1 - UI	R — Document, report	SEN - Sensitive	48
D9.3	Report on Quality Education and Impact	WP9	4 - UNINA	R — Document, report	PU - Public	48
D9.4	Report on development and implementation of Aurora Values	WP9	2 - STICHTING VU	R — Document, report	PU - Public	48
D9.5	Draft components for the report on Quality Education and Impact	WP9	4 - UNINA	R — Document, report	PU - Public	20
D10.1	Communication and Dissemination Plan	WP10	9 - UPEC	R — Document, report	SEN - Sensitive	9
D10.2	Aurora Inventory of best practices and tools for Science in Society	WP10	4 - UNINA	R — Document, report	PU - Public	36
D10.3	Report on Aurora's contribution to science, economy, technology, and society	WP10	9 - UPEC	R — Document, report	PU - Public	48
D10.4	Report on trainings and workshops for a 'community of practice' (CoP)	WP10	4 - UNINA	R — Document, report	PU - Public	48

Deliverable D1.1 – Aurora Structure & Regulations

Deliverable Number	D1.1	Lead Beneficiary	1. UI
Deliverable Name	Aurora Structure & Regulations		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	6	Work Package No	WP1

Description
The Aurora internal regulations will optimise and standardise internal processes, clarify in which moment each decision-making body and management structure shall intervene, clearly define the roles and responsibilities of all the participants and set up the rules for conflict prevention and resolution. This will be done in close collaboration with WP9.

Deliverable D1.2 – Quality Management Plan fully implemented

Deliverable Number	D1.2	Lead Beneficiary	1. UI
Deliverable Name	Quality Management Plan fully implemented		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	9	Work Package No	WP1

Description
Description of the quality assurance guiding principles and processes, roles and responsibilities in quality assurance and reporting process.

Deliverable D1.3 – Aurora Joint Sustainability Strategy

Deliverable Number	D1.3	Lead Beneficiary	7. UP
Deliverable Name	Aurora Joint Sustainability Strategy		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	20	Work Package No	WP1

Description
Formulation of an Aurora Strategy of Sustainability document featuring recommendations based on the mapping of sustainability factors.

Deliverable D2.1 – Report on 2 research-driven transdisciplinary educational events organized per hub

Deliverable Number	D2.1	Lead Beneficiary	3. UDE
Deliverable Name	Report on 2 research-driven transdisciplinary educational events organized per hub		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	12	Work Package No	WP2

Description

To further the establishment of the hubs by organizing 2 research-driven transdisciplinary educational events per hub. Electronic English- and German-language evaluation reports of events including stakeholder and student engagement and emerging transdisciplinary research question in the form of two-page leaflets

Deliverable D2.2 – Report on SDG-related methodologies

Deliverable Number	D2.2	Lead Beneficiary	4. UNINA
Deliverable Name	Report on SDG-related methodologies		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	20	Work Package No	WP2

Description
To enhance transdisciplinary, research-driven education by reporting on the SDG-related methodologies used in the WP, as based on active learning. Electronic four-page report in Italian and English. Descriptions of SDG-related educational methodologies and their implementation, including number of instructor participants per university

Deliverable D2.3 – Report on Course Curricula and / or joint educational activities

Deliverable Number	D2.3	Lead Beneficiary	2. STICHTING VU
Deliverable Name	Report on Course Curricula and / or joint educational activities		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP2

Description
To disseminate knowledge on the education offer produced by the transdisciplinary hubs report on Course Curricula and / or joint educational activities developed. Electronic 30-page report in Dutch and English on all course curricula developed in WP 2

Deliverable D2.4 – Report on guidelines for setting up micro-credentials

Deliverable Number	D2.4	Lead Beneficiary	6. UIBK
Deliverable Name	Report on guidelines for setting up micro-credentials		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP2

Description
To advance the standardization and dissemination of the educational activities of the hubs publish guidelines for setting up micro-credentials in Aurora, spear-headed by TT 2.1 and TT2.5. Electronic 10-page report in German and English. The structure of flexible learning paths, collaborative courses or forms like micro-credentials will be identified and agreed upon. Further roll-out potentials are actively explored.

Deliverable D2.5 – Report on Aurora Student Experiences

Deliverable Number	D2.5	Lead Beneficiary	3. UDE

Deliverable Name	Report on Aurora Student Experiences		
Type	DEC —Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	30	Work Package No	WP2

Description
3- to 10-minute podcasts and videos in English as well as in German, Italian, Dutch and French document students' learning experience; learning material in different media support the learning experience (e.g. podcasts on Understanding Europe, videos on Climate change), media coverage explains the value of the educational offering developed.

Deliverable D2.6 – Report on Joint Education and Accreditation

Deliverable Number	D2.6	Lead Beneficiary	9. UPEC
Deliverable Name	Report on Joint Education and Accreditation		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	40	Work Package No	WP2

Description
30-page electronic report in French and English, providing information on all the activities performed in and across the 4 pilot domains including the pursuit of accreditation of those activities, based on student's evaluation of the implemented activities.

Deliverable D3.1 – Summary report on key learnings from each task team

Deliverable Number	D3.1	Lead Beneficiary	8. CBS
Deliverable Name	Summary report on key learnings from each task team		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	42	Work Package No	WP3

Description
Reporting on how to facilitate social entrepreneurship and innovation at universities via SEISMIC courses, SEISMIC assessment, SEISMIC awards, and the regional ecosystem. Format: Electronic and in English.

Deliverable D3.2 – Nine courses developed and scheduled

Deliverable Number	D3.2	Lead Beneficiary	8. CBS
Deliverable Name	Nine courses developed and scheduled		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	12	Work Package No	WP3

Description
Mapping of SEISMIC course offer by Aurora partners

Deliverable D3.3 – Award competitions delivered

Deliverable Number	D3.3	Lead Beneficiary	8. CBS
Deliverable Name	Award competitions delivered		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP3

Description
Presentation of the key learnings of the SEISMIC Award competitions at the biannual

Deliverable D3.4 – Joint Aurora Stakeholder Strategic document

Deliverable Number	D3.4	Lead Beneficiary	7. UP
Deliverable Name	Joint Aurora Stakeholder Strategic document		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP3

Description
Draft of the roadmap for the Stakeholder working group

Deliverable D4.1 – Inventory of courses/trainings/modules on teaching and learning for societal impact/SDGs

Deliverable Number	D4.1	Lead Beneficiary	2. STICHTING VU
Deliverable Name	Inventory of courses/trainings/modules on teaching and learning for societal impact/ SDGs		
Type	DEC —Websites, patent filings, videos, etc	Dissemination Level	SEN - Sensitive
Due Date (month)	28	Work Package No	WP4

Description
List of courses/trainings/modules on teaching and learning for societal impact/SDGs in Aurora and partner universities updated three times (PDF document or Webpage / English)

Deliverable D4.2 – Report on courses and training sessions

Deliverable Number	D4.2	Lead Beneficiary	1. UI
Deliverable Name	Report on courses and training sessions		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	45	Work Package No	WP4

Description

Three consolidated reports on the capacity building/training activities and implementation of teaching and learning tools in AURORA or partner universities (PDF document / English)

Deliverable D4.3 – Report on Web platform / toolbox tools dissemination and support

Deliverable Number	D4.3	Lead Beneficiary	1. UI
Deliverable Name	Report on Web platform / toolbox tools dissemination and support		
Type	DEC —Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	47	Work Package No	WP4

Description
A webpage/website that hosts SDG dashboard, experts & support centre, and tools/resources on teaching and learning for societal impact. (Webpage in English)

Deliverable D4.4 – Draft components for the report on courses and training sessions

Deliverable Number	D4.4	Lead Beneficiary	1. UI
Deliverable Name	Draft components for the report on courses and training sessions		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	20	Work Package No	WP4

Description
Draft components for the report on the capacity building/training activities and implementation of teaching and learning tools in AURORA or partner universities (PDF document / English)

Deliverable D4.5 – Report on courses enriched with a module on FST and CC

Deliverable Number	D4.5	Lead Beneficiary	2. STICHTING VU
Deliverable Name	Report on courses enriched with a module on FST and CC		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	46	Work Package No	WP4

Description
Report on course module on Food Systems Transformation and Climate Change developed and implemented at HEIs in at least two countries in the Global South

Deliverable D5.1 – Report on academic communities and cross-institutional research support for collaborative projects

Deliverable Number	D5.1	Lead Beneficiary	9. UPEC
Deliverable Name	Report on academic communities and cross-institutional research support for collaborative projects		

Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP5

Description
A report showcasing the thematic schools and modules that have taken place and the project proposals submitted and funded by inter-institutional research groups. The report will demonstrate how thematic schools and common research projects have brought together a majority of partners, how school and project aims have been communicated within and outside AURORA, and how these actions finally help creating an AURORA research community. Format: Electronic and in English

Deliverable D5.2 – Report on Aurora Research Gateway

Deliverable Number	D5.2	Lead Beneficiary	2. STICHTING VU
Deliverable Name	Report on Aurora Research Gateway		
Type	DEC —Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP5

Description
Web portal combining and displaying CRIS (current research information system) research output. Format: Electronic and in English

Deliverable D5.3 – Report on the Online Dashboard

Deliverable Number	D5.3	Lead Beneficiary	2. STICHTING VU
Deliverable Name	Report on the Online Dashboard		
Type	DEC —Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	42	Work Package No	WP5

Description
Online Dashboard showing indicators on open research activities in AURORA partner Universities Format: Electronic and in English

Deliverable D5.4 – Report on research assessment

Deliverable Number	D5.4	Lead Beneficiary	1. UI
Deliverable Name	Report on research assessment		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	48	Work Package No	WP5

Description
Report with proposed research assessment practises, and how they have been implemented by AURORA members and

bottom-up approaches to reform research assessment practices in the Aurora partner universities. Guidelines for best research assessment practices will be set-up. Format: Electronic and in English	

Deliverable D5.5 – Draft components for the report on research assessment

Deliverable Number	D5.5	Lead Beneficiary	9. UPEC
Deliverable Name	Draft components for the report on research assessment		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	20	Work Package No	WP5

Description
Draft components for the report with proposed research assessment practises

Deliverable D6.1 – Aurora IT Handbook

Deliverable Number	D6.1	Lead Beneficiary	3. UDE
Deliverable Name	Aurora IT Handbook		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP6

Description
Aurora IT Development & Services handbook for Alliance-wide guidance and implementation (English).

Deliverable D6.2 – Aurora Virtual Campus

Deliverable Number	D6.2	Lead Beneficiary	1. UI
Deliverable Name	Aurora Virtual Campus		
Type	DEM — Demonstrator, pilot, prototype	Dissemination Level	PU - Public
Due Date (month)	48	Work Package No	WP6

Description
Relaunched website with variety of Aurora IT-services implemented (English)

Deliverable D6.3 – Aurora Alliance Sustainability Report

Deliverable Number	D6.3	Lead Beneficiary	6. UIBK
Deliverable Name	Aurora Alliance Sustainability Report		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	48	Work Package No	WP6

Description
Report on Aurora Alliance Sustainability monitoring, awareness raising and student activities.

Deliverable D6.4 – Draft components for the report on the Virtual Campus

Deliverable Number	D6.4	Lead Beneficiary	1. UI
Deliverable Name	Draft components for the report on the Virtual Campus		
Type	DEM — Demonstrator, pilot, prototype	Dissemination Level	PU - Public
Due Date (month)	22	Work Package No	WP6

Description
Draft components for the report on the website

Deliverable D6.5 – Draft components for the report on Sustainability

Deliverable Number	D6.5	Lead Beneficiary	6. UIBK
Deliverable Name	Draft components for the report on Sustainability		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	22	Work Package No	WP6

Description
Draft components for the report on Aurora Alliance Sustainability monitoring, awareness raising and student activities.

Deliverable D7.1 – Aurora Local peer-to-peer Student Support Services

Deliverable Number	D7.1	Lead Beneficiary	1. UI
Deliverable Name	Aurora Local peer-to-peer Student Support Services		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP7

Description
4 Annual Reports on student initiatives detailing institutional level support services [please add more input on what will be included in the report, also below] Format: Electronic and in English

Deliverable D7.2 – Aurora Student Program

Deliverable Number	D7.2	Lead Beneficiary	7. UP
Deliverable Name	Aurora Student Program		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	43	Work Package No	WP7

Description
4 Annual Reports measuring annual participation in the Aurora Student Program Format: Electronic and in English

Deliverable D7.3 – Capacity Development Programme in Central-eastern Europe

Deliverable Number	D7.3	Lead Beneficiary	7. UP
Deliverable Name	Capacity Development Programme in Central-eastern Europe		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	45	Work Package No	WP7

Description
Report on proceedings of the trainings, workshops and dissemination event Format: Electronic and in English

Deliverable D7.4 – The Karazin University Peace Education Hub

Deliverable Number	D7.4	Lead Beneficiary	7. UP
Deliverable Name	The Karazin University Peace Education Hub		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	48	Work Package No	WP7

Description
General Report and MoU between Aurora Universities and Karazin Kharkiv University Format: Electronic and in English

Deliverable D7.5 – Draft components for the report on the Aurora Student Program

Deliverable Number	D7.5	Lead Beneficiary	7. UP
Deliverable Name	Draft components for the report on the Aurora Student Program		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	22	Work Package No	WP7

Description
Draft components for the reports on annual participation in the Aurora Student Program

Deliverable D7.6 – Draft components for the report on Capacity Development Programme in Central-eastern Europe

Deliverable Number	D7.6	Lead Beneficiary	7. UP
Deliverable Name	Draft components for the report on Capacity Development Programme in Central-eastern Europe		

Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	22	Work Package No	WP7

Description
Draft components for the reports on proceedings of the trainings, workshops and dissemination event

Deliverable D7.7 – Draft components for the report on the Karazin University Peace Education Hub

Deliverable Number	D7.7	Lead Beneficiary	7. UP
Deliverable Name	Draft components for the report on the Karazin University Peace Education Hub		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	20	Work Package No	WP7

Description
Draft components for the report on the collaboration between Aurora Universities and Karazin Kharkiv University Format: Electronic and in English

Deliverable D8.1 – Guidelines for short-term mobility procedures shared and implemented

Deliverable Number	D8.1	Lead Beneficiary	1. UI
Deliverable Name	Guidelines for short-term mobility procedures shared and implemented		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	24	Work Package No	WP8

Description
Elaboration and implementation of guidelines for short-term mobility procedures at all Alliance partner institutions, including Alliance-wide mobility data collection procedure and MAMA v2 (Multilateral Aurora Mobility Agreement). Format: Electronic and in English

Deliverable D8.2 – Report on COIL(Collaborative Online International Learning)/VE and BIP (Blended International Programmes) courses

Deliverable Number	D8.2	Lead Beneficiary	5. URV
Deliverable Name	Report on COIL(Collaborative Online International Learning)/VE and BIP (Blended International Programmes) courses		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	48	Work Package No	WP8

Description
Report including description, dates and number of attendees per institution as well as quality assessment of COIL/BIP activity done. BIP Handbook: Guidelines for BIP implementation across the alliance Format: Electronic and in English

Deliverable D8.3 – Report on internationalisation

Deliverable Number	D8.3	Lead Beneficiary	5. URV
Deliverable Name	Report on internationalisation		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	48	Work Package No	WP8

Description
Report on awareness-building activities on the importance of internationalisation with the description of the courses on internationalisation and intercultural communication skills, including dates and number of attendees (all stakeholder groups) per institution; communication efforts undertaken such as news published on Aurora channels; quality assessment of each training. Format: Electronic and in English

Deliverable D8.4 – Draft components for the report on COIL(Collaborative Online International Learning)/VE and BIP (Blended International Programmes) courses

Deliverable Number	D8.4	Lead Beneficiary	5. URV
Deliverable Name	Draft components for the report on COIL(Collaborative Online International Learning)/ VE and BIP (Blended International Programmes) courses		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	22	Work Package No	WP8

Description
Draft components for the report on COIL/BIP activity Format: Electronic and in English

Deliverable D8.5 – Draft components for the report on internationalisation

Deliverable Number	D8.5	Lead Beneficiary	5. URV
Deliverable Name	Draft components for the report on internationalisation		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	18	Work Package No	WP8

Description
Draft components for the report on awareness-building activities on the importance of internationalisation Format: Electronic and in English

Deliverable D9.1 – Report on the Aurora 2023-2027 Governance structure

Deliverable Number	D9.1	Lead Beneficiary	1. UI
Deliverable Name	Report on the Aurora 2023-2027 Governance structure		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	6	Work Package No	WP9

Description
A report on the governance structure for the 2023–2027 bid (year 1)   Format: Electronic and in English

Deliverable D9.2 – Report on the Aurora Future-proof Governance structure

Deliverable Number	D9.2	Lead Beneficiary	1. UI
Deliverable Name	Report on the Aurora Future-proof Governance structure		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	48	Work Package No	WP9

Description
A report on the governance structure for the post 2027 period, based on the evaluation of the 2023–2027 period (year 4)   Format: Electronic and in English

Deliverable D9.3 – Report on Quality Education and Impact

Deliverable Number	D9.3	Lead Beneficiary	4. UNINA
Deliverable Name	Report on Quality Education and Impact		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	48	Work Package No	WP9

Description
Aurora Guidelines for European Universities on Quality Education & Social Impact   Format: Electronic and in English

Deliverable D9.4 – Report on development and implementation of Aurora Values

Deliverable Number	D9.4	Lead Beneficiary	2. STICHTING VU
Deliverable Name	Report on development and implementation of Aurora Values		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	48	Work Package No	WP9

Description
Aurora Guidelines for Equality, Diversity, and Inclusion (ED&I)   Format: Electronic and in English

Deliverable D9.5 – Draft components for the report on Quality Education and Impact

Deliverable Number	D9.5	Lead Beneficiary	4. UNINA
Deliverable Name	Draft components for the report on Quality Education and Impact		
Type	R — Document, report	Dissemination Level	PU - Public

Due Date (month)	20	Work Package No	WP9

Description
Draft Aurora Guidelines for European Universities on Quality Education & Social Impact Format: Electronic and in English

Deliverable D10.1 – Communication and Dissemination Plan

Deliverable Number	D10.1	Lead Beneficiary	9. UPEC
Deliverable Name	Communication and Dissemination Plan		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	9	Work Package No	WP10

Description
The Communication and Dissemination Plan will serve as a comprehensive and overarching roadmap for all the dissemination activities of Aurora. Through this Plan coherence and synergies will be ensured between dissemination activities of different outcomes of other Work Packages. The content of the Communication and Dissemination Plan will deal with channels of dissemination as well as tools, methods and procedures for effective dissemination. Format: Electronic and in English

Deliverable D10.2 – Aurora Inventory of best practices and tools for Science in Society

Deliverable Number	D10.2	Lead Beneficiary	4. UNINA
Deliverable Name	Aurora Inventory of best practices and tools for Science in Society		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	36	Work Package No	WP10

Description
The survey should detect the presence or the absence of university policies for open science, including sustainable development goals and citizen science; as well as already existing citizen science experiences/communities; implementation of citizen science platforms This report will include a list of open educational resources, publications, and research data for Science in Society, realised within the Aurora Alliance and compared with similar initiatives in Europe and around the world. Format: Electronic and in English.

Deliverable D10.3 – Report on Aurora's contribution to science, economy, technology, and society

Deliverable Number	D10.3	Lead Beneficiary	9. UPEC
Deliverable Name	Report on Aurora's contribution to science, economy, technology, and society		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	48	Work Package No	WP10

Description
A pdf report promoting Aurora contribution to science, economy, technology, and society

Format: Electronic and in English

Deliverable D10.4 – Report on trainings and workshops for a 'community of practice' (CoP)

Deliverable Number	D10.4	Lead Beneficiary	4. UNINA
Deliverable Name	Report on trainings and workshops for a 'community of practice' (CoP)		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	48	Work Package No	WP10

Description
A documented pdf report on the Aurora trainings and workshops events, with annexed the Aurora guidelines for Science in and for Society. The focus will be on the experiences of creating and managing communities of practice within the Aurora Alliance The training modules and the workshops will be organized in order to improve/encourage the Creation of communities of practice in the STEM area and in humanities • This report will include a list of open educational resources, publications, and research data for Science in Society, realised within the Aurora Alliance and compared with similar initiatives in Europe and around the world Format: Electronic and in English

LIST OF MILESTONES

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
1	Evaluation of the Aurora Management Structure and Impact	WP1	1-UI	Description An assessment of the implementation of the management structures and impact will allow for a deeper understanding of the use and reach of the several professional services and other support services that are key to its successful functioning. Means of Verification Internal assessment report on Evaluation of Aurora management	12
2	Aurora Joint Strategy of Sustainability agreed upon	WP1	7-UP	Description Formulation of an Aurora Strategy of Sustainability document featuring recommendations based on the mapping of sustainability factors. Means of Verification Publication of Aurora Joint Strategy of Sustainability document.	24
3	Aurora Handover Guidelines fully implemented	WP1	7-UP	Description Standardised guidelines whenever an institutional change of management occurs, based on comprehensive guidelines describing the institutional activities and responsibilities within the framework of the project. Means of Verification Aurora Guidelines (M24) and handover support in 100% of the occurred changes in institutional management in Aurora universities (M48).	48
4	First courses offered in Hubs	WP2	6-UIBK	Description Educational milestone for all task teams in WP 2. The courses fulfil the requirements of the Aurora reference document "Implementing Aurora Borderless Learning". As	12

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
				students and societal developments are at the centre of all our efforts, a special focus will be put on learning outcomes with societal impact/ relevance, as will be measures for seamless recognition and mobility. Joint educational activities are actively stimulated that enable both students and academics to engage in an inclusive and inter-/transdisciplinary as well as research- and challenge-based environment. Means of Verification Microcredentials are available on the Virtual Campus	
5	Coordination functions, responsibilities, systems for data exchange and communication of joint education offers operational	WP2	9-UPEC	Description The flexible learning paths qualification schemes are "up and running". Means of Verification Aurora students are able to take the courses of the joint educational programme.	36
6	At least two transnational qualification schemes implemented ("Up and Running")	WP2	3-UDE	Description Aurora students are able to participate in transnational qualification schemes and have the courses certified/recognized Means of Verification Participating institutions have an accreditation scheme enabling the automatic validation of the completed competences by the students engaged in Aurora programs. Students have access to the full list of Aurora courses and programs; and to mobility grants (when applicable).	48
7	Nine courses developed and scheduled	WP3	8-CBS	Description Nine SEISMIC Courses have been developed and scheduled for Aurora students to attend. Means of Verification Courses are	48

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
				announced on Aurora Virtual Campus. Key learnings are collected and presented at biannual.	
8	Surveys have been deployed	WP3	8-CBS	Description SEISMIC surveys will have been deployed to courses and teaching interventions. Means of Verification Data available on Qualtrics. Key learnings are collected in a summary report and presented at the Aurora biannual.	30
9	Award competitions delivered	WP3	8-CBS	Description SEISMIC Award competitions have been delivered. Means of Verification Once a year three projects have been awarded with the SEISMIC Awards. Key learnings are collected and presented at the biannual.	48
10	Joint Aurora Stakeholder Strategic document is prepared	WP3	7-UP	Description Stakeholder working group is constituted and running with a 4-year working plan and a road map detailing the mapping of local stakeholders and gradual development of the joint strategic document to co-engage these. Means of Verification Report on learnings about the establishment of the stakeholder working group.	12
11	Regional stakeholder fair is organised and implemented	WP3	7-UP	Description Aurora European Regional Stakeholders' Fair with prospect to sign regional MoUs between universities and key actors over collaboration in key priority areas is organised and implemented as pilot at UP. Means of verification Report about the regional stakeholder fair.	48

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
12	Inventory of courses that focus on social impact	WP4	2-STICHTING VU	Description Inspiring, supporting and fostering teaching and learning activities for societal impact within AURORA and partner universities. This entails mapping and listing of teaching and learning activities/courses that focus on social impact/SDGs to improve visibility and open up for AURORA exchange/mobility and needs assessment for capacity building and curriculum enrichment. Means of Verification Inventory of courses that focus on social impact (D4.1, D4.2, D4.3)	48
13	Courses and training sessions offered to students and teachers.	WP4	1-UI	Description Training, capacity building, and support of AURORA and partner universities teachers on teaching and learning pedagogies for societal impact. Applying such teaching and learning pedagogies/activities for students to equip them with competencies to make social impact. Means of Verification List of courses and training sessions offered during the time period (D4.1, D4.2, D4.3)	48
14	First proposals for inter institutional research projects, short mobility grants, thematic schools are granted	WP5	9-UPEC	Description Following an open call, proposals for inter institutional research projects, short mobility grants, thematic schools will have been submitted and evaluated by the AURORA Research Council. Monitoring of impact are performed. Means of Verification Monitoring of the number of proposals for inter institutional research projects, short mobility grants, thematic schools - submitted and granted	12

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
15	Integrated Aurora Research Monitor for Open Science	WP5	2-STICHTING VU	Description University Current Research Information Systems (CRIS) are connected to OpenAIRE Research Graph. Aurora CRIS provide validated information about Aurora partners' research and research outputs (publications, dataset, software), as well as evidence for their impact. Means of Verification Aurora CRIS are connected to the OpenAIRE gateway, and Aurora-affiliated institutions and impact metrics are visible on the OpenAIRE Monitor	18
16	Organised training sessions on Open Science services and good practices	WP5	2-STICHTING VU	Description Train-the-trainer sessions on Open Science services (e.g. through the OpenAIRE Nexus catalogue) and exchanges of good practices by and from Aurora universities are organised. Means of Verification A register of attendance of participants to the training sessions, and a questionnaire to get feedback on the implementation status of the trained content.	24
17	First Aurora Digital Credential Issued	WP6	6-UIBK	Description Guidelines developed on how to issue digital credentials within the Aurora Alliance Means of Verification Aurora Digital Credential Certificate	24
18	Aurora Sustainability Inter-university sustainability survey launched	WP6	6-UIBK	Description Sustainability monitoring activities put forward to Aurora General Council for discussion and giving guidance for further implementation Means of Verification Survey publication	24
19	Aurora Sustainability Summit organised	WP6	7-UP	Description Aurora Sustainability Summit will exemplify community building efforts,	36

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
				bringing together Aurora Alliance stakeholder (Researchers, administrative personnel, students and external experts) in the field to showcase AURORA achievements in the area of sustainability, present the first AURORA-wide sustainability report and work on joint future projects to increase the sustainability of the AURORA universities. Means of Verification Aurora Sustainability Summit	
20	Aurora Virtual Campus Relaunch	WP6	1-UI	Description Continuous improvement of the Aurora Virtual Campus culminating in an official relaunch of integrated Aurora IT development & services to be agreed upon all Aurora members. Means of Verification Aurora Alliance Website Relaunch	40
21	Aurora Ambassador Program is open for enrolment with defined criteria and benefits	WP7	7-UP	Description The renewed student ambassador program is launched and open for applications for the 2024/25 academic year Means of Verification Open call information shared and available at Aurora websites and Program Reports, aiming for at least 5 applicants per institution.	7
22	Student coordinators appointed at all institutions	WP7	1-UI	Description The position of student coordinator will be created and adopted by all institutions. If any institutions are unable to implement such a position, they will hand in a report detailing the legal hurdles that prevent them from having a student fulfil the role. Means of Verification List of names and standardised Role description	12
23	CDS trainings and co-creative R&I workshops designed and implemented	WP7	7-UP	Description 6 trainings aligned to thematic areas of Aurora Alliance addressing the strategic	42

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
				priorities of associate partners. 2Workshop focused on strengthening research and innovation capacity at the institutions of APs Means of Verification Reports from trainings and Workshop conclusions focusing collaboration outcomes	
24	Training for trainers' scheme at Karazin developed and implemented based on Aurora international conference focusing peace education	WP7	2-STICHTING VU	Description The training program with 10 hybrid sessions involving selected expert trainees from Karazin is co-designed by Peace education experts from Aurora Alliance universities with Karazin University staff and implemented for high school educators and other stakeholders in Kharkiv region as Lifelong learning (micro credential course). Means of Verification Aurora Peace Education Competence Framework	48
25	MODULE Peace Education at Karazin University piloted and running	WP7	7-UP	Description The 30 ECTS course MODULE is developed, piloted and implemented into at least one existing Master Program at Karazin University Means of Verification 3 Peace Education Course syllabi as per 10 ECTS each	48
26	Standardised mobility procedures	WP8	6-UIBK	Description Reference document with description per Alliance university of the short-term mobility (including funding procedures) procedures in place. Mobility data collection system in place Means of Verification MAMA v2 signed by all Aurora Alliance members 900 at M24 / 1,800 at M48 students and staff (admin/academic) going on Aurora short-term mobility	48
27	COIL/VE and BIP courses are implemented	WP8	5-URV	Description At mid-project, the strategy of Internationalisation at home should reach the	24

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
	throughout the alliance. These reach academics, students and admin staff.			half-point milestone, reflected in the number of developed and implemented COIL and BIP activities and the number of participants they reach. Means of Verification 1 to 2 COIL/VE activities per institution/year 1 to 3 BIP per year About 20 academic staff involved in IaH initiatives. About 700 students reached via COIL/ VE or BIP 20 to 40 admin staff involved	
28	Foundation document of the Aurora values	WP9	2-STICHTING VU	Description Guidelines and strategic policies based on the mission statement of Aurora Means of Verification Aurora Foundation document approved and adopted by the TT	6
29	Priority Committees	WP9	2-STICHTING VU	Description Priority committees established and Ambassadors recruited Means of Verification A full list of names and contacts of the participants, a defined work-plan and tools in place.	12
30	Recognition mechanisms and good-practice awards	WP9	2-STICHTING VU	Description Recognition mechanisms and good-practice award designed and operative Means of Verification First good-practice award launched	18
31	Aurora Quality of Education Team	WP9	4-UNINA	Description Quality of Education and Impact team in place, with participation and organization rules and detailed plan of the activities Means of Verification A full list of names and contacts of the participant, a defined work-plan and tools in place.	24
32	Aurora Knowledge Management System	WP9	4-UNINA	Description Aurora system for knowledge management through QEA procedures and products (e.g., evaluation briefs every six months, evaluation reports every year) for evidence-	48

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
				informed decision making and civic engagement. Means of Verification A first Q&I report discussed, revised and adopted.	
33	Aurora communication and dissemination strategy results in specific plans per WP	WP10	9-UPEC	Description Create and implement promotion plans for each task team to disseminate results to local, national, and European audiences and media Means of Verification Promotion plan per WP	12
34	Launch of the Aurora Best Practices Inventory	WP10	4-UNINA	Description A meeting will be organised to launch the Aurora Best Practices Inventory. Collection, review and assessment of at least 1 engagement practices amongst Aurora partners and beyond, to elucidate criteria for good quality Means of Verification Meeting organized	12
35	Aurora Community of Practice	WP10	4-UNINA	Description Organization events for formal and informal science education to start creation of a 'community of practice' (CoP) on OS, i.e a team of at least 10 scientists/scholars. Plan for the organisation of 3 training events and 3 open seminars [M18] at least one in presence, and 1 workshop [24] Means of Verification Event organized	18
36	Service Learning strategy approved	WP4	2-STICHTING VU	Description: A strategy for continuation, sustenance and scale-up of service learning (SL) activities as well as (challenge-based) co-creation for societal impact activities will be developed, building on experiences, tools, and strategies developed earlier. Means of Verification: Service Learning Strategy Document	8

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
37	Service Learning community established	WP4	2-STICHTING VU	Description: An open Aurora learning process and community, aiming to foster mutual learning and co-development of joint frameworks on innovative pedagogical approaches that serve as a benchmark for teaching and learning in Aurora. Means of Verification: Community meeting documents (e.g., agendas, minutes, reports)	12
38	Service Learning Expert Centre established	WP4	2-STICHTING VU	Description: Expert Centre to provide guidance, support and help to Aurora teachers, staff and students to further foster the practice of innovative pedagogies. Means of Verification: Online and functioning public Expert Centre website	36
39	Curricula for enrichment at selected HEIs in the Global South identified	WP4	2-STICHTING VU	Description Identification of existing curricula for enrichment with a module on Food Systems Transformation and Climate Change Means of Verification List of potential courses for enrichment at selected HEIs in the Global South	23

LIST OF CRITICAL RISKS

Critical risks & risk management strategy			
Grant Preparation (Critical Risks screen) — Enter the info.			
Risk number	**Description**	**Work Package No(s)**	**Proposed Mitigation Measures**
1	Global events (geopolitics, pandemics, natural disasters) can affect budget, workload, the possibility/will to travel and have other unforeseen effects. Impact: Medium Level of risk: Medium	WP10, WP6, WP4, WP1, WP8, WP3, WP9, WP5, WP7, WP2	(1) We will continue to emphasise the development of remote teaching and learning in all institutions utilising the best-practice of the front runners in the Alliance. Physical meetings will be changed into virtual or hybrid meetings. (2) With our experience of Aurora 2020-2023, we have built a resilient Alliance that will be able to be flexible in developing fitting solutions e.g. moving physical meetings into virtual or hybrid meetings.
2	National legislation may pose obstacles to the implementation of Aurora deliverables (accreditation, credit transfer, availability of demographic data, mobility, linguistic barriers etc.). Impact: High Level of risk: Medium	WP6, WP8, WP5, WP2	(1) The Alliance continues to lobby for alignment in European frameworks and legislation. (2) If obstacles are present, we will find ways to solve on a case by case basis in cooperation with partner universities and other European Universities.
3	Sustainability measures in Aurora do not align/are in conflict with local regulations, public opinion, common practice etc. which can pose an obstacle for realising Aurora objectives. Impact: Medium Level of risk: Medium	WP6, WP4, WP3, WP9, WP2	Within Aurora, we will actively put work in outreach/lobbying efforts to influence opinion on sustainability, applying exception clauses if available, or else taking alternative measures with a similar sustainability effect.
4	Different levels of expectations, ambition and willingness to align institutional procedures to the framework of Aurora may lead to uneven workload between institutions, jeopardising the project. Impact: Medium Level of risk: Low	WP10, WP6, WP4, WP1, WP8, WP3, WP9, WP5, WP7, WP2	(1) Aurora Central Office will monitor the execution of the project, including the agreed upon responsibilities and commitments in the grant agreement. (2) The proposed Instruction manual with agreed upon goals, ambitions and procedures will minimize the risk of uneven workload.
5	Lack of dissemination on vision and achievements among external stakeholders can prevent understanding, engagement and support of external stakeholders. Impact: Medium Level of risk: Low	WP10	The communication team will continue to develop the communication, exploitation and dissemination plan (CEDP) to build, strengthen and further expand the Aurora community.
6	Inadequate internal communication on common	WP10, WP6, WP4,	The Aurora internal regulations will optimise and standardise internal processes. The

Critical risks & risk management strategy

Grant Preparation (Critical Risks screen) — Enter the info.

Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
	objectives and procedures can lead to dissatisfaction and lack of engagement among participants. Impact: Medium Level of risk: Medium	WP1, WP8, WP3, WP9, WP5, WP7, WP2	proposed instruction manual will include practical guidance on the internal communication flow. Rules will also be set up for conflict prevention and resolution.
7	External funding above the EACEA and own contributions may not be sufficient. If these monetary contributions are withdrawn or are less than expected, the project's results will be negatively impacted. Impact: Medium Level of risk: Medium	WP1	(1) During the project, Aurora will continue its fundraising efforts by grant offices and participating institutions. This will be monitored closely, and funding efforts can be relocated if necessary. (2) In case of emergency, existing infrastructures and local resources can be deployed to support the project's continuation.
8	Failure to secure interoperability between IT systems and reluctancy, lack of time and/or funding to adopt necessary changes may hamper the implementation of common solutions such as the Aurora virtual campus, course catalogue etc. Impact: High Level of risk: Medium	WP6	(1) The Aurora Central Office will regularly monitor the specified efforts. It will continue to actively secure agreement on objectives in WP6. (2) Time and resources will be deployed to continue efforts on finding appropriate funding that will enhance the interoperability between IT systems. (3) If necessary, local resources and infrastructures will be deployed to support IT services and tasks.
9	Students are not properly incentivised to participate in Aurora student bodies and lose interest. Impact: Medium Level of risk: Medium	WP7	(1) Students are involved in Aurora through co-creation efforts, ensuring to address their needs and wishes in the project. (2) Participating institutions find appropriate ways to reward students for participation.
10	Aurora activities, deliverables and opportunities do not resonate with staff and/or students (topicality, mobility etc.), affecting their willingness to participate. Impact: Medium Level of risk: Low	WP10, WP5, WP7	(1) Identify good "ambassadors" representing the group of staff/students who realise the pros of Aurora and arrange for showcasing. (2) As the project is built on co-creation efforts between partner universities, students, staff and stakeholders, we aim to monitor that our activities and deliverables resonate with the specific target groups.
11	Not succeeding in getting external stakeholders to participate in/embrace the concept of EUA reduces the value of Aurora. Impact: Medium Level of risk: Low	WP10	Build on successful Aurora-stakeholder cooperation and identify the appropriate approach(es) to getting stakeholders on board.

