

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

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

PROJECT	
Project name:	Una Europa - Virtual Exchanges for Sustainability
Project acronym:	UnaVEX
Coordinator contact:	Hanna K. Lappalainen, University of Helsinki, Finland

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PROJECT SUMMARY

Project summary

The Una Europa Virtual Exchange in Higher Education (UnaVEx) project aims to facilitate the co-creation and implementation of a virtual exchange framework for sustainability education across a partnership of leading European and African higher education institutions.

The UnaVEx project consortium is composed of three Una Europa partner universities, the University of Helsinki (Finland), the University of Bologna (Italy), KU Leuven (Belgium), and three African partner universities, the University of Kinshasa (Democratic Republic of the Congo), the University of Nairobi (Kenya), and the University of Johannesburg (South Africa). The project is anchored in the broader ambitions of the Una Europa - Africa partnership, an informal group initiated in early 2022, and is seen as a first concrete opportunity to bring together students from across Europe and Africa.

Universities across the globe are looking for new mobility opportunities, to continue to provide their students with meaningful international experiences, as socio-economic and sustainability considerations increasingly impact the feasibility of traditional physical mobility experiences for students world-wide. UnaVEx will take this shared priority as a starting point. Building on the Una Europa Micro-credential in Sustainability, this project will capitalise on the complementary strengths and unique expertise of the partner universities to co-create innovative Virtual Exchange (VE) interactions to the benefit of all students. UnaVEx will educate at least 2500 students from across the partnership and provide high-quality training to dozens of university staff to become facilitators. The VE will take place in small groups to encourage deep learning and interactive discussions on specific topics of sustainability transformation, climate change, biodiversity, sustainable economy, and the arts. Upon successful completion of the programme, students will receive a 'Global Sustainability Advocate' certificate.

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1. RELEVANCE

1.1 Background and general objectives

Background and general objectives

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'.

Describe the background and rationale of the project.

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

The UnaVEx partnership

The **Una Europa Virtual Exchange in Higher Education (UnaVEx) project** focuses on the co-design and implementation of a virtual exchange framework for sustainability education in an international and intercultural context. At the core of this project consortium are three Una Europa partner universities, the University of Helsinki (UH), Finland (Coordinator), the University of Bologna (UNIBO), Italy, KU Leuven

(KUL), Belgium, and three African partner universities, the University of Kinshasa (UNIKIN), Democratic Republic of the Congo, the University of Nairobi (UoN), Kenya, and the University of Johannesburg (UJ), South Africa. The first three universities are part of **Una Europa**, a leading European University Alliance that brings together leading research-intensive universities from all corners of Europe. The remaining Una Europa partner universities are supporting this project as associated partners, which is testament to the alliance's strong commitment to this project. All six consortium partners are engaged in the **Una Europa - Africa partnership**, an informal group initiated in early 2022 as part of Una Europa's ambitions to engage meaningfully with like-minded higher education institutions (HEIs) across the globe. Since its inception, the Una Europa - Africa partnership has taken an open and collaborative approach to co-design a vision and roadmap for collaboration. Both are deeply rooted in a shared commitment to put front and centre support for the **next generation as globally-connected co-creators** and the aim to create a **vibrant global community of researchers** across Europe and Africa to address global challenges together. Built on existing bilateral links between the engaged universities, the partnership's work is purposeful in its focus on the **value of multilateral partnerships** and developing equal partnerships in an unequal world.

This project is anchored in the broader ambitions of the Una Europa - Africa partnership and is seen as a first concrete opportunity to bring together students from across Europe and Africa around sustainability challenges in an international and intercultural context. The participating institutions share a strong belief that students must be exposed to and engaged with diverse perspectives across disciplines, institutions, countries and continents to ensure they are future-ready in a rapidly changing world. At its core, the UnaVEx project aims to make a concrete contribution to a future generation of students and young academics competent in building environmental awareness, knowledge of the green transition and skilled in sustainability transformation of societies both in Europe and Africa.

The project consortium is composed of leading research-intensive institutions from both Africa and Europe, who see it as their institutional responsibility to actively shape the global sustainability discourse and be part of transformational change in addressing challenges to sustainability. The UnaVEx partners have extensive expertise in carrying out frontier research in all aspects of environmental, social and economic sustainability as well as atmospheric sciences, especially in relation to climate change, air quality and clean air in cities, and as leading educators of young scientists.

The UnaVEx ambition

Both European and Sub-Saharan African HEIs are looking for new mobility opportunities and innovative internationalisation pathways, in order to continue to provide their students with meaningful international experiences, as socio-economic and sustainability considerations increasingly impact the feasibility of traditional physical mobility experiences for students world-wide. The UnaVEx project will take this shared priority as a starting point and develop concrete international and intercultural experiences in a virtual setting that are more **accessible, affordable and sustainable for all types of students**. Virtual exchanges have a huge potential to act as gateways for providing all students with a high-quality international education and drive transversal, digital and intercultural skills development. They are particularly timely in times of post-Covid19 recovery and in a world united in the aim of achieving carbon neutrality.

UnaVEx aims to bring together **2500 higher education students** from across the partnership over the course of the project and actively train between **10-15 university staff** (lecturers, teachers, researchers and others) as facilitators per participating institution. This project targets interested students at all levels of higher education but focuses particularly on students at Master level. At the same time, a special focus is given to **early-career researchers** and students approaching the end of their studies to benefit from training as facilitators. Early-career researchers both in Europe and Africa stand to benefit greatly from such opportunities to grow their professional and transversal skills in an international environment. This approach is in line with the core ambitions of the Una Europa - Africa Partnership, which has decided to specifically focus its work on tangible actions to support the growth and development of early-career researchers. Furthermore, the project will look to empower students to later become facilitators themselves and create an **active UnaVEx alumni community** with a virtual space to exchange beyond the limited lifetime of this project. The UnaVEx project will target students with diverse cultural and socio-economic backgrounds from across the participating institutions as well as associated partners. The expressed aim of this project is to achieve parity in terms of participation when it comes to ensuring a **50/50 balance of both students and facilitators** coming from the partner countries associated to the programme on the one hand and from the third countries not associated to the programme, Region 9 - Sub-Saharan Africa, on the other. This geographical balance - hand in hand with a strong commitment to achieving gender balance - of participating students and trained facilitators is a priority for the UnaVEx project consortium.

UnaVEx will employ state-of-the-art tools and leverage tested methods and pedagogical expertise across the project consortium to co-design a **virtual exchange framework for international sustainability**

education. Building on the [Una Europa Micro-credential in Sustainability](#), this project will capitalise on the complementary strengths and unique expertise of the partner universities to co-create innovative Virtual Exchange (VE) interactions to the benefit of all students. Co-developed by three Una Europa partner universities, the Una Europa Micro-credential in Sustainability consists of five interconnected MOOCs (Massive Open Online Courses) covering environmental, economic, and social aspects of the United Nations Sustainable Development Goals (UN SDGs). Embedding the Micro-Credential provides this project with a solid digital platform and supporting materials to be used as a basis, while also opening up the possibility to award ECTS credits. The feasibility of recognition of credits in the different institutional and national contexts will be investigated more in-depth as part of this project.

The Micro-Credential includes an 'Introduction to Sustainability' MOOC, which will be recommended as a starting point for students in UnaVEx. Taking a flexible and open approach, this course will not only give students an introduction to the subject matter through an interdisciplinary lens but will also provide them with the competences needed to successfully participate in facilitated online discussions. Following this introductory course, students will be able to engage in interactive virtual exchange (VE) workshops to allow for reflective discussion, connection with others and soft skills development in an international environment. UnaVEx will provide the scope for the development of these facilitated online components, which will be co-designed by leading academics and virtual exchange experts from across the participating institutions. Such a co-creative approach is critical to ensure that the needs and expectations of both European and African partners are reflected to an equal extent. While climate change is a key driver of climate-related risks, the project partners recognise regional impacts of climate change, which are strongly linked to environmental, socio-economic, political, and technological conditions. An **interdisciplinary and international online environment** is therefore key to teaching about interrelations of global challenges and the complexity of achieving common sustainability goals in all parts of the globe. It is precisely the value of international, intercultural and interdisciplinary exchange that will form the basis of the UnaVEx project proposal. The Virtual Exchanges developed in the framework of this project will take place in small workshop groups with approximately 10 - 15 international students led by experienced facilitators, in order to encourage deep learning and interactive discussions on specific topics of sustainability transformation, climate change, biodiversity, sustainable economy and the arts. On the latter aspect, the UnaVEx project consortium will look to collaborate with arts collectives from across the universities' ecosystems, such as the Ndaku Ya La Vie Est Belle Arts Collective in the Democratic Republic of the Congo.

Following the virtual exchanges, students will have the option to dive more deeply into different aspects of sustainability from ecological, social and economic perspectives with the option to select between four different MOOCs: 1) Climate.now, 2) Biodiversity.now, 3) Political Economy and Sustainability or 4) Sustainability and the Arts. Upon completion of all steps of the programme, students will receive a dedicated '**Global Sustainability Advocate**' certificate. This certificate will attest that students have successfully passed the UnaVEx virtual exchange programme, equipped with skills to critically analyse issues related to sustainability in diverse economic, socio-cultural, technological, political, legal, and scientific contexts. In addition, students will be able to benefit from keynote speeches from leading European and African scholars in the field, organised over the course of the programme.

Impact beyond the project consortium

The UnaVEx partners not only represent their own institutions but also form part of wider networks, which will also be able to benefit from the proposed project activities and, in turn, contribute to increased impact and visibility of the UnaVEx project. Notably, this includes the partner universities in the Una Europa Alliance as well as involved universities in the Una Europa - Africa Partnership. It is proposed that this group acts as an Advisory Body of UnaVEx to ensure continuous dialogue, external feedback and close links between this specific project and the broader remit of the group going forward. In addition, all Una Europa universities are supporting this project as associated partners, committed to promoting the UnaVEx virtual exchange opportunities to their respective students. The project will therefore benefit from a prominent platform and direct access to the Una Europa student body of over half a million. Furthermore, this project has received the support of prominent public figures, such as the former President of Finland and the founder of the Global Sustainability Foundation Tarja Halonen, who will contribute as leading keynote speakers in the virtual exchange programme.

The estimated number of 2500 students refers to participants of the six consortium partners, with 50% of the students coming from UH, UNIBO and KUL and 50% of the students coming from UJ, UoN and UNIKIN, respectively. While UnaVEx puts special emphasis on students at Master level, the appeal of the project is broad and open to interested students at all levels of higher education as well as across both the social sciences and humanities and natural sciences. In addition to the half a million students in Una Europa, opportunities will also be opened up to universities in the Una Europa - Africa partnership, extending the expected number of students who will eventually be able to benefit from the virtual exchange opportunities even further. The consortium partners are also deeply embedded in other national and international networks, which will be crucial in supporting the broad dissemination of opportunities. In

In addition, the UnaVEx framework with associated guidelines for the implementation of Virtual Exchanges, which will be developed in the framework of this project (Work Package 2) is crucial to create meaningful impact. These guidelines are expected to not only be of great benefit in the context of Una Europa's collaboration with global partners in the future but also of interest to other European University Alliances and strategic collaborations of universities more broadly. The partner universities are intrinsically international and collaborate with like-minded higher education institutions in all parts of the world. This infers great potential for take up and scalability of this framework across other partnerships in the future. As part of the Communication & Dissemination Strategy of this project (Work Package 5), described in more detail in section 3.2, the framework and associated guidelines will be made publicly available to the benefit of interested stakeholders globally. At the end of the project, leading academics from across the partner institutions will come together to produce peer-reviewed papers and academic journal contributions to share experiences, engage in critical reflection and disseminate UnaVEx best practices even more widely.

Furthermore, the topic of sustainability in itself is highly interdisciplinary in nature and naturally scalable to different contexts, providing further opportunities to multiply the online facilitated activities for wider use both during and after the project's lifetime.

European added value

Climate change and environmental degradation are existential threats to Europe and the world. If we are to address climate change and the global sustainability crisis comprehensively and successfully, awareness of and knowledge about tackling sustainability need to become more widespread across our societies - both in Europe and Africa. Building a climate-neutral, green, fair and social Europe forms part of the European Union's strategic agenda (2019-2024), as set out by the European Council. This priority is also reflected in the European Commission's political priorities for its current 5-year mandate. The European Green Deal aims to encourage the transformation of the EU into a modern, resource-efficient and competitive economy, while preserving Europe's natural environment, tackling climate change and making Europe carbon-neutral and resource-efficient by 2050. At the same time, the Agenda 2063, Africa's blueprint and master plan for transforming Africa into the global powerhouse of the future, is the continent's strategic framework that aims to deliver on its goal for inclusive and sustainable development. In addition, the project has, as highlighted in the European Education Area, an ambitious geopolitical dimension and is contributing to the attainment of the 2030 Sustainable Development Goals (SDGs).