DESCRIPTION OF THE ACTION (PART A)

ACTION PLAN (PART A)

HISTORY OF CHANGES			
VERSION	PUBLICATION DATE	CHANGE	JUSTIFICATION
1.1	01.09.2023	1. Initial version (new MFF).	
1.1	01.09.2023	2. PART B: The work packages' tables with timelines, descriptions of objectives, tasks and contributors (WP leaders, participants to tasks) were removed from the Part B and encoded in the online Part A.	To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action.
1.1	01.09.2023	3. PART B: The list of deliverables and their descriptions were removed from the Part B and encoded in the online Part A	To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action.
1.1	01.09.2023	4. PART B: The list of milestones was removed from the Part B and encoded in the online Part A.	To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action.
1.1	01.09.2023	5. PART B: The list of critical risks and their descriptions (including the level of likelihood and mitigation measures) were removed from the Part B and encoded in the online Part A.	To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action.
1.1	01.09.2023	6. ESR – shortcoming Criterion 2.1: **However**, the timing of deliverables is not always appropriate to ensure a proper execution of the work plan, e.g. late delivery of the communication and dissemination plan and/or some specific guidance. There is also some imbalance in terms of numbers between milestones and associated deliverables, e.g. WP3. This is a shortcoming.	PART B: The following paragraph was inserted in section 2.1.1.1 Project Overview of the Part B to address the shortcoming (p. 50): In order to achieve a better balance between the number of Milestones and Deliverables and in close consultation with the members of the consortium and WP leaders and Co-leaders, Aurora will advance and transform a part of the Milestones and Deliverables of some of the Work Packages. This will be addressed at an early stage of the development of the programme. PART A: The following paragraph was inserted to Task 10.1 of the Part A (visible in the Portal) to address the shortcoming: The deliverables have been designed and ambition to continue the work developed during the first stage of the Aurora Alliance. As a new member of the Alliance, UPEC will build a new team for this WP and will align forces with UNINA, expanding on the existing groups and processes in charge of communication and dissemination. They will thus take the time needed to build a robust plan integrating the different members, their specificities, a well as the variety of stakeholders involved in efficient and localised communication for impact.
1.1	01.09.2023	7. ESR – shortcoming Criterion 2.2:	PART B: The following paragraph was inserted in section 2.2.2.1. Current and intermediate

		Management structure, decision-making lines and shared responsibilities are transparent, well-articulated, and supported by communication arrangements among the participating organisations. Risks have been identified and adequate mitigation strategies have been ensured. Conflict resolution measures are mentioned, **however**, they are insufficiently well-explained. This is a minor shortcoming.	governance structure of the Part B to address the shortcoming (p. 97): The development of the Aurora conflict resolution mechanisms will be parallel to the work on the governance and management of the Alliance. Aurora gave the first steps towards the construction of these structures in the last months of the first phase of the programme, creating a solid baseline for a solid conflict resolution mechanism.
1.1	01.09.2023	8. ESR – shortcoming Criterion 3: In the long-term, the proposal plans to achieve a broadly shared educational vision, creating skills and the mindsets needed to tackle the societal challenges of the future. **However**, it has not been adequately demonstrated how this will lead to tangible results and benefits, especially for promoting the European way of life. This is a minor shortcoming.	PART B: The following paragraph was inserted in section 3.1.1 Long-term alliance strategy of the Part B to address the shortcoming (p. 101): The results and benefits from the Aurora impact will be demonstrated with the deployment of the Aurora educational programmes, which will create impactful life experiences for our students and staff.
1.1	01.09.2023	9. Part A WP 1 MS5 – change of Due Date	The final version of guidelines and their implementation will be delivered in M48
1.1	01.09.2023	10. Part A WP 3 MS9 & MS11 – change of Due Date	The courses scheduled and developed and the delivery of the competitions are due on M48
1.1	01.09.2023	11. Part A WP 3 D3.1 – agreement on one lead	The partners agreed on one lead (CBS) to be added to the Portal, maintaining the original working plan and level of commitment
1.1	01.09.2023	12. Part A WP4 MS14 & MS15 - agreement on one lead and change Due Date.	The partners agreed on one lead (VU & UICE) to be added to the Portal, maintaining the original working plan and level of commitment. Both the inventory and the courses and training sessions will be delivered in M48
1.1	01.09.2023	13. Part A WP4 D4.1, D4.2, D4.3 - agreement on one lead	The partners agreed on one lead (VU / UICE / VU) to be added to the Portal, maintaining the original working plan and level of commitment.
1.1	01.09.2023	14. Part A WP5 - agreement on one lead	The partners agreed on one lead (UPEC) to be added to the Portal, maintaining the original working plan and level of commitment
1.1	01.09.2023	15. Part A WP5 MS16 - agreement on one lead	The partners agreed on one lead (UPEC) to be added to the Portal, maintaining the original working plan and level of commitment
1.1	01.09.2023	16. Part A WP5 (old) MS19 & MS20 - deleted	These milestones were a repetition of MS17 and MS18
1.1	01.09.2023	17. Part A WP5 D5.1 & D5.4 - agreement on one lead	The partners agreed on one lead (UPEC / UICE) to be added to the Portal, maintaining the original working plan and level of commitment
1.1	01.09.2023	18. Numbering of Milestones from M19 on changed	This is a consequence of the deletion of the above-mentioned Milestones
1.1	01.09.2023	19. Part A WP6 MS19. MS20, MS21, MS22- agreement on one lead	The partners agreed on one lead (UIBIK / UIBIK / UP / UICE) to be added to the Portal, maintaining the original working plan and level of commitment

1.1	01.09.2023	20. Part A WP6 D6.1, D62, D6.3- agreement on one lead	The partners agreed on one lead (UDE / UICE / UIBIK) to be added to the Portal, maintaining the original working plan and level of commitment
1.1	01.09.2023	21. Part A WP8 MS28 - agreement on one lead	The partners agreed on one lead (UIBIK) to be added to the Portal, maintaining the original working plan and level of commitment
1.1	01.09.2023	22. Part A WP8 D8.1 - agreement on one lead and change of dissemination level	The partners agreed on one lead (UICE) to be added to the Portal, maintaining the original working plan and level of commitment. One dissemination level was chosen (SEN)
1.1	01.09.2023	23. Part A WP8 D8.3 - change of dissemination level and type	One dissemination level (SEN) and one type (R) were chosen
1.1	01.09.2023	24. WP 10 – change of lead	The partners agreed on one lead (UPEC) to be added to the Portal, maintaining the original working plan and level of commitment
1.1	01.09.2023	25. Part B Budget – transfer of 1 person-month	CBS transferred 1 person month (type 3) from WP1 to WP5 because the institution had requested expenses for this WP but had no person-hours assigned to it. This was, therefore, marked as an error by the system. The overall budget remains unchanged
1.1	01.09.2023	26. Part B timetable - updated	The Due Dates were updated, based on the changed informed above
1.1	01.09.2023	27. Part B 2.1.3 Project teams, staff, and experts- updated	The following positions were updated as the Aurora Central Office's team suffered some changes in the last few months: Aurora Secretary General Aurora Project Manager Aurora Office Manager Aurora Office Assistant
1.2	19.09.2023	28. Budget – rounding issue	Total budget for UI: In the submitted spreadsheet = 1.910.465 In the Portal= 1.910.464
1.2	19.09.2023	29. Budget – rounding issue	Total budget for STICHTING VU: In the submitted spreadsheet = 3.198.440 In the Portal= 3.198.439
1.2	19.09.2023	30. Budget – rounding issue	Total budget for UDE: In the submitted spreadsheet = 1.344.970 In the Portal= 1.344.969
1.2	19.09.2023	31. Budget – rounding issue	Total budget for URV: In the submitted spreadsheet = 1.222.017 In the Portal = 1.222.018
1.2	19.09.2023	32. Budget – rounding issue	Total budget for UIBIK: In the submitted spreadsheet = 1.426.781 In the Portal = 1.426.782
1.2	19.09.2023	33. Budget – rounding issue	Total budget for UP: In the submitted spreadsheet = 1.216.874 In the Portal = 1.216.871
1.2	19.09.2023	34. Budget – rounding issue	Total budget for UPEC: In the submitted spreadsheet = 1.392.737 In the Portal = 1.392.739
1.2	19.09.2023	35. Budget – rounding issue	Total budget for WP1: In the submitted spreadsheet = 2.875.219 In the Portal = 2.875.218
1.2	19.09.2023	36. Budget – rounding issue	Total budget for WP2: In the submitted spreadsheet = 2.035.116 In the Portal = 2.035.117

1.2	19.09.2023	37. Budget – rounding issue	Total budget for WP3: In the submitted spreadsheet = 1.126.806 In the Portal =1.126.805
1.2	19.09.2023	38. Budget – rounding issue	Total budget for WP4: In the submitted spreadsheet = 1.009.718 In the Portal = 1.009.717
1.2	19.09.2023	39. Budget – rounding issue	Total budget for WP6: In the submitted spreadsheet = 894.784 In the Portal = 894.783
1.2	19.09.2023	40. Budget – rounding issue	Total budget for WP7: In the submitted spreadsheet = 890.015 In the Portal = 890.014
1.2	19.09.2023	41. Budget – rounding issue	Total budget for WP10: In the submitted spreadsheet = 1.081.716 In the Portal = 1.081.717
1.2	19.09.2023	42. Budget – rounding issue	Maximum Grant amount (total): In the submitted spreadsheet = 14.399.839 In the Portal = 14.399.837
1.2	19.09.2023	43. Tasks – roles	T2.4: UEA was indicated as BEN and has been changed to AP. This is reflected in the Portal.
1.2	19.09.2023	44. Tasks – roles	T8.1: UDE was indicated as AP and has been changed to BEN; CIMEA had no role, AP was added. These are reflected in the Portal.
1.3	28.09.2023	45. Part A Milestones & Part B timetable – agree on a single due date	The system only allowed one due date and the milestone is not designed to be splitted. MS5: deleted M24; agreed due date M48
1.3	28.09.2023	46. Part A Milestones & Part B timetable – agree on a single due date	The system only allowed one due date and the milestone is not designed to be splitted. MS9: deleted M12 and M24; agreed due date M36
1.3	28.09.2023	47. Part A Milestones & Part B timetable – agree on a single due date	The system only allowed one due date and the milestone is not designed to be splitted. MS11: deleted M12 and M24; agreed due date M36
1.3	28.09.2023	48. Part A Milestones & Part B timetable – agree on a single due date	The system only allowed one due date and the milestone is not designed to be splitted. MS14: deleted M32; agreed due date M48
1.3	28.09.2023	49. Part A Milestones & Part B timetable – agree on a single due date	The system only allowed one due date and the milestone is not designed to be splitted. MS15: deleted M32; agreed due date M48
1.3	28.09.2023	50. ESR – shortcoming Criterion 2.1: There is also some imbalance in terms of numbers between milestones and associated deliverables, e.g. WP3. This is a shortcoming.	PART A - The following changes have been made to the WP structure: WP1: - MS1 (Internal communication tools, processes and work flows fully in place) has changed name and been transformed into a deliverable (D1.1. Aurora Structure & Regulations) - MS2 has been transformed into a deliverable (D1.2 Quality Management Plan fully implemented) - The description of MS3 (now MS1 Evaluation of the Aurora Management Structure and Impact) has been slightly for clarity and the due date has been advanced from M24 to M12 These changes have affected the numbering of the deliverables and milestones and the timetable was updated accordingly.

			WP3: Deliverable 3.1 was divided in 4 deliverables: D3.1 Nine courses developed and scheduled D3.2 Award competitions delivered D3.3 Joint Aurora Stakeholder Strategic document is prepared D3.4 Summary report on key learnings from each task team These changes have affected the numbering of the deliverables and milestones and the timetable was updated accordingly. WP10: The due date for D10.1 has been advanced from M12 to M9
1.3	28.09.2023	**51.** **Associate partner removed**	The University of East Anglia has been removed as an associate parter, after a decision from it's Presidency related to the current financial crisis the University is facing. The necessary changes have been made in Part A, Part B and in the Portal. The maps have also been updated.
1.4	03.10.2023	52. Subcontracting	The subcontracting amount was corrected and matched with the amount submitted in the budget (40.000 euro).
1.5	04.10.2023	53. Project summary & list of participants	Project summary & list of participants were deleted were deleted from the DoA
1.5	04.10.2023	54. Delieverables – dissemination level	D9.1, D9.2 & 10.1 were changed from R/classified to SEN. The changes have been applied to the Portal.
1.6	05.10.2023	55. Part A - removed	All data regarding deliverables, milestoes, risks, WPs and staff has been removed from the DoA
1.6	05.10.2023	56. Budget	The grant total amount in Sygma and in the proposed budget have been matched
1.6	05.10.2023	57. Milestones	The description and means of verification of every milestone have been encoded in the Portal
1.7	11.10.2023	58 WP1 – Deliverables	D1.1 and D1.2 have been deleted as they refered to the progress reports
1.7	11.10.2023	59 ESR – shortcoming Criterion 2.1: There is also some imbalance in terms of numbers between milestones and associated deliverables, e.g. WP3. This is a shortcoming.	- D1.3 was added as a new deliverable to keep the balance of the WP activity - MS12, MS13 & MS14 were added as new milestones to keep the balance of the WP activity - D4.2: was added as a new deliverable to keep the balance of the WP activity - D5.4: was added as a new deliverable to keep the balance of the WP activity - D6.2 & D6.4: were added as a new deliverable to keep the balance of the WP activity - D7.2, D7.4 & D7.6: were added as a new deliverable to keep the balance of the WP activity

			- D8.2 &D8.4: were added as a new deliverable to keep the balance of the WP activity - D9.1: advanced from M36 to M6 - D9.3: was added as a new deliverable to keep the balance of the WP activity
1.7	11.10.2023	60 WP2 – Milestones & Deliverables	MS5: name corrected for clarity Delieverables D2.1, D2.2, D2.3, D2.4 & D2.5: names and descriptions corrected for clarity
1.7	11.10.2023	61 WP3 – Deliverables	D3.4: name corrected for clarity MS15: description changes for clarity
1.7	11.10.2023	62 WP4 – Milestones & Deliverables	MS15 & MS16: means of verification were corrected for clarity D4.1, D4.3 & D4.4: names corrected for clarity; lead beneficiary corrected
1.7	11.10.2023	63 WP5 – Deliverables	D5.2, D5.3 & D5.5: names corrected for clarity; D5.5 description changed for clarity
1.7	11.10.2023	64 WP6 – Deliverables	D6.3: name corrected for clarity
1.7	11.10.2023	65 WP7 – Milestones & Deliverables	MS24: name corrected for clarity D7.1, D7.3, D7.5 & D7.7: names corrected for clarity
1.7	11.10.2023	66 WP8 - Deliverables	D8.3 & D8.5: names and description corrected for clarity
1.7	11.10.2023	67 WP9 – Deliverables	D9.1 & D9.2: names corrected for clarity
1.7	11.10.2023	68 WP10 – Deliverables	D10.3 & D10.4: names corrected for clarity
1.7	11.10.2023	69 Format	References to the proposal have been removed White pages have been removed Table "Seal of Excellence" has been removed
1.7	11.10.2023	70 Subcontracting	The information in the colomn "In-kind Contributions and Subcontracting" refers to internal contributions by the partners. The information in "outside resources has beed removed as it refers to subcontracting.
1.8	17.10.2023	71 Timeline	The timeline has been changed and updated
1.8	17.10.2023	72 WP5 – description T5.2	The description of the task has beed adapted and the changes have been made in the Portal
1.8	17.10.2023	73 WP4 – Milestones & Deliverables	MS14 and D4.5 have been added because there were no milestones or deliverables for T4.3. The changes have been applied to the Portal

DESCRIPTION OF THE ACTION (PART B)

[for FPAs: **ACTION PLAN (PART B)***]*

TABLE OF CONTENTS

1. RELEVANCE

1.1 Background and general objectives

1.1. Background and rationale

Our foundation

Formed in 2016, the Aurora Universities Network consists of research-intensive universities sharing a **deep commitment to societal impact**. As a network, Aurora set out to strengthen cooperation amongst its member's research, education, and innovative activities in order to address the scientific, social, and economic challenges and needs facing Europe today. The member institutions have been sharing and learning from each other from the start, forging deeper relationships between our institutions across all levels; students, staff, and rectorate. Since the beginning, the Aurora Network acted in every sense as a European University *avant la lettre*. We are a **collaborative of universities** identifying and tackling common goals in the fields of **diversity, sustainability, research, innovation, education and student engagement**, including but not limited **to green and digital campus initiatives, research assessment, inclusion and student mobility**. Through such projects, the network already pioneered ways of working together that would be reflected in the European Universities Initiative envisioned at the Gothenburg Summit by the European Commission in 2017. Aurora's deeply shared ambition has been to solve key societal issues facing Europe today through socially responsive research and education, the promotion of equity and inclusion, and by acting as drivers of innovative teaching and learning with high student engagement. Aurora has created **opportunities for social entrepreneurship and sustainable development** for its students, staff and community through virtual and physical mobility opportunities, coursework and lifelong learning that is responsive to societal and individual needs, and through the mobilisation of communities across all levels of our stakeholders to drive research, education, and innovation that in sum strengthens our outreach towards society and the economy.

Moreover, Aurora universities already shared their commitment to **match academic excellence with societal relevance,** and they are united in the belief that one learns as much from sharing one's weaknesses as from showing one's strengths. Since 2016, university leaders, students, academics and staff have met regularly to learn from and with each other; thus creating extremely sturdy foundations for a European University Alliance to be built and expanded into what it has become today.

With the opening of the European Universities Initiative call, the Aurora Network quickly transformed into one of the European University Initiative alliances funded by the European Commission in 2020. In its statute as a European University, Aurora aims to continuously strengthen and advance the recognition of European identity through the promotion of common European values: human dignity, freedom, democracy, equality, rule of law and human rights. We have achieved this aim by bringing together a new generation of Europeans who cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines while keeping these values as the linchpin for all our activities, programmes and initiatives.

As a result, Aurora's innovative tools, pedagogical practices, and approaches that centre our activities around societal impact grew exponentially. In addition, our activities have been amplified through the sharing of our best practices for other alliances to pool research infrastructure, expertise, data, and resources as well as through our active participation in trans-alliance networks that help drive European policy agendas and decision making related to higher education across Europe.

During the first EUI Aurora phase (2020 – 2023) we developed **a broadly shared educational vision**, and defined standards, procedures and approaches to governance that contribute to strengthening our alliance and our contribution to progressing sustainable development goals, increasing international mobility, promoting key transversal competencies, and instilling in all Aurora members the skills and the mindsets needed to tackle the societal challenges of tomorrow.

To support the wide variety of activities and ambitions set out in our shared educational vision, we defined the following three key priorities:

i.   Learning for Societal Impact
ii. Engaging Communities
iii. Sustainability Pioneers

Additionally, we also focused on learning from our initial collaboration, as a network, by supporting societal change across five research areas (hereafter referred to as **pilot domains**), **crossing physical and virtual borders** to exchange staff and students so that they could learn from one another, but also on developing inspiring tools and strategies in order to strengthen the Aurora mission of societal impact and contribution to the UN Sustainable Development Goals (SDGs). The four pilot domains were:

Sustainability & Climate Change
Digital Society & Global Citizenship
Health & Well-being
Culture: Diversity & Identity

During this period, despite the Covid-19 pandemic, we increased student and faculty mobility across our alliance by more than a double between the 2019-2020 the 2021-2022 academic years, taking regular student mobilities for studies alone from 83 to 208.

Over 100 courses have been updated according to the Aurora principles: open to students from all Aurora partners, linked to the SDGs and providing the necessary skillset for students to tackle the complex challenges of our modern society. For service learning alone, 45 courses were pooled and offered, 1800 students took the courses, and 160 representatives participated in the learning labs. Over 50 trainings, co-creation events, and inspiration sessions were organised across Aurora universities, and over 70 tools are being shared on our virtual campus to foster inter-institutional learning and knowledge sharing. These results were recognised in our mid-term report by the following remarks by the European Commission:

"This alliance has made remarkable progress and can serve as a model of what is possible to achieve as a European University."
"It has made significant progress in all work packages and reached close to all milestones and the missing ones are well justified."
"There are several exemplary achievements among its deliverables as indicated above. The use of resources has been appropriate and in line with financial projections."
"The implementation shows already some clear outputs, such as participation in training events, pool of mentors for doctoral committees, etc."
"Communication and dissemination practices are very well developed, including internal communication with internal constituencies and access to online material for various domains via digital platforms."

Between 2020 and 2022, Aurora has delivered on nearly all of the goals it set out to achieve in the beginning, creating new initiatives, tools, and programmes within each of its three Aurora priorities. These achievements include:

1. **Learning for Societal Impact** with the implementation of Aurora Social Transformation Expert and Support Centre along with the adoption of the Multilateral Aurora Mobility Agreement and the Aurora Borderless Learning Agreement. Aurora established the framework for joint degree course offerings, open educational resources, service learning opportunities as well as alliance-wide best practices for teaching and learning with societal impact.
2. **Engaging Communities,** demonstrated by our inventory of inspiring practices of citizens and societal engagement (deliverable for Aurora SWAFS), our international learning lab, the establishment our service-learning co-creation training course and the social entrepreneurship, Social Entrepreneurship and Co-creation Expert and Support Centre as well as our Aurora Capacity Development Support Centre, responsive to the war in Ukraine.
3. **Sustainability Pioneers,** contributing to the creation of an Aurora SDG Dashboard and SDG badges for research and for education, the development of strategic partnerships with Elsevier, OpenAIRE and CESAR, as well as acting as a model for best practices in demonstrating SDG-related research results. Finally, we have designed and started to implement a sustainable campus action plan.

While this is not the full extent of the work that has been achieved in the past years, it provides insight into the ways in which Aurora has been contributing to and engaging with its community to foster the type of deep cooperation for meaningful societal change that the European Universities Initiative hopes to achieve amongst higher education institutions across Europe. Furthermore, Aurora has worked to foster strategic relationships and build a network of other complementary initiatives so that it may exchange resources and lessons learned to further strengthen the future of the alliance and solidify the ambitions of the European Universities Initiative as a whole.

A way forward

Using academic excellence to influence societal change through our research and education remains at the heart of what we aim to achieve moving forward as we build upon the following lines of progress made in the initial phase of Aurora as a European University: (a) new forms of **borderless learning and teaching** as well as course delivery that equip a diverse student population with the skills and mindset to make them **social entrepreneurs and innovators**, willing and able to tackle the major challenges of our societies, (b) our sustained **collaboration** with external stakeholders, students, and academic and administrative staff in education, research, and outreach at local, national, European, and global level, and (c) the **shared sustainability agenda** that we have developed, mapping our research contributions to the SDGs, enhancing the SDG-orientation of our education and improving the quality of our campuses.

In this next phase of Aurora, we aim to leverage of the existing progress to stimulate academic excellence and societal engagement, influencing societal change through our future-proof research and education with a shared focus on innovative pedagogies, such as service learning and co-creation. We will increase the development of boundary-crossing competencies among students to prepare them for the society and labour market of the future. We will foster inter-institutional learning, knowledge sharing, and the development of competencies among teachers and staff to improve and strengthen education and research that fosters societal change. Further, we will realise a living learning community of students, faculty, staff, administrators and other community stakeholders across the Aurora ecosystem to continue collaboration, co-creation and innovation. Finally, we will develop a virtual campus that hosts the experts and support centre and tools/resources necessary to support the teachers and students of Aurora Universities and beyond as a way to continue to support the Aurora vision to foster societal impact and change.

For this next phase, involving **9 research-intensive and innovative university partners**, including coordinating partner University of Iceland (UIce), and benefitting partners Vrije Universiteit Amsterdam (VU), University of Duisburg-Essen (UDE), University of Napoli Federico II (UNINA), Universitat Rovira i Virgilli (URV), University of Innsbruck (UIBK), Palacky University Olomouc (UP), Copenhagen Business School (CBS) and Université Paris-Est Créteil (UPEC) as well as **6 associated academic and non-academic partners** including South-West University "Neofit Rilski" (SWUNR) Pavol Jozef Šafárik University in Košice (UPJSK), The University of Tetova (UT), Kharkiv National University, European Forum Alpbach, Information Centre on Academic Mobility and Equivalence (CIMEA) who together span 13 countries (see Figure 1 below), **Aurora stands firmly in its commitment to contribute to positive societal impact, with a progressive spirit that drives our Aurora 2030 mission and vision to match academic excellence with societal relevance across broad geographical and cultural borders.**

Figure 1 Map of Beneficiaries and Associated Partners of the Aurora Alliance

1.1.2 General objectives and ambition

Using the lessons learned and challenges we have overcome in response to the needs facing the higher education landscape and society in Europe today, we continue to pursue ambitious growth and prosperity as a fully-fledged European University in this 2023 European Universities Initiative call. The general objectives of Aurora 2030 directly align with and support the two main objectives of this call as well as the long-term vision of the European Universities Initiative. Through the activities, initiatives, and programmes to be carried out, Aurora strives to meet the key goals of promoting European values and strengthening European multiple identity, as well as reaching a substantial leap in deep institutional transformation. As such, our Aurora 2030 vision and mission identifies **three main general objectives** in this next phase of Aurora. They are:

    i.   Equip students with the skills and mindset to become social entrepreneurs and innovators;
    ii.   Make collaboration with external stakeholders and students regular practice in education, research & outreach;
    iii.   Lead by example as sustainability pioneers and contribute to addressing the SDGs.

To achieve these goals, we build on the results of Aurora 2020-2023 to continue to drive our focus on effecting societal impact and change. On the basis of our experiences in the first phase of Aurora, our three original priorities mentioned above have been refined and a fourth priority has been added to include the following **four key Aurora priorities** in Aurora 2030 (see chapter 1.2.2 for specific objectives per domain):

    iv.   Aurora Teaching and Learning for Societal Impact
    v.   **Aurora Excellent Challenge-based Research and Innovation**
    vi.   Aurora Collaboration and Engagement through Inclusive Communities
    vii.   Aurora Sustainability Pioneers

These four key Aurora priorities serve as guideline for the actions to be taken in the coming years, allowing the previous Aurora priorities to inform a strong pathway to further develop our long-term educational strategy, strengthen the connectivity of our inter-university campus and deliver on European research-driven knowledge-creating teams that together address major

societal challenges via innovative, flexible, joint course delivery and programme development across the alliance. A core component of this work includes the transformation of the four pilot domains, where the traditional missions of universities, education, research and innovation and service to society, meet. In this way, Aurora education and research links through the establishment of **five research-driven educational hubs**, that will be made future-proof in terms of content, teaching methodology, form and facilities and directly connect to sustainable development goals (SDGs). The SDGs call for **a fundamental shift** in individual and collective behavioural patterns. Navigating this fundamental shift in an inclusive and transformative way will be challenge within and outside of Aurora that the alliance will tackle together. By mainstreaming and integrating key SDGs (3 - Good Health and Wellbeing, 4 - Quality Education, 9 - Industry, Innovation and Infrastructure, 10 - Reduced Inequalities, 11 - Sustainable Cities and Communities, 12 - Responsible Consumption and Production, 13 - Climate Action, 16 - Peace, Justice and Strong Institutions and 17 - Partnerships for the Goals) into Aurora's methodological framework (including the hubs we create). Together with principles of co-creation and social innovation, we aim to greatly contribute to the advancement of our Alliance's overall education, scientific research and knowledge transfer, community-based activities and the further integration of our institutions into one unified European University. In this way, the five hubs respond the key challenges facing our society today and enable us to further mobilise our own societal impact: The **five research-driven educational hubs** we will establish are as follows:

    i.   Sustainability & Climate Change
    ii.   Digital Society & Global Citizenship
    iii.   Health & Well-Being
    iv.   Culture: Diversities & Identities
    v.   Social Entrepreneurship & Innovation

Looking beyond Aurora 2030, in this phase of Aurora we also aim to ensure the long-term sustainability and strategy of the Aurora Alliance through the following actions: the implementation of a *digital* campus, a revaluation and improvement of our *governance* structures, the creation of seamless *mobility* opportunities for students and staff contributing to the transformation of Aurora Borderless Learning into a streamlined networked structure of mobility and curricula that is supported by a unified and responsive *Diversity, Equity, and Inclusion* strategy. All of the above mentioned components will be supported through our well-balanced work plan of 10 work packages which include: Work Package 1: **Project Management**, Work Package 2: **Transdisciplinary European Research-Driven Educational Hubs**, Work Package 3: **Social Entrepreneurship and Innovation**, Work Package 4: **Teaching and Learning for Societal Impact**, Work Package 5: **Enhancing Quality of Research through an Aurora Research and Innovation Community**, Work Package 6: **Green and Digital Campus**, Work Package 7: **Capacity Building and Community Engagement**, Work Package 8: **Enabling Mobility and Exchange,** Work Package 9: **Aurora Governance** and Work Package 10: **Impact and Dissemination.**

1.1.3. EU priorities

In the updated European Strategy for Universities [COM/2022/16 final], the Commission shaped its vision with the following four core objectives:

    i.   Strengthen the European Dimension in Higher Education and Research;
    ii.   Support universities as lighthouses of our European way of life;
    iii.   Empower Universities as Actors of Change in the Twin Green and Digital Transitions;
    iv.   Reinforce Universities as Drivers of the EU's Global Role and Leadership.

The communication continues to highlight the key flagships of its work in the coming years to include the Erasmus+ EUI itself, the formation of a legal statute for alliances falling under this initiative, the implementation of a joint European degree label and the widespread use of the European Student Card. Next to these four initiatives, it aims to expand the framework to include a European Quality Assurance and Recognition System to increase mobility of faculty, students, and staff across Europe as well as a European Excellence Initiative to improve the attractiveness of European universities on the global scale.

The Aurora Alliance has a demonstrated a track record of accomplishment in contributing to and adding value to the ambitions laid out in this Communication since its start in 2022. In the recent mid-term progress report review, the Commission stated the following:

"This alliance has made exemplary progress and has achieved close to all its milestones. Its deliverables are all in-line with the objectives stated in the description of terms. There are several exemplary practices, such as standards for certification of the existing programmes; co-creation practice, research classifications, teacher professional developments, and general monitoring (data collection) and information tools/platforms. This alliance has demonstrated a remarkable progress in basically all of its work packages and is clearly driving innovation across all partner institutions and collectively as an alliance."

The above reflects the challenging work and dedication the alliance has made to deliver a border-crossing educational framework that contributes to a socially responsible and responsive future Europe. Through our Aurora 2030 vision, we aim to leverage academic excellence to solve key societal challenges facing European citizens through socially responsive research and education, the promotion of equity and inclusion across all levels of our institutions and within our communities, driving innovation in teaching and learning through student engagement.

Along the same lines as the policy objectives of the European (Higher) Education Area [COM/2020/625 final] and the European Research Area [COM/2020/628 final] as well as the Strategic Framework for European cooperation in education and training towards the European Education Area and beyond [COM/2021/C66/01], the Aurora alliance aims to build upon its foundational beginning to continue to strive towards becoming "a lighthouse" model of higher education in Europe. The Aurora 2030 vision builds upon the alliances' core value of being an actor of societal change and impact, leveraging the engagement of faculty, students, staff, and the local communities it serves to contribute to a stronger and more united Europe.

At the same time, Aurora has actively contributed to the development of European policy through our active involvement with policymakers and stakeholders in Brussels. The developments in European policies in the fields of higher education and research and innovation are crucial to Aurora and its members. That is why we regularly meet with representatives of the European Commission, the European Parliament, European university membership organisations and other societal stakeholders in Brussels. Through this engagement, we are actively involved in discussions about, e.g. the European Research Area, the European Education Area, international collaboration, the future of European universities, European research and innovation agendas, citizen engagement, and budgeting. In addition, we are part of the network of European University Alliances, in which we share the hurdles we encounter and how to address them.

Aurora has and continues to shape higher education through deep cooperation to drive the EU's role and leadership on a global scale. The following work carried out by Aurora will further support the achievement and development of European policy agenda and ambitions:

Joint Education and Educational Transformation

In accordance with the first objective laid out in the new Commission communication [COM/2022/16 final] to strengthen the European dimension in higher education and research, Aurora is actively contributing to broadening the opportunities for its students and staff to enjoy smooth and seamless mobility (WP1 and WP9). Despite encountering regulatory obstacles at national levels, the initiative of Aurora Borderless Learning has been able to achieve major objectives. We have significantly experimented innovative tools such as Blended Intensive Programmes (BIPs), micro-credentials and open badges while supporting the short-term physical mobility of students. In this next phase, we will work towards achieving full interoperability of our information systems and shared processes using the European Student Identifier to cater to all mobility types. Furthermore, in line with the proposal of the Commission for Council recommendations on learning for environmental sustainability and micro-credentials for lifelong learning and employability which aims at "*supporting universities and students to become agents of change*" [COM/2022/16 final], Aurora is heavily invested in developing and implementing innovative pedagogies that equip its students, staff and all learners with the necessary tools to deal with global challenges. The Aurora Educational Guidelines that were established during the

first phase have created a strong Aurora network of educators and best practices. In addition to mapping teacher training and support infrastructures and creating protocols, strategic documents and tools for teaching for societal impact, there were several achievements accomplished during the first phase. A remarkable eleven informal educational expert groups were established, an Expert and Support Centre for innovative pedagogies was created, user-friendly central websites were set up, and development of the joint Aurora Competence Framework was initiated. During this next phase, in order to strengthen the European dimension in higher education, Aurora will work towards embedding the infrastructures and networks developed and initiated and continue its work on long-term and structural positioning of flexible learning opportunities and future-proof skills [2022/C 167/03] at the core of the Aurora educational provision (WP2 and WP5). Aurora is committed to delivering education that is mindful of European values such as intercultural competencies and multilingualism. Transversal skills such as those are at the core of Aurora's innovative pedagogies. Moreover, our transversal activities are a direct contribution to the objective of the EU skills agenda to help individuals develop more and better skills [COM/2016/0381 final]. As an addition to this transversal approach to innovation of teaching and learning, our teams are also developing different endeavours for joint education.

Social Entrepreneurship and Innovation

Addressing entrepreneurship and innovation is a key priority in the EU policy landscape, due to the fact that innovation shapes markets, transforms economies, stimulates step changes in the quality of public services and is indispensable to achieve the overarching objectives of the twin green and digital transition [COM/2022/332 final]. Aurora has a strong commitment to social entrepreneurship and innovation through its establishment as one of the five research-driven educational hubs. In fact, it lies at the heart of our vision and mission and thus addresses the first of the four Commission's core objectives, s*trengthen the European dimension in higher education and research* [COM/2022/16 final]. One of the main ambitions of Aurora is to support academic and other staff in equipping their students with the skills and mindsets necessary in a rapidly changing society and labour market (WP3), in line with the EU skills agenda [COM/2016/0381 final]. Thus allowing students to graduate as social entrepreneurs and innovators who are willing and able to contribute to solving major challenges facing our societies.

More specifically, through the focus on entrepreneurship the Alliance will contribute to increased competitiveness for Europe and in particular for the research-emerging regions. Accordingly, we turn societally-relevant academic work into concrete pedagogic reforms that integrate social entrepreneurship and innovation (SE&I) into our students' education (WP3). Aurora is working towards establishing a strategic framework for adopting an inclusive, holistic and lifelong learning perspective [2021/C 66/01]. Entrepreneurial skills and mindsets will accommodate changing labour markets' needs and allow our students and staff to adapt quickly and smoothly. Our social entrepreneurship and innovation approach combined with a shared commitment to offering all students our participation in our five research-driven educational hubs (WP2), will result in a) a seamless educational experience in an integrated Europe-wide campus; b) an educational offer for our students focussed on the most pressing societal issues of our time; and c) future graduates in the European work force that have not only the theoretical knowledge, but are also willing and able to tackle the biggest challenges that society faces.

Teaching for societal impact

As indicated per the Commissions' communication on their 2030 vision for education and training in the EEA, education and training are understood to positively influence society and economy to become more cohesive, inclusive, digital, sustainable, green and resilient, and for citizens to find personal fulfilment and well-being, to be prepared to adapt and perform on a changing labour market and to engage in active and responsible citizenship [2021/C 66/01]. In line with this policy perspective, Aurora has established a clear and straightforward ambition: "*We influence societal change.*" Moreover, Aurora has defined as one of its four key priorities for the next phase: **i) Teaching and Learning for Societal Impact**. Through this key priority Aurora aims to deliver demonstrable and tangible societal impact, integrate challenge-based measurable learning and teaching outcomes, foster deeper cooperation in higher education and boost student and staff mobility. The Aurora Alliance has created a teaching and learning model that consists of the **Aurora Competences Framework**, five research-driven educational hubs, the borderless

learning principle, and a strong focus on creating positive societal impact through all facets of our educational provision.

In this next phase, Aurora aims to expand the Aurora partnership with other key actors on a global scale, building upon its already established network, to focus on the European-North American axis related to food and health systems transition under changing climatic conditions (WP4). Aurora's global reach will move towards HEIs in Africa working in the field of food systems transition to address the persistent problem of food and nutrition insecurity under changing climatic conditions. Such geographic and thematic expansion matches Aurora's endeavour to bridge the gap between science and society and strive towards academic excellence and societal impact. This initiative will add value to the Aurora alliance by establishing South-South Triangular Cooperation in research, education and community service related to several SDGs (WP4). Through its commitment to societal impact worldwide, Aurora will actively address two Commissions' core objectives, which are *support universities as lighthouses of our European way of life* and *reinforce universities as drivers of the EU's global role and leadership* [COM/2022/16 final].