To take these high-level political agendas one step forward and make political priorities a reality for citizens, it is critical that sustainability knowledge for all is mainstreamed in all parts of the globe. This cannot happen in isolation, but it is vital that people are brought together across different countries, continents and contexts to reflect critically on climate change and the green agenda from various perspectives. Only then will long-term solutions be found. UnaVEx will look to precisely do that. Employing tested methods and tools, it will encourage participants to exchange ideas on sustainability action, in order to enrich intercultural understanding, awareness on climate justice and to promote sustainability transformation of societies in Europe and Africa. In doing so, UnaVEx will contribute to the exchange of knowledge, experiences as well as research findings, which will help empower the students in this project as active contributors for the transition to green societies in their localities. The virtual exchange framework for sustainability education in particular will be a crucial output with the potential to boost the scaling of sustainability-driven exchanges in different parts of the globe. Ultimately, this will directly contribute to achieving the high-level political priorities set out by the European Union.

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives

Please address the specific conditions/objectives set out in the Call document/ Programme Guide, if applicable.

Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call. What issue/challenge/gap does the project aim to address?

The objectives should be clear, measurable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).

The objectives of the UnaVEx project are anchored in the thematic objectives of sustainability education. More specifically, this is expressed with one overarching objective, which acts as the guiding thread of this project proposal, as well as four sub-objectives that are naturally aligned and directly built into four corresponding working packages.

Objective 1: Equipping students across the globe with high-quality sustainability education

All Work Packages (WPs 1 to 5) are united by the overarching objective of the UnaVEx project to equip students from across the European and Sub-Saharan Region with high-quality sustainability education in an interdisciplinary, international and intercultural context. At the same time, it aims to foster the development of digital, transversal and soft skills such as intercultural communication skills, language training and teamwork through Virtual Exchanges (VE). Objective 1 should be seen as a transversal, cross-cutting objective that guides the work of all work packages.

Needs analysis: As outlined in the Council Recommendation on Key Competences for Lifelong Learning (2018/C 189/01), students at all levels need to be equipped with transversal skills, such as problem solving, critical thinking, the ability to cooperate, creativity and other key soft skills to adapt to the changing world and society. Education on sustainability and sustainable development processes and pathways is widely considered a key enabler of all other SDGs. There is therefore a critical need to embed sustainability education as widely as possible into education and training at all levels to enable deep and transformative change for a more sustainable future in Europe and beyond. (Unesco's Global Action Programme on Education for Sustainable development).

Measuring achievement: Unit is the number of students participating in the virtual exchanges with a baseline of 0 students and target value of 2 500 students.

Objective 2: Design of impactful virtual exchange framework for sustainability education

In Work Package 2 (WP2), UnaVEx aims to design an impactful virtual exchange framework for sustainability education and corresponding guidelines, co-designed by European and African scholars and virtual exchange experts. Such a framework will specifically look to provide guidance to European University Alliances in their international dimension as well as other strategic collaborations of universities active in the field of international sustainability education. In the context of Una Europa, this framework is expected to be taken up both internally within the alliance as well as scaled to collaborations with like-minded partners across other regions world-wide.

Needs analysis: Una Europa's Mobility Matrix developed in the alliance's pilot phase highlights the value of exploring virtual exchange opportunities under the Erasmus+ Programme to create more accessible, affordable and sustainable mobility experiences for all. This field is currently underexplored and carries the potential to create pathways for high-quality international experiences at scale both within European University Alliances as well as in collaboration with partner across the globe.

Measuring achievement: Finalised framework and guidelines. Baseline: no existing virtual exchange framework for sustainability education in the context of European University Alliances / virtual exchange collaboration with non-EU partners materials; target: 2 guides.

Objective 3: Training international facilitators for sustainability education in a European and African context

Work Package 3 (WP3) will focus on the development of a high-quality training programme, tailored to the specific context of facilitators for sustainability education in an interdisciplinary, international and intercultural context. This training will leverage existing training materials and resources across the partner institutions, complemented by dedicated project-wide workshop. In the first instance, this training will benefit a set number of facilitators from across the six participating institutions for online activities planned within the lifetime of this project. UnaVEx will specifically focus on training early-career researchers and students in the final phase of their studies, as they stand to benefit the greatest from such opportunities for transversal, digital and soft skills development in an interdisciplinary, international and intercultural context as they progress in their careers – whether inside or outside of academia. The training material and lessons will be co-designed based on the complementary expertise and experiences across the project consortium. Ultimately, the training has the potential to be taken up and scaled to other collaborations.

Needs analysis: Staff members, early career researchers and students approaching the end of their studies and moving on to working life still have a limited amount of experience in online facilitated teaching and moderation. The soft and digital skills needed for implementing online facilitated education will be needed in the future, where digitalisation and online education are increasingly important aspects of higher education in all parts of the globe. As stated in the European Commission Proposal for a Council Recommendation on Learning for Environmental Sustainability (2022/0004 (NLE)), many institutions still lack expertise and training on sustainability education, especially regarding interdisciplinary approaches and right pedagogies to teach the subject matter. UnaVEx will look to address this gap.

Measuring achievement: Unit is number of trained facilitators, baseline: 0, target: min 10 trained facilitators per partner organisation.

Objective 4: Educating the future generation of students and young academics about sustainability

At its core, Work Package 4 (WP4) will focus on developing the right skills, competences and capabilities for providing high-quality sustainability education to a large number of students from across the full partner institutions as well as associated partners. Virtual exchanges conducted within the UnaVEx project will be anchored in the state-of-the-art research conducted at the participating universities and latest pedagogical methods, ensured by active involvement of leading European and African academics in the field. This project will be open to students at all levels of higher education with a particular focus on students at Masters level across both the social sciences and humanities as well as the natural sciences. It aims to not only reach the 2500 students, as foreseen in this project, but open up further opportunities for students from associated partners and beyond. Ultimately, UnaVEx aims to initiate a multiplier effect across other international networks with the aim of increasing sustainability awareness and climate action in a larger group of students both in Europe and Africa in the long-term.

Needs analysis: According to the European Commission Proposal for a Council Recommendation on Learning for Environmental Sustainability (2022/0004 (NLE)), it is crucial to ensure learners of all ages acquire the knowledge to live more sustainably, obtain the skills needed in a changing labour market and take action for a sustainable future. In this context, fact-based and accessible information on the climate, environmental and biodiversity crisis and its drivers are needed (2022/0004 (NLE)). Furthermore, there is a growing awareness and desire among young people to engage in sustainable development issues, particularly environmental and climate issues. According to the results of a Eurobarometer released in May 2022, young people in the European Union consider 'protecting the environment and fighting climate change' to be one of the key priorities.

Measuring achievement: number of students participating in the online facilitated virtual exchanges and successfully completing the UnaVEx virtual exchange programme, thereby receiving the dedicated 'Global Sustainability Advocate' certificate. Baseline: 0 students, target: 2 500 students.

Objective 5: Scaling virtual exchange opportunities to various partnerships across the world

Work Package 5 (WP5), focused on the communication, dissemination and sustainability aspects, will not only facilitate the dissemination of project outputs and relevant information but also encourage the take up and scaling of actions to other higher education partnerships across the globe. In particular, UnaVEx will promote virtual exchanges as pathways to providing more inclusive, affordable and accessible international experiences to all types of students. In addition, it will focus on communicating the value of sustainability education conducted in an online facilitated format more broadly, and promote synergies with other projects and initiatives in the area of sustainability.

Needs analysis: European University Alliances have an ambitious target of reaching a 50% mobility target. Within Una Europa, there is an aim to provide an international experience to all students, not merely among the members of the alliance but with partners world-wide, which is why investment in broad mobility pathways that also promote high-quality virtual opportunities is needed to provide such experiences at scale.

Measuring achievement: Unit for measuring: Number of national and international networks, alliances and higher education institutions engaged in Europe and Sub-Saharan Africa Region. Baseline: 0, target: 20.

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1.3 Complementarity with other actions and innovation — European added value**Complementarity with other actions and innovation**

Explain how the project builds on the results of past activities carried out in the field, and describe its innovative aspects (if any).

Explain how the activities are complementary to other activities carried out by other organisations (if applicable). Illustrate the trans-national dimension of the project; its impact/interest in the EU area; possibility to use the results in other countries, potential to develop /cross-border cooperation among Programme countries and Partner countries, if applicable, etc.

If your proposal is based on the results of one or more previous or ongoing projects, please provide precise references to these projects.

This project is in line with the European Union's objectives as regards the geopolitical dimension of higher education, as set out in the European Commission's Communication on "Achieving the European Education Area by 2025", and most recently the European Strategy for Universities.

The UnaVEx project builds on the past experiences of the European Commission-funded Erasmus+ Virtual Exchange pilot project (2018-2020), which initially targeted the youth sector. The lessons learned

and the materials produced, such as the “TEP - Transnational Erasmus+ Virtual Exchange Projects manual for implementing Virtual Exchanges” and the “Handbook for International Relations Officers”, developed by the pilot project will be taken into account in the implementation of the UnaVEx project. Furthermore, UnaVEx will address and build synergies with the “**Climate University for Virtual Exchange**” (CLUVEX) project, which has recently been successfully selected for Erasmus+ funding and is due to take place in the period 2023-26. The CLUVEX project, coordinated by the University of Helsinki, aims to facilitate VE for students from European and the Neighbourhood East universities (Ukraine, Armenia) and to engage them with climate competences and the [Climate University MOOCs](#). The consortium believes that the synergies between UnaVEx and CLUVEX should be leveraged to the maximum extent, in order to gain insights into the different experiences with virtual exchange across these geographical areas and compare results. A strong link between these projects is expected to facilitate an exchange of best practice, which will ultimately lead to stronger results on both sides.

Concretely, this project proposal builds on the existing Una Europa Micro-credential in Sustainability, which were developed within the Una Europa Alliance during the Erasmus+ funded 1Europe project (2019-2022, Reference 612661-EPP-1-2019-1-BE-EPPKA2-EUR-UNIV). The Una Europa Micro-credential in Sustainability, currently in its pilot phase, is implemented and hosted jointly with the UnaVEx partners UH and UNIBO as well as Jagiellonian University, another Una Europa partner university (associated partner in this proposal). The Una Europa Micro-credential in Sustainability is currently composed of Massive Open Online Courses (MOOCs) but do not include any interactive synchronous components at this point in time. This project does not only provide a unique opportunity to further strengthen the Micro-Credential with the introduction of interactive elements, but at the same time it provides UnaVEx with an existing digital platform as well as existing asynchronous materials that can be incorporated into this project. Furthermore, the integration of the Micro-Credential opens up the opportunity for credits to be allocated to students. This aspect will be explored in collaboration with all project partners, which will lead to recommendations on how this may best be implemented across different institutional and national contexts. This approach leverages synergies to the maximum extent possible and provides a very concrete opportunity to ensure the long-term sustainability of both project results, ensuring a mutually beneficial long-term collaboration.

Virtual Exchanges in the framework of European University Alliances, notably in collaboration with non-European partners, provide huge potential to create student mobility pathways at scale. At this point in time, this is still a rather unexplored concept, which must be exploited further, in order to gain increased understanding on how virtual exchanges can best contribute to international mobility strategies. Una Europa is committed to providing international experiences to all students across the alliance partners, exploring new and innovative formats for virtual and blended mobility opportunities that are more affordable, accessible and sustainable for all types of students. Therefore, UnaVEx will invest in the creation of a framework and associated guidelines in how to employ virtual exchanges in various contexts, including within Una Europa, going forward. The project consortium sees the importance of sharing project outputs, recommendations as well as lessons learned with European stakeholders at large, including European policymakers, other European University Alliances and transnational higher education collaborations more broadly, to ensure that this project creates meaningful impact for the European Higher Education sector at large. A similar approach will be followed in the African context.

All UnaVEx partners have previous experience in participating in EU-funded projects, notably Erasmus+, Horizon 2020 and Horizon Europe as well as other European and international funding streams. Furthermore, the project partners are well connected in the area of sustainability and participate in various national, European and international platforms and initiatives in the area. A snapshot of the most relevant and prominent examples can be found for select partner universities below.

Past activities by the partner universities relevant to UnaVEx

University of Helsinki

- **Climate University Virtual Exchanges (CLUVEX):** a new VE project, tentatively scheduled to take place in 2023-2026, to be funded by Erasmus+ with the following partners: University of Helsinki, Odessa State Environmental University (UA), Taras Shevchenko National University of Kyiv (UA), Yerevan State University Foundation (AM), Kobenhavns Universitet (DK) and Suomen Biotaitteen Seura RY (please see above for more information).
- **Climate University** is a network of 27 Higher Education Institutions in Finland developing online climate and sustainability education, led by INAR-UH. Network has published 11 open online courses. (www.climateuniversity.fi)
- **‘Learning of the competencies of effective climate change mitigation and adaptation in the education system’ (ClimComp),** funded by the Academy of Science Finland 2021-2024, INAR -UH is a coordinator. (<https://blogs.helsinki.fi/climatecompetencies/>)
- **The Atmosphere and Climate Competence Center (ACCC):** a Finnish Flagship on climate change and air quality, funded by the Academy of Science Finland for the period of 2020-2024

with a foreseen continuation in the period 2025-2028. It is composed of the following partners: INAR University of Helsinki (coordinator), Tampere University, University of Eastern Finland and the Finnish Meteorological Institute. (<https://www.acccflagship.fi/>)

- **CLIMATE change teachers' acaDEMY (CLIMADEMY, Project ID: 101056066)** aims to create a European network to offer a comprehensive program where teachers will interact and learn how to educate the next generation of European citizens on climate change issues, Funded by Erasmus+ for the period 2022-2025 INAR UH is a partner (<https://climademy.eu/>)
- **Taita Research Station in Taita Taveta County, in southeastern Kenya** established by the University of Helsinki in 2011. The research focus is on geography and sustainability science, geosciences and atmospheric, biological and environmental sciences. Studies include analysis of the land change, botany and biodiversity, climate change, water resources, development and livelihoods (<https://www.helsinki.fi/en/research-stations/taita-research-station>)
- **The World Academy of Sciences (TWAS):** a network working for the advancement of science in developing countries. Markku Kulmala, INAR University of Helsinki, a new council member for 2023-2026.
- **“Knowledge and climate services from an African observation and Data research Infrastructure” (KADI)** project, funded by the Horizon Europe Programme for the period 2022-2025. INAR- UH is a partner.

University of Bologna

- The University of Bologna participates in a number of strategic European Union-funded initiatives and large-scale projects, such as the Knowledge and Innovation Communities (KIC) in areas of **Climate, Digital and Raw Materials**, as well as a total of 195 Erasmus+ projects and in 350 Horizon2020 projects in the framework period 2014 – 2020. In the current framework period (2021 – 2027), the University of Bologna is a partner in 36 Erasmus+ and 92 Horizon Europe projects.
- Furthermore, the Department of the Arts (DAR) of the University of Bologna has a strong track record in the management of Erasmus + projects. This includes both a project entitled **“Climate Change: Cultural Practices and Socio-Economic Outcomes”**, funded by BIP (Blended Intensive Programmes) under the Erasmus+ Programme as well as a KA2 Strategic Partnership **“EDUCinema ClimaTurAction”** Collective creativity and community education in cinematographic literacy for a climate action tourism, which concluded in early 2023.

KU Leuven

- **C-Urge - An Anthropology of Global Climate Urgency (2022-2025):** The overarching objective of this MSCA Doctoral training Network is to respond to a growing urgency expressed by European research councils and funding agencies, as well as by governments, publics and students, that the social sciences should contribute to our understanding of and engagement with climate change. We propose that the need for urgent action demands that social science attends to the notion of 'urgency' itself. We want to train doctoral candidates in understanding different perceptions on environmental and climatological urgency, their temporalities, and the political and environmental implications these understandings may have. 12 PhD students will carry out ethnographic research in Africa, Latin-America, Asia or Europe.
- The **ICP Master in Sustainable Development** has been designed as a research driven educational programme, mindful of ethics, gender and diversity, that prepares the sustainability leaders of the future. The main objective is to train students to become the agents of change that will imagine, trigger and build the sustainability transition of the twenty-first century in the Global South. Thus it will attend to the shortage of sustainability experts in Global South countries and communities. The distinctive strength of this Master is its interdisciplinary character bridging societal and ecological sustainability challenges. Its educational ambitions and activities go beyond the dualistic perspective on nature and society, which is still prevalent in contemporary education, research, development cooperation and public policy in the sustainability and resilience field.
- **MCE – Modularisation for continuing education and micro credentials** (Erasmus+ programme - 101049723 — MCE — ERASMUS-EDU-2021-PCOOP-ENGO): MCE wants to explore the learners' perspective to further develop the concept of micro-credentials; support higher education institutions in organizing and creating the conditions for developing modular education and micro-credentials; test micro-credentials through case studies and pilots; and develop policies for continuing education/professional development and European frameworks for micro-credentials (<https://mce.eadtu.eu>)
- **Remote.EDU – Empower teachers for remote online assessments in higher education** (Erasmus+ programme – 2020-1-DE01-KA226-HE-005782): The Remote.EDU project addressed the emerging need of establishing, fostering and promoting online assessments in higher education. The objectives were to support instructors in designing and implementing online assessments as part of their course development and teaching and to provide possible

technical concepts. In the project amongst others an instrument for designing online assessment in an international or virtual mobility context was developed. (<https://remote-edu.ili.eu/io4-instrument-for-virtual-mobility.html>)

- **OpenVM – Opening education for developing, assessing and recognizing virtual mobility skills in higher education** (Erasmus+ programme: 2017-1-DE01-KA203-0034940): The aim of this project was to enhance the virtual mobility readiness of institutions, educators and students by supporting them in acquiring, assessing and recognizing virtual mobility skills (i.e. those key competences needed to successfully design, implement and participate in virtual mobility actions). One of the project outcomes was the Virtual Mobility Learning Competence Framework, identifying seven learning skills and competence areas that are supported by virtual mobility (e.g. intercultural skills, autonomy-driven learning, interactive and collaborative learning, media and digital literacy,...). (<https://www.openvirtualmobility.eu>)
- **LERU Virtual Exchange project:** In the framework of LERU, the League of European Research Universities, a Memorandum of Understanding for a project on Virtual Exchange was signed in 2019 between a few LERU members. The institutions wished to jointly establish digital cooperation by supporting activities such as offering online modules for credits at partner universities, exchange of best practices in virtual mobility, participation in virtual exchange between the cooperating universities, and mutual recognition of virtual exchange modules. A first online exchange offer within this network was made available during the COVID-19 crisis. From this *mobility in emergency* offer partners now continue to work on a more sustainable online exchange offer. The courses that are offered include a formal assessment and can be recognized as part of the study programme of the student. Administrative procedures are the same as for physical exchange students.

References:

Rajagopal, K., & Firssova, O. (2020). Open VM Learner Competence Framework (English). Retrieved from <https://www.openvirtualmobility.eu/topics/outputs/o1-framework-and-guidelines/>

Rajagopal, K., Firssova, O., Op de Beeck, I., Van der Stappen, E., Stoyanov, S.T., Henderikx, P., & Buchem, I. (2020). Learner skills in open virtual mobility. *Research in Learning Technology*, 28. <https://doi.org/10.25304/rlt.v28.2254>

University of Nairobi

- **FOOD LAND-FOOD and Local Agriculture and Nutrition Diversity (H2020-funded):** The FOOD and Local, Agricultural, and Nutritional Diversity (FoodLAND) project aims at enhancing the diversity of food production and consumption in six African countries displaying different stages of the nutrition transition. To this end, FOODLAND aims to create a network of 14 local Food Hubs that will aggregate relevant actors and serve as injection points for the introduction of innovations. FOODLAND has identified specific objectives addressing the organizational, technological, and nutritional needs of the local African food systems to be reached during the four-year project duration. It aims to detect behaviour and preferences of consumers and producers, in order to customize innovations to local sensitiveness as well as to develop and implement organizational innovations, aimed at boosting coordination among food operators. In addition, the project will develop, test, and validate (open) technological innovations in the laboratory and in the field as well as disseminate knowledge of solutions towards malnutrition reduction and innovations. Through participative approaches in the Food Hubs, FOODLAND will create and validate 12 prototypes for crop and fish farming and food processing systems that will deliver novel food products. FOODLAND will empower smallholder farmers and food operators, will foster nutrition-responsive and sustainable agro-biodiversity, will reinforce the productivity and resilience of food supply chains, and will create new market opportunities at both the local and global scales, thereby encouraging the flourishing of rural communities. These achievements will benefit both African and European consumers by providing them with traditional-based, healthy, nutritious foods, while encouraging the diffusion of African diets and aiding the fight against malnutrition, particularly in women and children (<https://foodtech.uonbi.ac.ke/node/327>).
- **Next water governance (NEWAVE), H2020:** NEWAVE is a Marie Skłodowska-Curie Innovative Training Networks (ITN). It involves foundational summer and spring schools. Originally, these were meant to be organised across three 'hubs': Amsterdam (organised collectively by Vrije Universiteit Amsterdam, Universiteit van Amsterdam, and IHE Delft) for **Seasonal School I**, Kenya (University of Nairobi, University of Oxford, and UNICEF) for **Seasonal School II**, and (Fundacion Nueva Cultura del Agua and Universidad Autonoma de Barcelona) for **Seasonal School III** (<https://cordis.europa.eu/project/id/861509>).

- **Long term joint EU-AU Research and innovation partnership on renewable energy (LEAP-RE):** This project is a Research and Innovation Action (RIA) including a Call for proposal action co-funded by national or regional funding agencies and the European Commission. The LEAP-RE programme aligns with and responds to the AU-EU high-level policies and specific objectives of the CCSE Roadmap. It seeks to create a long-term partnership of African and European stakeholders in a quadruple helix approach: government (programme owners and funding agencies), research and academia, private sector, and civil society. Impact is sought by creating a framework, methodology, and cooperation model. The aim is to reduce fragmentation by aligning existing bilateral and multilateral frameworks. LEAP-RE establishes and jointly implements research, innovation, and capacity-building activities that respond to the Multi-Annual Roadmaps (MARs) developed in PRE-LEAP-RE. The programme opted for a large-scale, inclusive consortium to ensure a broad thematic, geographical and stakeholder coverage, and to demonstrate the feasibility of the collaboration and build trust in view of a long-term partnership addressing the post-2025 period. LEAP-RE draws on the experience and partnership developed in PRE-LEAP-RE, which conceptualised and developed a framework for long-term, bi-regional cooperation in research, innovation, and capacity building in renewable energies. This partnership is further strengthened by previous collaboration between partners in other projects supporting the EU-Africa HLPD on STI, such as LEAP-Agri, ERAfrica, LEAP4FNSSA, RINEA, and CAAST-Net Plus (<https://www.leap-re.eu/>).
- **Inclusive Green Horticultural processing Sector in Kenya:** The HORTI-GREEN project, entitled Inclusive Green Horticultural Processing Sector in Kenya (ENV/2017/391-383), is an action implemented by Fundación SUSTALDE (SUSTALDE, Spain, Coordinator), University of Nairobi (UoN, Kenya, partner – with [Wangari Maathai Institute for Peace and Environmental Studies](#) being part of the partner units of UoN), Consumer Information Network (CIN, Kenya, partner) and Kenya Bureau of Standards (KEBS, Kenya, partner). The action was awarded a grant under the Switch Africa Green Programme, which is co-financed by the European Union. The HORTI-GREEN project, which has an overall duration of 42 months, aims to foster the adoption of SCP practices in the Kenyan horticultural processing industry in order to support the transformation towards an inclusive green economy that generates growth, creates jobs and reduces poverty. To achieve this overall objective, the action is specifically aimed at equipping Kenyan Horticultural Processing MSMEs, eco-entrepreneurs and business service providers with the necessary knowledge and tools to promote and adopt SCP practices and seize green economy opportunities (<https://agriculture.uonbi.ac.ke/research-projects/horti-green>).
- **DOWN2EARTH: Translation of climate information into multilevel decision support for social adaptation, policy development, and resilience to water scarcity in the Horn of Africa Drylands:** Prolonged periods of extreme water scarcity induced by drought are detrimental to regional economies through crop and livestock loss, threatening food security in rural communities, and making politically unstable regions more vulnerable to conflict, terrorism, and mass migration. The rural communities of the Horn of Africa Drylands (HAD) are extremely vulnerable to food insecurity and associated economic losses during drought conditions due to low socio-economic levels and low adaptive capacity to climatic shocks, such that frequent and more severe droughts in HAD have dramatically reduced soil moisture and affecting drinking water reserves, leading to increased food insecurity, livestock loss, and major water shortages. DOWN2EARTH is composed of a multidisciplinary project team that will deliver state-of-the-art and community relevant climate services that focus on water scarcity and its consequences at or near the Earth's surface (hence DOWN2EARTH) to increasingly vulnerable agro-pastoral populations in HAD. The project is designed to bolster existing climate services frameworks, improve decision support to governments and NGOs in the most vulnerable HAD countries (Kenya, Somalia, Ethiopia), and to improve community-centric adaptation and resilience to climate change. The project will: assess the socio-economic dimensions and human dynamics of climate change including feedbacks between climatic shocks, human behavior, and policy implementation; characterize historical trends and future projections of water scarcity, food insecurity, population, and land use; develop and enhance multi-level decision-support tools that emphasize the translation of climate information into critical land and water information required for adaptation and resilience by end users and state/regional governments; and strengthen regional climate services through capacity building, citizen science, information dissemination, expansion of data networks, and policy implementation (<https://cordis.europa.eu/project/id/869550>).

Trans-national dimension and impact at EU area

The UnaVEx project is intrinsically international in nature with the equal involvement of three European and three African partner universities. Importantly, this is not a stand-alone project but it forms part of the broader vision of the Una Europa - Africa Partnership, which specifically focuses on the value of multilateral collaboration between like-minded universities in Europe and Africa. This project is seen as a first pilot initiative and part of a roadmap of collaboration, which outlines concrete steps for a sustainable,

long-term partnership. The project consortium shares a strong commitment to ensuring meaningful impact in the short-, medium- and long-term in both the European Union and the participating African countries, the Democratic Republic of the Congo, Kenya and South Africa.

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2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

Concept and methodology

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the project design and implementation'.