Foster academic collaboration and community building

The EU has set itself ambitious goals to deliver on Europe's recovery regarding the deep societal, ecological and economic challenges it is facing, aggravated by the emergence of the Covid-19 pandemic. Research and innovation in the European Research Area are anchored in the principle of excellence, which has a key role to play in addressing these challenges [COM(2020) 628 final]. Where the Aurora first phase was focussed primarily on creating and building a strong and inclusive teaching and learning framework, the next phase we will further develop and implement its integrated long-term strategy with strong links to research and innovation (WP5). Aurora will actively pursue its vision of Aurora Joint Education influencing societal change through quality-assured, fully recognised, and research and innovation-driven higher education. This investment in the quality of our education is in line with the European Education Area's goal of improving quality and equity in education and training, and will allow the Aurora Alliance to contribute to boosting European education outcomes.

Our previous work in the pilot domains will be transformed as transdisciplinary European research-driven educational hubs that address major societal challenges via innovative, flexible, joint course delivery and program development and new options for students to customise their own curricula (WP2). These cross-partner hubs will serve as primary vehicles towards deep institutional and sustainable cooperation accommodating Aurora's long-term strategies for, e.g., strengthening European identity. On the basis of systemic knowledge co-creation, involving students, faculty and practice-oriented stakeholders, we will provide in-depth expertise in the environmental, cultural, social, and economic aspects of the use, management, and governance of natural and human resources, ensuring that business, arts, and public policy perspectives are fully integrated in the educational process. The hubs enable Aurora to contribute to enabling the framework of the European Education Area [COM(2020) 625 final]. Through our five research-driven educational hubs (WP2) we will build active communities of engaged and mobile students, staff and other stakeholders. A main priority for Aurora is also to ensure students and learners with fewer opportunities or from underprivileged social backgrounds to reach the highest possible academic levels while enjoying excellent education and research.

Green and digital campus

In line with the explicit need for green and digital transitions as transformative drivers [COM/2020/625 final], Aurora is promoting resilience of its activities and initiatives through the establishment of a truly green and digital campus (WP6). This is fully in line with the Commission's core objective to *empower universities as actors of change in the twin green and digital transitions* [COM/2022/16 final]. Aurora has already established a strong commitment to sustainability as an overarching principle weaved throughout the alliance. To that end, a Sustainable Campus Action Plan and a Common Footprint Reduction Plan have been developed and adopted during the first phase. To ensure uptake throughout the partner universities, dedicated Green Initiatives (like Green Offices working groups) will be furthered at most of Aurora universities and more strongly aligned within Aurora as a whole. They will not only aid in further embedding sustainability at the partner universities but also ensure the participation of students in the respective activities

through awareness-raising. These initiatives will also deliver joint projects, which are conducted at the same time at the different universities. Sustainability is strengthened in various ways throughout research, education and operations, and it is made more visible as well. We aim to develop interconnected (course) offerings that make it possible to implement SDG perspective into the narrative and culture of universities.

Digital technologies are key to delivering our students a meaningful international experience. From the start of the first phase of Aurora, we have worked on shared interoperability among partner institutions (organisational, legal, semantic and technical). In order to enable the integration in the existing campus management systems of the partner universities, Aurora has first prioritised data structures and interfaces, such as the Virtual Campus (WP6). This has so far enabled a high degree of automation and student self-service where appropriate. In the next phase, we will work on the further development of the Aurora Virtual Campus as a "shopping window" for results and activities of the whole of the Alliance. Integration of key Aurora digital administrative processes and data as well as IT- and business services – like digital credentials, a joint course catalogue, or enrolment processes – will enable the students and university staff to successfully participate in curricular activities spanning all partner universities. The key IT services to be integrated are to be agreed upon by all the Aurora members.

In line with the EU skills agenda and the rapid digital transformation of the economy means that almost all jobs now require some level of digital skills [COM/2016/0381 final]. Aurora caters to that need through the creation of the research-driven education hub on Digital Society & Global Citizenship (WP2). In the first phase of Aurora, this topic has already established several initiatives regarding digital skills, such as developing MSc level courses, awareness-raising events and social media channels, and which culminated into the effort to develop a joint European Master Programme in which six partners are currently involved.

Aurora outreach to Central and Eastern Europe

As part of the Commission's communication on the future of the European Research Area, the EU aims to improve access to excellence throughout Europe, with special emphasis on Central and Eastern Europe (CEE) [COM(2020) 628 final]. Aurora is addressing this policy priority through strategic and coordinated cooperation with four of its Associated Partners, Pavol Jozef Šafárik University in Košice (Slovakia), South-West University Neofit Rilski (Bulgaria), University of Tetova (North Macedonia) and V.N Karazin Kharkiv University (Ukraine). Through co-creation and co-engagement with mayors of the cities, regional industry representatives and business chambers, Aurora aims to connect the city, region, and industry and contribute to joint policy making in key Aurora priority areas in CEE. Moreover, in this next phase, the Aurora Capacity Development Support (CDS) programme (WP7) will further develop tailor-made programmes aimed at reducing disparities between the research-leading and research-emerging countries in Europe by assisting universities in Central-Eastern Europe and Neighbouring Countries to develop their institutional capacity for academic excellence and societal relevance.

As a part of Aurora Alliance response to Russia's aggression towards Ukraine, building a Peace Hub at Karazin University is prioritized as the main goal of our long-term support action (WP7). This is in line with the recent communication and launch of a specific portal 'European Research Area for Ukraine' (ERA4Ukraine) to provide information and support services to Ukraine-based researchers and researchers fleeing Ukraine [COM/2022/2975 final]. This action is also in line with the European Education Area's ambitions for European higher education in the world, and in specific its Eastern Partnership. The action will enable Karazin University to establish itself as a peace hub. Aurora will provide systematic support in strengthening the capacity for education and training in conflict transformation and peace building. In addition, by embracing values of peace education and linking these to the third mission of the university, we would like to support Karazin university's social responsibility and its civic engagement in the society. We aim to do so by drawing on the Aurora resources and collaborations developed through CDS activity in the pilot phase.

1.2 Needs analysis and specific objectives

1.2.1. Needs analysis

In response to the above-mentioned European priorities, the Aurora alliance that was formed and funded under the European Universities Initiative (**Aurora 2020-2023**) strove towards a broad and encompassing vision, stretching above and beyond both call requirements and the policy agenda it supported. The work conducted set out ambitious targets, where both success and lessons to be learned were found. Through intense collaboration existing at all levels of the member institutions, Aurora produced outputs by piloting, testing, and adapting to existing constraints. To provide support and steady progress, we have involved colleagues from **all layers of the organisation** to make sure that we build an infrastructure that provides a strong foundation for institutional transformation. In this sense, the Alliance is not viewed as a traditional international project but as **an integral part of our institutions** and a mechanism for their development in response to evolving societal needs and European Higher Education Area policies. And as such, we look to our highly engaged ecosystem of faculty, staff, students and community member to determine and shape Aurora's path forward in this Erasmus+ EUI call.

The pandemic drastically changed the higher education landscape beyond management of resources and operations. The **sudden shift to online learning took many by surprise**, and there were real inequalities between partners in their level of preparedness and ability to shift to remote teaching and learning in virtual infrastructure, and in their practices and procedures, and even how they viewed this shift. Despite many great developments in the programme, the early implementation of the programme unveiled some real capacity problems at the central and institutional level, as well as serious discrepancies in set-up and achievements from one university to the other. Concerns were raised about our focus as an Alliance, which was difficult to maintain in a programme that is both extremely ambitious and broad in scope.

Therefore, in this next phase, Aurora has provided for consolidating even further the support infrastructures of a **Central Office**, located in Amsterdam (at partner VU), to guarantee a solid and efficient infrastructure for the management of the project. Since the start of the Alliance, the Central Office has been expanded to match the capacity needs of the activities and universities have increased their local capacity dedicated to Aurora in different ways. A recurring model in this regard are institutional Aurora Offices, that act as local hubs for change-making and contribute to internal dissemination of European University activities. These institutional Aurora Offices also facilitate exchange between partner institutions and strengthen the bonds between the partners.

Concurrently, in autumn 2021 at our Bi-annual meeting in Tarragona, the first face-to-face meeting since the launch of the Alliance programme, the Aurora leadership took an honest look at our practices and put some efficient measures in place. Despite travel restrictions, generalised overwork in institutions, and their impact on efficient intercultural communication needed for complex change management, we were able to **find effective solutions** to such a variety of problems arising in such a complex international cooperation linked to strategy and transformation. By implementing these new measures, our collective processes improved. We have learned to better manage complex deliverables, having them spearheaded by some institutions, while others are given time to see how they could adapt. Allowing for a variation in speed as well as breaking down ambitious endeavours into partial targets has allowed us to strengthen the previously weaker points and continue to build upon this way of working moving forward the realisation of our strategic vision and the embedding of Aurora in each institution. The expansion of some Aurora offices, and larger engagement of staff at institutional level will continue in this new phase.

Moreover, external providers were hired to help us identify and face those challenges, especially in the areas of web development and building of IT infrastructures, where available internal expertise was hard to find. Thanks to an ongoing collective effort and additional external help, we have been able to complete the first phase of the Virtual Campus project, with web-developers from Olomouc, CZ. We are now moving forward with the second phase with the expert help of an IT provider, which was identified and is used by Catalonian universities. We have made the most of the pooled expertise and contacts of our Alliance and in the new phase of Aurora aim to

provide the necessary digital administrative processes and data as well as IT and business services to enable the students and University staff to successfully participate in curricular activities spanning all partner Universities. It also aims to initiate and foster the cooperation with other European University Alliances in order to implement and promote share interoperability standards for European higher education institutions.

Responding to broader societal, student, faculty and European university needs

In line with most recent European Commission communication the European Strategy for Universities several needs were identified in relation to our target groups. In addition to regular dialogue in different working groups throughout the first phase of Aurora, we also organise an on-site World Café during the Biannual in Innsbruck, where written feedback was collected as well. These needs are also recognised within the Aurora Alliance as an important foundation upon which it can and will act. The needs are outlined below.

Students (including: degree-seeking students, lifelong learners and professionals)

Based on student workshops at our biannual meetings, students would like the Aurora Alliance to develop initiatives and support in the following areas. The focus is on more internationalisation, stronger educational offer, better inclusion and more support for wellbeing and mental health.

Ideas to create **more equal opportunities:**

> Support to overcome anxiety and normalise discussion of mental wellbeing and mental health;
> More awareness within the whole student community of international opportunities and how those opportunities can help students get great outcomes from their time at university;
> Students to feel accepted and welcomed across the network irrespective of their identity or characteristics;
> Students who are parents to have more opportunities to engage in internationalisation;
> The development of programmes that are accessible to all students from all backgrounds.

Ideas for **cross-institutional collaboration:**

> Aurora universities could collaborate to provide mental health support in a variety of languages;
> Create an Aurora-wide buddy system and run group sessions so international students can share experiences and advice when studying abroad;
> Run a frequent forum for relevant university staff to share new ideas, best practices, and any cultural issues that may be impacting on international students;
> Provide details of support available at each university, plus additional resources, through the Aurora website;
> Develop an app for students in each university that will keep the community up to date on university news events and groups they can attend, wellbeing support information, information on how to find suitable and affordable housing.

Ideas related to **educational opportunities**:

> Have opportunities to become change-makers in our organisations & beyond;
> Have a virtual space to interact, engage & share knowledge;
> Have a central IT infrastructure offering a course catalogue, online & hybrid experiences, and an Aurora online identity for students (and staff) Open access to other universities' resources;
> Enable and expand the use of new pedagogies;
> Opportunities to learn about other cultures & increase awareness of these differences;
> Have the opportunity of real flexible learning pathways;
> Develop new recognition mechanisms courses, Open Badges and enable recognition of Aurora European Titles, even if it implies a change of our frameworks & regulatory limits at local & national level;
> Strengthen structures and procedures for student participation & engagement, strengthen the Student Aurora Teams in each institution;
> Contribute to the communities surrounding the universities: locals, public authorities, businesses, schools;
> Expand and improve research-based teaching on sustainability and climate change;
> Develop the narratives on SDG research production, increase awareness and measure the impact of research on the environment;

Be leaders in sustainability (look at food choices in Biannual, look closely at our providers and procurements, carbon Footprint: Be a role model and show it).

To address student needs, work across all Aurora work packages will contribute to facilitating solutions for equal opportunities for students through our research-driven educational hubs and coursework, increasing our seamless mobility offer and meeting the above indicated educational and holistic development (mental-health and well-being) needs of our students.

Staff (including: researchers, teachers and administrative staff)

The Commission acknowledges that diversity, inclusiveness, and gender equality in the higher education sector have become more important than ever. Similarly, Aurora recognises its importance within its own development as an alliance that aims to celebrate, leverage and empower people across a broad scope of cultural, economic, and linguistic backgrounds. To that end, we have created a specific task force committee to ensure that these closely held values of Aurora are upheld across all of our activities, programmes and initiatives. In addition to this, based on conversations with academic and professional services staff involved in leading and delivering the work packages in the pilot phase:

Opportunities for **institutional and cross alliance innovation** and improvement:

The diversification of teaching approaches, especially to improve transnational and internationally focussed education;
The diversification of teaching approaches and course design to better use technology to enhance learning and teaching opportunities;
Opportunities to innovate with the power of data and to be able to share data better to understand its power;
Opportunities to build strong and productive communities of practice in higher education practice;
The development of approaches that put staff and student wellbeing at the heart of the process;
A greater scope for the development of research and scholarship opportunities that enhance the quality of research and scholarship outputs, both within the alliance and with non-higher education stakeholders;
The promotion and facilitation of staff and student collaboration.

Opportunities for **professional development** that supports staff to:

Better understand how to embed sustainability into teaching and learning
Better understand how to develop ideas of student citizenship into teaching and learning

These needs will be addressed by making such cross-university connections more central in the Aurora governance strategies and structures (WP9 Aurora Governance) and by having developing the pilot domains towards European research-driven educational "hubs" where joint education on all levels is being realised.

Higher Education Institutions

European universities need to remain competitive on a global scene. The Commission noted that Europe's relative weight at global scale when it comes to research-intensive universities is shrinking. In acknowledgment of the risks and pitfalls that such a change in position poses, Aurora seeks to build capacity amongst research-emerging institutions in Central and Eastern Europe through partnerships with research-leading institutions. In this way, Aurora further strengthens the European Higher Education Area as a whole and increases the alliance's ability to maximise Europe's global influence when it comes to values, education, research, industry and societal impact.

The Commission has also recognised two strengths and opportunities, both of which Aurora deeply recognises and aligns with as it moves into this next phase. The first opportunity recognised in the communication is that universities have a unique position at the crossroads of education, research, innovation, serving society and economy: they play a critical role in achieving the European Education Area (EEA) and the European Research Area (ERA), in

synergy with the European Higher Education Area. That is why Aurora 2030 will focus on empowering Aurora to act as a lighthouse.

In order to utilise existing efforts and to create a sustainable infrastructure of interoperable systems beyond Aurora, a standards-based approach is chosen. Through collaboration with existing initiatives and other European Universities, a set of open standards shall be identified and if necessary extended in order to provide the data and interfaces required to achieve the desired level of interoperability between European HEI. Our digital infrastructures will be designed to enable the successful inclusion of all major aspects of the student life cycle in the long term. The processes and data are designed to be useful in a broader European higher education context (including, but not limited to Erasmus Without Paper). Therefore, a standards- and API-based, data-driven approach shas been chosen.

The effort to consolidate and expand the Capacity Development Support community is ongoing, and we will aim at expanding assistance practices to universities in Central-Eastern Europe and Neighbouring Countries to accommodate the development of their institutional capacity for academic excellence and societal relevance. The aim of the Aurora Capacity Development Support Programme Expert & Support Centre is to disseminate further the knowledge and skills developed among CDS associate partners through previous training (e.g. Aurora Competence Framework, Community Service Learning and Co-creation, Virtual Mobility, Learning for Societal Impact, COIL, SDGs in education) in other Central and Eastern European HEIs interested in collaboration with the Aurora. In this new phase of Aurora we take the lessons learnt and best practices for community building to the development of our 5 research-driven educational hubs, further strengthening the synergy amongst them and within key stakeholders of the communities in which they are a part.

Citizens

The Commission recognises that fundamental academic and democratic values are under pressure. Universities have voiced deep concern over threats to academic freedom and university autonomy. Numbers of scholars and researchers at risk in European neighbourhood are on the rise. Aurora has seen this similarly reflected in its own cooperation, responding by further strengthening its collaboration with Kharkiv University based in Ukraine. The goal: to deepen its relationship with and support for peacebuilding and the maintenance of democratic values in cooperation with the key actors based there.

In this new phase of Aurora, we aim to strengthen our engagement with external stakeholders as we identified this as a priority to internal stakeholders in the first Aurora phase. Establishing and developing partnerships with external stakeholders proved to be a challenge, however several instances of concrete and successful engagement were witnessed through clear activities carried out with Social Entrepreneurship, Service Learning and Co-creation. A successful example of collaboration with external stakeholders via our associate partners was how European Forum Alpbach (EFA) has been involved in several ways into the Aurora Alliance programme, which will remain an Associate Partner in the next Aurora phase.

In addition to the remarkable cooperation with our academic associated partners in Central and Eastern Europe was noted via our successful CDS programme. We will continue our strategic cooperation with: Pavol Jozef Šafárik University in Košice (Slovakia), South-West University Neofit Rilski (Bulgaria), University of Tetova (North Macedonia) and V.N. Karazin Kharkiv University (Ukraine). Up to17 pilot projects were developed and implemented in 2021 through UP mini-grants with in-kind (staff time) co-contribution of CDS partners. Pavol Jozef Šafárik University in Košice has been implementing a project with funding from the Slovak Ministry of Education with a focus on creating a CDS regional hub since January 2022. One pilot project awarded in M17 through VU mini-grants with in-kind (staff time) and the co-contribution from the University of Tetova.

National and Regional Government Agencies

Within the first phase of Aurora, we expanded our membership, welcoming a new university partner in France: University Paris- Est Créteil (UPEC), which has made as its trademark to be the "université engagée" in France. UPEC perfectly aligns with our Aurora values and is

committed to contributing to the goals of the Alliance. Next to this, despite the important impact of Brexit, the University of East Anglia has renewed its commitment to Aurora, and its Vice-Chancellor has been elected to join the Board of Presidents. In this new bid, we build upon and seek to further develop ways to maintain and further our collaboration amongst our partners within Aurora. For example, we will initiate new ways in which our external stakeholder nominees are engaged, and will be connected to Aurora through a working platform to the regional ecosystem which can facilitate joint contribution to the regional developments. This external stakeholder group will co-engage with mayors of the cities, regional industry representatives, business chambers and more focusing on the Aurora research areas: Environmental sustainability and green transfer, culture, diversity and inclusive communities, social entrepreneurship, health and wellbeing.

In sum, the commitment of the Aurora top leadership, the engagement of the various teams at the central and institutional level, and the proper support mechanisms put in place will enable our Alliance to continue building on the foundations of our strong collaboration, prioritise the joint infrastructure building, as well as continue to inspire a larger engagement in Europe in this new phase of Aurora.

1.2.2. Specific Objectives

The Aurora 2030 vision stands on the shoulders of the alliance's past successes, experiences and lessons learned throughout the course of the first funding phase. All of these factors have culminated to inform the decisions made for our way forward together in approaching 2030. In developing this vision, the alliance aims to stay true to its core purpose and mission, keeping positive and responsive societal impact at its heart. At the same time, Aurora addresses the overarching objectives and main priorities of this call, and does so through an interconnected eco-system approach, aiming to break down the barriers amongst the existing silos of education, research, teaching and learning and societal impact through a holistic approach. Through this 2023 call, Aurora systematically interweaves teaching, learning, research and outreach in its work toward the sustainable development goals. We will meet the needs of society today by leveraging and increasing the synergies between excellence in teaching, learning and research. Taking this as our foundation, **four key Aurora priorities** have been formed, upon which the work we aim to carry out will build.

These **four key Aurora priorities** are both intertwined and integral to nearly all actions to be taken in this phase of Aurora. For this reason, they are meant to stand as clear markers for what Aurora values and who Aurora is and aims to become, contributing to the alliance's overall vision of leveraging educational and research excellence to solve key challenges facing society through high faculty, student and community engagement and collaboration across international and cultural borders. The four key Aurora priorities domains are living and iterative, adapting in scope over time and responsive to the developments of our alliance and the outcomes of our work together now and in the future. The four key priority domains as already indicated in section 1.1.2 of this proposal are further detailed and outlined in the following sections and correspond to the specific objectives we aim to achieve within the scope of this call.

i. *Aurora Teaching and Learning for Societal Impact*

The main goal of Aurora Teaching and Learning for Societal Impact is to support academic and other staff in equipping their students with the **skills and mindsets** necessary for them to thrive in **a rapidly changing society and labour market**. Aurora aims to graduate students who are social innovators, changemakers and entrepreneurs, willing and able to contribute to solving major challenges facing our societies. In particular, the specific objectives of Aurora Teaching and Learning for Societal Impact include:

a. Addressing societal needs and challenges and explore topics across traditional academic boundaries;
b. Developing all students' general academic and personal competences in addition to subject specific learning;
c. Embedding student-centred and inclusive teaching and learning approaches, including approaches for lifelong learners;

    d. Using internationalisation to enhance the quality of the curriculum and learning outcomes for all Aurora students and lifelong learners.

    ii. *Aurora Excellent Challenge-based Research and Innovation*

The Aurora Alliance consists of research-intensive institutions dedicated to pairing scientific excellence with societal awareness and responsibility. We consider research an excellent tool to promote curiosity, openness, and social thinking of early career as well as established researchers. Inclusion, diversity and the principles of open science are at the heart of Aurora, and as such we aim to provide academics from under-represented or disadvantaged backgrounds the opportunity to reach the highest academic levels. As such, Aurora believes there are two main pathways through which research can be deemed to be inclusive. First, the research community itself needs to become more diverse and better represent the people it serves. Second, research needs to be inclusive in its approach and topic, in this way projects specifically target and actively work against inequalities. With this in mind, we aim to address the challenges of research-emerging regions and increase their visibility in academia. To achieve our goals, we pursue the following specific objectives:

    a. Strengthen our research support services developed during [Aurora SWAFS project 2021-24] in order to continue to enable conditions for researchers of the Aurora Alliance to collaborate;
    b. Ensure that researchers of all backgrounds are supported in their efforts to conduct collaborative research amongst the Aurora universities and exchange knowledge and information through e.g. Open Science tools;
    c. Provide infrastructure for Open Science in order to further promote these practices among Aurora academics that lays a long-term foundation for advancing the monitoring, assessment and evaluation of Open Science, collaboration, engagement and impact among the Aurora partners;
    d. Stimulate bottom-up incentive projects of academic collaboration that allow for community building and contribute to the advancement of the new ERA Policy Agenda;
    e. Develop a bottom-up Aurora approach to creating guidelines for new research-assessment practices that can be agreed upon by all Aurora member universities.

    iii. *Aurora Collaboration and Engagement through Inclusive and Diverse Communities*

The Aurora Alliance consists of a remarkable geographical balance of partner countries all over Europe. This offers a unique opportunity to connect otherwise separated and secluded areas within the European Union, aiming to reduce disparities between research-leading and research-emerging countries in Europe. Central to Aurora 2020-2023 was setting up solid engagement structures with local and regional communities as well as the wider public. In this new phase, especially regarding the recent and current developments in Central and Eastern Europe, Aurora is committed to strengthening its collaboration and outreach approach tailored to that European region through its presence there. Providing partners in the region with the necessary resources is a key priority for Aurora 2030. Alongside this, Aurora focuses its efforts on supporting and valuing the diversity and the plurality of languages and cultures throughout the Aurora regions. To that end, the specific objectives of this domain are as follows:

    a. Deepen our engagement with active collaboration efforts with citizens, national and regional cultural, economic, societal, and governmental partners;
    b. Develop further outreach to the Global South, building the research and educational capacities with selected partner universities in Africa and South America;
    c. Foster more synergies between partner universities so that a more extensive global network that spans several continents, linked to the Aurora Alliance, are developed;
    d. We will promote the use of innovative teaching methods developed by the Aurora universities. This work will be thematically focused on nutrition and health;
    e. Solidify a unified physical, virtual and blended campus that is open to all learners and maximises opportunities for further collaboration now and in the future.

    iv. *Aurora Sustainability Pioneers*

In order to conceive the Aurora Alliance as an integrated system, we have set ourselves ambitious goals, such as pioneering sustainability standards across the Alliance related to education, research, service to society, our internal organisation and administration as well as external collaborations. In Aurora 2023 we strive to ensure that the shared Aurora infrastructure

is as sustainable as possible in terms of environmental impact, and that the Aurora partners work towards lowering their carbon footprint, implementing appropriate sustainability measures at their campuses and putting a particular emphasis on developing and rolling out sustainability activities in education, research and innovation through our dedicated Aurora research-driven educational hub for Sustainability & Climate Change. There are three specific objectives associated with this domain indicated below:

a. Achieve interoperability of all IT and data management systems across the alliance, contributing to the development and strengthening of a seamless digital and green campus;
b. Ensure that the shared Aurora infrastructure is as sustainable as possible in terms of environmental impact, and that the Aurora partners work towards lowering their carbon footprint, and on implementing other sustainability measures at their campuses;
c. Integrate sustainability across our curriculum through our research-driven educational hub focused on this topic.

Cross-cutting elements integrated in all specific objectives

Following its original mission, Aurora European University is highly committed to foster a social impact-focused mindset among students, staff and community members which includes reflecting global, diverse perspectives. This means that while creating its programmes such as educational offers across various levels, a research and innovation community connected across five research-driven hubs, an responsive and evolving governance structure, a streamlined mobility programme etc., Aurora European University is consciously working towards the creation of a comprehensive educational ecosystem where all students, faculty and community members can work towards achieving high societal impact; something that we would not be able to accomplish without working together.

The Aurora ecosystem offers the technical foundations, governance, pool of resources and common values that support the promotion of academic excellence in service of societal impact. In our activities for promoting multilingualism and linguistic diversity, Aurora will continue the regular and systematic incorporation of multilingualism across its educational offer. All alliance members share commitment to innovative, socially responsive, inclusive and flexible learning and working environments as well as the implementation of related inclusion and diversity policies. Similarly, we count with other cross-cutting principles: open science, public engagement, community collaboration, diversity and inclusion and a commitment to sustainability.

This means that these key cross-cutting elements will be necessary to experience Aurora values (in line with European values and the European way of life) need to be embraced and integrated in all the objectives described above. These include:

i. Contributing to a multilingual and intercultural framework of a comprehensive study, research and innovation, service to society for Aurora members and their cooperation with other key stakeholders;
ii. Mainstreaming inclusion and diversity (including gender equality) in a holistic way;
iii. consistently upholding the values of sustainability in service of facilitating the green transition both within and outside of Aurora;
iv. Integrating mobility (of all types) whenever possible;
v. Enhancing transversal and digital skills and digital literacy across all our students, faculty and communities;
vi. Fully incorporate our Aurora values related to research & innovation: responsible research and innovation, gender balance, open science, public engagement and business collaboration.

All of the above mentioned elements are not necessarily tied to specific work packages given that they will be embedded in each. Each of the partners' teams composed by the specialists in this topic will similarly contribute to integrating these core principles across all Aurora activities, programmes, and initiatives.

1.3 Complementarity with other actions and innovation — European added value

1.3.1. 2020-2023 Aurora project

Through the Aurora 2030 vision, Aurora will continue to establish new and build upon existing synergies with European higher education institutions, learning communities, local and regional governments, policy makers and other key stakeholders which lead to opportunities for mutual growth and transformative societal change. Recognising that the European Universities Initiative challenges institutions to develop new, close and integrated approaches to collaboration, we take the next step with the new bid by using an ecosystem approach to our partnership, aimed at breaking down the silos of expertise within and between our institutions. As we are expanding our research activities in the new bid, we have created one programme that works on improving the quality of teaching and learning, while simultaneously working with the research that supports those innovative developments in teaching.

In addition, through the communities that we are building, and will further build, we share those techniques to the benefit of the wider stakeholder communities and dissemination best practices – all with the focus of addressing the current and urgent social needs through our focus on the SDGs. This synergetic approach will allow us to be in a better position to address the collaborations between ERA, EEA and EHEA, and the many overlapping topics that require a holistic and cooperative approach. Due to our activities being highly interconnected, dependant on and supportive of each other, this ecosystem approach demonstrates that our individual activities not only strengthen each other, but also contribute to the overarching alliance and EU objectives. Furthermore, core to Aurora is engagement with the communities it serves. Through Aurora 2030, Aurora will focus on strengthening engagement within local communities and amongst students, faculty and staff by service learning, co-creation and other engagement activities.

Where affecting societal change drove each of Aurora partners to form the alliance in 2020, through our work together we grew to more deeply understand the complexities of realising the type of transformative societal impact that both we and the European Universities Initiative hope to achieve. Such work requires continuous learning and development, as well as a commitment to consistently improving effectiveness, especially in relation to research and education in collaboration with the students, faculty, staff and communities of which we are a part. It also requires inter- and transdisciplinary partnership, co-ideation and co-creation to address complex societal challenges that will make positive societal impact and change.

In summary, in the first phase of Aurora, we worked to address our limitations and areas for growth as well as our focus in the coming years. In this new phase of Aurora, we are committed to streamlining the activities that contribute to our objectives and pursue actions that position us to contribute to facing the challenges we encountered in the first phase and making further progress towards our shared ambitions for the Aurora 2030 Vision. In evaluating our progress and next steps, the breadth of the work conducted and the success of the outputs delivered in first Aurora phase have directly impacted the way in which we aim to move forward together. This includes strengthening the commitment of our alliance partners and re-establishing and evaluating our focus and organisational approach towards a fully operational European University. Where the first phase of AURORA was an exploratory one, the establishment of our 2030 Aurora vision through this European Universities Initiative bid in 2023 marks a phase of **concrete action and implementation of well-laid plans across three levels** – within our individual institutions, across them, and in relationship to the wider European Higher Education Area in which we operate.

Individual institutional level

At the institutional level, we will build further on Aurora 2020-2023 by leveraging the lessons learned from previous pilot activities including the Aurora Competence Framework, Aurora Service Learning and International Programmes, Aurora Borderless Learning, Aurora Pilot Domains and Aurora Teaching for Societal Impact, in order to bring about the structural implementation of these activities and practices. In the first phase of Aurora, we focused on the implementation of joint courses such as ''Sustainability and Climate Change'' in WiSe and others related toon, for instance, sustainability, diversity and European culture (within pilot domains and

service learning/co-creation programmes), whereas through the Aurora 2030 vision we aim to expand these efforts to implement alliance-wide programmes, such as the creation of research-driven educational hubs, sustainability education, as well as teaching and learning for societal impact. In 2020, we launched several programmes on, for instance, the Aurora competences, understanding Europe, service learning, teaching for societal impact, sustainability and climate change, which were specific to certain departments and domains. This allowed us to learn on a small scale so that scaling up to university-wide implementation would be possible. Through the Aurora 2030 vision, we will grow "Understanding Europe", "Sustainability and Climate Change", "Digital Society and Global Citizenship", "Health and Well-Being" as well as "Social Entrepreneurship and Innovation" so that more students, faculty, staff and community members are able to access and benefit from the offering of their frameworks.

Trans-institutional level

At the trans-institutional and co-learning level, we are building on plans for co-ideated and co-created joint pilot courses and trainings conducted between 2020 and 2022 on service learning and co-creation learning labs, and trainings by the Capacity Development Support Programme Expert & Support Centre and will expand these to the concrete offerings of guidance, support and help to Aurora teachers, staff and students to further foster the practice of innovative pedagogies in the broader context of topics of the domains. In the first phase of the Aurora Alliance, several pedagogical tools were developed and piloted. These tools will be part of the Aurora Innovative Pedagogies for Social Change and Impact Toolbox. Both new tools and existing tools will be further developed and updated, among which, service-learning, co-creation, mixed-classroom, COIL, BEVI, LOUIS, SEISMIC, and Babele (for more information, see 2.1.1.2 Methodology). Furthermore, Aurora has worked to strengthen its central governance structure through the further development of its organisational structure, decision making practices and cooperative approach that is both top-down and bottom-up. This also includes the formalisation of our previous pilot domains into five research-driven educational hubs as indicated in our general objectives in section 1.1.2 above.

European Higher Education Area level

Aurora aims to contributes to its Aurora 2030 vision by building upon and improving innovative methods to stimulate academics, teachers, communities, entrepreneurs and students working together in research, innovation and teaching across the improved and expanded four key Aurora priorities. Some examples of innovative Aurora characteristics that will positively impact the European Higher Education Area are:

- The focus on societal engagement (through advocating for social entrepreneurship), vision for the sustainable development goals, and aim for societal change and impact.
- The focus on strengthening the financial capacity for mobility aimed at increasing access to mobility opportunities for historically disadvantaged students.
- The focus on inter-/transdisciplinary collaboration, co-ideation and co-creation; and development of competencies that equip students for societal change and impact. For example, through the Collaborative Online International Learning (COIL), the Learning Outcomes in University for Impact in Society (LOUIS), and the Social Entrepreneurship and Innovation Scales to Measure Impact Competence (SEISMIC).
- The application, development/innovation, and sharing of innovative pedagogies that foster societal impact and change. For example, through the Aurora Competences Framework (ACF), –service learning and mutual learning methodologies.
- The living learning community of practice across the partner Universities that fosters knowledge sharing, learning, and adapting – that supports and promotes future-proof education. For example, through knowledge-sharing, awareness-raising and collecting experiences through the Aurora Expert and Support Centre, Expert and Support Centre for Aurora Competences, the Expert and Support Centre for Innovative Pedagogies, and the Social Entrepreneurship and Co-creation Expert and Support Centre.

1.3.2 Complementarities with other activities outside of Aurora

Aurora has sparked collaborations beyond the Erasmus call for EUI. These include:

First and foremost, the **SWAFS** project under Horizon Europe has enabled our Research and Innovation community to gather its ambition under one ambitious umbrella. The Aurora RI project builds excellent research support structures to complement excellent research and innovation in the Aurora Alliance. It will further deepen and expand the cooperation among the universities and strengthen their identity as research-intensive universities dedicated to societal impact and engagement. The aim of Aurora RI is to develop a research and innovation support agenda framed by the SDGs and based on the four pilot domains of the Alliance, i) Sustainability & Climate Change, ii) Digital Society & Global Citizenship, iii) Health & Wellbeing, and iv) Culture: Diversity & Identity. The focus of the project is to achieve an understanding of best practices and policies on sharing of research infrastructure and resources, cooperation on entrepreneurial activity, empowering human capital, mainstreaming open science and citizen engagement.

Aurora members have also successfully engaged in ERASMUS+ KA2 Strategic Partnerships.

NEWLEAD (Innovative Leadership and Change Management in Higher Education) is an E+ KA2 funded project with duration from 2020-2023 in which UIce is a partner. The NEWLEAD project aims to build the capacity of university leaders in steering change and in addressing new priorities on the institutional transformation agenda. Today, higher education institutions are tasked with multiple and challenging roles. They must accommodate evolving student expectations, address changing labour market needs and sustainability pressures, and face unexpected challenges such as the Covid-19 pandemic. In June 2022, UIce hosted a focus group as part of the project, with several Aurora leaders in attendance. This focus group provided an opportunity for higher education leaders with both academic and management profiles to further enhance their leadership skills by discussing and reflecting on disruptive transformation in their institutions. Topics that were discussed included: i) Female leadership in HE; ii) International collaboration in HE (through the angle of European University Alliances); and iii) Greening and sustainability in HE. The insights gained from these workshops will assist the Aurora institutions in the management of international collaboration in a large partnership such as our alliance, and the importance of strong leadership for the success of the European University Alliance, through a greater understanding of the effects of the disruptive transformation in higher education.

The **SUCTI** project (2016-2019) coordinated by the URV, focusing on the internationalisation of administrative staff has demonstrated that systemic change through trainings for administrative staff is a key to success of the international university. The URV continued to offer SUCTI trainings in the last years, involving the Aurora community, and the impact and benefits have been immensely valued, to the point that connected trainings will continue in our work under WP8.

The SCUTI project increases the awareness of the importance of internationalisation within the Aurora institutions. The impact of these projects is to contribute to the internationalisation of institutional cultures.

ICI (Inclusive Comprehensive Internationalisation): is led by URV and runs through the partnership between URV, UNINA, and 2 non-Aurora universities. ICI provides intercultural and global learning opportunities to all students regardless of their background or orientation and supports them in their development as globally responsible professionals and citizens. Moreover, ICI accordingly provides virtual and blended learning opportunities to train international staff and professionals in the field of internationalisation and inclusion.

The ICI projects contributes to the goal of offering students and staff meaningful international experiences. The impact of this project is aimed at providing students and staff with the skills to navigate in an international working environment. INSSPIRE (Innovation for Sustainability and Societal relevance: Partnerships in evidence-based higher Education on food systems and climate change): Having VU as its EU coordinating institution, INSSPIRE runs through the partnership between 4 Kenyan and Ugandan universities with modules on food systems and climate change between, 2 HEIs in Slovenia and the URV. The project has won ERASMUS CBHE's grant and is starting in January 2023 for the duration of 3 years. INSSPIRE works towards the enrichment of existing curricula of the African universities. The project will equip students with the knowledge and skills to transform food systems and reverse the negative effects of climate change, thus contribute to the countries' sustainable growth. The objectives will be achieved through. To a certain extent, it is a pilot of the global outreach endeavour in this bid as it embeds some of the AURORA pillars such as COIL and transdisciplinary research through real-life learning labs. The aimed impact of the project is to prepare students of HEIs for labour market success, by equipping them with the knowledge and skills, to take on different leadership roles in the transformation of food systems and adjustment to climate change thus contributing to sustainable growth.

Aurora Academics have successfully collaborated in the **VERSA** (Video gamEs foR Skills training) project, which was granted under the Horizon 2020 framework related to a "Science with and for society" . VERSA runs through the partnership between VU, URV, and UIBK and Iberoamerican Knowledge Foundation (GECON) and aims to challenge the current paradigm of soft skills development at PhD level by implementing an innovative methodology for soft skills training at the partner universities using commercially available video games. Now in its final phase, it has achieved remarkable results with a significant increase in the soft skill levels of the participants that accomplished the minimum requirements of VERSA and also a great acceptance of the project from the students and the doctoral

stakeholders, what has proved the VERSA methodology as an effective tool for soft skills training. Those results will be actively used and expanded in several Aurora activities in the 2023-2027 programme. The project will contribute to developing new ways of teaching students necessary digital skills, as part of the digital and green transformation, and the needs of the labour market.

We can also note that Aurora has developed Blended International Programmes (BIPs), which were granted under Erasmus+ Key Action 1:

1. **Rocks From Field to Lab: A Practical Course** runs through the partnership between UNINA, UIBK, UIce, and is under the pilot domain "Sustainability & Climate Change"

2. **Linguistic Diversity, Intercultural Competencies & European Identity** runs through the partnership between UNINA, URV, UP, UIBK, and is under the pilot domain "Culture: Diversity & Identity"

Currently, a new BIP is under preparation:

3. **Language and Event (*Sprache und Ereignis*)** runs through the partnership between UNINA, UIBK, UDE, and is under the pilot domain "Culture: Diversity & Identity"

To fully live up to the ambition of the European University initiative, it is clear within Aurora, that we need – collectively and individually as participating institutions – to go well beyond the boundaries of this Erasmus+ call and its funding. The financial support provided through this call significantly contributes to the building of joint infrastructures for sustainable collaboration,but needs to be matched and expanded by further means. This will be ensured through a different set of measures – like individual institutional top-ups, national co-funding support or projects submitted to other funding schemes – that are aligned with the strategic priorities of the overall Aurora European University Alliance framework and activities, that are laid out in this proposal and form the core and basis of our joint ambitions.

Building upon the successes of these externally funded programmes and activities, in the new phase of Aurora we aim to leverage our enhanced and improved infrastructure empowered by this phase of funding in order to seek outside funding opportunities that further contribute to the long-term continuity and viability of our Alliance. This will be done first, through the pursuit of funding under this Erasmus+ European Universities initiative, in combination with Horizon Europe, Digital Europe and other EU level and national leverage instruments, Aurora builds an **ambitious and financially stable transnational alliance of higher education**.

Outside the scope of this call, Aurora leverages the continuous formation of its alliance to actively pursue other financial opportunities that will support the further strategic development of infrastructures and networks that support its long-term vision and mission. For example, a MSCA Doctoral Network application is being prepared. Besides, Aurora Academics have successfully collaborated in the VERSA (Video gamEs foR Skills training) project, which was granted under the banner of Horizon Europe project. It runs through the partnership between VU, URV, and UIBK and Iberoamerican Knowledge Foundation (GECON) and aims to challenge the current paradigm of soft skills development at PhD level by implementing an innovative methodology for soft skills training at the partner universities using commercially available video games.

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2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

2.1.1.1. Project Overview

The cooperation within the Aurora Alliance has always been driven by a deeply shared commitment to the activities and actions that lead to positive societal impact via profound engagement with the students, faculty, and community stakeholders we serve.

In the first phase of Aurora, the Alliance made remarkable strides towards achieving the vision that these objectives support. The transformational change required to establish a European University presents tremendous opportunities for progress and challenge, both of which require the cooperation and commitment of all partners and key stakeholders involved. During the first phase of Aurora, we worked to address our limitations and areas for growth as well as our focus in the coming years. In this new phase of Aurora, we are committed to streamlining the activities that contribute to our objectives and pursue actions that position us to contribute to facing the challenges we encountered in the first phase and making further progress towards our shared ambitions for 2030.

In evaluating our progress and next steps, the breadth of the work conducted and the success of the outputs delivered in first Aurora phase have directly impacted the way in which we aim to move forward together. This includes strengthening the commitment of our alliance partners and re-establishing and evaluating our focus and organisational approach towards a fully operational European University.

In order to achieve a better balance between the number of Milestones and Deliverables and in close consultation with the members of the consortium and WP leaders and Co-leaders, Aurora will advance and transform a part of the Milestones and Deliverables of some of the Work Packages. This will be addressed at an early stage of the development of the programme.

Aurora Erasmus+ 2023 project framework

In this proposal, we tie all work packages, tasks and deliverables to our **four key Aurora priority domains**. Furthermore, as the consortium is primarily made up of full-fledged, research-intensive institutions (eight out of nine), our joint education reflects the research strengths of the participating universities and their societal relevance, ensuring a strong researcher-led and research/challenge-based teaching and learning approach. The work to be conducted is **inextricably linked to the five main research-driven educational hubs** (*Culture: Diversities & Identities, Sustainability & Climate Change, Society & Global Citizenship, Health & Wellbeing and Social Entrepreneurship & Innovation)* and mirrored by research and innovation activities. An overview of the work packages involved in this phase of Aurora are as follows:

Work Package 1: Project Management
Work Package 2: Transdisciplinary European Research-Driven Educational Hubs
Work Package 3: Social Entrepreneurship and Innovation
Work Package 4: Teaching and Learning for Societal Impact
Work Package 5: Enhancing Quality of Research through an Aurora Research and Innovation Community
Work Package 6: Green and Digital Campus
Work Package 7: Capacity Building and Community Engagement
Work Package 8: Enabling Mobility and Exchange
Work Package 9: Aurora Governance
Work Package 10: Impact and Dissemination

All work packages and activities contribute to achieving high-quality education, including the use of challenge-based and interdisciplinary approaches, innovative pedagogical models to develop key skills and competencies, and make the best use of digital technologies, blended learning and work-based learning. Other modes of funding will generally consist of additional institutional

funding and various third-funding sources, both national and European. A detailed analysis of the associated work, financial and organisational structure of each of these priorities is summarised below. The role of the associated work package is linked to the most relevant anticipated outcomes and impacts.

Aurora Key Priority 1: Aurora Teaching and Learning for Societal Impact

In line with the call priorities, in this key Aurora priority we focus on giving a significant boost to two of the main objectives of our long-term strategy, including **equipping students with skills and mindsets to become social innovators, changemakers and entrepreneurs** as well as **leading by example to contribute to addressing the SDGs**. Both of these ambitions fall under this key Aurora priority which directly **aligns to two of the four call priorities** laid out in this E+ EUI 2023 call. These include the **development of a long-term strategy** that is responsive to the digital and green transition and key socio-economic challenges and building **European knowledge creating teams** that address societal challenges. Moreover, this key Aurora priority also links to the **EC's European Strategy for Universities**: equipping students and researchers with the digital skills and competences needed in the current and future society, and in the promotion of innovation and new technologies. The key Aurora priority '*teaching and learning for societal impact*' is supported by the work to be carried out in **WP4 Teaching and learning for societal impact** as well as **WP2 Transdisciplinary European Research-Driven Educational Hubs**, both of which will further our mission educating for social change, generating synergies across our alliance through innovative approaches to teaching and learning that strengthen the reach and depth of our original priority domains through pioneering societal-impact driven and interdisciplinary programmes that tackle key challenges facing society today. Furthermore, **WP3 Social Entrepreneurship and Innovation** will especially contribute to fostering forward-looking skills and interdisciplinary training in and amongst the communities we serve by opening doors to key stakeholders, benefiting both the students and faculty with whom our community members will interact as well as growth and development in the region.

Aurora Key Priority 2: Aurora Excellent Challenge-based Research and Innovation

This key priority aims to incite academic collaboration as well as long-term academic community building, with special attention to early-stage careers. Therefore, it mainly supports the achievement of the first objective '*Equip students and staff with the skills and mindset to become social innovators, changemakers and entrepreneurs*' of our long-term strategy. Furthermore, it contributes to the call priorities related to **establishing a higher education inter-university campus,** by an expansion of seamless mobility opportunities, new joint flexible and innovative curricula, building on the research strengths of our institutions, and **knowledge-creating teams that work together to address challenges**. This key Aurora priority and the aforementioned aligned call priorities are supported through the work carried out by two main work packages within this project. Creating synergies with the first priority, **WP2 Transdisciplinary European Research-Driven Educational Hubs** supports the development of research-driven degree programmes that are directly aligned to achieving priorities of the Sustainable Development Goals, providing innovative learning and training that equips students with the skills they need to face the challenges of the future and foster entrepreneurial mindsets and civic engagement through challenge-based research. **WP5 Enhancing Quality of Research through an Aurora Research and Innovation Community** is the heart of this priority, fostering inter-university collaboration opportunities, talent development as well as contributing further to upholding the principles of open science within the alliance. An additional important objective in WP5 is to develop the future Aurora guidelines for research assessment, in the frame of the CoARA agreement, as well as a plan for their implementation. We thereby share common values and practices on the long term and foster the academic cohesion of the Alliance, which is also at the heart of **WP8 Enabling Mobility and Exchange**.

Aurora Key Priority 3: Aurora Collaboration and Engagement through Inclusive Communities

This key priority focuses mainly on the achievement of the second Aurora general objective, which is **collaborating with students and external stakeholders as regular practice**. This priority also closely aligns to the second call priority wherein an inter-university campus is established where access, participation and completion of under-represented and disadvantaged groups are

ensured. In line with this, **WP1 Project Management** involves all key stakeholder representatives of our various communities in the monitoring, management, and quality assurance of this project. Through **WP10 Impact and Dissemination,** we will actively facilitate the involvement of scientific and local communities in our research and innovation activities in the spirit of open and citizen science principles. This supports the actions put forward by the ERA in their policy agenda for the period 2022-2024. In **WP8 Enabling Mobility and Exchange** we raise awareness of the importance of internationalisation as a means to more quality education and research as well as more equal access to education through additional forms of international education. Through **WP9 Aurora Governance** we foster inclusive governance structures to accomplish our objectives in an efficient and transparent manner, taking on board the needs of all stakeholders involved. Finally, through **WP7 Capacity Building and Community Engagement** we strengthen our connection to countries in Central Eastern Europe and other neighbouring countries to reduce disparities between research emergent and research leading countries and further the work carried out with Kharkiv University supporting a strengthening of their capacity to educate and train in conflict transformation and peace building, promoting European democratic values, human rights, and pacificism.

Aurora Key Priority 4: Aurora Sustainability Pioneers

The SDGs call for **a fundamental shift** in individual and collective behavioural patterns. Being a sustainability pioneer requires bold and far-reaching steps towards sustainability in all operations of the universities. This key priority gears itself toward the third general objective of our long-term strategy wherein we aim to lead by example as sustainability pioneers and contribute to addressing the SDGs. This is directly in line with the second, third and fourth call priority related to inter-university campus, knowledge-creating teams as well as acting as a model for best practice. Moreover, it supports to the EC's European strategy and EEA agenda. **WP4 Teaching and learning for societal impact** is one of the examples on how we intend to be pioneers, by serving as an inspiration to teach and learn for societal impact. Through **WP6 Green and Digital Campus** we further consolidate our virtual campus that opens opportunities to strength our environmental sustainability policies across the alliance, increase the interoperability of our IT systems, reduce our carbon footprint emissions and work on further community building by supporting and connecting Green Initiatives within our institutions. Through **WP9 Aurora Governance**, we further focus on the integration of Aurora Values (Sustainability, change-making and Social Transformation) across all work, activities and WPs carried out in this project and by all Aurora partners. This way we work towards becoming a reference model for a sustainable as well as socially transformative European University.

2.1.1.2. Methodology

The Aurora 2030 Vision aims to build upon the insights and successes of the first phase of the alliance in order to meet the key objectives laid out in this proposal. In the first phase of Aurora, the alliance focused its effort on laying the groundwork to design and implement the Aurora Alliance as a model European University, producing outcomes which are responsive to the needs of all its stakeholders. In this new upcoming phase of the alliance, the Aurora 2030 vision aims to reach the ambitions of its four key Aurora priorities in line with the four priorities indicated in the call. Hereafter, the call priorities are designated with a P for distinction. These call priorities include: **P1** Develop and implement an integrated long-term joint strategy; **P2** Establish a European higher education inter-university 'campus; **P3** Build European knowledge-creating teams ("challenge-based approach"); **P4** Act as a model European University. These priorities have been laid out in this 2023 European Universities Initiative call by focusing on the implementation and realisation of the well-laid plans Aurora produced between 2020 and 2023.

As such the methodology section below is two-fold. The first section focuses on the approaches, methods, tools and common practices we implement to reach the four key priorities of Aurora and objectives of our long-term strategy which are aligned to the priorities indicated in this E+ EUI 2023 call. Here, we also outline the overall methodology to be used by Aurora wherein we will implement the workplan laid out in this proposal to address our four key Aurora priorities. For each of the priorities (both Aurora and call related) to be met and all the relevant activities to be carried out, Aurora will employ the guiding principles for quality assurance, as indicated in our already established Quality Management Plan. This includes the PDCA (Plan-Do-Check-Act) approach.

Furthermore, Aurora will continue to collect qualitative and quantitative insights that will continuously shape and improve our future projects and processes. The second section here highlights the cornerstones of our alliance, which are foundational to both our long term Aurora vision and our work together to achieve that vision in the coming four year.

Aurora's methods to reaching call priorities

P1: Develop and implement an integrated long-term joint strategy

In the first phase of Aurora, we realised it is crucial to maximise the positive societal impact of the alliance and fully align with emerging international higher education policies, as demonstrated by the 2020 joint declaration of the 49 Ministers responsible for higher education in the European Higher Education Area. This vision to do so is strongly supported by the Aurora Student Council (see 2.2.2.2. Proposed governance structure) and is reflected as a core value of Aurora; to listen to our students and involve them in our work. Due to this, the Aurora 2030 vision aims to refine Aurora governance and its corresponding structures. This transformation places transparency, engagement, and responsiveness at its centre, involving key stakeholders from each of the partners across all levels. In Aurora 2030, we will furthermore seek to institutionalise and formalise an organisational design for our European university collaboration through the establishment of a legal entity (**WP9** and **WP1**). The Aurora Alliance legal entity will be the visible institutionalisation of the Aurora alliance that supports our activities and deliverables, strengthens our management capacity, but also serves as a model for other alliances through the dissemination of our results. Moreover, in order to keep on developing Aurora as an organisation with the capacity to support its ambitions, Aurora continues to define, implement and evaluate its shared pool of resources in the areas of finance, human resources, technological, intellectual property and administrative support. In this way, the alliance's objectives can be accomplished in the efficient, professional and transparent manner that is necessary to pursue key Aurora priorities which are aligned to those of this call (**WP9** and **WP1**).

P2: Establish a European higher education inter-university campus

Building upon the outcomes achieved in the first phase of Aurora, the alliance is now oriented to establish a fully operational European higher education inter-university campus. Aurora aims to graduate students who are social entrepreneurs and innovators, willing and able to contribute to solving major societal challenges. To achieve this, the alliance laid the groundwork for shared education principles and frameworks that enable deeper cooperation between Aurora universities in the period between 2020 and 2023. This included the foundational plans for an Aurora European higher education inter-university campus, where students and staff can move between the universities, physically or virtually, to learn, teach, train, research, cooperate and facilitate the delivery of joint courses and degrees that support the Aurora 2030 vision. In this new phase of Aurora, we have the ambition to establish a green and digital inter-university campus, equipped with blended and online course offerings as well as sustainable policies implemented across the organisation (**WP2**). Furthermore, Aurora will increase the interoperability of its IT systems and digitalise credentials via shared and, preferably, EU-level agreements on standards for digital education data exchange (**WP6**). Where possible, we will collaborate with EU- and national level initiatives supporting this. The Aurora values will also be integrated in all activities conducted across the alliance, via the work carried out by Aurora governance and Aurora project management (**WP9**).

In order to foster deeper cooperation in higher education and boost student and staff mobility between our campuses through our work during Aurora 2020-2023, we realised that it is essential to have shared Aurora Education Principles. These principles build trust between institutions and improve the quality of our education programmes. In this sense, in the Aurora 2030, the shared principles will help facilitate easier recognition of ECTS credits between our universities,and pave the way for more joint and ambitious educational endeavours. Through the Aurora 2030 vision, the alliance will strengthen its exchange capacities and continue to valorise and support international activities that develop educational structures and consequently foster unity and synergy across and beyond our alliance (**WP8**). Furthermore, Aurora strategies and policies related to sustainability as well as diversity and inclusion will be upscaled and transversally implemented across all Aurora institutional partners. Aurora's commitment to open science will be valorised with a focused approach to increasing open access to scientific research results and data in accordance with FAIR-principles (**WP5**).

In this phase, Aurora expands its focus on lifelong learning. Establishing collaborations with TT10.2 Science and Society in **WP 10** on Impact and Dissemination we will establish communities of practice consisting of researchers, educators, students and external stakeholders, especially local communities and organisations. Using open science and co-creation methods and employing formats such as community meetings and

workshops as well as conference-, excursion- and fieldwork-formats we will seek to implement micro-credentials and course offerings that are available to the wider Aurora community in affirmation of diverse career paths and open education. In these joint courses (as part of micro-credentials) we will be applying the LRC (Lisbon Recognition Convention) qualification scheme for flexible learning paths.

The Aurora inter-university campus consists of multiple elements as demonstrated in Figure 2 below:

Figure 2 Key elements of the inter-university (digital and green) campus

The different Work Packages of the Erasmus+ Aurora Alliance project contribute to the further establishment and building of our inter-university campus, that is more than the sum of its (institutional) parts. It has its own leadership arrangements (**WP9**), proper decision-making and accompanying management structures (**WP1**), engaged people (coming together foremost through **WP2, WP3, WP4, WP5, WP7**), joint work processes and systems (**WP1, WP6, WP8, WP10**) – all contributing and shaping a particular Aurora culture that, is also addressed by different activities within the Alliance programme in itself (e.g. T9.3 Aurora Values).

Advancing and strongly intertwining the different elements of the inter-university campus will allow to better deliver on the ambitious goals of the Aurora Alliance that the call requires in this regard, in particular:

a. let Students, doctoral candidates and staff benefit from seamless mobility opportunities (physical, blended mobility or virtual learning) to study, train, teach, do research, work, or share services in any of the partner institutions.

b. deliver new joint, flexible and innovative curricula in the three cycles (Bachelor, Master and Doctoral), based on inter-disciplinary and cross-sectoral approaches, integrating student-centred learning approaches and innovative pedagogies, including the use of the latest digital technologies and the STEAM approach.

c. Offer other flexible learning opportunities and alternative learning pathways to learners at all stages of life, across disciplines and sectors

Green Campus

The vision of the Aurora Alliance encompasses a strong commitment of the alliance universities to be pioneers in sustainability. The ongoing activities from the pilot phase work towards building sustainable campuses, to support the collaborative activities of the alliance and increase the sustainability of the partner universities and the Aurora Alliance as a whole. As the first step in this regard, the Sustainable Campus Action Plan has been developed and adopted to enforce this commitment and define the areas in which action is required. The next step outlined in the Aurora European University programme is the Common Footprint Reduction Plan, which introduces the measurement and monitoring of the progress toward sustainability on the campuses of the Aurora Universities.

The Sustainable Campus Action plan sets out eight areas of action as illustrated in Figure 3 below, in which improvements are required in order to increase the sustainability of the alliance universities and fulfil the ambitions of Aurora.
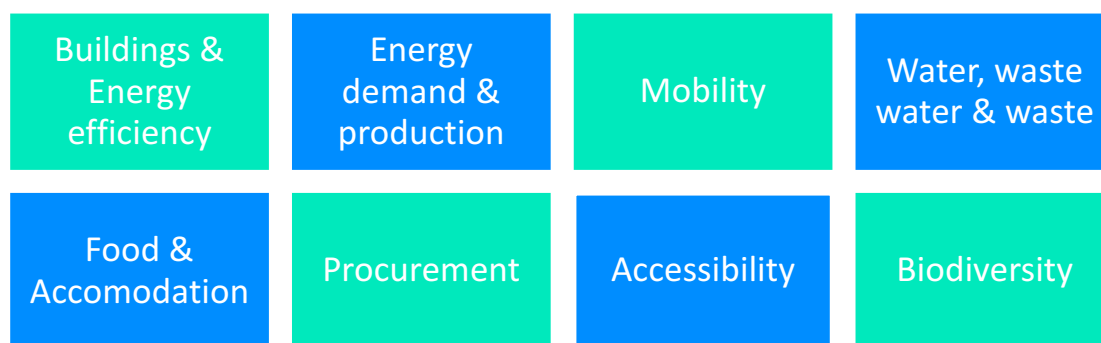
Buildings & Energy efficiency	Energy demand & production	Mobility	Water, waste water & waste
Food & Accomodation	Procurement	Accessibility	Biodiversity

Figure 3 Eight Areas of Action in the Sustainable Campus Action Plan

The Aurora Universities are at very different points on their sustainability journey and have different systems and strategies for the measuring and monitoring of sustainability in place. Some university partners follow national requirements regarding sustainability reporting, others developed their own standards and others do not have comprehensive reporting as of yet. It is therefore difficult to develop a common framework for sustainability monitoring without adding additional requirements. In order to create a common framework without introducing extensive additional reporting requirements, the current Task Team working on green campus activities has developed a proposal for the Common Footprint Reduction Plan, that sets minimum requirements with an option for each partner university to choose the areas of action in which progress is reported.

As part of the Common Footprint Reduction Plan, the following measures are proposed:

1. All University partners develop plans for increasing sustainability at their campuses while taking the circumstances at their individual institutions into account;

2. All University partners introduce the monitoring of CO_2 emissions and determine a respective baseline (ideally for 2019);

3. All University partners set & publish specific targets in three or more areas of action from the Sustainable Campus Action Plan;

4. All University partners measure the baseline and implement respective monitoring on their chosen areas of action;

5. All University partners implement the Aurora travel codex.

The next phase of the Aurora Alliance will allow to continue this pioneer work and roll it our more holistically, complemented by awareness-raising activities (Aurora Sustainability Summit) and a more intense collaboration of Green Initiatives between the partners (e.g. Green Office working groups).

Digital Campus

As stated in the Aurora Borderless Learning (ABL) reference document, the Aurora Virtual Campus is the central database for all shared learning and training opportunities offered to students (and staff) in Aurora Universities. This includes but does not need to be limited to:

✓ Courses available to students across Aurora Universities i.e. Aurora Course Catalogue
✓ Online language courses, MOOCs, Online Lecture Series, conferences etc. (e.g. on European Identity or plurilingualism)
✓ Short-term mobility opportunities e.g. trainings, workshops, short courses
✓ Summer Schools/Courses
✓ Internship
✓ Events

Rationale: The Virtual Campus is a one-stop-shop of all opportunities that Aurora universities currently offer and will offer to the wider Aurora community. It is a way to pool together offers and showcase externally what we do and how we approach the policy themes that are emphasised in the European Universities Initiative. General offers in the Virtual Campus are separated from the

Aurora Course Catalogue that contains courses that a student in one Aurora university can select from other Aurora universities.

Within the Virtual Campus students can find the Aurora Course Catalogue. This is the central database of courses on offer to students from other Aurora universities. The Aurora Course catalogue clearly distinguishes between non-specific international learning and Aurora-focused international learning i.e. "Aurorised courses". The courses can be open to international students in general or only Aurora students, but this is up to each course organiser and is not specified in the course catalogue.

P3: Build European knowledge-creating teams

In the first phase of Aurora, we developed four key challenge domains on which to focus. Through the 2030 vision we have added a fifth domain and adjusted the name of these domains into research-driven educational hubs (**WP2**). These hubs also align with the UN´s SDGs with Social Entrepreneurship & Innovation as a cross-cutting theme. The research-based educational hubs for Aurora 2030 are: *Culture: Diversities & Identities, Sustainability & Climate Change, Society & Global Citizenship, Health & Wellbeing and Social Entrepreneurship & Innovation*. In Aurora 2030, we will focus on increasing the intensity of the synergy between these hubs and also as well as increasing their integration with the local communities of which they are a part. Through this project, we will build on the outcomes achieved with these domains between 2020 and 2023 to strengthen our collaboration and connection across the alliance and with key scientific, governmental and economic stakeholders in order to further establish knowledge-creating teams that are responsive to the key challenges facing society and local communities across Europe.

Through the continued development and implementation of our pilot domains we will generate several transdisciplinary European research-driven educational "hubs" in WP 2, which will work jointly and across disciplines, engaging researchers, teachers, students as well as (depending on the specific topic) citizens, public institutions and/or business partners in order to adequately address major societal challenges. In cooperation with the research-driven teaching formats for societal impact developed in **WP3** on Social Entrepreneurship and Innovation and **WP4** on Teaching and Learning for Societal Impact we will pursue challenge-based approaches and provide new options for students to customise their own curricula. The programme development and the customisation and flexibilisation of curricula can occur in the field of content, regarding the locality of the course, the kind of course delivery and the timing of learning experience. Each domain advancing to the status of a hub through an expansion of its respective transdisciplinary network will tackle core transdisciplinary challenges our societies are facing. For example, with regards to sustainability and climate change: we will offer a 30 ECTS joint educational programme that also incorporates the use of micro credentials within the programme that are made available not only to students but also members of the community. Connected to Digital Society and Global Citizenship, we develop a learning pathway for masters students to pursue a transnational degree focused on this topic. Through our focus on Health and Wellbeing, several programmes (across all levels of degree seeking students) will be developed, which are SDG-oriented and begin with seasonal schools and available minors. Through the challenge-based hub focused on Culture: Identities and Diversities, our educational offering focusing on the expansion of an already piloted joint degree programme will be extended, which will also be the case through the delivery of a micro-credential programme in the fall of 2022. Several other joint programmes are in development through our work in this work package as well as several SDG-oriented learning tracks. In addition to this several opportunities for minor programmes have been identified. Throughout these efforts, we will collaborate with other projects and partners, both on an inter-alliance level as well as on a cross-alliance level. Our focus on creating a sustainable framework through which these challenge-based research teams and bottom-up research collaboration can happen will further allow us to establish structural relationships both within and outside of the alliance.

P4: Act as a model European University

Aurora has strived to serve as model for other knowledge institutions to base their own collaborative work and societal impact on. In its participation with other European Universities networks, the open sharing of best practices and playbooks and thought leadership on topics related to integrating societal impact into teaching, education and research, Aurora worked to not

only grow and develop its own educational approach but to influence and support other innovative knowledge institutions seeking to participate in and progress the European University Initiative as a whole (**WP10**). In this phase of Aurora, Aurora particularly focuses on its ability to deeply engage with the communities of which it is a part, building upon the sporadic activities and taking a more strategic and joint approach to increase community responsiveness (**WP7**). Furthermore, Aurora will take a more integrated approach to engagement, purposefully embedding activities that contribute to addressing community-based challenges throughout its work plan in this next phase. Aurora also aspires to contribute to institutional transformation and leadership development at universities. Several Aurora university leaders have participated in the NEWLEAD KA2 funded project, bringing focus towards the importance of strong leadership in the success of European University Initiatives.

In this phase of Aurora, and through the work carried out in our governance structure moving forward, Aurora aims to serve as an example of an emerging governance structure that prioritises openness and efficiency. Throughout its learnings Aurora will disseminate and share best practices so that other European University alliances can benefit from its success (**WP9**). At the same time, Aurora uniquely focuses on supporting emerging research universities in central and eastern Europe (**WP7**). In doing so, it contributes to closing the gap between the level of education, resources, and expertise made available in universities across Europe by providing examples and practical support. In this way, Aurora will act as lighthouse not only for universities in need but also for other research leading universities to follow suit.

This work is distributed over several parts of the programme. The actual transformation for the governance structure will be done by WP 9, TT 9.1. The dissemination on our activities will be done under WP 10, and support of emerging universities activities fall under WP 7.

1. WP 9 and TT 9.1 - governance
2. WP 10 – impact and dissemination
3. WP 7 – closing the gap

We will continue assisting four Aurora associated partner universities in Central and Eastern Europe to develop their institutional capacity for academic excellence and societal relevance. This will help reduce the disparities between the research-leading and research-emerging countries in Europe. The method of co-engagement is the chosen tool for these activities across communities and countries in Eastern Europe and with partners with developing countries beyond Europe.

Aurora's 2030 educational model

As education is the backbone of our work together and one of the avenues through which we will deliver on our objectives, below we provide a detailed description of our framework and methodological approach to the Aurora 2030 educational model. The main goal of Aurora's educational model is to support our academics in equipping their students with the skills and mindset necessary for them to thrive in a rapidly changing society and labour market. As previously indicated, to achieve this Aurora developed shared education principles and frameworks that enable deeper cooperation between Aurora universities. These principles are developed with the following objectives related to teaching and learning in mind:

1. Address societal needs and challenges and explore topics across traditional academic boundaries;
2. Develop students´ general academic and personal competences in addition to subject specific learning;
3. Embed student-centred and inclusive teaching and learning approaches;
4. Use internationalisation to enhance the quality of the curriculum and learning outcomes.

In the first phase of Aurora, the alliance had a dedicated task team *Teaching for Societal Impact* which is working on transforming these characteristics into fully fledged Aurora Education Principles. The task team worked closely with experts from all Aurora Universities as well as other task teams to complete comprehensive and practical guidance on course and curriculum design for teachers. Through this 2023 E+ EUI project and based widely on the extensive work of the Teaching for Societal Impact group (WP4), Aurora 2030 aims to identify and further develop a set

of educational structures in such a way that they can be used and applied by each participating partner, contributing to a better alignment and implementation of joint educational programmes.

Regarding the transformation process of higher education in the context of Aurora and the pedagogical methods and approaches that are encouraged in teaching and learning, the aim is to foster students´ general academic and personal competences to support them to become innovative and sustainable "change makers". Each academic teacher in the Alliance reflects on these overarching goals and determines which approach, or approaches would bring the most added value to their teaching and their students (listed in Table 1 below). The development and cooperation are focused on five research-driven educational hubs mentioned above, which form the thematic brackets for Aurora courses and joint teaching.

The information provided in the Table below can be considered as the framework for the Aurora educational model. It includes a "pick & choose" approach for academics to develop their courses along the Aurora Educational Goals. This approach will surely be altered and further developed during Aurora 2030. However, it can be perceived as a baseline for the Aurora Educational Methodology.

Course Content	Description of the Approach
Thematic linking to Pilot Domains and SDGs	The course covers topics and promotes learning outcomes or more of the United Nation's Sustainable Development G thematic connection to one of the Aurora Pilot Domains.
Interdisciplinary approaches	An approach to curriculum integration that generates an u themes and ideas that cut across disciplines and of th between different disciplines and their relationship to the r
Student Competencies	Description of the Approach
Learning outcomes in universities for Impact in Society (LOUIS)	A tool to convert broad 'horizontal' competences (e.g. C Ethical reasoning, Lifelong Learning, Teamwork etc.) int measurable learning outcomes that make sense to teacher
Social Entrepreneurship and Innovation Scales for Measuring Impact Competencies (SEISMIC)	Identifies the competences and skills needed to ac challenges through social entrepreneurship and inno measures whether study programmes equip students wit mindset to address key societal challenges.
The Beliefs, Events, and Values Inventory (BEVI)	An accessible, adaptable, and powerful analytic tool that measure the impact of teaching, learning and training a mindsets of students and staff.
Course Delivery	Description of the Approach
Student centred and inclusive teaching	An educational approach that builds upon differences learning experience for all students present using interacti
Service Learning	An approach which connects meaningful community academic learning, personal growth, and civic responsibili
Co-creation	A form of service-learning which entails collaborative deve value and knowledge by academics, students, experts ar together.
Field work or excursion	Allowing students to advance their skills and competencie with their lecturers in a natural and interpersonal conte classroom.
Internationalisation	Description of the Approach
Collaborative International Online Learning (COIL)	Two or more academics bringing their students together collectively and simultaneously on specific assignments w This can either be done by linking together existing developing new ones.
Collective Course	A course which is jointly developed and delivered by universities. This can be the ideal setting to bring s approaches together to maximise the development of tra within a new course.
Short-term and blended mobility	A short period of learning or training abroad, less than 30 c recognised learning outcomes for students. If combined

	component that facilitates further learning and teamwork, this becomes a blended mobility.

Table 2 Aurora Educational Framework Guidance for Academics

In the first phase of Aurora, all courses published in the Aurora Course Catalogue were open to students from other Aurora universities. The following criteria can help academic teachers assess the level of development in each course and universities to recognize academic teachers for their efforts:

- **Level 1**: The course is linked to a Pilot Domain and at least one SDG
- **Level 2**: The course is linked to a Pilot Domain, at least one SDG and develops at least one key competence from the Aurora Competence Framework
- **Level 3**: The course is linked to a Pilot Domain, at least one SDG, develops at least two key competences from the Aurora Competence Framework and uses at least one Aurora approach in the delivery of the course

This approach will be brought forward through the work carried out in **WP2** wherein Aurora aims to influence societal change through quality-assured, fully recognised, and research- and innovation-driven higher education. The structure of **WP2** and its tasks is based on our already well-established pilot domains. Through the continued development and implementation of our new fifth pilot domain, we aim to generate several transdisciplinary European research-driven educational "hubs" that address major societal challenges via innovative, flexible, joint course delivery and programme development as well as by providing new options for students to customise their own curricula. The programme development and the customisation and flexibilisation of curricula can occur in the field of content, regarding the locality of the course, the kind of course delivery and the timing of learning experience. Each domain advancing to the status of a hub will tackle core transdisciplinary challenges our societies are facing through the implementation and creating of curricular programmes, micro-credentials, and other courses of study that aim to ultimately fully integrate and societal impact across all Aurora educational activities.

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2.1.2 Project management, quality assurance and monitoring and evaluation strategy

2.1.2.1. Project management

Management and Coordination of Aurora 2030

To ensure a deeper and more structured dissemination of the project and further share the responsibility of the management of the project, **University of Iceland (UIce) will lead the next bid. Supported by the Vrije Universiteit Amsterdam (VU) as co-lead and with the Central Office maintaining its critical role in managing the project**, we ensure that the acquired knowledge and expertise of managing the next bid is not lost but shared in a wider context. At the same time, with the future perspective in mind, this will allow us to rotate the management of the bid among our partners to ensure substantial and sustainable commitment across the alliance.

In order to create a management and governance structure that is built on the lessons learned and is future proof, the decision has been taken to dedicate a full work package to the governance of Aurora (WP9), and in specific Task 9.1 on the Governance structure will work toward defining, implementing and evaluating a new governance structure (see 2.2.2.3).

Aurora internal regulations are being produced to ensure **transparency** and **accountability** of all the decision-making bodies and management structures involved in the project:

- How are the red flags raised?
- Who will process them?
- Who will be arbitrating/holding certain bodies accountable?

The Aurora internal regulations will optimise and standardise internal processes, clarify in which moment each decision-making body and management structure shall intervene, clearly define

the roles and responsibilities of all the participants and set up the rules for conflict prevention and resolution.

Aurora Central Office

A knowledgeable and efficient coordination team supportive to partners has been set up at the Aurora Central Office which, together with the Institutional Coordinators and the Work Package leaders, will ensure the sound implementation of the project and its timely delivery.

Agreed on and supported by all Alliance partners, the Central Office has been expanded in the last year, in recognition of the need for a strong central and neutral coordinating body, professional preparation and follow-up of a dense schedule of alliance-wide meetings, as well as substantial reporting duties, thereby also taking a step towards a more sustainable way of working.

The Aurora Central Office is responsible for the daily management, coordination and implementation of the Alliance. It therefore centralises the operations of the Aurora Alliance, to ensure the accomplishment of the established goals and the proper execution of the processes. The Central Office:

- **Support and links different decision-making and advisory bodies**
  These include the Aurora Board, the General Council, Vice-Rectors, Work Package Leaders and Institutional Coordinators. The Office manages the meetings of these bodies, including the agenda setting and communication.
- **Management of the bid**
  The Central Office provides coordination and guidance, ensures the delivery of results, is responsible for the financial coordination and the extensive reporting cycle, liaises with external stakeholders, and is the linking pin between the different groups within universities working on the bid.
- **Implementation of the programme**
  This includes coordinating the implementation, providing support on content and hurdles in educational innovation, and assisting in communication and dissemination and safeguards the alliance processes.