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

Section 1.2 of this document gives an overview of the concrete objectives of this project. To support the successful delivery of all these goals, the project structure will consist of the following **5 Work Packages**:

- WP1: Project Management and Quality Assurance, led by UH
- WP2: Design of virtual exchange framework for sustainability education co-led by KUL, UNIBO and UNIKIN
- WP3: Training international facilitators for sustainability education co-led by KUL and UH
- WP4: Sustainability education for the next generation via virtual exchanges co-led by UJ and UoN
- WP5: Communication, Dissemination and Sustainability co-led by UoN and UNIBO

These five work packages will be (co)-lead by all partner universities, ensuring equal participation and representation, which is critical to ensure the long-term success of this project. The following sections will describe the work packages at hand in more detail. WP1 will be outlined in section 2.1.2 of this proposal.

Work Package 2: Design of virtual exchange framework for sustainability education

As outlined in section 1.1, the UnaVEx project consortium aims to co-design a virtual exchange framework for sustainability education with associated guidelines based on the complementary strengths and expertise of the participating institutions.

At the outset of the project, the consortium partners will dedicate a period of 12 months for the development of such a framework to ensure that it is reflective of the needs and expectations of all partner universities involved. This is seen as a crucial step to ensure successful project implementation. WP2 will bring together leading academics and researchers in the area of sustainability with experts in the design of virtual exchanges to come to a sound framework in terms of academic content, pedagogical approach and didactics as well as online support structure (M1-M12). Together, the experts will develop the programme for VE implementation and address issues around the integration of VE into curricula, VE procedures, code of conduct and tools, including digital co-creation tools, overcoming language barriers, as well as the allocation and recognition of credits in different institutional and national contexts. In this WP, the principles, criteria and procedures of student selection as well as administration (registration of students and recognition for completed studies) for the virtual exchanges will also be defined in collaboration. Furthermore, a dedicated 'Global Sustainability Advocate' certificate will be designed by the experts. To this end, the Project Coordinator, together with the WP Co-Leads, will organise two dedicated workshops. The first workshop, foreseen in M2 to coincide with the project kick-off meeting (hybrid format), aims to bring colleagues from across the institutions together for the first time to encourage an exploratory exchange on core principles. The second workshop, due to take place fully virtually M10, will serve to consolidate the work conducted and lead to a draft framework. Crucially, the aim of this framework and associated guidelines is to inspire greater uptake of virtual exchange experiences in an international context and stimulate scalability across different collaborations and partnerships across the globe. This conceptualisation of the virtual exchange framework will be subject to an iterative process, which allows for adaptation and modification based on the experiences in the virtual exchanges. To this end, WP2 will take on board surveys of both students and faculties across the five virtual exchange phases throughout the lifetime of the project.

Work Package 3: Training international facilitators for sustainability education

WP3 focuses on the development and implementation of training for international facilitators in the area of online sustainability education. This WP will take a two-fold approach: on the one hand, it will build on relevant online training materials and existing virtual resources across the partner institutions, and, on the other hand, it will take into account the VE approach and tools designed as part of the virtual exchange framework in WP2. This approach will allow this WP to take place in parallel to WP2 with WP Co-Leads responsible for ensuring a strong connection between the two work streams.

WP3 will take place across three distinct phases:

1. **Collection and further development of training materials and resources (M1 - M4):** the WP Co-Leads will coordinate the collection of relevant training materials, resources and courses from across the partner institutions. A first mapping exercise indicates that there are a wealth of online resources that exist in the different partner universities, which will be of benefit to these particular trainings. This concerns both resources in the area of sustainability education as well as transversal and soft skills, including intercultural communication and digital co-creation. UnaVEx plans to take advantage of the expertise available not only at the full partner universities but also engage with additional resources available at the associated partner universities, where relevant.
2. **Organisation of calls for facilitators (M3 - M4):** decentralised calls for facilitators will be organised at each of the partners. Central guidelines will be provided for these calls to ensure that diversity, gender and geographical consideration are taken into account to an equal extent across the partner universities. Facilitators will not be required to be experts in the field of sustainability; they will rather have to demonstrate a strong interest in the topic and willingness to engage critically with the topic in an interdisciplinary, international and intercultural context. The project consortium will take an open approach, which foresees a minimum number of 10 - 15 trained facilitators per institution, however, this will not be seen as a limitation, should there be particular interest above and beyond.
3. **Training of facilitators (M5 - M12):** A project-wide training programme will be organised for selected facilitators, which will ensure that training is a joint effort and takes place in a cross-institutional and international setting. All facilitators will be required to attend the Una Europa "Introduction to Sustainability" MOOC. This will ensure that all facilitators build a common understanding of sustainability and a joint approach towards facilitation. The training consists of both online resources as well as one dedicated virtual workshop, which will be organised by the Work Package Co-Leads. The training materials will cover relevant transversal and soft skills, such as digital co-creation, intercultural awareness, communication and presentation skills as well as conflict resolution. The workshop, organised in virtual format in M10, will specifically focus on the specific skills needed to facilitate small group discussions in an international and intercultural context.

UnaVEx wants to encourage students to remain engaged with the topic, which is why the opportunity to train as facilitators will be offered to successful virtual exchange participants. If there is enough interest, a second training workshop will be planned in M20 of this project. Prior to this, online training materials and other virtual resources will be made available on a continuous basis.

Work Package 4: Sustainability education for the next generation via virtual exchanges

This WP constitutes a central strand of the UnaVEx project, focused on delivering training and education of soft skills, motivating and empowering students for sustainability studies by participating in the virtual exchange workshops. The exchanges will be based on the virtual exchange framework for sustainability education, developed as part of WP2 and will therefore start in M12 and continue to the end of the project's lifetime (M36).

The UnaVEx project consortium foresees the organisation of five virtual exchange calls, which will each target 500 students from across the partner institutions. In doing so, the UnaVEx project will ultimately reach a total of 2500 students throughout the project's lifetime. The specific timings for the virtual exchanges remain flexible and will be discussed in collaboration with all project partners to ensure that the proposed timelines are suitable taking into account different academic calendars. This includes consideration to be given to the differing time zones across the project consortium. It is currently suggested that one intensive week of virtual exchanges (3-5 days) is organised per academic semester, in full respect of the different institutional circumstances.

The virtual exchange calls will be announced on a central UnaVEx project website as well as featured on dedicated web pages, which will be embedded in each institution's website. Central guidance will be provided with general principles for recruitment as well as a central registration tool. This will ensure that the recruitment of UnaVEx students takes a uniform approach and, at the same time, is aligned with the specific approach for student recruitment at each partner university. The call for participation will also be shared via all associated partners as well as national, European and international networks active in the field to ensure that as large a group of students as possible will be reached.

Selection of students

This project will specifically target students at Master level but will equally be open to participation from interested students at Bachelor and PhD level across both the social sciences and humanities as well as the natural sciences. The principles, criteria and procedure of student selection will be elaborated as part of the virtual exchange guidelines, developed in WP2 of this project proposal. The Project Steering Committee is responsible to ensure that these guidelines are adhered to in the selection process to ensure that diversity, non-discrimination of participants and all other relevant aspects, such as the number of students indicated in the proposal per university are respected. In addition, participation of students from associated partners will be considered in this respect. A minimum level of English language proficiency will be required from students, however, participants will also be introduced to online translation tools, such as MS Translator, Google Translator or Yandex Youtube translator to work on joint assignments, and small group discussions. Administrative expertise and dedicated support at the Coordinating Institution is foreseen for this Work Package in order to ensure a smooth student experience and solid processes in relation to study rights, access to platforms and awarding of certificates and credits.

Virtual exchange experiences

Currently, it is foreseen that virtual exchange experiences will consist of the following elements: To begin with, all students will be encouraged to take the Una Europa “Introduction to Sustainability” MOOC, which will provide them with a basic understanding of sustainability through an interdisciplinary lens. Subsequently, the students will be able to attend a facilitated online workshop consisting of maximum 10 - 15 international students. These workshops will take place over an intensive period of 3-5 days. They will focus on specific topics related to sustainability and climate change, such as sustainability transformation, climate change, biodiversity, sustainable economy and societies, as well as art-based approaches to sustainability. These workshops will be conducted in English and facilitated by trained facilitators from across the partnership. In order to ensure equal access, the workshops will be organised on Zoom, a low-threshold platform which requires a relatively low bandwidth and no specific IT equipment at the institutions. Following their virtual exchange experience, students will have the option to dive further into the field from various perspectives with a further four MOOCs covering the environmental, economic, and social aspects of the UN SDGs. These MOOCs will not be a requirement but they will give students the opportunity to receive up to 10 ECTS credits. At the same time, students will be able to benefit from virtual keynote lectures by academics from Africa and Europe and other leading figures. Students will be encouraged to provide feedback via dedicated surveys (part of WP2) and to consider training as facilitators themselves (WP3). Students, who successfully pass all three phases of the programme, will be awarded a dedicated “Global Sustainability Advocate” certificate. In addition, an UnaVEx Alumni Community will be set up with a dedicated online space, via prominent social media platforms, where the students can continue to exchange on sustainability and climate action across institutions, countries and continents. In addition, the possibility of creating a blog post series with contributions from students will be explored in collaboration with WP5.

WP5 Communication, Dissemination & Sustainability

The overarching objective of this WP (M1 - M36) is to raise the visibility of the UnaVEx project both internally, within the project partners, as well as with external stakeholders. WP5 will support all work packages with the communication and dissemination of key project outputs and related activities to multiply and spread the results of the project more widely, which will contribute to its long-term sustainability. A multi-level communication & dissemination strategy will be developed to this end. Furthermore, the development of a dedicated webpage will form part of this Work Package. The partners also aim to produce academic papers or collections of essays to share experiences and best practices even more widely.

More information on the communication and dissemination aspects of this project can be found in sections 3.1 and 3.2 of this proposal.

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

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

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

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

The following section outlines WP1 on Project Management and Quality Assurance in more detail, which has been designed in line with the proposed scope, timeline and scale of this project. To underpin the management of this project, a **Partnership Agreement** will be prepared and signed by all project partners in the first phase of this project. This Partnership Agreement will clearly define the roles and responsibilities of all partners and refer to the Grant Agreement, wherever relevant.

Project Coordination

This project will be coordinated by the University of Helsinki. The Project Coordinator has a strong track record in coordinating EU-funded projects, including various Erasmus+ funded projects as well as the virtual exchange project Climate University for Virtual Exchanges (CLUVEX), which successfully received funding by the European Commission in 2023.

Concretely, the Project Coordinator will oversee the overall implementation and coordination of the UnaVEx project. This includes ensuring the timely delivery of high-quality project outputs, in line with the project's commitments, as well as sound financial management and oversight throughout the life-time of the project. The Project Coordinator will take charge of regular monitoring of Work Packages, both in writing as well as in bilateral meetings with relevant Work Package (Co)-Leads in virtual format. The Project Coordinator also convenes and chairs the **UnaVEx Project Steering Committee**, which will meet on a **bi-monthly basis** to provide all project partners with an opportunity to discuss project outputs and clarify any relevant issues. UH will also support the host of the project kick-off meeting (University of Johannesburg) and the host of the mid-term project meeting (University of Kinshasa). In order to encourage sustainability and mindful travel practices in this project, all meetings related to the UnaVEx project will either take place in virtual or hybrid format. The meeting hosts will also be encouraged to use providers mindful of sustainability and climate protection.

As Project Coordinator, the University of Helsinki is also responsible for meeting the reporting and monitoring requirements of the projects, including the drafting of progress and final reports as well as financial reports. The UH Project Manager will ensure continuous and open communication with the relevant Project Officer at EACEA and make themselves available for questions, whenever relevant.

UnaVEx Project Steering Committee

The Project Steering Committee is chaired by the Project Coordinator and consists of a senior staff member of all full partner universities, who will also act as Work Package Leads or Co-Leads on behalf of their institution. The Project Steering Committee will meet virtually on a bi-monthly basis and acts as the highest decision-making body of the UnaVEx project. Two meetings will be organised in hybrid format to coincide with the project kick-off and mid-term meetings. The Committee operates as a collegiate body, on the basis of consensus-building, and also takes the role of quality assurance organ in this project.

The Project Manager will convene the meetings of the Project Steering Committee, responsible for proposing agendas, drafting minutes and ensuring adequate follow-up. All members of the Project Steering Committee may propose agenda items for the Project Steering Committee meetings in writing at least 15 before a meeting takes place. Agendas and relevant supporting materials will be shared with the Members of the Project Steering Committee at least 7 days prior to each meeting.

Quality Assurance Dimension

In addition, quality assurance will form part of WP1 on Project Management, due to the close links between the project management and quality assurance dimensions. This set-up allows for efficient structures and strong joint ownership of both project implementation and quality assurance. It is important to bear in mind that quality assurance is a complex undertaking, especially in an international collaboration context. The partners believe in the implementation of a lean approach, based on mutual trust in relation to each university's outputs that are naturally linked to quality assurance systems already in place. Therefore, the UnaVEx project will take an open and bottom-up approach to quality assurance together with all project partners. The Project Coordinator will take an open and collaborative approach to quality monitoring.