In order to support these bodies and the implementation of the programme, as well as organising the reflection of the transformational endeavours, the Central Office consists of:

Secretary-General: The Secretary-General (SG) heads the Central Office and is responsible for engaging with the alliance partners' institutional leadership and the larger EU community, both in terms of liaising with EU stakeholders as well as other alliances. In addition, the SG has an external representative function and connects with EU policies such as the EEA, the ERA and European Strategy for Universities.

Programme Director: Working in close collaboration with the SG, the Programme Director (PD) is responsible for the implementation of the Alliance programme, operates as a key linking-pin between the teams working on the deliverables to ensure consistency across the board, enhances their contribution to the delivery of the programme, and safeguards the timely delivery of activities and compiles and coordinates reports. The PD also ensures an optimal interface between the alliance-level strategy and institutional strategy and implementation through close communication with the institutional coordinators.

Project management and support staff: The Aurora Central Office has two additional experts in the fields of project management and educational development, in charge of supporting both the technical and tactical implementation of the programme, as well the educational contents support needed by the partners. These support staff members ensure that the opportunities generated by the Task Teams are shared to the wider Aurora community of academics, staff and students.

Office management and communication support staff: Supporting the various meeting fora, events, communication and dissemination, the Central Office has two FTE in post for office management and communication.

Every month, the Aurora Central office will convene alternately Institutional Coordinators and Work Package Leaders to discuss and assess progress, raise potential reds flags, exchange information and prepare for the meetings of the governing bodies.

Culture of Transparency and Open Communication

A respectful and trustworthy collaboration with all the involved agents across the transnational campuses (academics, support staff, students and Institutional Coordinators) has been built during the past years and has enabled a culture of **co-creation** in which the colleagues actively work together, share their ideas and best practices, consult each other in frequent meetings, work jointly on the agenda setting and reach a common ground for decision-making.

During Aurora 2030, communication will be improved on several fronts to make sure that the "Aurora terminology" translates well between languages and working/institutional cultures. To that end, intercultural communication trainings are being planned to optimise the current top-down and transversal communication among and within partner institutions with the objective of streamlining and coordinating actions and securing coherence.

The information flow to and from the general student population is being secured to facilitate their necessary involvement. For engaging staff, different methods of communication will be put in place for different target groups (senior vs junior staff, academics vs administrative staff etc).

Unified best practices for implementation

Practical **guidance** on the project's implementation is being compiled and improved as a single process instructional manual, available for all partners, emphasising the following aspects (non-exhaustive list):

•	Internal communication flow
•	Guidelines on the Aurora web-based project management software (currently Teamwork)
•	Gathering and analysing KPIs
•	Level of centralization
•	Technical and financial reporting
•	Service creation & hosting
•	Completion of Work Packages
•	Level of standardization
•	Initial prefinancing and additional prefinancing
•	Payment of the balance
•	Visual identity
•	Dissemination
•	Data management
•	Security & privacy

The guidelines on the IT tool, which will make part of the instructional manual, will be reinforced with regular trainings on how to properly use it: the upload of documents into the system is being standardised and the status of the milestones will have to be consistently updated so that the tool can show a reliable overview of the progress of the activities at any time.

There has been a considerable simplification of the structure of the workplan by **prioritising the ambitions and the objectives of the project** after the first prototype phase.

The **workplan and the roadmap** have set realistic, specific and timely goals which will be easily monitored and measured and, at the same time, will allow having the appropriate level of flexibility to encompass the evolution of the consortium and the needs from the partners.

2.1.2.2. Quality assurance

The **Aurora Quality Management Plan (QMP)** describes the **Quality Management System (QMS)** and its core principles, procedures, and roles and responsibilities within **Quality**

Assurance (QA). Although specific for the new project the QMP is heavily based on the QMP published within the current project.

The QMP serves as a framework for integrating QA with the work of WP1-10 and a designated QA team monitors the overall quality throughout the project and designs processes for managing quality-related issues when they arise.

The QMS is based on the concepts of Quality Culture and the Quality Cycle (Plan-Do-Check-Act) and serves to evaluate whether the Alliance is (i) making progress towards realising specific objectives by monitoring respective deliverables and (ii) whether institutional transformation is taking place. This entails obtaining (i) annual quality monitoring reports from all WPs where progress is measured against KPIs and any red flags (relating to operational issues or deliverables not being reached) can be raised, and (ii) reports form ICs on institutional transformation.

A **Quality Council** will be formed with TT1.2 core group and representatives (Quality Ambassadors) from each WP. This group will meet every other month and discuss quality related issues, challenges and best-practices. This will secure an open dialogue on quality matters from TT1.2 to the WPs where the actual work is being performed.

An **External Quality Board (EQB)** will be established. During the current project the EQB has regularly liaised with the management teams and has contributed to putting in place significant improvements on the Aurora processes and on the deployment of indicators. In addition to its already defined consulting role the EQB will have a more strategic function.

A fast feedback mechanism is already in place through direct dialogue among all actors of the Alliance and is currently being adapted and improved. The already existing regular meetings between the ICs and the management team will continue as main channel for the Fast Feedback mechanism to identify and address issues as they arise. All the current informal meetings among those within each institution that carry special responsibilities in the Alliance (WP leads, Task Team Leads) will be formalised for better addressing issues and concerns (Work Package Forum where WP leads meet once or twice a month).

There will be an **evaluation process to check the functionality, efficacy and use of the Aurora web-based working tool** (currently Teamwork) and of the other digital tools. In case the participants do not find it to be fit for purpose, the relevant measures will be adopted.

2.1.2.3. Monitoring and evaluation strategy

The Aurora QMS will be based on the one designed in the first phase of Aurora. The QMS was established through open consultation within the alliance and with consultation form the EQB. It describes the annual quality reporting process within Aurora. TT1.2 will receive reports from all WPs, including WP1 (Project Management). Based on the information gathered in the annual reports, meetings with WP leaders where specific challenges are discussed, and input from the EQB on the main findings, TT1.2 will provide recommendations regarding structure and organisation. The QMS is being continuously improved based on feedback from all stakeholders within the alliance.

Aurora seeks to achieve high quality in the implementation of all our strategic objectives, projects, activities and policies. In line with this between 2020 and 2023 we firmly centred Plan-Do-Check-Act (PDCA) methodology across all actions lines. As a central element to our QMS, this cycle ensures time for the preparation, roll-out and review of our work. This cycle is adopted by all partners at all levels of our governance in order to ensure synergies between monitoring and evaluation that are dedicated to continuously improving our effectiveness as an organisation.

Given the integral nature of this approach, our QMS provides the opportunity for consistent and systematic feedback and dialogue amongst key stakeholders across our alliance. Quality Assurance of education within Aurora will comply with the framework set out in the standards and guidelines for quality assurance in the European Higher Education Area (ESG)).

·   WP Leads and co-leads are responsible for gathering and analysing KPIs pertaining to their respective WP;

- · The Aurora web-based project management tool will allow for following up on the implementation indicators;
- · Further development of relevant KPIs by WP leaders in consultation with is needed to facilitate comparison between partner universities and provide a firmer basis for assessing true institutional transformation;
- · Common definitions of quantitative indicators (e.g. the terms "mobility" and "participation") have to be agreed upon for a meaningful comparison between universities.

We have dedicated a Task Team to reflect on our KPIs, under WP 9 governance, which will consist of the management team as well experts on quality assurance, strongly liaising with the teams in WP1. This is done because the lessons learned from the 2020 – 2023 bid, is that some KPIs from that bid are problematic and have limitations due to the difficult of formulating KPIs for an endeavour that has never existed before (a European University).

To develop a Monitoring Framework System in line with European Commission's monitoring framework and national regulations in the first 6 months of the project. Accomplishing this goal will provide a set of Quality of Education Assurance procedures and Key Performance Indicators that will help measure the progress of AURORA Alliance towards its strategic objectives. We will develop an AURORA Monitoring System which will address the following three thematic areas, namely, (i) joint education provision and mobility; (ii) AURORA governance and cooperation; and (iii) society and economy.

Also, we will put the right mechanisms into place in order to ensure that the Aurora values of sustainability, change-making and social transformation are monitored, championed and recognised across the board in our activities and governance. To address the above questions the team will design and implement a QA system through a participatory approach across the aurora communities and institutions.

WP1: To both ensure sound management and coordination of the workplan as well as optimally support the Institutional Development of the Alliance towards one true European University		
KPI: Set up of a Quality Council.	Baseline value: 0	Target value: 1
WP2: To influence societal change through quality-assured, fully recognized, and research and innovation-driven higher education		
KPI: Number of joint courses (including the courses delivered in form of micro-credentials), applying the LRC qualification scheme for flexible learning paths	Baseline value: 2	Target value: 8
KPI: Number of joint education programmes at any level (BA. MA, PhD)	Baseline value: 0	Target value:4
WP3: To foster teaching and learning for societal impact with special emphasis on entrepreneurial skills and mindsets		
KPI: Number of SEISMIC courses developed and scheduled	Baseline value: 3	Target value: 9
KPI: Number of students participated in SEISMIC courses.	Baseline value: 80	Target value: 200
WP4: To foster teaching and learning for societal impact with special emphasis on transversal skills		
KPI: Number of partners offering Service Learning and (Challenge-based) Co-Creation courses (and related tools like LOUIS/BEVI) to all AURORA Universities	Baseline value: 4	Target value: 9
KPI: Number of partners offering Service Learning and (Challenge-based) Co-Creation courses (and related tools like LOUIS/BEVI) to all AURORA Universities	Baseline value: 20	Target value: 100
KPI: Number of strategic partner universities from the Global South participated in capacity building activities	Baseline value: 0	Target value: 2

implemented within the framework of AURORA TT4.3		
WP5: To build academic communities and establish cross-institutional research support for collaborative projects		
KPI: Number of seed funding grants awarded for innovative, challenge-based research collaboration projects.	Baseline value: 0	Target value: 20
KPI: Number of grants awarded for thematic summer and winter schools for early career researchers.	Baseline value: 0	Target value: 8
WP6: To support the establishment of a European higher education inter-university campus through advancing our IT and sustainability capacities		
KPI: Integration of key Aurora IT services in the Aurora Virtual Campus, according to Aurora IT Handbook	Baseline value: 0	Target value: 1
KPI: Aurora Sustainable Campus Action Plan and Common Footprint Reduction Plan fully implemented	Baseline value: 0	Target value: 2
WP7: To upscale co-engagement of student community across Aurora universities by formalising the student coordination and student program implementation as well as to reach out to associated partner universities		
KPI: Aurora Student Ambassador Programme fully developed and implemented.	Baseline value: 0	Target value: 1
KPI: Creation of a Peace Education Hub at V.N. Karazin Kharkiv University in Ukraine.	Baseline value: 0	Target value: 1
WP8: To conduct joint planning, piloting, testing, and sharing of experiences and good practices and to equip students and staff with international learning experiences		
KPI: Mobility of students within the Alliance	Baseline value: 200 students per year (Alliance wise)	Target value: 350 students per year (Alliance Wise)
KPI: Mobility of staff (including researchers, academic and non-academic staff) within the Alliance	Baseline value: 160 per year	Target value: 220 per year
KPI: Staff members of the Alliance participating on Internationalisation at Home training activities	Baseline value: 0	Target value: 90
WP9: To set up structures and procedures from an Alliance-wide perspective to ensure deep cooperation between the partners		
KPI: Set up an Aurora Monitoring System which will address the joint education provision and mobility; the governance and cooperation; and the society and economy.	Baseline value: 0	Target value: 1
KPI: Set up a Community of Practice for Sustainability, Change-Making and Social Transformation	Baseline value: 0	Target value: 1
WP10: To set up the mechanisms for monitoring and maximising the impact and achieving the widest possible dissemination of Aurora activities		
KPI: Number of stakeholder groups reached by the Aurora communication and dissemination local events	Baseline value: 20 Per event per year	Target value: 50 Per event per year
KPI: number of online followers across all Aurora central communication channels	Baseline value: 1 800	Target value: 3 000
KPI: Creation of a 'community of practice': a group of scientists/scholars who share a common concern, a set of problems, or an interest in a scientific topic with local communities and organizations.	Baseline value:0	Target value: 2

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2.1.3 Project teams, staff and experts

Name and function	Org.	Role/tasks	Professional profile and expertise
		T2.1 Lead	
		Institutional coordinator for Aurora; Participation in T1.1 and T9.1	
		T2.1 Lead (together with ▮▮▮▮▮▮; TP2.5 Co-Lead	
		TP6.1 Co-Lead	
		WP6 Lead, T6.2 Lead	

2.1.3 Project teams, staff and experts

			working on increasing sustainability in all spheres of influence of the university.
	UIBK	T8.1 Co-Lead, T8.2, T8.3 Participation	
	UDE	Vice-Rector for Internationalisation	
	UDE	Institutional Coordinator	
	UDE	Lead WP2	
	UDE	Co-lead TT2.4	
	UDE	Co-lead TT2.1	
	UDE	Co-lead TT3.2	
	UDE	Key Member of WP 6	
	UDE	Key Member of WP 8	
	UDE	Key Member of WP 5	
	UDE	Key Member of WP 10	
	UIce	WP1 WP9	
	UIce	WP 1, WP 9	

	UIce	TT 4.2 lead and TT 3.2 co-lead
	UIce	President of Aurora Student Council TT 7.1 lead and TT 7.2 active
	UIce	TT 1.2 lead
	UIce	Aurora Institutional Coordinator
	UIce	Project Manager for Aurora Research and Innovation for Societal Impact

	UIce	TT3.1 co-lead	
	UIce	TT2.4 co-lead	
	UIce	TT4.1 co-lead	
	UIce	Aurora Financial Manager	
	UIce	TT 5.2 active	

	UIce	Aurora Project Manager and Educational Developer TT 2.2 and 2.5 active
	UIce	TT 5.1 lead
	UIce	Aurora Mobility Coordinator TT 8.1 lead
	UIce	Aurora IT Consultant. TT 6.1 Lead
	UNINA	Aurora IC
	UNINA	Aurora-RI IC
	UNINA	WP2
	UNINA	WP9 lead
	UNINA	WP2.1 participant
	UNINA	WP2.4 participant

	UNINA	WP10.2 lead	
	UNINA	WP6.2 participant	
	UNINA	WP2.3 lead	
	UNINA	WP1 participant	
	UNINA	WP3 co-lead	
	UNINA	WP1, WP3 participant	
	UP	Aurora Strategic Manager; TT3.4 Lead	
	UP	Aurora Institutional Coordinator WP7 Lead	

	UP	Aurora Executive Assistant, TT.1.3. Lead, TT 7.2 Lead, TT 10.1 Co-lead, TT1.2 Active Participant, TT 10.3 Active Participant
	UP	Aurora Research Officer TT5.2 Co-lead, TT 5.1 Active Participant, TT5.3 Active Participant
	UP	Aurora Administrative Officer TT7.1 Active Participant, TT9.1 Active Participant TT9.3 Active Participant

	UP	Aurora Financial Manager
	UP	Aurora Mobility Coordinator TT8.2 Active Participant
	UP	Aurora Education Coordinator TT2.5 Active Participant
	UP	TT 4.2 Co-lead

	UP	TT3.1 Co-Lead
	UP	TT6.3 Lead (shared with UIBK)
	UP	TT.7.4 Lead
	UPEC	Institutional coordinator
	UPEC	Lead WP10 (tandem UNINA), Lead TT 10.3
	UPEC	Aurora Project Manager

	UPEC	Lead WP5 + TT5.2	
	UPEC	Lead TT5.1	
	UPEC	Vice-Rector Education	
	UPEC	Lead TT2.5	
	UPEC	Co-lead TT8.1	
	UPEC	Co-lead TT8.2	
	UPEC	Active participation TT7.1	
	UPEC	Co-lead TT4.3	
	URV	Rector	
	URV	Aurora Institutional Coordinator	

	URV	WP 8 Coordinator and TT 8.3 leader
	URV	Aurora Project Manager
	URV	Aurora Trusted Local Communicator
	URV	URV Aurora Student Representative (I)
	URV	URV Aurora Student Representative (II)
	URV	VRR

	URV	VRE
	URV	TT 8.2 leader
	URV	Aurora Mobility Coordinator at URV TT 8.1 member
	URV	Co-creation and Real life learning labs expert in various TT
	URV	BEVI Expert
	URV	R&I WP member and key contact for Aurora R&I
	URV	IT & digital credentials WP member

	VU	Chair of Vice-Rector Education and Research
	VU	Institutional Coordinator Aurora and Co lead WP 1
	VU	WP 4 lead Teaching and Learning for societal impact and Lead 4.1 Challenge-based Co-creation, Service learning and Life long learning.
	VU	WP 4 lead and Lead 4.1 Challenge-based Co-creation, Service learning and Life long learning

	VU	Lead WP2 Digital domain
	VU	Lead Task team 5.3 Infrastructure and Support for Open Science
	VU	Lead task team 5.3 Infrastructure and Support for Open Science
	VU	Lead task team 4.3 4.3 South-South Triangular Cooperation (SSTC) in research and education
	VU	Lead task team 4.3 4.3 South-South Triangular Cooperation (SSTC) in research and education

	VU	Lead 9.3 Aurora Values
	VU	Aurora Secretary-General
	VU	Aurora Alliance Programme Director
	VU	Aurora Educational Developer
	VU	Aurora Office Manager
	VU	Aurora Office Assistant
	VU	Aurora Communications Officer
	VU	Aurora Project Manager

	CBS	Institutional Coordinator WP lead
	CBS	TT lead
	CBS	Senior management representative
	CBS	Student exchange
	CBS	International Programs Manager
	CBS	Service Learning
	CBS	Open Science

	CBS	Entrepreneurial Communities
	CBS	Estates Management
	CBS	Culture Domain
	CBS	Digital Domain
	CBS	South-South Collaborations
	CBS	Sustainability Domain

Outside resources (subcontracting, seconded staff, etc)
N/A

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2.1.4 Cost effectiveness and financial management

To ensure proper financial management and cost effectiveness, Aurora has set up a Financial Manual during the first phase. This is a "living document" and will be updated at the start of Aurora 2030. This document will be evaluated and updated on an annual basis. It includes protocols regarding the following elements:

> Reimbursement rate of eligible costs;
> Profit rules;
> National and institutional requirements;
> Personnel;
> Travel and subsistence;
> Other costs;
> Indirect costs.

The Financial Manual will be updated to be in accordance with the new budgetary requirements of the lump sum approach. The Financial Manual will be coordinated by the Aurora Central Office. The Central Office will be responsible for continuous monitoring and evaluation of the budget and activities. Any potential deviations from the estimated budget will be quickly highlighted. This will make it possible to identify actions that are not cost-efficient. The Aurora Alliance constantly keeps the cost-effective aspect of the project and the actions in mind. This entails that no unnecessary costs will be made and, where possible, meeting will be combined in order to save travel costs.

For Aurora 2030, a detailed budget has been created, which will be critical for the determination of the cost-efficiency of the European University. All necessary data will be collected from the partners and it will be monitored regularly whether the expenditures are in line with the proposed budget. In the case of a potential deviation that will lead to the estimated budget being exceeded, the deviation will be closely examined in order to check whether it is still cost-effective.

In addition, we have other built-in safeguards that continuously nudge all participants to a cost-effective way of working. This includes:

-Quality monitoring will ensure that activities are not duplicated by different partners or produced in isolation, but rather shared throughout the partnership in a transparent and traceable way, putting the capacities of the partners to the best use. The Aurora Alliance has already in the previous bid, mapped out each partner's skills and capacities, and built regular checks for cost efficiency into the quality management framework. These will be effected alongside the quality checks done at each milestone.

-Our Associated Partners have a very specific engagement with distinct activities leading to distinct outputs and outcomes in our proposal. As our Associate Partners have no financial gain from their participation, they will support us strongly in not using scarce human resources in less cost-effective ways or on resource-wasting activities.

In terms of financial management we will meet all requirements of transparent, effective and legitimate accounting for allocation of resources.

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2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

2.2.1.1. Cooperation arrangements

The existing *Aurora Governance Code / Consortium Agreement*, as well as the *Aurora Quality Management plan*, are key documents that have been produced as part of Aurora 2020-2023 and form the basis for the further development of the Aurora 2030 cooperation arrangements. These documents demonstrate a clear distribution of responsibilities and tasks within the Alliance and a robust governance structure, that has been closely aligned with the existing Aurora Network

structures. It ensures and demonstrates the structural and organisational commitment at highest institutional level.

As part of Aurora 2030, the already robust cooperation arrangements will be further refined to better facilitate deep institutional transnational cooperation. This will be done by (a) separating the Aurora Alliance governance and management from the Aurora Network by working on an independent legal entity for the Aurora Alliance, thus acknowledging that such a deep transnational cooperation needs dedicated and independent structures from existing collaboration formats; and (b) strengthening the mid-layer management of the Alliance work to better facilitate the exchange between WP's and thus corresponding institutions, to pursue an integrated EUI Alliance approach through shared management structures, common provision of services, databases, human resources and scientific infrastructure. Manifold Aurora 2020-2023 results contribute to robust cooperation agreements of the Alliance beyond the consortium agreement / quality management plan, like the Aurora Borderless Learning reference document or the Multilateral Aurora Mobility Agreements (MAMA) for promoting all types of mobility within the alliance and reducing existing administrative barriers and obstacles; or the Aurora Education Vision as a reference document for academic teachers. This integrated approach is reflected in the new Aurora governance structure.

Within each Aurora institution, local Aurora Institutional Coordinators help facilitate the progress and monitor and analyse the wider impact of the Alliance activities in their local context (institutional transformation). Where the Vice-Rectors will have a strategic think-tank role on the various developments in education, research and innovation, sustainability, diversity and inclusion, and provide an important part of the academic leadership of the Alliance, the Institutional Coordinators work with the Central Office, Rectors and Vice-Rectors to coordinate the implementation of the work at an institutional level. They play a pivotal role in assuring the achievement of strategic objectives both in the local context of their respective universities and working together as a team with the Central Office in enhancing the quality of the Alliance as a whole. The creation of local Aurora Offices throughout the pilot phase has further contributed to the implementation of the Aurora Alliance and will be further rolled-out in the next phase.

As a principle, each participating full partner is equally committed to the Aurora work to jointly deliver on the common vision, activities and strategy. This is reflected in the distribution of work packages and activities, as well as the financial planning for the Alliance. Where transversal aspects of the Alliance ambitions are concerned, all full partners participate. The Aurora Alliance is the direct personal responsibility of the Rector/President of the members of the Alliance. The multi-party teams within the work packages ensure broad involvement and commitment though all layers of academic and administrative staff and students.

Eight out of nine full partners are research intensive, full-fledged universities, complemented by a ninth full partner specialised in Social Entrepreneurship (Copenhagen Business School) that clearly contributes to the competencies-oriented aspect of the overall Aurora vision, as laid out in the mission statement. Associated partners are included in a targeted way to obtain added value in the different work packages and activities, thereby also increasing the diversity of participants and geographical scope of the Alliance (Karazin & SEE partners for WP9 activities; which should be made more explicit as the proposal progresses).

2.2.1.2. Participants

Short name	*Participant*	*Type*	*WP leadership*	*Task leadership*
UIBK	University of Innsbruck	*BEN*	*WP6*	*2.1, 6.1, 6.2, 8.1*
UDE	University of Duisburg and Essen	*BEN*	*WP2*	*2.1, 2.4*
UIce	University of Iceland	*COO*	*WP1* WP5*	*1.1*, 1.2, 4.2, 5.1, 6.1, 7.1, 8.1, 9.1**
UNINA	Federico II University	*BEN*	*WP9, WP10*	*2.3, 9.2, 10.2*

UP	Palacký University Olomouc	BEN	WP7	1.3, 3.4, 6.2, 7.2, 7.3, 7.4
UPEC	Université Paris-Est Créteil Val-de-Marne	BEN	WP5, WP10	2.5, 5.1, 5.2, 10.1, 10.3
URV	Universitat Rovira i Virgili	BEN	WP8	8.2, 8.3
VU	Vrije Universiteit Amsterdam	BEN	WP4	2.2, 4.1, 4.3, 5.3, 9.3
CBS	Copenhagen Business School	BEN	WP3	3.1, 3.2, 3.3
SWUNR	South-West University "Neofit Rilski"	AP	-	-
UPJSK	Pavol Jozef Šafárik University in Košice	AP	-	-
KNU	Kharkiv National University	AP	-	-
UT	University of Tetova	AP	-	-
EFA	European Forum Alpbach	AP	-	-
CIMEA	Information Centre on Academic Mobility and Equivalence	AP	-	-

In WP1 the Aurora Central Office will be heavily involved, taking on several activities and responsibilities, including leading task 1.1 and 9.1.

Full partners

University of Innsbruck (UIBK)

UIBK, established in 1669, is a renowned research university and western Austria's largest institution of higher education and research. UIBK was, over the last decades, consistently ranked among the Top Three Universities in Austria. It is organised in 16 faculties, 83 departments and more than 45 research platforms & centres. 28.000 students are enrolled and nearly 4.000 academics are working at UIBK.

UIBK sees itself as having a social responsibility to generate knowledge in a challenging and supportive exchange between students, teachers and society, so that it can contribute to solving global problems. The strengths of UIBK is its subject breadth and scientific excellence, which is reflected in its education and research output. Its main research areas are focused on Cultural Encounters – Cultural Conflicts; Economy, Politics & Society; Molecular Biosciences; Mountain Regions; Physics; Scientific Computing and Digital Sciences.

An Austria-wide comparison of third-party funding shows that UIBK is one of the top universities in both basic and applied research. UIBK has a great deal of experience in managing large-scale research grants: UIBK is currently the host of over a hundred of nationally funded projects (FWF, FFG) and also has been involved in hundreds of EU projects (since 2014: 105 Horizon 2020 projects, 26 ERC grants amongst them, over 30 Erasmus+ cooperation). The administrative staff of the university has significant experience in implementing EU projects and is supported by a professional research office. A TTO supports the university management in positioning the importance of UIBK as a source of impulses for the region, as a partner for the economy and as a knowledge pool for society.

In its strategic plan UIBK aims for two fundamental goals: Excellence in education and excellence in research. UIBK is convinced that flexible, comprehensible study programmes are a structural prerequisite to foster interdisciplinary learning and being exposed to knowledge and thinking beyond one's disciplinary comfort zone. UIBK is in the process of a reform program "Curriculum 4.0", implementing so-called "window of opportunities" in almost all study programmes on the Bachelor's and Master's level (amounting to 30 ECTS credits). In respect to "Excellence in research", UIBK embarked on a journey to cluster its research activities around interdisciplinary challenge-based research centres since 2004, overcoming disciplinary boundaries and

increasingly aligning research strengths with societal challenges, embedding within the knowledge triangle between research, education and innovation. This development was carried out as a low barrier, bottom-up process, organised and incentivised in an adaptive structure. In recent years, the University of Innsbruck has impressively demonstrated that the Austrian universities have made a paradigm shift towards more autonomy and responsibility for economy and society: Spin-offs as well as active investment management by the university holding company, patent applications and the commercial use of research results are not just buzzwords, but everyday university life.

University of Duisburg and Essen (UDE)

UDE was founded in 2003 by a merger of two universities in the cities of Duisburg and Essen, and is one of the youngest universities in Germany. With its origins in the heart of the Ruhr industrial region, a major migration region in Germany, the UDE has long promoted equality through education for students from non-academic and non-German backgrounds, and views internationalisation as essential to its capacity to engage in innovative research to contribute to the global development challenges expressed in the SDGs. The youth and diversity of the UDE uniquely enables its students, researchers and service staff to seek and pursue fresh ways of engaging in education, research and social transformation. Building on international cooperation in Europe, but also in other world regions, and acting as a global citizen, UDE explicitly promotes exchange at multiple scales -- locally and across borders – of knowledge, perspectives, and talents. UDE maintains partnerships with universities outside and within Europe; including cooperation with 265 ERASMUS partner universities in almost 30 countries, and long-term cooperation in East Asia. In many disciplines the UDE ranks amongst the TOP 10 of German research universities. Over the past three years, research income has risen by 150 percent, a development made possible by promoting innovative research through (currently five) interdisciplinary research clusters.

UDE research and teaching aims to develop sustainable solutions for complex and dynamic global problems, drawing on its status as a full university with a vast pool of knowledge across eleven faculties and a university clinic. The UDE offers an environment for established as well as early career scientists and scholars that allows for personal development and creativity. Basic and applied research at the UDE is competitively funded by the large-scale collaborative as well as individual programmes of the German Research Foundation, the Federal Ministry of Education and Research and the EU. Bearing in mind that innovation requires collaboration across disciplines and borders, the UDE places special emphasis on cross-institutional and international cooperation, and the Humboldtian idea of the unity of research and teaching. Scientists at the University of Duisburg-Essen engage students directly in developing research ideas and results. Special emphasis is set on strengthening the problem-solving skills, digital competency and self-initiative of students and early career researchers, especially with regard to the social relevance of educational programmes and our research clusters. clusters. The UDE aims to increase student mobility, to become more attractive to foreign students and researchers, and to develop the capacities of those who join us at various stages of qualification to become leaders in their fields. UDE is part of the University Alliance Ruhr (UA Ruhr) and the newly (2021) founded Research Alliance Ruhr together with the Ruhr University Bochum and the TU Dortmund University. In 2021, the University Alliance Ruhr established four research centres and one college to bundle cutting-edge, international research on pressing issues facing the future of the region and the globe.

University of Iceland (UIce)

The University of Iceland, founded in 1911, is a comprehensive public research university It is the country's oldest and largest university, situated in the heart of Iceland's capital: Reykjavík. A modern, diversified and rapidly developing institution, the University of Iceland offers opportunities for study and research in almost 400 programs spanning most fields of science and scholarship and is organized in five schools Social Sciences, Health Sciences, Humanities, Education and Natural Sciences & Engineering. UIce employs over 1.600 people (FTE) and has approximately 14,000 students enrolled including over 1,700 international students, and morethan 600 PhD students (90 PhD degrees awarded in2022). It has participated in numerous EU funded projects including Erams+ KA1 project, and currently participates in 61 Horizon 2020 projects and 11 Horizon Europe projects(Nov2022). either as a coordinator or a partner. It has

coordinated 20 Erasmus+ strategic partnerships and 2 Jean Monnet networks and participates in numerous more. The University of Iceland also participates in research projects funded by the National Institute of Health, NordForsk, and other public and private research funds. UIce puts emphais on quality and uses internationally recognized metrics and the best available data to evaluate the success and quality of its operations. It collaborates with major stakeholders of society, promotes Icelandic culture and history, prioritises sustainability and diversity, and places a strong emphasis on international collaboration in education and research. In addition to focusing on high-quality teaching and research, UIce plays an important role in democratic and informed public debate on societal issues. Furthermore, it provides the vision, knowledge creation, and interdisciplinary collaboration required to address the pressing national and global societal challenges. The guiding pinciples of the University of Iceland´s strategy for 2021-2026, are on quality, trust and agility and the UN Sustainable Development Goals serve as the strategy's foundation.

Federico II University (UNINA)

UNINA is a comprehensive public university in Naples, Italy, offering high-quality courses in all academic disciplines and at all levels. It is organised in four Schools: Polytechnics and Natural Sciences; Medicine, Surgery and Pharmacy; Social Sciences and Humanities; Agriculture and Veterinary Medicine that join 26 Departments operating as semi-independent bodies for teaching and research. UNINA also consists of a Teaching Hospital, a Veterinary teaching hospital, 5 major Scientific Museums, 2 Botanical Gardens as well as a variety of research centres and facilities, libraries and data centres, support centres for languages, student inclusion, traineeship, internationalization and research, e-learning, teaching innovation. They currently enrol nearly 80,000 students, about 1200 PhD's, and have nearly 2600 academic employees.

UNINA aims for quality research, societal impact, and community engagement. The development of interdisciplinary and innovative teaching, learning and research are among its priorities. UNINA is committed to support innovation and social impact in a socio-economically fragile area. UNINA's activities and excellencies are on the topics of:

a) **Inclusion and diversity** – Their services for the active and participatory inclusion of students aim to support all students with a disability, specific learning disorders or temporary difficulties. UNINA develops policies and actions to foster student and staff well-being and the quality and sustainability of services at all levels.

b) **Societal relevance and impact of research** - UNINA is a global player for research and teaching, and is one the most important partners for the Italian Ministry of Education and for the Campania Regional Government in the implementation of the European Development Programmes (FESR – European Fund for regional Development) and, within that, of the Italian Smart Specialization Strategy. Its most ambitious and effective initiative to increase its direct societal impact are the University Innovation Complex and the Medicine Complex, located in two of the most under-developed municipal suburb.

c) **Teaching and learning innovation** - Developing innovative tools and programmes for teaching and learning and experimenting new ideas is among the UNINA priorities. The University complex of San Giovanni hosts a number of Innovative Academies such as: the first iOS Developer Academy in Europe, and Digita Deloitte, FS Mobility Academy, Cisco Academy DILab. Federico II is also the first University MOOC provider in Europe for number of courses with its Federica Weblearning Center.

Palacký University Olomouc (UP)

UP, founded in 1573, is the second oldest university in the Czech Republic with excellent international and regional performance, occupying a leading place in Czech and Central European social life and growth. With its 8 faculties and more than 800 accredited study programmes, the university provides quality education in a variety of academic disciplines in Czech and foreign languages. UP has over 23,000 students and more than 4.000 employees, and is highly experienced in offering various lifelong learning programmes, including U3A and university for children. UP is a modern research university with several international research centres dedicated to excellent research in medicine, natural sciences and humanities. UP is one of the four top universities in the country, achieving significant placements on the international level (in 2023: QS World ranking 651-700). UP's strategic ambitions align with Aurora Alliance mission, values and goals which are an excellent opportunity to jointly advance skills and tools

to tackle the societal challenges in a strong European inter-university environment. Rooted in its long-standing tradition, UP combines the strengths of education continuity with the modern technological advancements and copious scientific and research activities. UP leadership strongly advocates for social responsibility through public outreach and cooperation with the wider community. Recently, UP invested in modernisation of the IT infrastructure for research-related education and intensified its alignment with the labour market demands by adding the innovative degree programmes in the sectors of industry, state administration, education and healthcare. An emphasis has been placed on refining quality of education, individualisation and specialisation of studies, as well as innovation and improvement of quality standards and international cooperation.

Thanks to its international research centres, such as Haná Regional Centre for Biotechnological and Agricultural Research, the Regional Centre of Advanced Technologies and Materials, the new Research and Educational Centre of the Faculty of Education and others, the university has both increased its applied scientific output and strengthened collaboration with the corporate sector. The long-term mission of the UP is to promote the involvement of students in all areas of research and to cultivate their critical and creative thinking by providing high-quality education in a broad range of disciplines. Continued Internationalisation of degree programmes as a quality advancement measure is among key implementation activities of UP's Strategic Plan. Furthermore, UP's continuous expansion of international cooperation remains a priority. In the recent period, UP has organised a series of high-level events, including the Central European Summit of Times Higher Education in 2018. In 2019, UP was awarded the prestigious Award for the Excellence in Internationalisation by European Association for International Education.

Université Paris-Est Créteil Val-de-Marne (UPEC)

Founded in 1970, UPEC is one of the largest comprehensive public universities in Ile-de-France. UPEC offers over 350 training programmes both in French and English across all the fields of knowledge, from technical degrees to PhD.

UPEC is committed to building knowledge and actively tackling the challenges of social and environmental transformation by promoting excellence and greater social justice. Its strategic plan is built around five axis of interdisciplinary development both in training and research:

Health, Society, Environment
Social transformations, Inequalities, Resistances
Francophonies and Multilingualism
Knowledge and practices in education and training
Digital Science and Practice

According to the CWTS Leiden ranking, UPEC is the 5th French university in terms of percentage of publications in the top 10% most cited, the third French University in the top 1% most cited. In the ARWU ranking UPEC is Top 100 in Mathematics, and Top 150 in Atmospheric sciences as well as Top 150 in medical technology. On a national level, it is the second university in France in Biomedical and health sciences, and the fifth in France in Mathematics and Computer sciences. UPEC has recently been awarded 21,2M€ for their ERASME (Education & Research to Advance Societal Missions through Engagement) programme aiming at rethinking the way they operate their core missions to better address societal and environmental needs in strong link with their external stakeholders and the territory. Their research is clearly aligned with major societal goals. An example is the Graduate School LIVE, that combines research expertise from multiple disciplines to address vulnerability in all its aspects (health, economics, environment, etc) and offers unique advanced interdisciplinary research programmes with a strong international focus. All this demonstrates their ability to successfully bridge the gap between worldwide competitive research and local higher education needs. According to the student media Thotis they are the second French university combining social diversity, student success, cutting-edge research, professional outcomes and attractivity.

Universitat Rovira i Virgili (URV)

URV is a public and comprehensive university made up of 24 Research Departments that welcome annually 12.000 undergraduate students, 2000 master's students and 1.200 PhDs.

URV has developed a successful model of balanced research and training dedication, which has placed it among the first five Spanish universities in terms of research outputs according to several domestic classifications, and derived in its international recognition in several rankings; for instance, it ranks 136th in 2021 Young World University Times Higher Education ranking. URV is the first Spanish University in the discipline of Chemistry and the only one located in the top 100 according to the Shanghai Rankings Global Ranking of Academic Subjects. From 2008, the URV endorses the basic assumptions of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers and was authorised to use the logo HR Excellence in Research. To bring the rules and practices even further into line, the URV has drawn up an action plan, which has been updated in 2021.URV has strong links with other knowledge-generating agents of the South of Catalonia (40% of the URV Scientific production is made jointly with these innovation agents). The URV is a key actor of the Catalan implementation of the European Research and Innovation strategy for Smart Specialization (RIS3) and it is currently beneficiary of some of the most important financing tools from the Catalan program (RIS3CAT) in order to effectively transfer knowledge with high impact to society. r. URV Key data: 1.882 Articles published (WOS-SCOPUS 2021) and 10 ESI Excellence Areas; 21,2 M€ granted from European and international funds (mainly H2020 Research Funds); 51 H2020 Projects; 2,9 M€ co-funded for Scientific Infrastructure; 5,5 M€ in 417 Technology Transfer Contracts (2021); 172 Doctoral Theses Defended (Academic Year 2020/21); 45 patents and 113 extensions applications, 32 Property Rights Registrations (2017-2021). 28 spin-off and 16 start-up (2005-2021).

Vrije Universiteit Amsterdam (VU)

Academic research and education at VU is characterised by a high level of ambition and encourages free and open communications and ideas. In 2021, VU hosted 31.704 students and 4.260 staff members, of which 1.713 scientific staff. VU comprises of 9 faculties, ranging from biomedical and sciences to humanities disciplines. Research is divided into four themes, reflecting a strong level of involvement in current societal issues: Human Health and Life Sciences, Science for Sustainability, Connected World, and Governance for Society. The total research output in 2021 translated to over 7.618 scientific publications, and 422 doctoral theses. In the University World University Ranking 2021, the VU came in as 116th and was ranked 45th for gender equality of all universities worldwide.

VU is a comprehensive university that is centred around three core values:

1. Responsibility towards society – Using an entrepreneurial approach, the VU develops innovative solutions to societal issues. The VuU has a pioneering role in the Dutch university landscape on this theme, e.g. the Amsterdam Centre for Entrepreneurship (ACE). Additionally, the VU links fundamental scientific knowledge about sustainability with expertise on how to implement changes in society. The reinforcement of this VU mission will be achieved in the combined contributions of the Aurora partners to the 17 SDGs.
2. Openness for diversity – VU firmly believes that diversity contributes to the quality of education and research. It's an integral part of our educational activities. The VU invites students to reflect on who they are, how they view the world, their role in society, and how they relate to others. The VU also integrate diversity into their teaching programmes: in the Mixed Classroom students learn to consider issues from different perspectives, and to develop an awareness of implicit assumptions. Community Service Learning is a form of education in which students make practical use of their academic skills to solve societal issues. It also teaches students how to deal with diversity outside the university environment.
3. A personal approach to all members of our community – We have a shared responsibility for the wellbeing of our community. Inclusivity and a safe climate are promoted to the fullest extent possible. Academic and support staff are trained to best support students in realising their own potential and finding a balance between stressors and sources of energy. Students feel part of the VU community and have a sense of belonging within the VU community.

Copenhagen Business School (CBS)

CBS is Denmark's largest educational and research institution within business administration and economics in a wide sense and one of the world's leading business universities. CBS has more than 20.000 students, 13.000 employees, and offers world-class research-based business programmes (undergraduate, graduate, PhD, executive and other post experience), typically with an interdisciplinary and international focus. CBS creates and provides original and relevant

knowledge through publishing, participation in the public debate, consultancy and our expert database. CBS develops and shares knowledge in partnership with other universities, enterprises and organisations and contributes to the development of business and society. With its Nordic roots and international reputation, CBS strives for joint responsibility for addressing societal challenges locally and globally through excellent research and education. CBS's strategy focuses on strengthening current partnerships and starting new partnerships with other sciences, the business community, authorities and civil society.

CBS' academic strength is based on the way they combine several research fields within social sciences and business humanities with a view to illuminating societal challenges. Their business university profile is what gives them their unique brand in society. In order to strengthen interdisciplinary research, CBS has established Business in Society platforms to strengthen affiliations with the business community and public organisations as well as to create research and education at a high academic level. CBS has a particular responsibility to promote entrepreneurship and innovation in companies and public organisations. Collaboration with public and private companies is thus a high priority at CBS – in the form of research projects contributing to the solution of current challenges. CBS is committed to communicating knowledge and new ideas to tomorrow's business leaders and society in general. Its main contribution in this field is research and research-based education, and investment in research and high academic standards is therefore crucial to CBS' contribution to society. CBS acquired 'the triple crown' accredited (EQIS, AMBA, AASCB), an acknowledgement only shared by 59 business schools worldwide. CBS has a Center of Excellence, funded by the Danish National Research Foundation, and has received five European Research Council Grants. CBS is top ranked in multiple ranking, for example No. 10 in the world and No. 6 in Europe in Business & Management Studies (Quacquarelli Symonds).

Associated partners

South-West University "Neofit Rilski" (SWUNR)

Founded in 1976, South-West University (SWU) is the biggest research and education institution in the region. The University has gained a reputation as a leader in the sphere of science and education in Bulgaria and on the Balkans. At present it is recognised as one of the forefront classical universities in South - Eastern Europe. SWU stimulates its international openness to global cooperation and transnational education, internationalizes its educational product through transfers of knowledge and innovative practices. Currently, SWU is a home to over 8000 students, of whom more than 500 foreign students from over 20 countries around the world, are receiving training in different areas of education and science. The university comprises of 9 faculties and 42 departments. SWU is accredited with maximum assessment grade by the National Evaluation and Accreditation Agency, which guarantees the quality of the educational service in 75 Bachelor's and Master's programs after secondary education, 120 Master's programs after completion of higher education and 88 Doctoral programs. According to this criterion, the university holds a top position in the country ranking. Furthermore, 14 research centers form our research orientation and secure the evidence-based teaching. At South-West University "Neofit Rilski", ███████████ and ███████████ are the Aurora coordinators.

Pavol Jozef Šafárik University in Košice (UPJSK)

Pavol Jozef Šafárik University in Košice is a public university established in 1959 following the tradition of educational institutions based on Universitas Cassoviensis. Today 5 faculties are part of the university: Faculty of Medicine, Faculty of Science, Faculty of Law, Faculty of Public Administration and Faculty of Arts and one department: Institute of Physical Education and Sport. The University offers 257 study programs across natural sciences, medicine, social sciences, and humanities. The university is one of the significant and recognised educational and scientific institutions in Slovakia, what is reflected by its placement in ranking assessments. The university is member of the European University Association and Magna Charta Universitatum and is an important part of ambitious regional initiative Košice IT Valley that contribute to the creation of a motivating environment for students, employees, and the general public. The university is the holder of the HR Excellence in Research award, and actively implements the principles of

HRS4R. The university joined Scholars at risk, it is a signatory of Race to Zero initiative, what considers sustainability and a healthy environment.

Kharkiv National University (KNU)

Kharkiv National University is one of the oldest universities in Eastern Europe. It was founded in November 1804 on the initiative of the prominent educator V. N. Karazin. Today, the University rightfully occupies the highest positions of all-Ukrainian rankings among classical universities and is well known far beyond Ukraine. Currently, the University consists of 23 faculties and educational and research institutes, there are 23 965 students studying at the faculties, educational and research institutes, the Center for International Education, the Center for Pre-University Education. There are 418 doctors of sciences, professors, more than 1 300 PhDs, associate professors involved in research and training. Among the employees of the university there are 7 academicians and corresponding members of the National Academy of Sciences of Ukraine and branch academies .V. N. Karazin Kharkiv National University offers 115 majors and specializations, covering the whole scope of modern classical university education.

University of Tetova (UT)

The University of Tetova (UT) is open and accessible to all those who as students, teachers, or associates, with their intellectual and moral qualities, give their contribution to the field of education, science, and professionalism. This institution was founded on December 17th, 1994 as an initiative of Albanian intellectuals, NGOs and various apolitical associations, and all enthusiasts of higher education in the country and beyond. Located in Tetovo, UT is one of the four North Macedonia's state universities. Since its accreditation in 2004, one of UT's top priorities has been its internationalization. Its bachelor cycle consists of faculties with three and four years of program. It also offers an MA cycle of studies running in all its departments, and a PhD cycle of studies, aiming to encourage a thorough understanding of the specific disciplines and tools needed to independently formulate problems and critically examine research findings. Regarding the educational and teaching process, the UT pays particular importance to the implementation of the Bologna reforms and reforms in the sphere of professional scientific research. Research is carried out through joint projects with Erasmus, CEPUS, DAAD, Tempus, etc. aiming at strengthening research capacities and relying on European standards to advance academic research quality. The University of Tetova is an associate partner of the Aurora Alliance since 2020. Its vision is to use academic excellence in education and research to influence social change. In the first phase of this cooperation, the focus is placed on prioritizing the maximization of the social impact of research, strengthening diversity and inclusion, as well as using student engagement to promote innovation and learning. As an associated partner of this alliance, UT has carried out a range of activities, such as Awareness raising, in-person, and hybrid, trainings, including the training carried out in Tetovo, in March 2022, with the topic "Transforming Higher Education with a focus on Social entrepreneurship as well as Diversity and inclusion", a mini-grant project awarded by VU Amsterdam on anti-corruption, and other activities such as participation in online trainings, biannual events, and participation in mini-grant projects such as Cross and OS Gailieo. University of Tetova's Aurora team has looked thoroughly into the structure of Aurora's next phase and suggests that UT be included in more WPs and TTs. This should provide us with a greater exposure and networking possibilities with few AURORA founding members. This undoubtedly implies a greater engagement on our side, but we are committed to making the most out of our involvement with AURORA, as we have shown in the past two years.

European Forum Alpbach (EFA)

The European Forum Alpbach is a space and place for the emergence of reflection and action. It brings together young people from Europe and from all over the world with the most innovative minds from politics, business, civil society, culture, and science to drive ideas for a strong and democratic Europe. With this diverse, intergenerational, and interdisciplinary community, the Forum influences key actors throughout the European continent to facilitate their learning and decisions and is therefore well aligned with the overall Aurora Alliance ambitions. European Forum Alpbach has been involved in several ways into the Aurora Alliance programme throughout the pilot phase, e.g. through being represented in the Aurora External Stakeholders Board or by supporting the implementation of a blended-mobility course within the Pilot Domain

"Sustainability and Climate Change", jointly organised under the lead of Copenhagen Business School and Universität Innsbruck as part of the European Forum Alpbach 2022. European Forum Alpbach will remain an Associate Partner throughout Aurora 2030, contributing to the co-creation efforts of Aurora and leveraging its expertise in organizing multi-stakeholder dialogues. This will be particularly, but not exclusively, relevant as part of the WP3 Social Entrepreneurship and Innovation activities.

CIMEA – Information Centre on Academic Mobility and Equivalence

Since 1984 CIMEA is entrusted by the Italian Ministry of Universities and Research (MUR) as information and advisory centre on the procedures of qualifications recognition and all matters related to Italian and international higher education and training. The principal objective of CIMEA is to facilitate academic mobility, promoting the international understanding of Italian HE and training systems and spread the comprehension of Lisbon Recognition Convention on qualifications recognition. Since 1986 CIMEA is also the official Italian center dealing with the NARIC - National Academic Recognition Information Centres network of the European Union and the ENIC - European National Information Centres network of the Council of Europe and UNESCO. As deliberated by Article IX.2 of the Convention on the Recognition of Qualifications concerning Higher Education in the European Union, the Ministry of University and Research - MUR has entrusted CIMEA with the task of conducting the activities of National Information Centre concerning the procedures of qualification recognition currently in force in Italy, the Italian higher education system and the qualifications awarded at a national level. Cimea participates in specific tasks in WP2, 6 and 8 by offering its expertise in the field of accreditation and international recognition of training courses, and in the realisation of micro-credentials, digital credentials and open badges, supporting the Aurora working groups in the design and implementation of joint educational activities. Cimea will also support Aurora in the training of staff. Cimea will actively participate in the realisation of joint educational programmes and activities - in particular for the development of micro-credentials and digital skills certification - as well as in support and training activities for the staff of Aurora universities involved in the recognition of international educational pathways. Cimea will also contribute to the organisation of dissemination activities of the results obtained in the tasks in which it participates.

2.2.1.3. Geographical balance

The Aurora Alliance covers all four major European geographical regions see Figure 1 in section 1.1 Background and rationale. We complement each other in terms of our different Nordic, Continental, Southern, Anglo/Irish, and Central/Eastern European socio-economic realities. The Aurora Alliance is built on the Aurora Universities Network, which launched in 2016 with a mission of matching academic excellence with societal relevance. Recognising that relevance needs expression at an European level, Aurora chose broader European coverage for the Aurora Alliance than that which the Aurora Universities Network initially enjoyed. On the one hand, there is the addition of UPEC. On the other hand, the Alliance's Central and Eastern European four Associate Partners have now become active regional knowledge Hubs engaging with close to twenty institutions to develop their institutional capacity for academic excellence and societal relevance.

The high-trust nature of our collaboration enables us to notice and learn from our differences. For instance, Copenhagen Business School has a special role to play given its strong focus on social entrepreneurship & innovation (and vice versa profiting from collaborating with full-fledged universities by increasing visibility and relevance regarding disseminating SEI approaches and skills), while Palacky University has a special position as a university with achieved academic excellence by regional standards and as interface with the universities in Central & Eastern Europe and in particular Karazin University. As outreach to universities in Central and Eastern Europe and universities in neighbouring countries is a cornerstone of our long term vision, Palacky is a key player in our capacity development strategy, aiming at a more cohesive and resilient Europe.

Aurora is delighted that Université Paris-Est Créteil was welcomed as a new Aurora University during the Aurora 2022 Spring Biannual in Innsbruck, by signing a Memorandum of Understanding to establish a strong and deep collaboration through the activities of the Aurora European University Alliance: First as an associate partner of the pilot phase and now as a full

member in Aurora 2030. Both Paris' and the other Alliance institutions' strategies, values, and activities are in alignment with as well as complementary to each other. There is much that we can learn from each other and contribute to different Aurora activities, such as the achievement of the UN SDG's, and matching academic excellence with societal impact and thereby strengthening all our institutions, contributing to the local communities we serve, and bring us closer to achieving the aims of the European Universities Initiative.

As part of the pilot phase, the Aurora Alliance included one UK university as a full partner: the University of East Anglia (UEA). Both UEA and the Alliance as a whole were well aware of the potential complexity in the context of Brexit. The Alliance and UEA have agreed that UEA will convert to the status of Associate Partner. UEA has committed to maintain involved in certain activities, production of deliverables and achievement of target goals as outlined in the working plan and will remain a dedicated partner in the Aurora Network. UEA has committed to maintain involved in certain activities, production of deliverables and achievement of target goals as outlined in the working plan and will remain a dedicated partner in the Aurora Network. As part of the pilot phase, the Aurora Alliance included one UK university as a full partner: the University of East Anglia (UEA).

Figure 3 Map of Beneficiaries and Associated Partners of the Aurora Alliance

2.2.2 Consortium management and decision-making

2.2.2.1. Current and intermediate governance structure

Since 2020, the Aurora alliance has been developing a governance structure that supports the activities, policies and pilots that come with the development of a European University. In the proposal for Aurora 2020-2023 it states: "*We want to be a new type of European university, and will use this three-year period to experiment with new governance mechanisms, organising principles and institutional forms. […] Our basic infrastructure will have been tested, and implemented fully in our four pilot challenge domains, in anticipation of a longer-term rollout to all programmes and disciplines.*"

The Aurora universities have made many substantial steps toward enhanced levels of structural cooperation, thereby making sure that the Aurora European University is not only embedded within the individual institutions, but also ensuring that the sustainable long-term governance structures are in place affirming that the European University activities go well beyond those of a classic EU funded project. In our work across the Alliance, we have developed a good understanding of the barriers to collaborative institutional transformation. This has helped us work with senior and strategic decision makers to begin to remove obstacles for future work. Key deliverables and ambitions that contribute to the structural, systemic and institutionalised cooperation are the focus on institutional transformation, the Aurora Institute, the Virtual Campus, and the high level of meetings and events throughout the different institutional levels (4000+ participations in total). Our Aurora Institute and growing team at the Aurora Central Office feed our reflection on a EU legal entity, and we are following closely the ongoing developments in this area.

Organisational Structure

The Aurora Alliance is headed by the **Alliance General Council**. The Alliance management team, headed by the Programme Director, reports to the General Council. The next layer consists of Work Package Leaders, reporting to the Programme Director. The Vice-Rectors, Student Council, External Quality Board and External Stakeholders Board have an advisory role to the Aurora Alliance Council. Institutional coordinators support the different processes relative to delivery and institutional implementation, and they are closely linked to the central management.

The General Council consists of Presidents of partner universities plus two student representatives. Each President is supported by an Institutional Coordinator. The students on the General Council liaise with the **Aurora Student Council**. Four Presidents and the Aurora Student President constitute the Alliance Board, mandated by the General Council. Decisions in the General Council are reached by consensus on principle. If unanimity consensus cannot be reached, the Council resorts to decision making by majority rule.

By bringing together different parties within the project we created a culture of co-creation across Europe and across university functions. Colleagues actively work together, sharing their ideas and best practices, consulting each other, and working jointly on the agenda setting. In different parts of the project, we can see Task Teams (TT) and Management are working together to get things done in the most satisfactory way: reaching a common ground that can function for very diverse universities, while still spearheading innovations.

Aurora has evolved into an Alliance with very active leadership. We have placed the decision-making bodies and the infrastructure for efficient governance within a system that enables us to transparently monitor our progress and a (central) organization that is able to adjust quickly; we are an agile organization. The governance and decision structures of the Aurora Alliance are divided into several layers as illustrated in Figure 4 below:
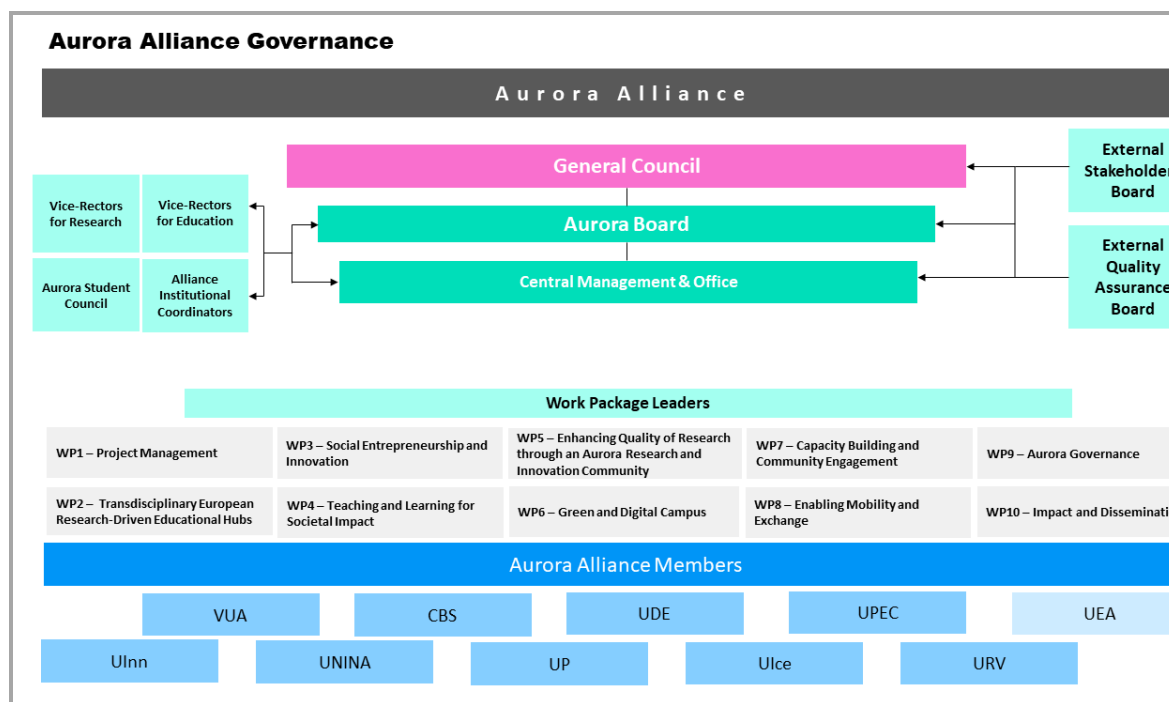
Figure 4 Aurora Alliance Governance Structure

Aurora General Council

The General Council is the ultimate decision-making body and meets twice a year. Membership of the General Council is reserved for the rectors/presidents of the universities. If a rector/president cannot attend the General Council, formal representation by a Vice-Rector is allowed. In addition, the Student Council President and Vice-President also sit on the General Council. The composition and working processes of the Aurora General Council will remain the same compared to Aurora 2020-2023.

The Chair of the General Council convenes and the meetings with the Secretary-General, they jointly set the agenda, and the Chair chairs the meetings. The Aurora Board reports to the General Council. The Chair is elected by the General Council and has a two-year mandate, which can be extended once. The Secretary-General supports the General Council, liaises with the rectors, and acts as secretary to the executive. Decisions in the General Council are reached by consensus on principle. If unanimity consensus cannot be reached, the Council resorts to decision making by simple majority (50% + 1). The Institutional Coordinators are allowed to attend the General Council meetings, in observer capacity only.

In addition, we have had several Presidents' Strategy Sessions, in which all the Alliance Presidents gathered to discuss the strategic focus and direction of the Alliance. These Strategy Sessions have been widely appreciated, and in order to increase the engagement of all Presidents have been increased in frequency. Issues that have been discussed at these Sessions include the vision of Aurora for the future and the focus of the next funding bid. In the future, the frequency of these meetings will in response to the need and organised around Biannuals.

Aurora Alliance Board

In addition to the General Council, Aurora has a Board of four rectors/presidents who are charged with the management of the Alliance and are mandated by the General Council. Four Aurora Presidents and the Aurora Student President representative constitute Alliance Board. The Board is responsible for guiding the daily management of the Alliance and deal with practical matters, but also addresses more strategic questions in the first instance. The composition and working processes of this body have not changed. The meeting frequency remains every eight weeks.

The Chair of the General Council also chairs the Board with the same mandate of two-plus-two years if elected. The other Board members are elected by the General Council and have the same terms of office. The Student Council President is elected by the Aurora Student Council and is elected for one year, with the possibility of one extension of one year. Given its small size,

representation of Board members is uncommon and meetings are scheduled to ensure full participation of all Board members. The Institutional Coordinators of the Board members are allowed to attend the Board meetings, in observer capacity only.

The Board has decision-making powers over daily management matters and is the first port of call for strategic topics. The Chair convenes the Board and the support and management of the Board meetings are done by the Secretary-General and the Central Office. The Secretary-General and the Chair set the agendas for Board meetings. Issues and topics that need to be deferred to the General Council for decision making are prepared by the Board and the Secretary-General, and the Board formulates an advice for the General Council. The Board reports to the General Council and oversees the Central Office.

Aurora Student Council

Aurora Student Council consists of two elected student representatives from each university (sixteen members in total), who collectively decide on student priorities within Aurora. The Student Council is led by the elected President and Vice-President, and the Council meets a minimum of four times a year. The President attends both the Aurora Board and the General Council, and the Vice-President only attends the General Council. The President has an equal vote in the Board and the General Council, on the same footing as the rectors/presidents. Both the Student Council President as well as the Vice-President are elected by the Aurora Student Council for one year, with the possibility of one extension of one year. The Student Council President convenes the Student Council and sets the agenda. The Student Council President reports on their activities to the General Council. In order to address the regular turnover of students in the Council, the President has created a handover guide, for a more efficient engagement of new student representatives in the Council.

In addition to these regular Student council activities, Aurora students also participate in the programme through Student Schemes of Aurora student Champions and Aurora student Ambassadors. They were first launched in 2020 and provide additional opportunities for student involvement within Aurora through direct collaboration with faculty and staff. Students can choose to sign up either as a Champion or an Ambassador and can receive a bronze, silver or gold certification from Aurora based on the number of hours they contribute to the project. All students at Aurora universities are eligible to apply to the Schemes.

The universities have placed greater emphasis on the students' voice, facilitated through the newly created WP on Student Engagement. This WP will be led by a paid student position. This position will function as a student coordinator who will have a clear overview of the number of student participants at each institution both on the Aurora Student Council level, Student Schemes level and trans-institutional courses.

Vice-Rectors for Education

This consists of the Vice-Rectors for Education or other authorised members of Aurora institutions focused of Aurora educational activities and programming. The members are nominated by their institutions to participate in this forum. The Vice Rectors for Education meet once every two months and has an advisory role to the Presidents. In the lead to the start of the new bid, we are testing new advisory formats for the Vice-rectors of Education vis-a-vis the General Council and Board, and we will perform a detailed consultation with the Vice-Rectors and the wider community to develop stronger engagement.

Vice-Rectors for Research

This consists of the Vice-Rectors for Research (VRR) or other authorised members of Aurora institutions focused of Aurora research activities and programming. The members are nominated by their institutions to participate in this forum. The Vice-rectors for Research meet four times a year and have an advisory role to the Presidents. For the SWAFS project, the VRRs are the final decision making body, and oversee the activities and the quality of the project. As with the VREs, in the lead to the start of the new bid, we are testing new advisory formats for the VRRs vis-a-vis the General Council and Board, and we will perform a detailed consultation with the Vice-Rectors and the wider community to develop stronger engagement.

External Stakeholders Board

Engagement with our external stakeholders has been identified as a high priority area to internal stakeholders. For Aurora 2030, the External Stakeholders Board consists of selected and nominated candidates to represent their institutions, but also countries or territories, as well as different sectors. The ESB members are in direct contact with the Presidents and top leadership of the universities that nominated them, and have an advisory function vis-à-vis the institutions that nominated them, but also toward the Aurora General Council.

External Quality Board

The External Quality Board is a core group that regularly liaises with its representatives and the Management Team. They have been chosen for their expertise and experience in higher education, governance and leadership. There are three members, this small number allows a steady frequency of meetings with the Quality team, the management team as well as advisory activities to the Presidents during the Biannuals and strategy meetings. They have been instrumental in helping us design our quality management plan and reporting mechanisms. In the lead up to the start of the next bid, we are using their expertise in governance to set up and engage in a process of improvement of our governance structure (see 2.2.2.2).

Work Package Leaders

Work Package Leaders have an advisory function overseeing the work of the Task Team leaders at a more high-level. They are advisory the Task Team Leaders and the management team, and are frequently invited to the meetings with the Vice-Rectors Education. In the current 2020 – 2023 bid, the Task Team leaders have a very strong role and for the new bid we are aiming to strengthen the role of Work Package Leaders so that they have more direct oversight and managerial responsibilities for the Task Teams withing their Work Package (see 2.2.2.2).

Aurora Institutional Coordinators

Each Aurora university has an "institutional coordinator" who monitors the Aurora activities in their own institution as well as in the alliance. Below you will find an overview of the institutional coordinators per university. Institutional Coordinators have a threefold role:

- Monitor the implementation of the Alliance activities within their own institution;
- Represent, and advise on, the institutional perspective at the Central Management level;
- Support their institutional leadership with their roles and responsibilities for the alliance.

Institutional Coordinators report to their own institutional leadership on Alliance activities and work closely with the Central Office on the management of the activities. As a group, the ICs meet once a month with the Central Office to prepare for the meetings of governing bodies and to discuss progress, raise potential reds flags and exchange information. The Central Office convenes and coordinates the meetings, and sets the agenda with input from the ICs.

Aurora Central Office

Aurora is supported by a Central Office consisting of nine team members: a Secretary-General, a Programme Director, a project manager, a communications officer, an office manager and office assistant as well as an EU Liaison Officer, and an Educational Developer. Compared to 2020, the Central Office team has been expanded to guarantee a solid and efficient infrastructure for the management of the project.

The Aurora Central Office is responsible for the daily management, coordination and the implementation of the Alliance, and supports and links the different decision-making and advisory bodies. These include the Aurora Board, the General Council, Vice-Rectors, Work Package Leaders and Institutional Coordinators. The Office manages the meetings of these bodies, including the agenda setting and communication. The Office reports to the Aurora Board and General Council.

The Aurora Alliance WP1 and WP9 team, supported by the Central Office, ensure that all Aurora governance and management bodies are operational and supported, and all decision and conflict resolution mechanisms are in place. The development of the Aurora conflict resolution mechanisms will be parallel to the work on the governance and management of the Alliance. Aurora gave the first steps towards the construction of these structures in the last months of the first phase of the programme, creating a solid baseline for a solid conflict resolution mechanism. The overall goal of WP1 Project Management is to both ensure sound management and coordination of the overall project's workplan as well as optimally support the institutional

development of the Alliance. In this context, this WP will be responsible for the implementation of the Aurora Central Office, for the establishment and delivery of policy and strategy support as well as all professional services. The overall goal of WP9 Aurora Governance consists of assessing the progress, outcomes and transformational potential and impact of the Aurora alliance. It includes setting up structures and procedures from an alliance-wide perspective to ensure deep level cooperation between the partners and work towards a sustainable alliance.

2.2.2.2. Proposed governance structure

Our reflection on Governance does not reflect lack of success but natural development of challenges that any inter-university alliance would have that aims to undertake aligned strategic development and transformation. The great achievements of the alliance do not mean that governance issues will not have to be tackled. Indeed, it is precisely the quality of the achievements, of the ambitions and claims to constitute a model alliance that the complexity of inter-institutional governance has to be tackled with all the more care to ensure effectiveness and wide-spread and deeply rooted participation in decision-making and implementation.

Aurora 2030 will be based on an innovative and shared governance structure that opens doors to all learners, researchers and teachers across all partner institutions. Our governance structure was refined to support our objectives and deepen the collaboration [see figure 4 above]. The governance structures as described above reflect the foundational elements of the governance structures that have been applied during the first three years of the Aurora Alliance, in combination with the lessons learned over that period of time. However, to make the Aurora governance future proof for at least the duration of the next four to six years, steps are being taken to review current practice and develop an updated governance structure. This will be continued within WP9 and in collaboration with all our partners to optimise the content development and decision-making processes.

A Consortium Agreement, although in principle not compulsory for the Grant Authority, will be developed early in the beginning of the project, as we believe in the value of co-constructing a quality partnership agreement containing the common ground for decision-making, a clear distribution of tasks and responsibilities and the management and sharing of data could very efficiently give answer to all the accountability issues).

As part of WP 9, Task Team 9.1, we will set up a process of consultation across Alliance on all levels (from students, coordinators to presidents) on what the ideal governance structure of the Alliance in the years to come should look like. As this includes all partners on all levels, this process will require enough time to really allow for in-depth conversations and consultations. That is why we are reserving the rest of 2023 and the first year of the new bid to execute these activities. The goal is to have a governance structure at the end of the first year that is future proof. At the same time, we acknowledge that over the entire lifespan of an endeavour such as creating a European University, we will likely require several evaluation moments to tweak the governance structures to ensure they remain fit for purpose.

Two examples of lessons learned and what we are exploring to change of the next bid, are what we are calling the Academic Affairs Committee, and the role of Work Package Leaders.

Several Governance workshops are being organised for the different bodies of the Aurora Governance structure. As an illustration of this ongoing process, an Academic Affairs Committee is currently being designed, evolving from the structures that were inherited from the Aurora Network where VRE and VRRs are separated, into a more structured and inclusive committee. The committee shall first and foremost include research and education, but to be inclusive and to allow the third mission to be represented as well, and to cater to the diverse nature of our partners, the membership of the committee is flexible enough to allow for additional vice-rectors on other topics to join, i.e. sustainability, external affairs, diversity and inclusion etc. This committee will consist of senior orchestrators of academic processes who will have the convening power to enable key transformational processes. The committee will have three functions:

- Think tank for the alliance, enabling strategic foresight and raising of policy issues for the GC to consider
- Mandated by the GC to work on specific issues that the GC deems of strategic importance

- Interface between AURORA strategy and institutional strategies and implementation plans with respect to academic affairs, mandated by presidents and institutional boards

In addition to the proposed process of defining the new governance structure and the roles and responsibilities of the stakeholders involved, we feel it is important to support the institutional transformation on all levels. This means that in order to succeed as an international partnership on an unprecedented scale, leadership training on how to successfully work together in such an international partnership is crucial for the sustainability of the Alliance. This means, that we will be organising leadership tracks for all different levels in the governance bodies of the Alliance, ranging from the central office, to institutional coordinators, vice-rectors, and presidents.

The role of the Work Package leaders is being strengthened compared to the previous project to bring more cohesion to our activities and ensure complementarity and cross-fertilisation. Each Work Package (WP) consists of several Task Teams (TTs), which contributes a more even distribution of responsibility and fosters horizontal leadership across the organisation. In order to facilitate the stronger engagement of the Work Package Leaders and make the range of activities and responsibilities of a Leader more manageable, we have spread out the activities in a larger number of Work Packages, going from six to ten. The coordination efforts of the WP leaders towards the TTs are going to increase and, thus, adequate resources need to be deployed: each work package lead will be close to a full-time position.

To cater to the needs of what the governance of a European University entails, a governance work package has been created in WP9. It will be independent from WP1 Project Management, yet highly connected to it and WP10 Impact and Dissemination through the complementarity of content, organisation of workflow, as well as regular meetings convened by the Central Office.

2.2.2.3. Planning and control

The refined governance structure for Aurora 2030 was built to provide stability, sustainability and visibility of the alliance that has been formed for the past years. We build further on the framework that has been built and implemented during 2020-2023 towards a resilient structure that can support the aims and ambitions of Aurora 2030.

In order to further evaluate, innovate, strengthen and embed the Aurora governance structures, the decision has been made to dedicate a **full work package** to the governance of Aurora (WP9). This work package will consist of the following tasks:

> **Task 9.1. Governance structure**: To clearly define, implement, and evaluate the new governing, executive and operational structures of the Alliance as well as their interactions and their responsibilities to ensure the relevant Alliance's overall objectives are accomplished in an efficient, satisfactory and transparent manner.
> **Task 9.2 Quality culture**: This task consists of developing a quality assurance (QA) evaluation system geared towards assessing the societal impact of Aurora European University. The aim is to develop a QA system that, in line with national regulations, provides robust and relevant evidence around issues such as (i) student mobility, diversity, and entrepreneurship, (ii) faculty collaborations and the emerging links between education and research, and (iii) the cooperative dynamics within and among universities taking part in the alliance.
> **Task 9.3 Aurora values**: Aurora has a strong focus on its values and identity, at the core of which lie the Aurora ambitions to achieve true Sustainability, change-making and Social Transformation (what we consider in Aurora to cover Equality, Diversity, and Inclusion (ED&I)). The overall objective is to make Sustainability, change-making and Social Transformation an indispensable element of our DNA, which is why this Task cuts across all WPs, policies and activities.

Aurora management and administrative support

The Central Office (CO), which managed Aurora 2020-2023, has proven its ability to manage the set-up of a European University and to be adaptable to the changing circumstances that come with it. The CO has assisted Aurora in achieving the goals and ambitions that were set for the first bid. Therefore, during Aurora 2030, the CO will continue to manage the project and provide a framework for monitoring the progress made in each of the work packages in close collaboration with the Institutional Coordinators and the project team at UIce (the coordinator).

Financial monitoring and evaluation

Financial monitoring of this Erasmus+ EUI project is the shared responsibility of the Aurora Central Office and the local institutional financial officers. In this way, the alliance guarantees careful monitoring of spending to prevent over or under spending that may prevent the successful outcomes of the work to be conducted in this phase of the alliance. The use of resources will be carefully monitored by the Aurora Central Office and the Lead university to ensure that all work package and task team leaders maintain the means to produce the anticipated and promised results. When necessary, suggestions for re-allocating funding among the partners and WPs will be presented by the Central Office to the General Council. Any deviation from the budget will be reported immediately from the Work Packages and Institutional Coordinators to the Aurora Central Office so that any necessary actions can be taken.

Individual work package budgets are managed by the relevant leading organisation in close contact with the Aurora Central Office and the lead university. The WP budgets have been carefully co-constructed and discussed, in a matrix approach: by WP and also by institution. Funds have been allocated according to the work programme and the intentional sharing of responsibilities amongst partners in a feasible and inclusive process reflecting a strong sense of ownership and shared responsibilities, grown from executing Aurora 2020-2023 as well as the intense collaboration on the creation of Aurora 2030. That co-creation started as early as the summer 2022, and several consultations, surveys and workshops were organised to include all contributors. The budget building was the natural continuation of that process, and consensus was reached for a fair distribution of funding according to the projects priorities, but also national contexts and constraints.

In the event that significant modifications to the budget should become necessary during the course of the project, the Aurora Central Office will immediately inform the EACEA to request approval. In any case, the total budget will not change.