Furthermore, monitoring and evaluation will be addressed as part of the overall project management structure. Internal monitoring procedures will be conducted in line with external monitoring requirements, as part of this project, to ensure efficiency and reduce administrative burden, especially considering the timeline and scale of this project. In addition to funding reporting requirements, light dissemination reports and event evaluation reports are planned.

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2.1.3 Project teams, staff and experts

Project teams and staff			
<p><i>Describe the project teams and how they will work together to implement the project.</i></p> <p><i>List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. If required by the call, provide CVs of all key actors. If required by the Call document/Programme Guide.</i></p>			
Name and function	Organisation	Role/tasks	Professional profile and expertise
Hanna K. Lappalainen	UH	Coordinator	Docent, Dr. in Atmospheric Sciences, competence is leading and coordinating large-scale initiatives (PEEX Program Secretary General starting from 2012, Co-Principal Investigator (PI) of the Universities-of-Arctic Thematic network called “Arctic-Boreal Hub”), expertise in international collaboration (member of several international bodies like Arctic Councils’ Sustainable Arctic Observation Networks (SAON), Future Earth Covering Council. Coordinator of ERASMUS+ ClimEd and CLUVEX projects.
Laura Riuttanen	UH	Academic lead, WP1 Leader	Project WP-Co-Leader & Specialist developing virtual education / VE concept and tools. University Lecturer in Atmospheric Sciences, Doctor in Meteorology, the Coordinator and the developer of the Climate University Finland. Academic Lead of the Una Europa Micro-Credential in Sustainability. Coordinator of the ClimComp research project.
Anna Stina Sinisalo	UH	Administrative support WP1, WP5	Head of Development, international affairs and Senior Local Lead of Una Europa Alliance at the University of Helsinki. Supporting the coordination in building the Una Europa linkages to the alliance partners. Experience in Erasmus Virtual Exchange TEP course. Member of the EAIE Expert community steering group of the European Collaborative Programmes.
Aleksi Vauhkonen	UH	Education specialist, WP1 and WP4 support	Student administration: identification, enrollment, and issuing credits/certificates. Expertise on student administration related to MOOC’s. Linkages to Una Europa student administration cluster.
NN	UH	Project Manager	Project coordination and day-to-day management, organization of the meetings and project reporting.
Joula Siponen	UH	Content developer	Doctoral student in UH-INAR working on climate competencies. MSc in hydrosphere geophysics
Katrien Pype	KUL	Senior advisor, promotor for WP2	Professor with expertise on sustainable development as well as on the use of digital technology in (Central) Africa. For WP2 she will provide input on using virtual tools to facilitate interdisciplinary learning on sustainability issues.
Nick Rahier	KUL	Junior expert, WP2	Junior expert (post-doctoral researcher Social and Cultural Anthropology), WP 2

Anneleen Cosemans	KUL	Technical personnel, project management, WP2	Coordinator KU Leuven Learning Lab. Educational Development Unit, co-manager of the Educational Policy Unit. Expert in bringing human and technological resources together to create innovative online learning environments.
Ilse Op de Beeck	KUL	WP2	Works within Educational Policy Units at KU Leuven, Consultant Lifelong Learning and Continuing Education. Responsible for managing and supporting EU-projects. Has been involved in the past 20 years as coordinator and partner in numerous projects in the area of virtual mobility, virtual campus, new educational technologies, adult education...
Huib Huyse	KUL	Senior advisor, WP2, WP3	Professor, head of Research Group Sustainable Development WP2: provide input on the multiple social dimensions of sustainable development WP3: assist the development of training methods to train the facilitators
Jan Van Ongevalle	KUL	Senior Researcher, WP2, WP3	Research manager Research Group Sustainable Development WP2: provide input on the multiple social dimensions of sustainable development WP3: assist the development of training methods to train the facilitators
Francesco Maria Spampinato	UNIBO	Associate Professor, Lead WP2, WP5	Francesco Maria Spampinato is an Associate Professor of Contemporary Art History in the Department of the Arts at the University of Bologna. His research in contemporary art history and visual studies focuses on the relationships between contemporary art, media, and technology, with particular attention to topics such as postmodernism, collective practices, media experimentations, the visual culture of the COVID-19 pandemic and issues of sustainability in the arts. Spampinato is also part of the management committee of the Una Europa Micro-Credential in Sustainability.
Valeria Baruzzi	UNIBO	Research Manager	Valeria Baruzzi is a Research Manager at the Administrative Services of the University of Bologna. Senior Expert Consultant on environmental, sustainability, CSR and climate change issues and policies (strategies, policies, reporting and tools) for private organizations and public bodies. Expert in European planning (LIFE and Horizon programmes) and project management.
Francesco Girotti	UNIBO	Senior expert on international projects, WP5	Senior International Officer at the University of Bologna, and a deputy head of the Una Europa Alliance Unit and adjunct professor at the Department of Education. He has been the head of the EU Projects Unit at the University of Bologna for 14 years and former President of the Utrecht Network. He collaborates with the DG EAC and EACEA as external expert and evaluator of EU projects since 2012. Francesco holds a bachelor degree

			and a master degree in Political Science and a Master degree in European Studies.
Francesca Valente	UNIBO	Senior expert on internationalisation of higher education and student mobility, WP5	International Relations officer at the University of Bologna since 2004 dealing with the management of European funded mobility schemes such as the LLP/Erasmus Study, Erasmus Mundus Action II and Erasmus+ mobility for study. She has been the head of the Students' Mobility Office of the International Relations Division of the University of Bologna from 2015 to 2022. Since January 2023 she is the head of the newly established Una Europa Alliance Unit at the University of Bologna..
Dr Lee Ann Modley	UJ	Senior Lecturer, WP4	Senior Lecturer and Deputy HoD in the Department of Geography, environmental management and energy studies with a PhD in Environmental science focusing on Aquatic health from the University of Johannesburg. Her research focuses on water resource management with a key focus on Water Quality Monitoring, Freshwater ecosystems and the involvement of communities in restoring and protecting water resources in South Africa. She also focuses on topics relating to Environmental and Social sustainability in different industries. Currently the Local Director of South Africa (UJ) for the Erasmus Mundus Masters in Sustainable Territorial Development.
Prof Isaac Rampedi	UJ	Professor, WP4	Lecturer and professor in environmental management supporting teaching, research, and community engagement that have a bearing on sustainability across various fronts.
Prof Hinaunye Eita	UJ	Professor and Head of Academics: School of Economics, WP4	Professor and Head of Academics at the School of Economics. Research areas are macroeconomic modelling, applied econometrics, financial markets, international trade and finance. Experience in conducting and coordination of research projects for private sector and government organisations.
Mr Lebetho Malefo	UJ	Director, Study Abroad, WP4	Director of the Study Abroad, Division of Internationalisation. Extensive experience on international partnerships and collaborations as well as coordination of international mobility programmes and student development. Mr Malefo is also a prior member of the International Education Association of South Africa Management Council responsible for Student Affairs and Immigration.
Ms Anisa Khan	UJ	Director, Academic Services, WP4	Director of Academic Services. Long standing expertise in the education sector supporting teacher education and environment and sustainability programmes through the Fundisa for Change Network and as part of International research and training programmes through SWEDESD, the GIZ Expertnet and Climate Leadership programme.
Ms Ntombise Mangqase	UJ	Director, Fundraising and Administration, WP4	Director of Fundraising and Administration. Extensive expertise in fundraising as well as project design and management. Her qualifications include a B.Tech in Human Resource Management, MDP, MBL and Post Diploma in Monitoring and Evaluation.

Prof. Justus Munyoki	UoN	Project Manager, WP4, WP5	Justus Munyoki is a Professor of Marketing at the University of Nairobi, Kenya and is currently the Director, Research and Enterprise, University of Nairobi. He holds a PhD in Marketing from the University of Nairobi. He will be the overall coordinator of the project at UN, overseeing all the activities of the project and has the overall responsibility for monitoring, evaluation and reporting.
Prof. Jane Ambuko	UoN	Senior expert/ advisor/ researcher/trainer, WP4, WP5	Jane Ambuko is an Associate Professor of Horticulture, Department of Plant Science and Crop Protection, University of Nairobi. She holds a BSc Agriculture and MSc Horticulture (University of Nairobi, Kenya) and PhD Agricultural Sciences (Pomology and Postharvest Major) from Tsukuba University, Japan. Her area of specialization and focus for research and outreach is postharvest management.
Dr. Solomon Derese	UoN	Senior expert/ advisor/ researcher, WP4, WP5	Solomon Derese is a senior lecturer at the Department of Chemistry, University of Nairobi with a vast research experience in the area of Natural Products Chemistry. He has a track record of developing and giving training courses and workshops in specific areas of expertise, including cross-cutting, professional development skills. In addition, he has conducted trainings on e-resources, citations and reference management tools for postgraduate students in the region.
Prof. Edwin Abuya	UoN	Trainer, WP4, WP5	Professor Edwin Abuya is an expert in Human Rights. Educated in Kenya (LLB-UoN), South Africa (LLM-UCT) and Australia (Sydney-SJD), he specializes in the rights of vulnerable populations, including displaced persons, those living with disabilities and individuals at risk of statelessness. He has participated in local and international trainings in his areas of expertise and publication, and has been involved in several volunteer activities in Kenya and overseas.
Dr. Anne Wairimu Kamau	UoN	Trainer, WP4, WP5	Dr. Anne Kamau is a social science researcher based at the University of Nairobi. She is the Deputy Director of African Research Universities Alliance (ARUA), Center of Excellence for Non-communicable Diseases. She has recently been involved in running two Short Private Online Courses (SPOCs) on – the Uniwell Decentring Epistemologies for Global Well-Being coordinated by the University of Leiden-Netherlands, University of Birmingham-UK, and University of Cologne-Germany; and the 'African Dynamics – A Critical Engagement with Advancing the SDGs' coordinated by the African Studies Centre, University of Leiden
Prof. Raphael Tshimanga	UNIKIN	Project coordinator, WP2	Project Coordinator at UNIKIN. Professor Raphael Tshimanga has both professional and academic skills with a large range of applications to water resources. He obtained his PhD in Hydrology at Rhodes University in 2012. His research experience encompasses application of a broad range of innovative approaches for water resources assessment and management in ungauged basins, with a focus in the Congo Basin. During the last decade, he has led a number of research and capacity building initiatives in collaboration with a wide range of regional and international universities,

			research organizations, government agencies, United Nations agencies and private sector.
Dr. Gode Bola	UNIKIN	Senior Researcher, WP2	Senior Researcher, special interest in water resources, climate change, climate variability and environment.
Mr. Genie Lutonadio	UNIKIN	Junior Researcher and Knowledge Management, WP2	Junior Researcher and Knowledge Management at the Congo Basin Water Resources Research Centre, High School of Water, University of Kinshasa. Expertise in climate change, water supply, irrigation, peatlands.
Mr. Felly Ngandu	UNIKIN	Junior Researcher and Knowledge Management, WP2	Junior Researcher and Knowledge Management at Congo Basin Water Resources Research Center (CRREBaC)/ University of Kinshasa. Expertise in Environmental impact assessment and integrated water resources management.
Mme Lisette Bonso	UNIKIN	Administrative Assistant, WP2, WP5	Administrative support for the project management at the University of Kinshasa.

Outside resources (subcontracting, seconded staff, etc)

If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).

If there is subcontracting, please also complete the table in section 4.

Subcontracting not applicable.

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2.1.4 Cost effectiveness and financial management

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

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

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

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

As the Coordinating Institution, the University of Helsinki will be responsible for the overall financial management of the UnaVEx project. The Project Manager will be supported by the university's financial project services in this regard. The financial project services will transfer the corresponding Erasmus+ grant contribution to the Partners'/Beneficiaries' bank accounts in accordance with the budget breakdown, timetable and adopted procedure, ensuring regular reporting to the Project Manager on project finances as well as assisting in audit and financial reporting to the funding agency. This approach facilitates timely and resource-efficient achievement of objectives.

The UnaVEx project budget has been built with a view to achieving a balanced distribution of funding across all work packages, reflective of the work plan provided and in line with the concrete tasks, milestones, and deliverables included for each work package. Concretely, the project budget reflects the specific responsibility of each partner institution in the coordination and implementation of UnaVEx project activities. This includes dedicated staff time for (co)-leading work packages to reflect the additional

commitment required along with a set amount of person months for all other full partners, considering the fact that the engagement of all partners will be needed to support the successful delivery of the work plan in all its facets.

In order to ensure a sustainable approach - both in terms of financial and environmental sustainability - all project meetings will be conducted in a virtual setting with the exception of two dedicated meetings at the start (kick-off meeting) and the mid-term (mid-term meeting) of the project. These meetings will also provide an option for hybrid participation. These meetings will take place over an intensive period of 3 days each to ensure that participants do not travel for a single meeting but rather take advantage to arrange a series of working meetings around both the kick-off and mid-term project meeting.

All partners have dedicated staff time for both a Project Coordinator and Assistant in WP4 to support the successful delivery of the virtual exchanges in all institutions, which forms the cornerstone of this project. In addition, WP5 includes dedicated funding for lecturers at all institutions to come together to produce peer-reviewed papers or other academic contributions based on the UnaVEx experiences. Such actions are expected to make a strong contribution to the visibility of the project and inspire further uptake across other partnerships, projects and initiatives interested in the value of virtual exchange.