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3. IMPACT

3.1 Impact and ambition

3.1 Impact and ambition

At the core of the Aurora European University are sustainability, digital society, health and wellbeing, inclusion and identities, social entrepreneurship and impact, as **we aim to solve the challenges facing European societies today and tomorrow**. This focus speaks directly to Aurora's fundamental purpose, which is to leverage academic excellence to solve key societal challenges facing European citizens. This is accomplished through socially responsive research and education, promotion of equity and inclusion across all levels of our institutions communities, driving innovation in teaching, and learning through student engagement. As a result, Aurora has and will continue to contribute to all dimensions of the future European Higher Education Area (EHEA) and to generate European added value through the opportunities it affords students, staff, learners, and citizens. Our efforts across our partners empower Aurora to be truly impactful in the short-, medium-, and long-term. Each of the activities delivered within the scope of this new phase of Aurora contribute to the overarching call objectives and key priorities. They are the foundation of our work, promoting European identity and values by enhancing intercultural and interdisciplinary cooperation. Our deep institutional cooperation makes us better together so that we contribute to a substantial leap in quality, performance, attractiveness and international competitiveness of our alliance and others across Europe.

3.1.1 Long-term alliance strategy

Aurora's long-term joint strategy for education is directly aligned to research and innovation through their focused effort in the four key priorities of Aurora. In particular, **Aurora Excellent Challenge-based Research and Innovation** works to strengthen our research support services. Similarly, it connects to service to society by nurturing established collaborations and starting new partnerships between research-leading and research-emerging regions world-wide, contributing to their increased visibility both in academia and on the global stage. In this new phase of Aurora, the alliance is **responsive to the digital and green transition** and key socio-

economic challenges via work carried out in service of its fourth priority: **Aurora Sustainability Pioneers**. Here, we tackle the duality of sustainability by future-proofing our own institutions, programmes and educational practice, as well as committing to radically reducing our carbon footprint with dedicated Green Initiatives (like Green Offices working groups) to be established in 2030. Furthermore, Aurora remains **committed to excellence** throughout all work performed, via its dedicated Quality Assurance team and quality management plan. As a result of implementing, improving and refining its long-term strategy, Aurora expects the following impacts in the short-, medium-, and long term. For each of the indicated impacts below, we explain the activities that will be carried out in this project that will lead to deep institutional transformation both within the Aurora alliance and across higher education in Europe, in line with the main objectives of this E+ EUI 2023 call.

The results and benefits from the Aurora impact will be demonstrated with the deployment of the Aurora educational programmes, which will create impactful life experiences for our students and staff.

Long-term structural transformation

Several activities that will be rolled out within this project period will support the development of a deeper level of transnational institutional cooperation between higher education institutions, leading to long-term structural institutional transformation with positive impact on higher education learning and teaching. In the **short-term**, in **WP1 Project Management** Aurora will work to enhance its governance structures and financial sustainability strategy. Furthermore contributing to the formation of a long-term sustainability strategy that maps sustainability factors and identifies mechanisms to future-proof the continuation of the alliance. Through **WP1**, strategies and structural plans lay the ground work for strengthening cooperation within the alliance and outside of it.

In the **medium-term**, **WP1** works to clearly define, implement, and evaluate the new governing, executive and operational structures of the Alliance as well as their interactions and responsibilities. In this way, Aurora promotes **institutional autonomy** and ensures that all **stakeholder needs** are met and respected. From the educational perspective, through the work carried out in **WP2 Transdisciplinary European Research-Driven Educational Hubs,** Aurora will continue to develop educational programmes aligned to the five research-driven educational hubs, leveraging research and education to structurally make a positive impact on science, society and the economy. In **WP3 Social Entrepreneurship and Innovation**, engagement with stakeholders is prioritised in order to further embed Aurora European University into the communities of which it is apart. This supports the transformation of the role higher education plays for its municipalities, policy makers, regional industry representatives, business chambers and NGOs and further promotes societal change. In this way, we establish a deeper level of cooperation to face common challenges, leveraging the research and education conducted in higher education to tackle the future together. From a teaching and learning perspective, through **WP4 Teaching and Learning for Societal Impact**, common pedagogical practices are exchanged, such as service learning and co-creation for societal impact, wherein a joint-framework, tools and an expertise centre will be formed to further embed these innovative pedagogical approaches across all teaching and learning within the alliance, and through **WP 10 Impact and Dissemination**, making such approaches available for implementation across other alliances in Europe.

In the **long-term**, the Aurora Alliance aims goes beyond European borders, expanding cooperation and support with knowledge institutions in the global south, cultivating the development of research emerging universities in partnership with research leading ones. These efforts are further bolstered with support to research communities carried out in **WP5 Enhancing Quality of Research through an Aurora Research and Innovation Community** wherein Aurora's approach to open science is strengthened by upskilling students, faculty and staff with best practices and the tools to adhere to these. From an infrastructure perspective, through **WP6 Green and Digital Campus** Aurora lays the foundation for the interoperability of its IT systems strengthening its Aurora virtual campus so that seamless cooperation can occur across the alliance, streamlining a platform for a joint course catalogue, enrolment processes, and the implementation of the European student ID card. This will shape Aurora as deeply intertwined, digitalised, sustainable and green university of the future. Finally, from a governance perspective,

WP1 sets the groundwork for the long-term sustainability of the Aurora Alliance, particularly beyond the confines of the project duration. All of these activities will allow Aurora to demonstrate its shared values amongst its partners and build up a true Aurora European University community that is inclusive of all its members. The result of the activities together will enable a deep level of transnational institutional cooperation within the Aurora Alliance and beyond.

Increasing attractiveness and becoming stronger together

In order to increase the attractiveness and competitiveness of participating higher education institutions on the global scene, by becoming stronger together through deeper transnational cooperation and seamless mobility of students, academics and researchers, and creating and sharing knowledge, developing new concepts, technologies and innovation at unprecedented speed, several activities within the short term, medium term and long term will be carried out within the project.

In the **short term**, through the work carried out in **WP8 Enabling Mobility and Exchange** mobility opportunities for university staff and students are increased across the alliance through uptake of short-term stays, Aurora traineeships, Aurora mini-grant schemes. To begin, Aurora will work to standardise procedures for fair and transparent mobility opportunities: streamlining and aligning the process across the board. This will contribute to the formation of seamless mobility, in line with **WP6 Digital and Green Campus** that aligns all our digital processes.

In the **medium term, WP8** increases possibilities for underrepresented groups to access mobility opportunities through clarified structures and financial support. In the **long term**, the synergies between the education, research and innovation involved in the five focus areas of Aurora in **WP2 Transdisciplinary European Research-Driven Educational Hubs** and the delivery and interaction with the social entrepreneurship courses executed in **WP3 Social entrepreneurship and innovation** are expected to lead to an easier flow of knowledge sharing across the alliance and within the communities of which it is a part, along with the uptake of new concepts, approaches to challenges as well as technologies and innovation geared towards solving societal challenges. Through the activities carried out in **WP3**, we contribute to the development of new concepts, technologies and innovation at unprecedented speed. In short, the combination of seamless mobility opportunities that are inclusive and financially viable, deep cooperation to deliver challenge-based education to both degree seeking students and lifelong learners through **WP2**, and structurally creating opportunities to integrate the uptake of research and innovation through student and faculty exchange (SEISMIC) in **WP3** all contribute to increasing the attractiveness and competitiveness of Aurora and European higher education institutions on the global scene.

Promoting European values and strengthening European Identity

Several activities will be developed to promote European values and strengthen the European identity for all learners, teachers, researchers and staff to cooperate and co-create knowledge within different European and global cultures, in different languages, across borders, sectors and academic disciplines. In the **short term,** through **WP7 Capacity Building and Community Engagement** Aurora further builds upon its already initiated and piloted Capacity Development Programme to reduce disparities between research leading and research emerging countries in Europe. In particular, it works to support universities in Central and Eastern Europe to increase academic excellence and societal relevance in their work. Additionally, Aurora will continue to work towards strengthening its already initiated support for V.N. Karazin Kharkiv University in Ukraine through peacebuilding and conflict resolution through its CDS programme. This way, Aurora contributes to promoting European values and solidifying a common European identity across borders, sectors and academic disciplines. Through **WP2 Transdisciplinary European Research-Driven Educational Hubs**, Aurora **cultivates cooperation and co-created knowledge** across borders, sectors and academic disciplines--prioritising the integration and teaching of **European values** of equality, democracy and human rights, embedded in our five research-driven educational hubs.

In the **medium term,** at the faculty and staff level, diversity and inclusion policies will be incorporated across our shared pool of HR resources through **WP1 Project Management**, therein empowering all actors within the alliance and those who interact with it to flourish in a

culture of inclusion that celebrates and **values** different **European** and **global cultures**, **languages**, **sectors** and **academic disciplines.** Furthermore, with the work conducted in **WP8 Enabling Mobility and Exchange** through a focus on internationalisation at home (Internationalised curricula, blended learning, COIL, BIP and other virtual exchange experiences), Aurora will foster intercultural skills across all students, faculty, and staff within Aurora, thereby making Aurora stronger together, where differences are celebrated and global competencies are promoted through the widespread implementation of COIL/VE and BIP work across the alliance. Moreover, in **WP9 Aurora Governance** Aurora works to incorporate its own values into all work carried out by the alliance. These values, which are closely aligned to European values, include: a commitment to sustainability, change-making, and social transformation, including equality diversity and inclusion. These values will be integrated through foundational plans and monitoring structures to be implemented across all work packages. After which priority committees will be formed in order to ensure the values are well embedded across all work carried out by Aurora with both a bottom up and a top-down approach. Finally, through its work in **WP2**, Aurora develops and implements **joint educational programmes** and **course modules** across bachelor's, master's, and doctoral levels focused around five research-driven educational hubs.

In the **long term**, through the work carried out in **WP10 Impact and Dissemination** Aurora extends its collaboration with key stakeholders in higher education institutions, policy makers, and community members across Europe through the establishment and development of Open Science and Citizen Science Networks as well as capacity building within local communities to raise engagement with scientific knowledge and solutions for societal challenges. Open science and the promotion of its value is further extended through **WP4 Teaching and Learning for societal impact** beyond Europe and in close cooperation with the global south, sharing and exchanging knowledge in order to cooperate and co-create knowledge focused on food systems transformation (FST) with special attention to climate and energy smart agriculture and nutrition-sensitive agriculture. In conclusion, Aurora works to identify and promote European values and strengthen European identity across a wide array of stakeholders from a variety of economic, geographic and societal backgrounds.

3.1.2 Inter-university campus

The Aurora Alliance aims to create a true inter-university campus through the development of a **Green and Digital Campus** with the objective to establish smooth interoperability of digital infrastructures that align the institutions across the alliance, leading to more seamless collaboration and mobility. At the heart of Aurora IT development is a) increasing interoperability of institutional IT-systems through the uptake and integration of European Standards (Edugain, Europass, ESC, etc.) for facilitating and streamlining joint activities, with b) the already established Aurora Virtual Campus as the shopping window and central access portal for Aurora activities. Furthermore, the continued improvement and implementation of an inter-university campus that enhances mobility amongst students, faculty and staff, promotes shared Aurora values of inclusion, diversity, sustainability and commitment to academic excellence, and increases collaboration and synergies in research, education and innovation both within and outside of the alliance through strong governance structures, which is expected to result in the following impacts. For each of the indicated impacts below, we demonstrate how our activities will lead to a truly integrated European inter-university campus that brings together a new generation of Europeans who are able to cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines.

Increasing possibilities for lifelong learning

The Aurora Alliance will focus on several activities which make it possible to make lifelong learning a reality in higher education, by offering diverse education opportunities and introducing innovative and student-centred pedagogies, jointly delivered across European inter-university campuses, where a diverse student body can build flexible learning paths at all levels of their studies and career. The Aurora Alliance will focus on several activities which make it possible to make lifelong learning a reality in higher education, by offering diverse education opportunities and introducing innovative and student-centred pedagogies, jointly delivered across European

inter-university campuses, where a diverse student body can build flexible learning paths at all levels of their studies and career.

In the **short-term**, through the work carried out on **WP4 Teaching and Learning for Societal Impact,** we will using open science and co-creation methods. We will also employ formats such as community meetings and workshops as well as conference-, excursion- and fieldwork-formats in order to implement micro-credentials and course offerings that are available to the wider Aurora community. This will broaden our educational offering for lifelong learners and enable them to attend diverse and innovative education. Through **WP6 Green and Digital Campus** and **WP8 Enabling Mobility and Exchange** the groundwork for the practical infrastructure, systems, processes and digital tools necessary to implement and access flexible learning paths for multiple learner profiles will be put in place. This includes access to short-term mobility offers, micro-credentials, as well as traineeships for doctoral students to name a few. In the **medium-term** through the development of jointly-delivered innovative educational programming in **WP2 Transdisciplinary European Research-Driven Educational Hubs** and **WP3 Social Entrepreneurship and Innovation,** we will apply the LRC (Lisbon Recognition Convention) qualification scheme for flexible learning paths (as part of micro-credentials). In these joint courses (as part of micro-credentials) we will apply the LRC (Lisbon Recognition Convention) qualification scheme for flexible learning paths.

In the **long-term,** we will establish communities of practice consisting of researchers, educators, students and external stakeholders, especially local communities and organisations. These communities of practice will enable lifelong learners to effectively build their own flexible learning paths and further their personal and professional development, ultimately positively impacting their career paths and the future European labour market and its needs. The communities of practice will consist of resilient and skilful professionals and through the embedding of Aurora values in all our activities, they will also have become sensitive to the Aurora Key Priorities.

(Joint) educational activities and enhanced flexible learning

A wide variety of activities within the AURORA Alliance will *foster joint educational activities, allowing for more inclusive and enhanced flexible learning approaches*. In the **short-term**, Aurora will further strengthen its original pilot domains through the transformation of each into a research-driven educational hub that cooperatively engages with one another in **WP3 Social Entrepreneurship and Innovation.** This restructuring of our collaboration sets the foundation for the creation of planned joint educational activities.

In the **medium term**, by focusing on each of the five research-driven educational hubs, we aim to develop the following flexible opportunities and pathways for students as indicated in section 2.1.1.2 Methodology above. In the **long-term**, through **WP1 Project Management** we generate and implement a strategy for the long-term sustainability of the alliance and all of its activities. As such we ensure the feasible continuation of all Aurora activities and programmes, including those which fall under joint and flexible learning approaches. In short, Aurora's diverse offering of flexible learning activities and the increased collaboration across the research-driven educational hubs, in combination with a clear plan and approach for the continued growth and development of those programmes will contribute to a broader educational offer that is both responsive to learner needs and allows for a broader range of student participation

Inclusive excellence in higher education, research and innovation through regional development

To truly offer future-proof education for change makers, the AURORA Alliance aims to boost the excellence dimension of higher education, research and innovation while promoting gender equality, inclusiveness, diversity and equity. We've also focused on contributing to regional development and positively impacting local communities and ecosystems through education and training, research and knowledge exchange that contributes to improvements in societal well-being in several activities throughout the project. In the **short-term**, Aurora's commitment to boosting excellence will be facilitated by the formation of a Quality Assurance Team in **WP1 Project Management.** Here the quality management plan and quality evaluation will take place throughout the duration of the project. This team and its subsequent activities will act as gatekeeper and thought-leader for ensuring excellence within the alliance itself, empowering Aurora to act as a lighthouse for best practices in relation to quality management of research,

innovation and education across the European Higher Education Area. At the same time, Aurora views high quality as inextricably linked to upholding its values of sustainability, change making and social transformation, of which we consider equality, diversity and inclusion work to be a part. To that end, we similarly dedicated a task in **WP9 Aurora Governance** T9.3 to upholding these values across all of our programmes and initiatives, and will do this through the establishment of Aurora priority committees and Aurora mini-grants in close collaboration with T9.2 wherein quality assurance of our societal impact will be evaluated throughout the project.

In the **medium-term**, with careful quality assurance monitoring and Aurora values work carried out in WP1 and WP9, the research, education and innovation to be conducted in **WP2 Transdisciplinary European Research-Driven Educational Hubs** will continually strive for excellence that also promotes equality, inclusiveness, diversity and equity. At the same time, Aurora specifically targets inclusion in research and innovation through **WP10 Impact and Dissemination.** In particular, Aurora will establish open science and citizen science modules that encourage the opening of research of and scientific results to society, allowing participants to act as ambassadors for open science. In conjunction with this, through **WP 7 Community Outreach**, Aurora facilitates a capacity development programme that aims to level the playing field in research by facilitating support for research emerging higher education institutions across central and eastern Europe. In this way, Aurora contributes to reducing disparities amongst universities across Europe, empowering the latter to further develop their institutional capacity for academic excellence. In this way, Aurora contributes not only to strengthening excellence in research and education in their own university, but to improving and supporting excellence even to more unrepresented institutions across the EU.

In the **long-term**, Aurora aims to develop and strengthen its community through the increased engagement of regional ecosystems and stakeholders, thereby fostering a university that is both thought leading on and responsive to key societal issues facing the communities of which it is a part. Next to this, through **WP10 Impact and Dissemination,** Aurora will similarly cultivate a network of both Aurora related and non-Aurora communities wherein best practices for excellent open science can be replicated and shared and further developed, thereby increasing Aurora's capacity to raise citizen engagement in the dissemination of scientific knowledge and solutions for societal changes. Throughout the duration of this project and beyond, Aurora aims to bring others with us as we rise, setting high standards for ourselves and supporting other institutions of higher education with the tools, programmes, and skillsets to do the same. At the same time, Aurora's focus on increased engagement with research, education and innovation within the communities we serve aims to increase educational access and participation in scientific research across the board. In this way, Aurora significantly contributes to a boost in excellent higher education, research and innovation that is accessible, flexible, and suitable for all.

Improve students', staff, researchers and lifelong learners' skills and employability

In order to contribute to improving students', staff, researchers and lifelong learners' skills and employability perspectives, including entrepreneurial, transversal, intercultural, digital and green skills, several activities have been constituted within the scope of the project. In the **short-term**, Aurora's increase of mobility opportunities for students, staff and researchers through **WP8 Enabling Mobility and Exchange** will contribute to the upskilling of all those involved with transversal and intercultural skills which are further reinforced through programmes and activities related to Internationalisation at Home programmes already offered within the context of Aurora. These include: internationalised curricula, blended learning, COILs, BIPs and other virtual exchange experiences. In the **medium-term**, entrepreneurial, transversal, intercultural and green skills are developed across faculty, staff and students in **WP3 Societal Entrepreneurship and Innovation**. Through the activities of this WP, the existing virtual campus will be further consolidated and expanded in order to cultivate social entrepreneurial behaviour at each of the partner universities among Bachelor, Master and PhD students as well as within faculty and administrative staff. Through the SEISMIC tool, courses related to social entrepreneurship give all participants access to the competencies needed to become social entrepreneurs and innovators. These courses will be actively available across all institutions and lead the development of individuals who are ready to tackle the challenges from tomorrow. In the **long-term,** through **WP8** and **WP3** Aurora aims to develop graduates with the skills needed to fuel innovation and generate a flow of creative talent that ultimately contributes to the establishment

of new SMEs and start-up initiatives that increase the employability of its members and the performance of innovation and research across several labour markets in Europe.

3.1.3. Knowledge-creating teams

The Aurora alliance has already built European knowledge-creating teams ("challenge-based approach") of students and academics, together with researchers, entrepreneurs, companies, local and regional actors, and civil society actors through the establishment of its original priority domains areas. In this phase of Aurora, we work to develop stronger and sustainable synergies amongst these areas, transforming them into research-driven educational hubs for the exchange of ideas, knowledge that promotes innovation across Europe to address key societal challenges facing Europe today. By working together in this way, we address societal and other challenges related to **sustainability and climate change**, **digital society and global citizenship**, **health and wellbeing**, **culture: diversities and identities**, and **social entrepreneurship and innovation**. In an inter-disciplinary approach that spans collaboration amongst expertise in sciences, social science, humanities and arts, through this phase of Aurora, the alliance aims to further develop these knowledge-creating teams where we leverage actors across our diverse network to reach the below indicated impacts in the short-, medium-, and long- term. For each of the impacts indicated below, we demonstrate how our integrated interdisciplinary cooperation contributes to strengthening Aurora's links to the research and innovation landscape in Europe and its outreach towards society and economy, in line with the main objectives of this E+ EUI 2023 call.

Advance knowledge and talent circulation

Several activities within the project work towards advancing knowledge and enabling talent circulation, thus fostering education, social and technological innovation to address societal challenges, and build a more sustainable future. In the **short term**, **WP8 Enabling Mobility and Exchange** will focus on increasing mobility opportunities for staff and students across a variety of mobility and exchange formats. This standardisation of mobility within Aurora lays the foundation for sustainable, targeted and purposeful talent circulation to occur throughout the alliance. This also means that in the **medium-term** through **WP8** several new opportunities will be made available to increase talent circulation within higher education, in particular via short-term stays for students, faculty and staff. Through the implementation of the short-term stays, especially for staff, best practices, knowledge, and innovative educational approaches will be demonstrated, shared, and piloted more frequently across our alliance. In this way, we contribute to enabling talent circulation across Europe. At the same time, through the development of increasing synergies across our five research-driven educational hubs in **WP2 Transdisciplinary European Research-Driven Educational Hubs**, we actively encourage and facilitate the exchange of knowledge on five key topics that directly work to address societal challenges and build a more sustainable future. This is achieved via the establishment of several joint education programmes and flexible learning paths that allow for open and transparent exchange routes (facilitated by **WP8**) across these societal impact focused hubs. At the same time, **WP4 Teaching and Learning for Societal Impact** will focus on establishing an open Aurora learning exchange community, wherein staff and teachers can learn from one another via the implementation of an Expert Centre. Here, teachers and staff will be able to connect and seek support for fostering the practice of innovative and socially impactful pedagogies, accessing tools, approaches and guidance to do so. In this way, Aurora further facilitates talent circulation by encouraging the exchange of ideas that directly fosters innovation. In the **long-term**, through **WP4** we dedicate a specific task for the integration of the SDGs in pedagogical practice across all joint programmes. Through the development of a Sustainable Development Goal Education Platform we provide a central place where students can define their long-term career goals and specifically understand the SDG competencies needed to achieve their ambitions. Through this approach, Aurora facilitates the long-term growth and development of its students that addresses societal challenges and is responsive to the development of a more sustainable future. In summary, the combination of open, transparent and targeted mobility, the construction and nurturing of innovative pedagogical exchange in coordination with the development of curricula and tools that connect ambition to societal need for students, Aurora supports the circulation of talent across Europe and harnesses the power of such exchanges for innovative, responsive and future-proof education.

Achieving the European Education Area and the European Research Area, in synergy with the European   Higher   Education   Area

Furthermore, the Aurora Alliance aims play a critical role in promoting the European way of life, and in achieving the European Education Area and the European Research Area, in synergy with the European Higher Education Area. We aim to achieve this by carrying out the activities specified below. In the **short-term** Aurora aims to create its own strategy to ensure that all Aurora stakeholders are meaningfully involved in establishing both the EEA and ERA. In the **medium-term**, Aurora fosters its firmly held belief that SDGs must be guiding themes and compasses, and aims to contribute to the development of the EEA and ERA in line with this principle. Next to that, is the understanding that higher education and research institutions collaborate beyond the EU. Therefore, the Aurora Alliance extends its own collaborative efforts to the whole of Europe. This is particularly evident in the development of a Peace Hub in Kharkiv. In the **long-term**, Aurora advocates budgetary increases and policy agendas that do not focus on Youth and Sports alone, extending its focus and recommendations to impact other areas of interest and expertise.

3.1.4 The Alliance as a role model

The Aurora Alliance aims to act as a model university to further **increase the quality, international competitiveness and attractiveness of European higher education**. In order to achieve this, Aurora takes action through dual pathways: first through the **communication and dissemination** of their outputs and impact, and second through their **commitment to excellence and quality**, acting as a model for best practices in research, education, mobility and cooperation for knowledge institutions across Europe. Aurora expects the following impacts as a result of the implementation of the alliance's strategy towards becoming a role model. For each impact indicated below, we elaborate on the activities that will be carried out in this project in the short, medium and long term. Ultimately, this will lead to the Alliance becoming a model for inter-institutional, intercultural and interdisciplinary cooperation and a key driver to boost the quality of higher education across Europe.

Actors of change

In order to *act as an actor of change for the digital and green transition, for Europe's recovery and resilience*, the Aurora Alliance will carry out the activities indicated below. In the **short-term**, through the development of its green and virtual campus in **WP6 ,** Aurora works to increase the interoperability of its IT systems and digital processes in order to enable clear pathways for participation across all related activities. This means that in the **medium-term**, the Aurora Virtual Campus will be firmly established in order to house a joint course catalogue, enrolment processes and other activities to be agreed upon all Aurora members, including the management of digital credentials. Also in the medium-term, Aurora will further develop and implement the Aurora Sustainable Campus Action Plan, so that the campuses across Aurora work towards the shared ambition to lower their carbon footprint, reduce waste and implement other sustainable measures. In the long-term, Aurora aims to connect the Green Initiatives (like Green Offices working groups) of each of the partner institutions to be able ensure the participation of students in the execution and further development of the Aurora Sustainable campus plan as well as raise a shared awareness of the importance of sustainability from a holistic perspective. In the **long-term,** Aurora aims to use this plan and its implementation as a model for other higher education institutions, sharing best practices across other alliances and learning and growing together to identify the best pathway to tackle the green transition, thereby future-proofing both our educational offer and the ways in which it is delivered.

United, innovative, inclusive, digital connected and green Europe

In order to contribute to a more *united, innovative, digital, connected and green Europe*, open to the wider world, by increasing the resilience, excellence, geographical and social inclusiveness of European higher education institutions, the activities detailed below will be carried out within the scope of the project.

As part of the work toward a European higher education inter-university campus, in the **short-term**, in **WP6 Green and Digital Campus**, Aurora will monitor the implementation of the Aurora Sustainable Campus Action Plan and the Common Footprint Reduction Plan, which take the first

steps towards becoming, in the **long-term**, the first zero-footprint European University. This ambition is in line with the EU's Green Deal objective to become the first climate neutral continent by 2050. By working toward zero-footprint campuses across our Alliance, Aurora aims to contribute to this objective. In addition, as part of the Green and Digital Campus, in the **short-term**, the Aurora partners will promote Green Initiatives across the alliance, such as the creation of Green Offices, Working Groups and joint projects. This is to further embed sustainability practices on a larger scale. In the **long term**, we aim to have increased awareness on sustainability and for all Aurora Alliance partners to have zero-footprint campuses.

Also, as part of the Green and Digital Campus, in the **short-term**, we will further develop the Aurora Virtual campus, which will become a "shopping window" for results and activities for the whole alliance, in addition to integration of IT services such as a joint course catalogue or enrolment processes. The Virtual Campus will not only provide for a greater connectiveness between the Alliance partners (the connected universities), but due to the sharing of our results, also beyond the Alliance. In addition, these IT services will contribute to the sustainability of the Alliance and increase digital participation. Moreover, in the **medium-term**, as the integration of Aurora IT services between the universities is ground breaking in itself, the results and lessons learned can be useful in addressing the infrastructure needs and hurdles of the Digital Transition.

In the short-term, two closely linked activities are the creation of the transdisciplinary European Research-driven Educational Hub on Sustainability & Climate Change, and the activities aimed at using he SDGs in education for sustainable development. The Hub for Sustainability & Climate Change will create a flexible learning path that takes a holistic understanding of sustainability to understand complex societal problems in various ecosystems. In the **short- and medium-term**, this Hub, in combination with the SDG Education Dashboard, will allow students to choose their courses and define their education path according to the SDG competencies that, in the **long term**, they will need in their future career, and have the knowledge and mindset to contribute to a more green Europe.

In addition, the same set-up exists in our programme for the Hub on Digital Society and Global Citizenship. With a future course offer, in the **medium-term**, on topics such as 'Conceptual Modelling for the Digital Society' and 'Business models and societal responsibility' it will improve students' digital skills, in the **long-term**, needed to contribute to a more innovative, digital and connected Europe.

Another objective of the European Green Deal is to come to a healthy food system for people and the planet. We aim, in the **medium-term**, to contribute to the goal through the South-South and Triangular Cooperation (SSTC), which focusses on food systems transformation, with special attention to climate and energy smart agriculture and nutrition-sensitive agriculture. The aim of the SSTC is to strengthen the research and education capacity of the parent universities, while at the same time jointly address the persistent problem of food and nutrition insecurity in the **long-term**. The above activities will contribute to the following envisioned benefits of the European Green deal: (1) Future-proof jobs and skills training for the transition and (2) Healthy and affordable food.

Promoting the European way of life

In order to *play a critical role in promoting the European way of life* the AURORA Alliance will roll out several activities within the project.

As part of the Hub for Culture: Identifies and Diversities, we aim to develop a set of educational offerings at all levels focussed on European identities and diversities, including 'The Making of Europe', 'European Myths in Popular Culture, 'LGBTQ+ in Europe', 'European National Narratives in Comparison', and 'Global Views on Europe'. With these courses we aim, in the **short-term**, to contribute the key priority of the EU of promoting the European way of life, specifically focusing on SDG-oriented approaches, stressing learning outcomes with societal impact/relevance, and promoting tolerance, equality and diversity, active citizenship, openness and critical thinking for more social cohesion and trust. Didactically, the educational offerings promote the European lifestyle by connecting students and instructors from all over Europe through team-teaching, service-learning, COIL, or excursions.

Another part of the priority to promote the European way of life, as specified in the European Strategy for Universities, is fostering diversity, inclusion and gender equality. Within the Aurora programme of work, diversity and inclusion is horizontally and transversally integrated in the activities. In WP9, TT9.3, the Aurora Values, equality, diversity and inclusion are particularly important for the social transformation that we aim to achieve. This task team works horizontally along the entire breath of our activities and partners. We will ensure all Aurora values, including diversity and inclusion are integrated in all work packages and our progress will be monitored. In addition, priority committees will address each of the Aurora values to ensure uptake of guidelines, policies and measures across our institutions and activities. The above activities aim to contribute to combating discrimination, and valuing the diversity of our cultural heritage in the **short-term**.

The European Strategy for Universities also sees a role for universities to promote and protect European democratic values. Aurora will contribute to this goal by our work toward the creation of the Karazin University Peace Hub in Ukraine. It will focus on, in the **short term**, strengthening Karazin's engagement with the international peace building community and strengthen the institution's capacity for education and training in conflict transformation and peacebuilding. In the **medium- and long-term**, it will focus on building a joint curriculum in peace studies for Karazin's students.

Lastly, in response to the call of the Council to promote flexible and attractive career structures and improve working conditions, the work on reforming research assessment aims to contribute to this, in the **short-term**, by exploring career evaluation systems based on Open Science principles, the implementation of awards for different career paths, and, in the **medium-term**, offering thematic summer and winter schools for early career researchers. Thereby allowing, in the **long-term**, for a better recognition of academic activities and stimulating alternative career paths.

3.1.5 Target Groups

Below we indicate who are target groups are and in what ways we expect them to be positively impacted by and benefit from the work we will carry out in our alliance.

Target Group	Anticipated Benefits
Students (including: degree-seeking students, lifelong learners and professionals)	*Bachelor, Master, PhD and post-doc track students*: Improved opportunities for physical and virtual mobility for all students, new programme development and opportunities for personal development as a result of focused course programmes across several themes, cross-national research training and collaborations made possible through the bolstering of five research-driven educational hubs *Lifelong learners:* improved skills and employability perspectives, including entrepreneurial, transversal, intercultural, digital and green skills *Professionals:* awareness of and engagement with Aurora through community building programmes, such as the Aurora Sustainability Summit (WP6). Besides, T3.4 will be specifically focussed on co-engagement with mayors of the cities, regional industry representatives, business chambers, NGOs and social change incubators (e.g. such as Impact Hubs) with activities related to the Sustainability & Climate Change, Digital Society & Global Citizenship, Health & Well-Being, Culture: Identities & Identities, and Social Entrepreneurship & Innovation.
Staff	*Early-career researchers*: access to and engagement with a bolstered research support services system

	Established professors: engagement and career advancement through research grants and mobility opportunities as well as capacity building and mobility opportunities for administrative staff.
Higher Education Institutions (heis)	*Individual institutions:* networking opportunities for new synergies for long and short terms projects, upscaling of faculty training and development, increase in programme offerings and attractiveness and openness, inclusion and scope of educational offering *Other European University alliances:* cross-alliance support and thought leadership, collaboration and sharing of best practices and materials to further the objectives and broaden the scope of impact of the European University Initiative
Citizens	*Community Members*: gaining access to participatory research with direct societal impact that benefits the community through open science practices across all Aurora institutions, becoming more fully integrated and engaged with the knowledge institution playing a part in their community
National and Regional Government Agencies	*Municipality and regional governance:* contribution to local policy development, community-building and knowledge-sharing programming support, and capacity building *National governance:* contribute to national policy development and strategic policy development related to national higher education systems and approach to internationalisation *Policy makers:* contribution to European Commission policy development
Businesses and Non-Profits	*Multinational companies:* access to enlarged potential talent pool of students with the skills and mindset to become social entrepreneurs and innovators within their organisation *SMEs:* potential integration of Aurora student and research programmes for support in real-world societal and economic challenges (on the local and global scale) *Non-profits:* responsive integration of Aurora social programmes that face real-world societal challenges, establishing partnerships

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3.2 Communication, dissemination and visibility

3.2.1 Measures to maximize impact

Impact & Communication

Aurora's aims to promote academic excellence that drives societal change and contributes to SDGs. Communication and dissemination are key for achieving widespread implementation of the outputs of the Aurora Alliance and inciting social impact. The communication team, with the aim of presenting the project in a coherent manner, both internally and externally, and to build, strengthen and further expand the Aurora community, identified three main objectives in Aurora 2020: (1) Communicate the Aurora project and its outcomes; (2) Identify the target audiences and their needs and reach them through appropriate communication tools and channels to encourage their interest in the project; and (3) Broadcast to the general public the future scientific, economic, technological and societal benefits of the consecution of this project.

Building upon our experience, successes and lessons learned in Aurora 2020-2023, in Aurora 2030 we aim to achieve the following three objectives related to our communication, exploitation and dissemination plan (CEDP).

    a)   Communication related

b) Dissemination related
c) Promoting EUI related

The first three years of the AURORA Alliance project were crucial to set the pace and understand what we can improve and how. Starting with the existing communication plan, visual identity, and communication process, the purpose of the Impact & Communication group, representing WP10, is to ensure a more accessible and inclusive communication through a pool of activities. The communication activities are divided into two phases: a) the implementation phase and b) the exploitation phase. The plan for the 4 years funding period:

i)   Implementation phase (M0-M24):

The implementation phase will continue to build on communication structures established over the past three years, as well as improve upon them to support communities more effectively. The creation of these structures ensured that processes could be implemented and information disseminated to both central and institutional channels. The implementation of the new external communication plan during the first half of the project will ensure that a robust foundation for communication and dissemination practices is established, thus broadening our ability to disseminate project results. This includes frequent evaluations of the communication and dissemination practices to involve the community in shaping Aurora 2030's brand.

Specific concrete activities include:
Create and implement a new external communication and dissemination plan using campaigning principles including social media marketing, testimonial marketing, press relations, offline (printed) communication;
Implementation of the social media strategy (division of the workload through the Trusted Local Communicators group – see below for more information);
Assessment of the social media strategy by using effective social media management platforms;
Implementation of the brand, visual and tone identity;
Ensuring the accessibility and inclusive design across all communication channels;
Continuous gathering and implement feedback on improving practices in dissemination channels (Website, social media, newsletter, video), communication practices, and visual design;
Proactively campaigning Aurora opportunities to and engaging with students, staff, academics, and press using the branding principles and strategies set across all central and local dissemination channels;
Establishment of an Open Science and Citizen Science network, including 2 communities of practice;
An inventory of best practices amongst Aurora partners to elucidate criteria for good quality;
Creation of a strategic plan to foster, manage and monitor the impact and benefits of Aurora;
Gather and implement feedback on improving practices in dissemination channels (Website, social media, newsletter, video).

ii)   Exploitation phase (M25-M48):

The exploitation phase of Aurora 2030 will involve using the strategies and frameworks identified during project implementation to continue cascading the results. Relevant recipients can then use these open and accessible project results for further implementation into their programmes.

Specific concrete activities include:

- Building a community aware of Aurora educational and research opportunities;
- Organisation of Aurora events (virtual and in person) to promote the network awareness among stakeholders.

With the aim of harmonising the communication process between the central and institutional levels, the Trusted Local Communicators (TLCs) group has been set up in the current bid's WP6.2 and in Aurora 2030's WP10.1. The TLC group co exists next to the WP10.1 members who provide strategic communication input. The TLCs group, consisting in one representative per institution, is both responsible for:

The central dissemination and content creation of initiatives/activities/events that are organised locally (at institutional level) for Aurora channels and local university communication channels;
The local dissemination of Aurora 2030 activities;
The corrected implementation/use of the Aurora visual identity/templates at the local level, as well as enforcing deadlines and ensuring timelines.

In service of these objectives the activities will be co-designed by representatives of all Aurora 2030 member universities to ensure the uptake of its results and contribute to the expected impact. Each team member will bring local, national and international contacts to the project through which the results will be efficiently

disseminated. Successful implementation of this plan will support systemic change for higher education across Europe.

The consortium has identified a significant list of stakeholders to which the communication and dissemination activities will be directed to, as outlined in paragraph 3.1.5.

3.2.2 Communication

The communication strategy aims at presenting the project from the start, promote its development and announce its results to the general public. Therefore, the communication plan covers the entire lifespan of the project. The plan will (i) ensure effective communication of the project, (ii) raise project visibility and awareness among the stakeholder groups about the project's goals, (iii) reach a variety of audiences including the general public, (iv) promote the sustainability of the project and its results, as well as the overall dissemination and exploitation strategy, and (v) raise awareness on how EU funding contributes to the Aurora 2030 project. It is important to create a template for communication activities to ensure recognisability and familiarity amongst target groups. This will include a logo and a template for documents and newsletters. In the overview below, we have used the respective numbers for the target groups from the table from section 2.2.

The communication instruments will be designed in a user-friendly way, ensuring accessibility by the wider/general public. An up-to-date project website, along with the dissemination measures, will ensure that the project will reach the appropriate target groups, permits fruitful discussion and exchange of ideas throughout the lifespan of the project. Aurora 2030 is aiming to be a 'green' consortium, so therefore we will aim to minimalize the use of printed materials as a communication measure.

Communication measure	Main message	Target group	Engagement activities	Timing	Responsible
Project website	This will be the main platform for general information about the project, its objectives, news, articles and public deliverables.	Students, staff, Citizens, National and Regional Government Agencies, Higher Education Institutions	Constantly publishing of news contents	Available M6	Aurora Central Office, UPEC/UNINA
Social media (LinkedIn, Twitter, Instagram)	Social media will help disseminate the project results and can be used to stimulate youth participation.	Students, Citizens, Higher Education Institutions	Publication of a certain number of posts per month	Available M6	Aurora Central Office, UPEC/UNINA
Media releases	One press release at the launch of the project, continuing each year to highlight the main milestones.	Media, Targeted Stakeholders	Distribution of the media releases at institutional level through the local communication means	Available M4, M12, M24, M36	UPEC/UNINA
Videos	Short interviews with WP leaders will broadcast the specific activities and outcomes trying to give them visibility and engage the local stakeholders.	Students, Staff, Local stakeholders, Higher	Posting videos on the social media and on the website	Available M6, M12, M18, M20, M24, M32, M36	Aurora Central Office, UPEC/UNINA

		Education Institutions			
Newsletters	Regular updates about the project, its progress and results.	Academic and non-academic staff members, Students, Higher Education Institutions	Publication of different communication formats per edition	3 to 4 items per year	UPEC/UNINA

Communication KPI's	# visits project website per year: <60 000 poor; 60 000 -100 000 good; >150 000 excellent # LinkedIn followers: <750 poor; 750 – 2 000 good; >2 000 excellent # Twitter followers: <1 050 poor; 1 050 – 1 500 good; >1 500 excellent # Followers to YouTube account: <60 poor; 60 – 150 good; >150 excellent # subscribers to newsletter: <500 poor; 500 – 750 good; >750 excellent # Followers to Instagram: <100 poor; 100 – 300 good; >300 excellent

3.2.3 Dissemination

The main objective of our dissemination strategy is to is to achieve the widest possible dissemination of Aurora activities on a local, national and European level. Successful dissemination of the project will allow the consortium and the target groups to better understand and ultimately benefit from the research, methodology and tools developed within the project. This might both precede and evolve together with the exploitation phase, focused on the active use (or re-use) of the project results. As the project brings a new scope of information and knowledge, the dissemination plan aims to ensure a wide transfer of knowledge for Aurora 2030. The dissemination measures will be used to demonstrate the output of various groups. This will be done by the consortium members themselves as well as their aggregated community of networks presented in Section 3.3, which details how the partners are active in the different initiatives and how they can exploit a multiplier effect. Dissemination measures and its relevant target groups are identified and described in the table below.

Dissemination measure	Main message	Target group	Engagement activities
Policy briefs	Brief description of the policy brief and its contents and the best practices covered	Other European Universities and European University Alliances, regional, national and European policy-makers, media outlets specialised in EU Affairs Member Universities' governing bodies	Sharing with relevant parties, press releases, public access
Practice and policy informing workshops	These workshops will help relevant stakeholders get acquainted with and further develop certain policy practices.	Local and regional, and EU relevant stakeholders	Sharing with relevant parties, communicating via partners' website, public access
Training	Ideally building on the train-the-trainers principle, will serve as a tool to disseminate and maximize the impact of various	TLC, head communication services	Sharing information via ICs, internal access

	outcomes by preparing the envisioned end users to put them in practice.		
International Conference	Will serve to bring together different stakeholders in particular, local and regional and ensuring and maximising impact and adaptation of the project outcomes;	Local and regional and EU stakeholders; AURORA community, other alliances, Higher education organisations	Regional and global press release, press conference, communication via website, public access, social media

Dissemination KPI's	# workshops per country before M10: <2 poor; 2-3 good; >3 excellent # participants per workshop: <15 poor;15-20 good; >20 excellent # participants per training: <15 poor;15-20 good; >20 excellent # policy briefs: <2 poor; 2-4 good; >6 excellent # professional publications: <3 poor; 3-6 good; >6 excellent # participants international conference: <65 poor; 65-120 good; >150 excellent

All further opportunities offered for dissemination, for example through other EC programmes, will be analysed and used for the advantage of this project to enable an effective and Europe-wide dissemination of the project's experiences and results.

3.2.4 EU Visibility

Aurora prioritises sharing the results of its European University model with as many European students, staff, learners and citizens as possible in order to contribute to transformational positive change in higher education across Europe. Aligning itself with European Commission's Erasmus+ European Universities Initiative vision, Aurora 2030 commits to promoting the entire initiative, as it has done in the first phase of Aurora in order to better serve its goal of becoming a transnational European University that promotes European values and identity and boosts the quality and competitiveness of European higher education.

To that end, Aurora will disseminate information about its activities and achievements, in order to encourage participation in the opportunities provided both within the alliance and with other European Universities Initiatives across Europe. By affirming European University initiatives across the board, Aurora contributes to strengthening European identity and valorising European higher education at home and abroad. Effective dissemination of the Alliance's results and cooperation with other European Universities Initiative alliances will contribute to this effort and contribute to the development of European policies and legal frameworks that enable the successful delivery of the European Universities Initiative.

From a practical perspective, Aurora will feature European Commission support on our website, social media channels, and denoted on all print and digital marketing and communication materials, including that which is delivered at online and in-person events, workshops and other promotional and community organising-related activities. All branded materials (letterheads, information packages, brochures, presentations, whitepapers, research results, conference banners, etc.) will either include the use of the European Commission logo and/or reference the Erasmus+ Funding programme. Reference to our funding will be displayed on our website and incorporated into all communication carried out by all members of the alliance and any other affiliated parties acting as representatives of the Aurora.

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3.3 Sustainability and continuation

3.3.1 Sustainability

The Aurora Alliance has been built on the foundations of the Aurora Network and this Network still continues its activities as a membership organisation, where it both functions as a representative body for its members and also act as an informal learning environment for its members for sharing best practices and engaging on topics that are

current and relevant within the Aurora context on the identified areas of common interest. Even after the completion of the new bid, the Network will continue to exist and through this additional bond and relationship between the partners, the activities that have been committed to as part of the Alliance will continue to have the space and support amongst the partners to carry on and be developed further.

The universities within this consortium have agreed in their mission statement to remain committed to Aurora and the sustenance of its deliverables until at least 2032, stressing the importance of continued collaboration beyond the scope of the project to fully realise the potential of its outcomes and ensuring its lasting impact. This will be achieved through the alignment of the institutional strategies and the creation of a joint Aurora strategic document, supported by each institutions' top management, ensuring the long-term institutional commitment to the Alliance and its strategic goals beyond the funding period.

This alignment and creation of the joint strategic document will be carried out during the proposed project period as a deliverable of task team 1.3 (WP1), building on the Aurora sustainability plan deliverable of the first pilot phase.

Concretely, this sustainability and alignment will be achieved through the further standardisation of the roles of Aurora-related personnel, and the creation of distinct institutional Aurora Offices recognized within each organisational structure. This will further engrain Aurora and its activities within the long-term structure of the participating universities.

To ensure the financial feasibility of Aurora we need:

A)   (continued) National Co-funding and prioritisation;
B)   Co-contribution of the participating institutions.

Multilateral support and collaboration achieved in the next period is an important means of building the sustainable environment for long-term impact of the Aurora ambitions. To achieve this, each institution has the responsibility to further invest and develop their relationship with government agencies, conveying and safeguarding in this way the importance of collaboration on the long-term prioritisation of the European Universities initiative in general and Aurora aims in particular. Ideally through frequent and active dialogue such as EUN forums, including both international and national-level participants from other EUNs, increasing national-level networking and sharing of best practices with regards to specific topics such as recognition, micro-credentials, staff and student engagement, etc.

3.3.2. Continuation

In **WP1 Project Management** we will generate and implement a strategy for the long-term sustainability of the alliance and all of its activities. As such we ensure the feasible continuation of all Aurora activities and programmes, including those which fall under joint and flexible learning approaches.

To ensure continuation of the Aurora Alliance, we will aim to create synergy between all aspects necessary for a long-term viable and financially sustainable Aurora Alliance. To that end, we will investigate and align the financial capabilities and national regulations of the different Aurora partners. Within Aurora 2030 we will bring together grant offices or other experts at each of the partner universities that will deliberate, develop and support the implementation of a structural joint approach for external fundraising for Aurora. This approach will secure both continuous participation and feasibility in coordination of all ambitions that go far beyond the scope of the current call. Next to this, specific handbooks and guidelines for ensuring sustainability will be developed and continuously updated, becoming part of regular strategic plans and monitoring and evaluation In task team 1.3 (WP1) a clear and feasible roadmap will be created with Key Performance Indicators at institutional level that go beyond this project.

The Aurora Alliance aims to support the continued academic collaboration between its universities through the extended support of its five established academic communities focusing on research & innovation, and challenge-based education in these SDG priority areas aligned to our research-driven educational hubs:

        i.   Sustainability & Climate Change
        ii.   Digital Society & Global Citizenship
        iii. Health & Well-Being
        iv. Culture: Identities & Identities
        v.   Social Entrepreneurship & Innovation

Aurora is also committed to continuing its activities in four key priority areas:

    i.   Aurora Teaching and Learning for Societal Impact
    ii.   Aurora Excellent Challenge-based Research and Innovation
    iii.   Aurora Collaboration and Engagement through Inclusive Communities
    iv.   Aurora Sustainability Pioneers

Moreover, Aurora is dedicated to sustaining the technical activities that facilitate our collaboration:

    Governance
    Quality Assurance
    Communication & Dissemination

Together, the results in these areas, as well as their continued development and support from the institutional level will contribute to the creation of a true European University with an interconnected campus, in which collaboration between the consortium members is prioritised, facilitated, and strategically supported by each institution in the long term.

3.3.3. Synergies and complementarities

In order to further develop the sustainable impact of its collaboration, the Aurora Alliance is constantly actively looking for synergies and complementary activities carried out across its universities. Where applicable, the Aurora Alliance aims to fund complementary activities through various relevant sources of European funding:

Erasmus +
KA131-HED Blended Intensive Programmes: The universities within Aurora want to further develop their offer of Blended Intensive Programmes by bringing together relevant departments from across interested participating universities within the consortium.
DIGITAL-2022-SKILLS-03 - Advanced Digital Skills: To develop a joint European degree within our academic community on Digitalization & Global Citizenship, we aim to apply for complementary funding, such as the Advanced Digital Skill funding scheme.
Horizon Europe
SWAFS: Aurora Research and Innovation for Societal Impact (SwafS): The project complements the Aurora Learning for Societal Impact strategy with a long-term Aurora plan towards research and innovation (R&I) for Societal Impact, aiming to support the achievement of the SDGs related to the research-driven educational hubs of the Aurora Alliance programme: i) Sustainability and Climate Change, ii) Digital Society and Global Citizenship, iii) Health and Wellbeing, and iv) Culture, Diversity and Identity.
WIDERA
MSCA-RISE and MSCA-DN
OpenAIRE Nexus: Aurora and OpenAIRE signed a MoU, to align SDG's and Open Science services and practices. As part of the European Open Science Cloud, Open AIRE nexus brings a set of services to accelerate Open Science
CoARA: EU Coalition for advancing research assessment to serve as foundational arena for advancing Open Science practices and improving research assessment.
SocKETs: Societal engagement with Key Enabling Technologies, which can provide inspiration and information about how to engage citizens in scientific or technological practices.
COALESCE: European collaboration building on best practices of science communication as public engagement and dialogue

In addition to the funding opportunities mentioned above, the Aurora Alliance is dedicated to carrying out complementary activities through the active participation of their members in the Aurora Network. Through participation in the Network, the universities within the Aurora Alliance expand their academic community, focussing particularly on establishing and developing global outreach, through complementary activities. These activities are financed through self-funded participation fees paid by the Network members, further demonstrating the devotion of the Aurora institutions to long lasting, comprehensive cooperation. For example, to provide long-term support to our Ukrainian partners at VN Karazin Kharkiv National University, we will identify and use any complementary funding opportunities available for the support of and collaboration with Ukrainian HEIs. Moreover, we will identify the national funding opportunities available to the universities in Aurora, to further support the activities developed as part of the project in a national context.

Subcontracting (n/a for prefixed Lump Sum Grants)

Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN/AE to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
10	S10.1	Economic impact of Aurora universities	10.3 – UPEC (BEN : all)	40 000€	The public often sees universities as a cost. Several research-intensive universities' networks have published reports on their economic contribution. This allows showing that universities are an investment rather than a cost. For example, LERU universities contribute to 4€ to the global economy for every € invested in them and create 5 jobs for every job they host.	Several economic consultancy firms are able to conduct such a study. A quotation will be asked to at least three (3) consultancy firms to ensure best value for money. A record of accomplishment of previous study of the kind will be requested.

Other issues: *If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.*	n.a.

Events meetings and mobility – n.a.

Timetable

ACTIVITY			YEAR 1				YEAR 2				YEAR 3				YEAR 4			
			Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
WP1																		
T1.1	Project Management																	
T1.2	Quality Assurance																	
T1.3	Sustainability of the Alliance: Aurora 2030+																	
WP2																		
T2.1	Establishing the Hub for Sustainability & Climate Change																	
T2.2	Establishing the Hub for Digital Society &Global Citizenship																	
T2.3	Establishing the Hub for Health & Well-Being																	
T2.4	Establishing the Hub for Culture: Identities and Diversities																	
T2.5	Coordination of joint education and joint accreditation																	
WP3																		
T3.1	Deliver Courses on Social																	

	Entrepreneurship and Innovation		
T3.2	Measure the SEISMIC competency development		
T3.3	Virtual ecosystem to foster social entrepreneurship		
T3.4	Engaging Regional Ecosystems and Stakeholders		
WP4			
T4.1	Challenge-based Co-creation, Service learning and Lifelong learning		
T4.2	Education for Sustainable Development		
T4.3	South-South and Triangular Cooperation (SSTC) in research and education		
WP5			
T5.1	Towards Reforming Research Assessment		
T5.2	Academic collaboration and community building		

T5.3	Support and Infrastructure for Open Science	
WP6		
T6.1	Aurora IT Development & Services	
T6.2	Aurora Sustainable Campus	
WP7		
T7.1	Coordination of Student Support Services and Engagement	
T7.2	Development of Aurora Student Community	
T7.3	Implementation of Capacity Development Programme in CEE	
T7.4	Creation of Karazin University Peace Education HUB	
WP8		
T8.1	Increase mobility and standardise procedures	
T8.2	Internationalisation at home	
T8.3	Internationalisation of institutional cultures	

	WP9	
T9.1	Governance structures	
T9.2	Quality Education and Impact	
T9.3	Aurora Values	
	WP10	
T10.1	Aurora Communication and Dissemination	
T10.2	Science and Society	
T10.3	Holistic and strategic approach for impact	

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5. OTHER

5.1 Ethics

Not applicable.

#§ETH-ICS-EI§# #@SEC-URI-SU@#

5.2 Security

Not applicable.

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6. DECLARATIONS

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

Financial support to third parties (if applicable)
n.a.

#§DEC-LAR-DL§#

Annex 1:
Mission Statement

Aurora Mission Statement

The **Aurora European University (Aurora) Alliance**, consisting of 9 research-intensive, cutting-edge universities and 5 associated academic partners across 13 countries, is forging a path for transformational change in higher education since its establishment in 2020. We are deeply committed to positive societal impact in our **2030 Aurora vision – Matching academic excellence with societal relevance**. In this vision we leverage academic excellence to solve key societal challenges facing European citizens through socially responsive research and education, promotion of the equity and inclusion across all levels of our institutions and within our communities, driving innovation in teaching and learning through student engagement. The Aurora Alliance has identified **three main objectives**:

i) Equip students with the skills and mindset to become social entrepreneurs and innovators;
ii) Make collaboration with external stakeholders and students regular practice in education, research & outreach;
iii) Lead by example as sustainability pioneers and contribute to addressing the SDGs.

Aurora 2020-2023

Since 2020, Aurora is proud to have accomplished remarkable results within the scope of **three Priorities** that were initiated in response to the three main objectives.

- Learning for Societal Impact
  We have created an **Expert & Resource Centre for Aurora Competences,** launched the **Aurora International Traineeship Programme** and implemented the **Aurora Service Learning Toolbox**. We established the **Aurora Social transformation Expert & Support Centre** and made significant gains in increasing the mobility of our students through the adoption of the **Multilateral Aurora Mobility Agreement,** the **Aurora Borderless Learning Agreement** and the **Aurora Plurilingual Action Plan.** We have laid the groundwork for **joint course offerings** and their automatic recognition in four pilot domains as well as established **best practices for Teaching for Societal Impact**.

- Engaging Communities
  The first co-creation course '**Interdisciplinary Community Service Learning'** was carried out and an online **International Learning Lab** was implemented. 158 academics were reached through **Service Learning Co-creation training**, the **Doctoral Committee Pool** attracted more than 400 academics, and the Aurora **service-learning/co-creation toolbox** has been launched. Several opportunities for academic collaboration have been facilitated, including the development of a **high-quality research infrastructure overview**. A **Social Entrepreneurship and Co-creation Expert & Support Centre** was established as well as **an Aurora Capacity Development Support Centre** in response to the crisis in Ukraine.

- Sustainability Pioneers
  The **Aurora SDG research dashboard** is operational and widely taken up along with the **SDG Education Dashboard**. It has led to partnerships with Elsevier, OpenAIRE and CESEAR, and acts as best practice model in demonstrating research results related to the SDGs. A **Sustainable Campus Action Plan** has been created and adopted. SDG Badges were developed to label partners' web content to support the overall recognition of the SDG narrative throughout the Alliance.

Aurora 2030

In this next phase, we build on the results of Aurora 2020-2023 through further mobility and exchanges, and by stimulating the adoption and adaptation of the tools and strategies from our toolbox in their various domains and contexts. In this way, we continue to drive our focus on effecting societal change. On the basis of our experiences in the first phase of Aurora, our three original priorities have been refined and a **fourth** priority has been added to include the following **key Aurora priorities**:

i)   Aurora Teaching and Learning for Societal Impact
ii) **Aurora Excellent Challenge-based Research and Innovation**
iii) Aurora Collaboration and Engagement through Inclusive Communities
iv) Aurora Sustainability Pioneers

Through our ambitious **2030 Aurora vision**, we will build and improve on our **educational** offer, make **multi-stakeholder involvement** core to our way of working, become **healthy** and **sustainable institutions** ourselves, and contribute to the **sustainability** and **wellbeing** of European society.

Aurora 2030 is based on an **innovative and shared governance structure** that opens the doors to all learners through the implementation of our **digital campus** and the **digitalization** of resources and support structures. We create growth and development opportunities for students, faculty and staff bolstered by a unified and responsive **diversity, equality and inclusion** strategy. We aim to achieve **open education**, using **micro-credentials** and **digital accreditation** across partner universities to offer **lifelong learning** opportunities to **all learners** and integrate Aurora into its local communities. By 2030, **Aurora Borderless Learning** will have transformed a fragmented mobility and education framework by developing and implementing **seamless mobility practices** as well as **open** and **accessible curricula** that fosters **lifelong learning** and the valorisation of **all career paths**.

i) Aurora Teaching and Learning for Societal Impact

The Aurora Alliance has created a teaching and learning model that consists of the **Aurora Competences Framework**, **five challenge-based hubs** (Sustainability and climate change, Digital society and global citizenship, Health and wellbeing, Culture: diversities and identities, and Social entrepreneurship and innovation), the **borderless learning principle**, and a strong focus **on creating positive societal impact** through all facets of our educational provision. The main goal of Aurora is to support academic and other staff in equipping their students with the **skills and mindsets** necessary in **a rapidly changing society and labour market**, so that students graduate as social entrepreneurs and innovators who are willing and able to contribute to solving major challenges facing our societies. Aurora teaching and learning aims to:

- Address **societal needs and challenges** and explore topics **across** traditional **academic boundaries**;
- Develop students' **general academic** and **personal competences** in addition to subject specific learning;
- Embed **student-centred** and **inclusive** teaching and learning approaches;
- Use **internationalisation** to enhance the quality of the educational provision and learning outcomes for all learners.

In order to ensure **demonstrable and tangible societal impact**, several tools have been developed to integrate **challenge-based measurable learning and teaching outcomes** through a provision focusing on co-creation, service learning, and social entrepreneurship. In order to foster **deeper cooperation** in higher education and boost student and staff mobility between our campuses, it is essential to establish **shared Aurora Education Principles**. This helps to **build trust** between institutions and improve the quality of our education programmes. In this sense, the shared principles facilitate easier recognition of ECTS credits between our universities and pave the way for further **joint** and **ambitious education**.

ii) Aurora Excellent Challenge-based Research and Innovation

The Aurora Alliance consists of research-intensive institutions who are dedicated to **pairing scientific excellence with societal awareness and responsibility**. We believe research is an excellent tool to promote curiosity, openness, and social thinking amongst (early career) researchers. **Inclusion** and **diversity** are at the heart of Aurora, and as such we aim to provide academics from historically disadvantaged backgrounds the opportunity to reach the highest career levels. With this ambition, we address the challenges of research-emerging regions and increase their visibility in academia.

To achieve our goals, we are strengthening our **research support services** to create enabling conditions for researchers of the Aurora Alliance to **collaborate**. We thus ensure that researchers of all backgrounds are supported in their efforts to conduct (collaborative) research, engage in (interdisciplinary) research activities and exchange knowledge and information through e.g. open science. Strengthening our research support services allows a more widespread dissemination and integration of research results within society, and ensures a positive societal impact.

iii) Aurora Collaboration and Engagement through Inclusive Communities

The Aurora Alliance consists of a notable geographical balance of partner countries **all over Europe**. This offers a unique opportunity to connect otherwise separated and secluded areas within Europe, aiming to **reduce disparities** between **research-leading** and **research-emerging countries** in Europe. In Aurora 2030, we aim to deepen this engagement with active collaboration efforts with national and regional cultural, economic and governmental partners.

Central to Aurora 2020-2023 was setting up solid engagement structures with local and regional communities as well as the wider public. Aurora is committed to **strengthening its collaboration** and **outreach approach** tailored to Central and Eastern Europe through its presence there. Providing partners in the region with the necessary resources is a key priority for Aurora 2030. Strengthening external outreach concerns **new global outreach activities** as well **global partnerships** that stretch beyond the Europe and neighbouring countries. This builds upon our work in Aurora 2020-2023 where we have been actively involved in working groups with other EUI Alliances and members of the European Higher Education and Research Area.

iv) Aurora Sustainability Pioneers

One of the key aspects of the Aurora Alliance has been our **commitment to sustainability**. The Aurora Alliance as a Sustainability Pioneer has set us on a path to align our actions with the EU Agenda 2030 and the UN SDGs through the establishment of the above-mentioned **five challenge-based hubs.** The hubs are future-proof in terms of content, teaching methodology, form and facilities. In order to establish Aurora Alliance as an integrated system, we have set ambitious goals, such as pioneering sustainability standards related to education, research, service to society, our internal organisation and administration as well as external collaborations. These activities will be developed and implemented horizontally across the entire project, as part of its integration into the core methodology of Aurora.

As part of our **sustainability practices**, the Aurora Alliance aims to **radically reduce its campuses' carbon footprints**. To that end, we have developed the **Sustainable Campus Action Plan** and the **Common Footprint Reduction Plan**. In Aurora 2030, dedicated **Green Offices** will be set up at **most partner universities** and connected to better streamline all sustainability goals, measures and practices, and to further experiment with sustainability measures and policies on a collective level.

In conclusion of this first phase, Aurora looks to 2030 with the purpose, unity and wisdom needed to tackle the challenges of tomorrow. By building upon its remarkable progress, leveraging the lessons learned and implementing the best practices developed in its first phase, Aurora moves forward. Made stronger together and having laid a foundation to bring a fully-fledged European University to fruition, Aurora acts as a lighthouse European University alliance leading the way towards the establishment of universities of the future across Europe, promoting its values and identity, and revolutionising the quality and competitiveness of higher education.
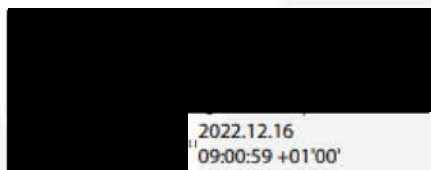
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Name of the signatory:

Date: 16/12/2022
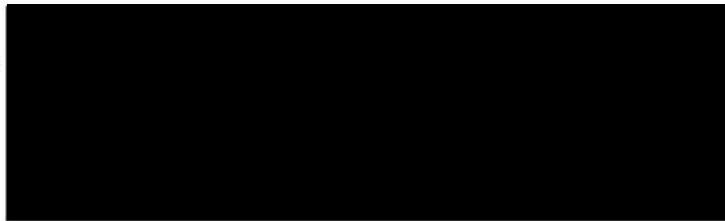
Signature:

2022.12.16
09:00:59 +01'00'

Name of the institution: University of Iceland

Name of the signatory: ███████████████

Date: 20 December 2022

Signature: ████████████████████████

Name of the institution: Universität Innsbruck

Name of the signatory: ███████████

Date: 21.12.2022

Signature: ███████████
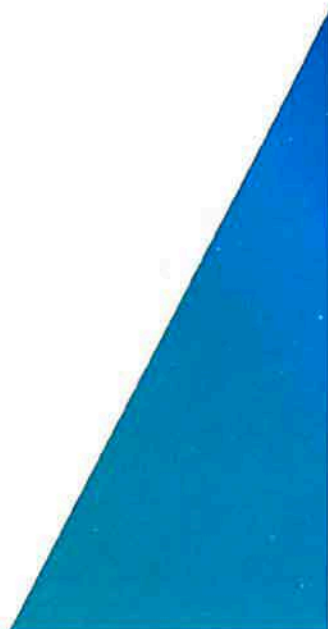
Name of the institution:

University of Naples "Federico II"

Name of the signatory:

Date:

Signature:

Data e ora della firma:
04/01/2023 15:19:35

Name of the institution: Palacký University Olomouc

Name of the signatory: █████████████████

Date: 10. 1. 2023

Signature: ████████████████
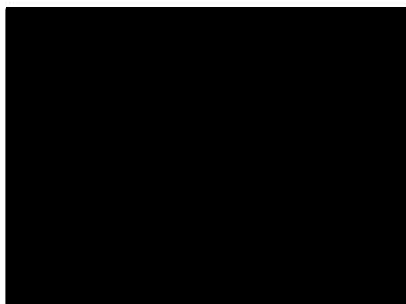
Name of the institution: Université Paris Est Créteil Val de Marne (UPEC)

Name of the signatory:

Date: 12/01/2023

Signature:
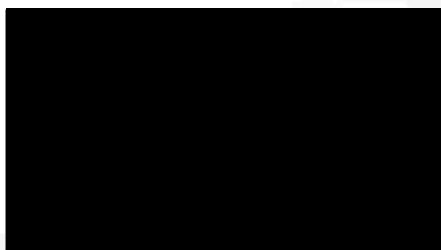
Name of the institution: Copenhagen Business School

Name of the signatory:

Date: 12 January 2023

Signature:

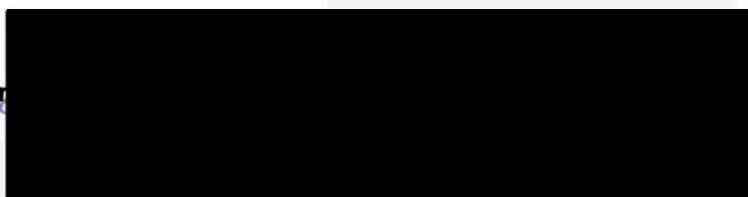**Name of the institution: Vrije Universiteit Amsterdam**

Name of the signatory:

Date: 16-01-2023

Signatur

Name of the institution: *University of Duisburg - Essen*

Name of the signatory: ███████████████████████

Date: *23 January 2023*

Signature: ███████████████

ANNEX 2

ESTIMATED BUDGET (LUMP SUM BREAKDOWN) FOR THE ACTION

Forms of funding	WP1 Project Management	WP2 Transdisciplinary European Research-Driven Educational Hubs	WP3 Social Entrepreneurship and Innovation	WP4 Teaching and Learning for Societal Impact	WP5 Enhancing Quality of Research through an Aurora Research and Innovation Community	WP6 Green and Digital Campus	WP7 Capacity Building and Community Engagement	WP8 Enabling Mobility and Exchange	WP9 Aurora Governance	WP10 Impact and Dissemination	Maximum grant amount[1]
	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	
	a	b	c	d	e	f	g	h	i	j	$k = a + b + c + d + e + f + g + h + i + j$
1 - UI	380 265.00	137 484.00	131 339.00	151 075.00	526 490.00	118 766.00	97 940.00	264 262.00	59 708.00	43 135.00	1 910 464.00
2 - STICHTING VU	1 173 212.00	294 953.00	129 011.00	451 898.00	120 307.00	77 066.00	82 240.00	231 556.00	411 640.00	226 556.00	3 198 439.00
3 - UDE	67 155.00	615 623.00	93 714.00	49 999.00	37 174.00	137 923.00	71 516.00	198 786.00	42 823.00	30 257.00	1 344 970.00
4 - UNINA	146 463.00	225 205.00	98 168.00	86 208.00	50 329.00	78 630.00	48 888.00	212 672.00	165 452.00	135 981.00	1 247 996.00
5 - URV	143 316.00	64 042.00	40 284.00	44 439.00	29 781.00	173 202.00	121 868.00	400 863.00	119 229.00	84 994.00	1 222 018.00
6 - UIBK	142 867.00	187 293.00	103 319.00	82 775.00	134 991.00	222 389.00	105 117.00	290 013.00	85 600.00	72 418.00	1 426 782.00
7 - UP	268 698.00	99 382.00	68 258.00	35 438.00	67 966.00	40 832.00	302 510.00	196 624.00	43 142.00	94 023.00	1 216 873.00
8 - CBS	158 345.00	261 602.00	432 540.00	93 933.00	6 100.00	33 908.00	36 647.00	299 461.00	55 976.00	61 047.00	1 439 559.00
9 - UPEC	394 897.00	149 533.00	30 172.00	13 952.00	160 243.00	12 069.00	23 288.00	241 553.00	33 726.00	333 306.00	1 392 739.00
10 - CIMEA											
11 - EFA											
12 - KKNU											
13 - SWUNR											
14 - UT											
15 - UPJS											
Σ consortium	2 875 218.00	2 035 117.00	1 126 805.00	1 009 717.00	1 133 381.00	894 785.00	890 014.00	2 335 790.00	1 017 296.00	1 081 717.00	14 399 840.00

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

<u>**ANNEX 3**</u>

ACCESSION FORM FOR BENEFICIARIES

STICHTING VU (STICHTING VU), PIC 954530344, established in DE BOELELAAN 1105, AMSTERDAM 1081 HV, Netherlands,

hereby agrees

to become beneficiary

in Agreement No 101124312 — Aurora ('the Agreement')

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

and mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

31. 10. 2023

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERSITAET DUISBURG-ESSEN (UDE), PIC 999843312, established in UNIVERSITATSSTRASSE 2, ESSEN 45141, Germany,

hereby agrees

to become beneficiary

in Agreement No 101124312 — Aurora ('the Agreement')

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

and mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

26. 10. 2023

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II (UNINA), PIC 999976590, established in CORSO UMBERTO I, 40, NAPOLI 80138, Italy,

hereby agrees

to become beneficiary

in Agreement No 101124312 — Aurora ('the Agreement')

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

and mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

25. 10. 2023

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERSITAT ROVIRA I VIRGILI (URV), PIC 999880560, established in CARRER DE ESCORXADOR, TARRAGONA 43003, Spain,

hereby agrees

to become beneficiary

in Agreement No 101124312 — Aurora ('the Agreement')

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

and mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

24. 10. 2023

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERSITAET INNSBRUCK (UIBK), PIC 999869114, established in INNRAIN 52, INNSBRUCK 6020, Austria,

hereby agrees

to become beneficiary

in Agreement No 101124312 — Aurora ('the Agreement')

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

and mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

24. 10. 2023

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERZITA PALACKEHO V OLOMOUCI (UP), PIC 999649506, established in KRIZKOVSKEHO 8, OLOMOUC 771 47, Czechia,

hereby agrees

to become beneficiary

in Agreement No 101124312 — Aurora ('the Agreement')

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

and mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

26. 10. 2023

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

COPENHAGEN BUSINESS SCHOOL (CBS), PIC 998706666, established in SOLBJERG PLADS 3, FREDERIKSBERG 2000, Denmark,

hereby agrees

to become beneficiary

in Agreement No 101124312 — Aurora ('the Agreement')

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

and mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

25. 10. 2023

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERSITE PARIS XII VAL DE MARNE (UPEC), PIC 999484606, established in AVENUE DU GENERAL DE GAULLE 61, CRETEIL 94010, France,

hereby agrees

to become beneficiary

in Agreement No 101124312 — Aurora ('the Agreement')

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

and mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

30. 10. 2023

FINANCIAL STATEMENT FOR THE ACTION FOR REPORTING PERIOD [NUMBER]

	EU contribution											Requested EU contribution
	Eligible lump sum contributions (per work package)											
	WP1 [name]	WP2 [name]	WP3 [name]	WP4 [name]	WP5 [name]	WP6 [name]	WP7 [name]	WP8 [name]	WP9 [name]	WP10 [name]	WP [XX]	
Forms of funding	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	
Status of completion	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	PARTIALLY COMPLETED	PARTIALLY COMPLETED	COMPLETED	NOT COMPLETED	
	a	b	c	d	e	f	g	h	i	j	k	l = a + b+ c + d+ e+ f+ g+ h+ i+ j+ k
1 – [short name beneficiary]												
1.1 – [short name affiliated entity]												
2 – [short name beneficiary]												
2.1 – [short name affiliated entity]												
X – [short name associated partner]												
Total consortium												

The consortium hereby confirms that:
The information provided is complete, reliable and true.
The lump sum contributions declared are eligible (in particular, the work packages have been completed and the work has been properly implemented and/or the results were achieved; see Article 6).
The proper implementation of the action/achievement of the results can be substantiated by adequate records and supporting documentation that will be produced upon request or in the context of checks, reviews, audits and investigations (see Articles 19, 21 and 25).

SPECIFIC RULES

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

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

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

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

- **distribution to the public** in hard copies, in electronic or digital format, on the internet including social networks, as a downloadable or non-downloadable file

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

- **translation** (including inserting subtitles/dubbing) in all official languages of EU

- **storage** in paper, electronic or other form

- **archiving** in line with applicable document-management rules

- the right to authorise **third parties** to act on its behalf or sub-license to third parties, including if there is licensed background, any of the rights or modes of exploitation set out in this provision

- **processing**, analysing, aggregating the results and **producing derivative works**

- **disseminating** the results in widely accessible databases or indexes (such as through 'open access' or 'open data' portals or similar repositories, whether free of charge or not.

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

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

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

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

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

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

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

- the access will be used only for the intended purpose and

- appropriate confidentiality obligations are in place.

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

Access rights for third parties to ensure continuity and interoperability

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

COMMUNICATION, DISSEMINATION AND VISIBILITY (— ARTICLE 17)

Additional communication and dissemination activities

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

- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**

- for actions involving public **events**, display signs and posters mentioning the action and the European flag and funding statement

- upload the public **project results** to the Erasmus+ Project Results platform, available through the Funding & Tenders Portal.

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

EU restrictive measures

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

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

23.10.2023

This electronic receipt is a digitally signed version of the document submitted by your organisation. Both the content of the document and a set of metadata have been digitally sealed.

This digital signature mechanism, using a public-private key pair mechanism, uniquely binds this eReceipt to the modules of the Funding & Tenders Portal of the European Commission, to the transaction for which it was generated and ensures its full integrity. Therefore a complete digitally signed trail of the transaction is available both for your organisation and for the issuer of the eReceipt.

Any attempt to modify the content will lead to a break of the integrity of the electronic signature, which can be verified at any time by clicking on the eReceipt validation symbol.

More info about eReceipts can be found in the FAQ page of the Funding & Tenders Portal.

(https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/support/faq)