The kick-off meeting will be hosted by the University of Johannesburg, South Africa, and the mid-term meeting by the University of Kinshasa, the Democratic Republic of the Congo. Both universities have been allocated funding to support the organisation of both events as well as appropriate subsistence costs to ensure the participation of a number of local participants. In addition, travel and accommodation has been budgeted for two participants from the Coordinating Institution for meetings organised or initiated by the European Commission in Brussels. As outlined in section 2.1.2 of this proposal, the meeting hosts will be encouraged to follow sustainability practices for the organization of events, based on the European Commission Guidelines on organising sustainable meetings and events (EMAS Steering Committee, 30/07/2018).

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2.1.5 Risk management

Critical risks and risk management strategy			
<p><i>Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.</i></p> <p><i>Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking into account the mitigating measures.</i></p> <p>Note: <i>Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.</i></p>			
Risk No	Description	Work package No	Proposed risk-mitigation measures
1	Disputes between partners Level of impact: medium Likelihood: low	1	Consortium agreement to be signed
2	Low number of interested staff members to train as facilitators Level of impact: medium Likelihood: low	3	Targeted communication and outreach actions at all partner universities to inform staff members about the benefits of training as facilitators
3	Low number of students engaged in virtual exchanges Level of impact: high Likelihood: medium	4	Collaboration with networks and associated partners to reach out to broader student communities; paired with high-quality communications and recruitment campaigns tailored to the different institutional contexts

4	Lack of English skills in participating students Level of impact: medium Likelihood: low	4	The project will consider the use of translation technology if required and ensure that facilitators are not only fluent in English but also national languages to facilitate discussions in the virtual exchange groups.
5	Issues with availability of IT tools and access to IT platforms that will host the virtual exchange workshops Level of impact: high Likelihood: medium	4	The virtual exchange workshops will be organised on Zoom, which requires a low bandwidth and no purchase of IT tools from the involved institutions

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2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the partnership and the cooperation arrangements'.

Describe the participants (Beneficiaries, Affiliated Entities, Associated Partners and others, if any) and explain how they will work together to implement the project. How will they bring together the necessary expertise? How will they complement each other?

In what way does each of the participants contribute to the project? Show that each has a valid role and adequate resources to fulfil that role.

At the core of this project are six like-minded higher education institutions from across Europe and Africa. In various constellations, the partner universities have collaborated in the past both on a bilateral and multilateral basis. It is important to highlight that this project forms part of the broader ambitions of the Una Europa - Africa Partnerships, as outlined in section 1.1. of this proposal, which aims to develop a sustainable multilateral partnership between the involved universities in the long term. In addition to the full partner universities (described in further detail below), the project also includes a number of associated partners, committed to contributing to the long-term success and sustainability of UnaVEx. The role of associated partners is also described in more detail at the end of this section.

Role of full partners for successful implementation of the project

The project partners are all invested in the successful implementation of the project and all its activities. To ensure joint responsibility of the project consortium, all partners will be in charge of key actions. Concretely, this translates into the following division of tasks:

- University of Helsinki (UH): WP1 Lead and WP3 Co-Lead
- University of Bologna (UNIBO): WP2 Co-Lead and WP5 Co-Lead
- KU Leuven (KUL): WP2 Co-Lead and WP3 Co-Lead
- University of Nairobi (UoN): WP4 Co-Lead and WP5 Co-Lead
- University of Johannesburg (UJ): WP4 Co-Lead and host of project kick-off meeting
- University of Kinshasa (UNIKIN): WP2 Co-Lead and host of mid-term project meeting

Beneficiaries

University of Helsinki

UnaVEx is coordinated by the University of Helsinki (UH), the oldest and largest institution of academic education in Finland with an international scientific community of 40,000 students and researchers. The University of Helsinki seeks solutions for global challenges and creates new ways of thinking for the best of humanity. Since 1640, UH has contributed to the establishment of a fair and equal society that is considered the best in the world according to a number of indicators. The strategic plan is founded on the University's shared values of truth, Bildung, freedom and inclusivity, which steer the University community's everyday activities and interaction.

The University of Helsinki belongs to several international networks, such as Una Europa, the League of European Research Universities (LERU) and Network of Universities from the Capitals of Europe (UNICA). Since 2014, UH has participated in nearly 100 Erasmus+ funded projects and acted as the coordinator in a number of these projects. For Microcredentials in Sustainability INAR UH is experienced in organizing joint education cooperation projects and managing study administrative matters in collaborative programmes, joint study modules and MOOC's. [Climate University](#) is the main virtual platform of the project and has already been successfully piloted in Finland since 2018 between 25 higher education institutions. Climate University is currently introducing 9 online courses for universities and everyone who wants to make the sustainability transition in the society a reality. In 2021, UH had approximately 1000 students registered in these courses. The Climate University has extensive experience in piloting online learning platforms and concepts, which will be leveraged to benefit this project.

University of Bologna

Established in 1088, the Alma Mater Studiorum Università di Bologna is the oldest university in the western world. The University of Bologna has a Multicampus structure, with campuses in Bologna and the Romagna region - Cesena, Forlì, Ravenna and Rimini, and permanent headquarters in Buenos Aires since 1998. With a current community of more than 85,000 students, the university is among the largest in Italy. Alma Mater occupies the first place among Italian universities in terms of number of students abroad and is among the top 5 universities in Europe in terms of number of exchange students.

The University of Bologna has a strong track record across EU funding programme. Concretely, Unibo is the leading Italian university in terms of funding received from the Erasmus+ programme and the second Italian university in relation to funding from the Horizon2020 research and innovation programme. The University of Bologna is one of three Una Europa partner universities to co-develop the Una Europa Micro-Credential in Sustainability. Their expertise in this field will be a strong basis for the UnaVEX project.

The Department of the Arts (DAR) was born in 2012, when the Department of Visual Arts and the Department of Drama and Music Studies were merged. Most of the faculty members specializing in artistic disciplines work within this department, as well as a number of other teachers who mainly focus on other subjects, so as to create a wider scientific and didactic project. This more open approach has allowed the Department to continue to ensure a full scientific and didactic development of the artistic domain, which has obtained full recognition within the Italian university system also thanks to the boost given by the University of Bologna almost fifty years ago, with the inauguration of the Degree in Drama, Art and Music Studies in 1970 / 1971. DAR offers the whole spectrum of artistic studies: Medieval, Modern and Contemporary History of Art, History of Architecture, Museology, Criticism and Psychology of Art. It also presents a complete range of courses focusing on the history and theory of dance and theatre, as well as on the history and theory of cinematography, photography, television and media, on historic, systematic, and theoretical musicology, on the pedagogy of music and on ethnomusicology. Moreover, the Department offers courses on Semiotics and Philosophy of Language, Pedagogy, Political Philosophy, Political Sciences and History of Political Doctrines, General Sociology and Sociology of Cultural and Communicative Processes, Contemporary History.

KU Leuven

Situated in Belgium, in the heart of Western Europe, KU Leuven has been a centre of learning for nearly six centuries. Today, it is Belgium's largest university and, founded in 1425, one of the oldest and most renowned universities in Europe. As a leading European research university and co-founder of the League of European Research Universities (LERU), KU Leuven offers a wide variety of international Master's programmes, all supported by high-quality, innovative, interdisciplinary research. KU Leuven is also a member of the Coimbra Group and Venice International University. KU Leuven has a strong track record of securing funding from the most competitive research funds and was named Europe's most innovative university four years in a row by Reuters (2016-2019). KU Leuven is currently the leading university in terms of funding received from the Horizon Europe programme.

KU Leuven currently collaborates across 100 international projects in educational interuniversity cooperation, including with partners in Africa. In addition, KU Leuven has Erasmus+ collaboration agreements with over 400 universities across Europe and the world. Close to 20% of the university's 60,000+ students are international, representing over 140 nationalities (2021). The university also works with a select number of top-level partner institutions worldwide, and stimulates powerful international mobility and intensive research cooperation. KU Leuven is a founding partner of the Una Europa alliance and coordinates the alliance's flagship Erasmus+ funded project Una.Futura, which sets the framework for collaboration within the alliance for the next four years.

The UNAVEx project fits seamlessly with the strategic plan of KU Leuven, and builds on policy topics such as 'Truly International' (the transition from a national university with a global reputation to a truly international university, in the North and in the South), 'Going Digital' (the use of educational technology in a way that facilitates collaborative learning and multi-campus education and broadens the international reach) and 'Sustainability' (the choice for sustainable management and a commitment to the Sustainable Development Goals in research and education).

University of Kinshasa

The University of Kinshasa, commonly known as UNIKIN, is one of the three major universities in the Democratic Republic of the Congo. The university was founded in 1954 and has 12 Faculties and a student community of over 29 000 students.

UNIKIN participates in this project via its Regional School of Water / Ecole Régionale de l'Eau (ERE). The ERE's mission is to train experts on water resources issues, to enable them to respond to current challenges, to understand and manage water resources in an integrated and cross-cutting manner, with a view to maximising the resulting economic and social well-being without compromising the sustainability of vital ecosystems. ERE is degree-granting branch of the Congo Basin Water Resources Research Centre "CRREBaC" of the University of Kinshasa.

ERE training programme focuses on the following aspects

- Postgraduate training at the level of Master for a period of two academic years
- Postgraduate training at PhD level covers the content of the research programme in the field of water resources or related aspects, for a period of minimum three years and maximum five years.
- Professional Master's courses cover part of the content of the training programme presented in the annex to this document, for a period of one academic year equivalent to the number of credits allocated to it.
- Any other training in the field of water in order to meet emerging needs.

UNIKIN and the ERE expertise will provide input in the UnaVEx project especially in the design of virtual exchange framework for sustainability education, which also supports the ERE's aims of offering its students and staff a broader view on the topic of sustainability through international collaboration.

University of Nairobi

The University of Nairobi (UoN) is a research intensive university with a reputation for excellence and a strong and vibrant research culture. UoN's research work is recognised for its impact and relevance to the region. The only institution of higher learning in Kenya for a long time, the University of Nairobi responded to the national regional and Africa's high level manpower training needs by developing and evolving strong, diversified academic programmes and specializations in health, sciences, applied sciences, technology, humanities, social sciences and the arts across ten (10) faculties. To date, the range of programmes offered number approximately two hundred.

The University of Nairobi has a track record for excellence and a strong and vibrant research culture. Our research work is recognized for its impact and relevance to the region and beyond. Over the years, the UoN has successfully collaborated with various partners in promoting and supporting programs that are relevant and of value to the citizens and the world at large. The university has great capacity and is therefore uniquely placed to partner in programs that are geared towards solving societal problems. Over the years, the University has partnered with research institutions such as Africa Research Universities Alliance (ARUA), UKRI, Association of Commonwealth Universities, Australia-Africa Universities Network (AAUN), World Universities Network (WUN) and RUFORUM among others in various programmes that have significantly contributed to the betterment of the society.

The University through the Department of Earth & Climate Science participated in a German Academic Exchange Service (DAAD) funded project in 2021. One of these programmes is The African Climate and Environment Center – Future African Savannas (AFAS) which is hosted conjointly at the Université Félix Houphouët-Boigny (UFHB) with its African Centre of Excellence on Climate Change, Biodiversity and Sustainable Agriculture (CEA-CCBAD) in Côte d'Ivoire and the University of Nairobi (UoN) with its Institute for Climate Change and Adaptation (ICCA), Kenya. The project aims to address climate change adaptation and biodiversity conservation in West and East Africa's savannas. The programme also aims to create experts capable of engaging in science-policy-practice interfaces, specifically related to Climate, Ecosystem Services and Nature-Based Solutions in African Savannas.

The University is dedicated to creating and strengthening partnerships with industry and other significant institutions and/or organizations to maximize research outcomes. We are especially proud of the

contributions the University is making through research and learning centers and institutes, and their involvement with industry partners. There is extensive expertise in diverse areas of research including climate change, development studies, population studies, health sciences, agricultural resilience to climate change and developing innovative technologies for sustainable agriculture which have brought diverse perspectives on societal transformation and sustainable economy.

University of Johannesburg

The University of Johannesburg (UJ) offers world-class, internationally recognised academic programmes based on curricula informed by cutting-edge developments in both undergraduate and postgraduate education, that are designed to prepare students for the jobs of the future and for global citizenship. The University has fully embraced the Fourth Industrial Revolution and positioned itself as a leading institution of higher learning in Africa in research output and the implementation of novel technologies to better lives. UJ is a comprehensive, public, higher education institution, and has 8 Faculties (incl the College of Business and Economics) and the Johannesburg Business School. The Faculties are: Education; Law; Humanities; Art, Design and Architecture; Health Sciences; Science; Engineering and the Built Environment; and the College of Business and Economics. UJ has a student population of over 50 000, of which more than 4000 are international students from 80 countries. The University has four campuses, namely; the Auckland Park Bunting Road Campus; the Auckland Park Kingsway Campus; the Doornfontein Campus; and the Soweto Campus. The Vice-Chancellor and Principal of UJ is Professor Tshilidzi Marwala who took office on 1 January 2018. Prof Marwala's term ends at the end of March 2023 when he takes up the position of President of the United Nations University. The VC Designate is Prof Letlhokwa Mpedi (current DVC Teaching and Learning).

The University's global standing and academic robustness have been recognized through our consistent ranking amongst the top five universities in South Africa by the QS World University Rankings and The Times Higher Education University Rankings systems. UJ has also been named one of the best universities in the world for actions taken towards supporting sustainable development and social issues. In the latest ranking report, UJ has again been ranked among the top 100 universities globally and placed first in South Africa and 2nd on the African continent. This success is a testament to the social responsiveness of the UJ community and its stakeholders to national and global imperatives and the significant leading role that the University plays in ensuring a sustainable future. Through these impact rankings, the University demonstrates its commitment to tackling and solving societal challenges through a quadruple helix collaboration and engagement with academia, industry, community, and government. This framework approach is rooted in the University's vision, mission, and strategic objectives, in which we have social responsibility as a core goal and pillar.

The Study Abroad Office of the Division for Internationalisation will work closely with the School of Economics and Department of Geography & Environmental Management & Energy Studies to support implementation of the project and the mobilities. UJ fully supports the UnaVEx project and will provide all the necessary support required to achieve the objectives of the virtual exchanges.

Associated partners

The UnaVEx project is supported by all Una Europa partner universities as well as Una Europa vzw, the legal entity of the alliance, as associated partners. Concretely, the associated partners are expected to

- Support the overall visibility of the UnaVEx project, leveraging institutional platforms as well as links to relevant national, European and international networks and initiatives
- Promote UnaVEx virtual exchange opportunities to their respective student communities, opening up further opportunities for students and extending the potential reach of the project
- Contribute to the communication, dissemination and sustainability dimensions of this project, encouraging the uptake and scalability of UnaVEx project outputs

If successful, the UnaVEx project will build a more comprehensive approach to reach out to further partners, in particular in Africa to ensure the involvement of further interested stakeholders. The partners in the Una Europe – Africa Partnership will be approached in this regard.

Una Europa vzw

Una Europa brings together 11 leading research-intensive universities from all corners of Europe: Freie Universität Berlin, Alma Mater Studiorum Università di Bologna, University College Dublin/An Coláiste Oliscole Baile Átha Claithe, The University of Edinburgh, Helsingin Yliopisto, Uniwersytet Jagielloński w Krakowie, Universiteit Leiden, KU Leuven, Universidad Complutense de Madrid, Université Paris 1 Panthéon – Sorbonne and Universität Zürich. The Una Europa community spans more than half a million students, 100,000 members of staff and 10 languages, grounded in over 1,000 years of collective heritage. The alliance brings together universities with global reputation and reach, who each contribute

to a socially, culturally, and linguistically diverse Una Europa in a unique way. The Una Europa partner universities stand together to face the global and societal challenges of our time and believe in the power of international cooperation as the best means to realise and promote our values, both within Europe and beyond.

Freie Universität Berlin (FUB)

Freie Universität Berlin was founded in 1948 by students and professors as a response to reprisals faced by critical students at the traditional Berlin university, at that time called 'Universität unter den Linden', which was located in the Soviet sector of the divided city. The US Allies and Berlin politicians approved of the plans for founding a free university. This paved the way for Freie Universität to become an internationally recognized university. Within Una Europa, FUB leads the alliance's Sustainability and Climate Protection Task Force, based on the university's experience as a European frontrunner in the area of sustainability.

University College Dublin (UCD)

University College Dublin (UCD) is one of Europe's leading research-intensive universities; an environment where undergraduate education, postgraduate studies, research, innovation and community engagement form a dynamic spectrum of activity. UCD is Ireland's most globally engaged university with over 33,000 students drawn from 144 countries, including almost 4,000 students based at our overseas campuses.

University of Edinburgh (UEDIN)

The University of Edinburgh (UEDIN) is the sixth oldest university in the UK and the oldest civic foundation in the English-speaking world. Today, the University is home to over 45,000 students spread across five campuses. UEDIN has a deep and long standing relationship with Africa - The University has collaborated on 3,000 research projects with 84 institutions across Africa in the past ten years and has a community of over 3,600 African alumni across 45 countries.

Uniwersytet Jagielloński w Krakowie (JU)

Uniwersytet Jagielloński w Krakowie is a leading Polish higher education institution. It is a comprehensive university, where excellence in research is combined with the highest quality education, innovation and responsible social engagement. It is a place where the rich and creative history of one of the oldest universities in Europe blends with state-of-the-art research infrastructure, innovative technology and future-oriented thinking.

Leiden University (ULEI)

Universiteit Leiden was founded in 1575 and is one of the leading international research universities in Europe. The motto of Universiteit Leiden is 'Praesidium Libertatis', or 'Bastion of Freedom'. The university has over 7,100 staff members and 32,800 students. Universiteit Leiden is ranked amongst the top 100 universities and part of a number of international networks of universities. Within Una Europa, Leiden University leads the alliance's International Task Force, which sets the strategic direction for Una Europa's international collaboration dimension.

Universidad Complutense de Madrid (UCM)

Universidad Complutense de Madrid dates back to the 13th century. The original Ciudad Universitaria campus was founded in 1927 with the goal of merging education, science and culture. Its graduates are given 'lifelong training' that furnishes them with professional skills allied to their chosen fields of work and alongside their academic studies.

Paris 1 Panthéon-Sorbonne

Founded in 1253, Paris 1 Panthéon-Sorbonne is one of the oldest universities in the world. The policy of Paris 1 Panthéon-Sorbonne is to conduct excellent interdisciplinary research and learning. It has close and long-standing ties with 400 universities around the world and is a member of international networks. The overall goal is to provide researchers and students with a unique opportunity to interact with a broad and global network.

University of Zurich (UZH)

Universität Zürich (UZH) is committed to the free and open pursuit of scholarship and fosters the values of diversity, interdisciplinarity and scientific discourse. With more than 28,000 students, 9,000 staff and more than 800 professors, UZH is Switzerland's largest university. Founded in 1833, UZH was Europe's first university founded by the will of the people. Research, teaching, continued education and services are the key tasks of UZH.

2.2.2 Consortium management and decision-making

Consortium management and decision-making (if applicable)

Explain the management structures and decision-making mechanisms within the consortium. Describe how decisions will be taken and how regular and effective communication will be ensured. Describe methods to ensure planning and control.

Note: The concept (including organisational structure and decision-making mechanisms) must be adapted to the complexity and scale of the project.

Following section 2.1.2, which outlined the UnaVEx project management structures as well as quality assurance procedures, this section provides information on the different bodies involved in its management and decision-making structures.

Project Coordination: The Project Coordinator, assisted by a dedicated team of experts, is responsible for overseeing the implementation of all aspects related to this project, in close collaboration with the responsible Project Manager as well as the core consortium partners, as represented in the UnaVEx Project Steering Committee. The Project Coordinator is supported by a range of experts from within their institution to support on all aspects of the project. At UH, project coordination is supported by different UH service units such as the UH Financial Services, International Exchange Services and Education Cooperation and the new unit of Services for Digital Education and Continuous Learning which was established in January 2022.

The Project Coordinator oversees the overall project management, including all financial and contractual issues, ensuring smooth workflow on achieving goals and objectives, ensuring the timely delivery of all project commitments in line with the Grant Agreement.

Project Steering Committee: As outlined in section 2.1.2 of this proposal, a Project Steering Committee will be established to ensure the smooth and efficient running of this project. The Project Steering Committee will consist of one representative per partner university and will be chaired by the Project Coordinator. The Coordinating Institution will be in charge of convening these meetings and supporting them from an administrative point of view and supporting the Members of this Committee as and when required.

Expert Advisory Body: The Una Europa - Africa Working Group will act as an Advisory Body for this project. The Project Coordinator will provide regular updates to this group, at least on an **annual basis**. Such an approach will ensure that the activities of this project will benefit a larger group of universities and inspire potential take up. The group currently comprises the following leading universities from Europe and Africa: University of Edinburgh (Chair), University of Bologna, University College Dublin, Eduardo Mondlane University, University of Ghana, University of Helsinki, Jagiellonian University, University of Johannesburg, Kampala International University, Leiden University, KU Leuven, Makerere University, University of Nairobi and the University of the Witwatersrand. These universities have extensive expertise and will be in an ideal position to provide feedback on the actions of this project.

Student Advisory Body: The UnaVEx Alumni Group established as part of the UnaVEx project will also act as Student Advisory Body. These students will be ideally placed to provide feedback on the planned activities of this project and contribute to a continuous evaluation with their personal experiences. This approach will also give the Alumni Group a clear task, beyond the continued exchange of views with other international students, which will be **facilitated via an online platform**.

Communication within the consortium

A variety of different channels (e-mail, phone, Microsoft Teams) will be used to ensure regular, effective communication between all consortium partners. An e-platform will be established to work as the project intranet and it will be connected to the project external website. Collaboration tools with cloud service storage (like SharePoint) will also be established to allow efficient collaborative working. As outlined, the consortium will come together regularly, both in bilateral meetings as well as in the framework of Project Steering Committees, to ensure the smooth running of the project. Using project management tools, the responsible Project Manager will monitor the progress of the project continuously in line with the foreseen outcomes to prevent deviations and identify potential risks as early as possible. Should some deviations not be preventable and/ or form a potential risk of not delivering outcomes in line with the foreseen timeline or budget, they will be immediately brought – in the first instance - to the attention of the responsible WP (co-)leaders and/ or partners involved.

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3. IMPACT

3.1 Impact and ambition

Impact and ambition

Please address each guiding points presented in the Call document/Programme Guide under the award criterion 'Impact'.

Define the expected short, medium and long-term effects of the project. Who are the target groups? How will the target groups benefit concretely from the project and what would change for them?

With this project, the partner universities aim to further their common objective of providing high-quality international experiences to their respective student communities that are more affordable, accessible and sustainable for all types of students in Europe and Africa. The partner universities are leading universities in their countries and UnaVEx is an asset to consolidate a new format of virtual sustainability education in an interdisciplinary, international and intercultural context.

Short-term impact

In the first instance, UnaVEx aims to raise awareness about the sustainability and climate crises as well as environmental degradation in a large group of students in both Europe and Africa. As a second step, this project will be leveraged as a mechanism to foster development of green literacy as a soft skill in the XXI century, international cooperation and digital transformation of mobility practices in a world moving towards carbon neutrality.

Medium- to long-term impact

The mid- to long-term impact of the project will primarily be achieved by investment in coordinate large-scale communication and dissemination activities (please see section 3.2.) as well as the development of a comprehensive sustainability strategy (as outlined in section 3.3). Together, these actions are aimed to increase uptake and scalability of virtual exchanges in the framework of European University Alliances and strategic collaborations of higher education institutions both in Europe and Africa more broadly. In addition to HE stakeholders, the project will also seek to engage with policymakers at regional, national, European and international levels. Since the consortium partners are also deeply embedded in other networks, the expected number of students who will eventually be able to benefit from the virtual exchange opportunities extends even further. In addition, the dedicated framework with associated guidelines (Work Package 2) for the implementation of Virtual Exchanges, which will be developed in the framework of this project is crucial to create meaningful and long-lasting impact at scale.

In the medium-term, the project aims to disseminate its virtual exchange framework and guidelines to a wide group of stakeholders, via targeted outreach as well as participation in academic conferences, fora and events. A first selection of possible academic conferences and other relevant events can be found in the subsequent section, however, a more comprehensive mapping exercise will be conducted at the start of the project in this regard.

The desired long-term effect of the project is a full-scale collaboration between Sub-Saharan Africa and the EU on sustainability and climate change adaptation not only in research areas but in developing and implementing local and regional adaptation plans. UnaVEx acts as a first pilot action and step in this direction.

These objectives will be underpinned by a comprehensive and lean **communication & dissemination strategy**, which will be further outlined in section 3.2 of this proposal.

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3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding

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

Describe how the visibility of EU funding will be ensured.

The Communication and Dissemination aspects of this project will be anchored in WP 5 dedicated to Communication, Dissemination and Sustainability. The latter aspect will be further elaborated as part of section 3.3.

This WP will take a two-fold approach: on the one hand, it will focus on increasing the internal visibility of this project across the project consortium (first phase) and, on the other hand, it will develop a strategy

for external visibility and outreach (second phase). Both aspects will be investigated in-depth in the development Communication & Dissemination Strategy (more information below).

At the core of this WP sits the development and implementation of a dedicated **Communication & Dissemination Strategy**. The strategy development will be led by the WP Co-Leads with involvement and consultation of all partner universities to ensure a strong overarching narrative and a cohesive communications approach, which is considered crucial with the diverse set of partners who form this project consortium.

The Communication & Dissemination Strategy will define different target groups, notably:

- European and African students - targeting a wide range of students at all levels of higher education (Bachelor, Masters and PhD) across both the social sciences and humanities as well as the natural sciences. Special emphasis will be given to students at Master level
- Academics and teaching staff, with a particular focus on early-career researchers and students approaching the end of their studies
- Virtual Exchange practitioners, experts and facilitators
- University management, notably Vice Rectors for Teaching & Learning, International Policy as well as Digital Policy and associated departments
- Policymakers at regional, national, European and international levels
- Higher Education stakeholders in Europe and Africa, including other European University Alliances and strategic transnational collaborations of universities
- Broader stakeholders, such as ecosystem actors and citizens at large

Consequently, targeted campaigns for internal visibility and external project outreach will be designed as part of this WP to guide the implementation of this strategy.

- **Internal Dissemination Campaign:** An internal campaign will target stakeholders at all levels at the participating higher education institutions, including students, professional services and academic staff. This campaign will aim to establish broad visibility of the UnaVEx project across the project consortium, beginning at the outset of the project and continuing throughout its lifetime. This will include dedicated actions, such as presentations to HEIs' administrations, departments and faculties, information sessions for students as well as general raising-awareness actions on the value of VE initiatives and international sustainability education.
- **External Dissemination & Outreach Campaign:** A wider dissemination and outreach campaign will be designed to facilitate the project's visibility with a large range of external stakeholders, beyond the immediate partners of the project consortium. This campaign will leverage relevant project outputs that will be of particular interest to external stakeholders and focus on boosting visibility, up-take and scalability of UnaVEx actions. The role of associated partners will be crucial in this regard.

In line with the overarching Communication & Dissemination Strategy, this WP will also invest in the development of a set of dissemination materials, primarily online, which will be at the disposal of partners to support local communication and dissemination efforts. Such an approach will ensure a cohesive messaging across all the partner universities involved. The information materials will be produced in English, however, translation into local languages will be clearly encouraged, in order to create maximum impact across the different institutional contexts. These dissemination materials will be particularly relevant in reaching out to the student communities across the partner institutions effectively and in meaningful ways.

Project identity & communication channels

The UnaVEx project identity, consisting of the development of a dedicated logo, motto, hashtag, images and concepts, will be developed at the outset of the project. WP5 will lead on their design but all partners will be in a position to approve the concepts, which will contribute to the establishment of a clear project identity. In addition, dedicated UnaVEx social media profiles will be created to ensure a clear online presence with timely, relevant and up-to-date content curated as part of WP5. The UnaVEx social media platforms will be used to share announcements of events and accomplished achievements, as well as strengthen the networks and interaction amongst partners and stakeholders. The social media accounts will be frequently updated to reach and engage with partners, learners and other potential stakeholders.

The creation of a dedicated project website will be led by the WP5 Lead, in collaboration with all project partners. Furthermore, in order to anchor the project visibly in the partners universities' web presence, each partner will be encouraged to create a dedicated UnaVEx webpage on their institutions' website. Such webpages must be updated on a regular basis with guidance from WP5 Co-Leads and the Project Coordination. Furthermore, partner universities will be encouraged to regularly feature UnaVEx project

updates on their institutional social media channels, which are all well established with very solid follower numbers.

In addition, tailored press kits for engagement with a wide range of different media outlets will be developed, including press releases, images, brand book and audio files (if relevant), which will be at the disposal of the partners throughout the project's lifetime and beyond.

Furthermore, UnaVEx will explore the creation of a dedicated blog to be hosted prominently on the UnaVEx project website, where students, academics and professional services staff engaged in this project are invited to share experiences in relation to virtual exchanges and international collaboration in a virtual context more broadly.

Collaboration with other initiatives, projects and actions

All partners are well established and recognizable organisations not only within their respective local communities but also at international level as leading higher education institutions. All partner universities engage on a regular basis in relevant professional and academic networks and are involved in a number of relevant projects and initiatives in the area of sustainability (please see section 1.3 for more information).

The partners will leverage those networks to ensure synergies and connections are made to the maximum extent possible, in order to contribute to high-level policy objectives and political goals in relation to sustainability and climate change.

In addition, the UnaVEx partners will explore participation in relevant academic conferences and explore further engagement opportunities at national, European and international levels. This includes but is not limited to:

- **European Association for international Education (EAIE):** The project results will be disseminated at the annual EAIE conference for a wide number of attendants (>6000 participants) who are practitioners of internationalisation of higher education and include a high number of participants with a special interest in Erasmus+ collaborative programmes, Virtual Exchange initiatives and practices, European University Alliances as well as education collaboration between countries within and beyond EU.
- **Sustainability Science Days:** the Sustainability Science Days is an international transdisciplinary conference on sustainability sciences, which is organised on a yearly basis by UH in collaboration with Aalto University in Finland.
- **Climate University:** The Climate University organises annual network meetings as well as provides ample opportunities for online engagement and communication, which can be explored to the benefit of the UnaVEx project.
- **Innovating Higher Education Conference:** The Innovating Higher Education conference focuses on trends and high impact factors in global and European higher education. It is organised on an annual basis by the European Association of Distance Teaching Universities (EADTU), Europe's leading institutional association in Online, Open and Flexible Higher Education.
- **European Conference on African Studies (ECAS):** organised on a biannual basis by AEGIS (originally an acronym for 'Africa-Europe Group for Interdisciplinary Studies'), a network organisation made up of Europe-based member institutions connected to research and education on and in Africa and African Studies. The conference aims to explore the continent's critical engagements with the past, present, and future of African's global entanglements.

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3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

Describe the follow-up of the project after the EU funding ends. How will the project impact be ensured and sustained? What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used? Are there any possible synergies/complementarities with other (EU funded) activities that can build on the project results?

The sustainability aspects of UnaVEx will be addressed as part of WP5 dedicated to Communication, Dissemination and Sustainability. As one of the key tasks, this Work Package will look to develop a dedicated UnaVEx Sustainability Strategy. This strategy will, in the first instance, be drafted by WP Leads, but eventually be approved and owned by the whole project consortium. The project consortium shares a strong belief that the investment and commitment of all partners is a precondition of delivering long-

lasting impact and sustainable project results. Furthermore, the project consortium aims to develop recommendations for embedding the UnaVex project within the broader institutional strategies and priorities of the partner universities. Only if such a project is anchored in the broader context of the partner institutions, can meaningful impact, continuation and sustainability be guaranteed.

The UnaVEx Sustainability Strategy will develop different scenarios specifically for the uptake and scalability of the project's activities and create targeted guidelines to support these activities beyond the lifetime of the project. Certain project outputs, such as the virtual exchange framework for sustainability education are expected to develop into flagships of the UnaVEx project, as they address a particular need in the higher education landscape today. Such outputs will act as focal points and drivers of the UnaVEx sustainability strategy going forward.

Moreover, the training early-career researchers and postgraduate students as facilitators of virtual exchanges in an international, interdisciplinary and intercultural context is expected to lead to a generation of young academics across this partnership, proficient in digital co-creation and facilitation, who will be able to conduct such trainings beyond the lifetime of the project. The open and flexible approach of the UnaVEx project will empower students to become facilitators and continue to hone their skills on a long-term basis, which will be crucial to ensure support for future generations of learners.

The consortium believes in the principles of openness and collaboration of drivers of excellence and will join forces with the other relevant projects and initiatives in the area of sustainability, not only to support the continued sustainability of all projects and their results but importantly to contribute to a meaningful sustainability transformation in today's societies.

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4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

4.1 Work plan

Work plan

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

The UnaVEx project will be implemented across five inter-connected work packages (WPs), which will structure the delivery of the UnaVEx project:

The WP1: Project Management and Quality Assurance will be led by the University of Helsinki.

WP2: Design of virtual exchange framework for sustainability education will be co- led by KUL, UNIKIN and UNIBO.

WP3: Training international facilitators for sustainability education will be co-led by KUL and UH

WP 4: Sustainability education for the next generation via virtual exchanges will be co-lead by UJ and UoN

WP5: Communication, Dissemination & Sustainability will be co-led by UoN and UNIBO.

Each partner is taking responsibility in either leading or co-leading one work package and all partners are contributing and participating to an equal extent across all other WPs.

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graph TD
    WP1[WP1: Project Management & Quality Assurance  
WP lead: University of Helsinki (Coordinator)]
    WP2[WP2: Design of virtual exchange framework for sustainability education]
    WP3[WP3: Training international facilitators for sustainability education]
    WP4[WP4: Sustainability education for the next generation via virtual exchanges]
    WP5[WP5: Communication, Dissemination & Sustainability]
    WP1 --- WP2
    WP1 --- WP3
    WP1 --- WP4
    WP1 --- WP5
    
```

4.2 Work packages, activities, resources and timing

WORK PACKAGES

Work packages

This section concerns a detailed description of the project activities.

*Group your activities into work packages. **A work package means a major sub-division of the project.** For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable deliverables/outputs.*

Projects should normally have a minimum of 2 work packages. WP1 should cover the management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc.) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed by copying WP1. The last WP should be dedicated to Impact and dissemination

Please refer to the Call document/Programme Guide for specific requirements concerning the number and the typology of work packages.

Work packages covering financial support to third parties (⚠ only allowed if authorised in the Call document/Programme Guide) must describe the conditions for implementing the support (for grants: max amounts per third party; criteria for calculating the exact amounts, types of activity that qualify (closed list), persons/categories of persons to be supported and criteria and procedures for giving support; for prizes: eligibility and award criteria, amount of the prize and payment arrangements).

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

⚠ Ensure consistence with the detailed budget table/calculator (if applicable). (n/a for prefixed Lump Sum Grants)

Objectives

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

Activities and division of work (WP description)

Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.

*Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating **in bold** the task leader.*

Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.

Note:

In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of the work package.

The Coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted.

If there is subcontracting, please also complete the table below.

Milestones and deliverables (outputs/outcomes)

***Milestones** are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin). Use them only for major outputs in complex projects, otherwise leave the section empty. Please limit the number of milestones by work package.*

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

***Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.*

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

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open (⚠ automatically posted online on the Project Results platforms)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#). For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.

Work Package 1

Work Package 1: Project Management & Quality Assurance					
Duration:	M01 – M36	Lead Beneficiary:	UH		
Objectives					
<ul style="list-style-type: none"> ensure the daily management of the project including organisation of the on-line / on-site meetings and financial and contractual control take care of the project internal communication flows oversee the implementation of the project quality assurance Collection of feedback for further development of the Virtual Exchanges in Sustainability incl. Student Advisory Board, Expert Advisory Board 					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE,	

				AP, OTHER)	
T1.1	Internal project communication e-platform (intranet)	Establish and update project internal communication platform (intranet) with contributions and relevant materials from all Partners involved	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	No
T1.2	Project meetings	Organize periodic meetings (online) of the Steering Committee, WP leaders, and Advisory Boards (experts and students) as well as project kick-off, mid-term and final meetings (hybrid/online formats)	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	No
T1.3	Quality assurance	Develop quality assurance plan considering specifics (development, training, implementation, dissemination) of each WP and implement corresponding measures	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	No
T1.4	Project reporting	Organise periodic reporting on WPs progress and oversee that all Deliverables and Milestones are completed/achieved in time	UH UNIBO KUL UNIKIN UoN	COO BEN BEN BEN BEN	No

				UJ	BEN		
T1.5	Financial and contract management	Collaborate and carry out with the university services for distributing project funding to Beneficiaries/ Partner universities and assuring the contractual commitments	UH	COO	No		
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS1	UnaVEx project management structure	1	UH	Management structure for successful implementation of the UnaVEx project established	M02	Establishment of management structure	
MS2	Mid-term assessment reporting	1	UH	Progress update towards project goals, objectives, tasks, deliverables, milestones, etc. reported to EC	M18	Project mid-term assessment report to EC successfully delivered	
MS3	Periodic reporting, finance and contracts	1	UH	Day-to-day management, periodic meeting notes and reports, Commission Contract and Consortium Agreement signed, money transfers to partners done	M3, M18, M36	Meeting minutes	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	UnaVEx project e-platform	1	UH	DEC	PU	M02	Website (public and intranet) / English

D1.2	Project meetings and reports, financial and contractual tasks	1	UH	R	PU	M06, M12, M18, M26, M34, M36	Minutes of kick-off, mid-term, final meetings,, project reports, Consortium Agreement,
D1.3	UnaVEx Monitoring Strategy & Quality Assurance Plan and Reports on quality assurance	1	UH	R	PU	M03 + regular updates	QA Plan and measures determined in the Monitoring & QA Plan with regular updates

Work Package 2: Design of virtual exchange framework for sustainability education					
Duration:	M01 – M24	Lead Beneficiary:	1-KUL 2-UNIBO 3-UNIKIN		
Objectives					
<ul style="list-style-type: none"> ▪ Co-create a framework and associated guidelines for virtual exchanges in the area of sustainability education based on academic and virtual exchange expertise across all project partners ▪ Facilitate continuous review and iteration of the framework, based on feedback from virtual exchanges ▪ Development of VE training programme / workshops and guidelines for implementing virtual exchanges in connection to the Una Europa Micro-credential in Sustainability 					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	

T2.1	Development of VE framework and guidelines for the UnaVEx project partners and associated partners	The Virtual Exchange (VE) guidelines will include instructions on how to integrate VE into curricula, VE planning and implementation and codes of conduct. It will also include information on the call for participation and guidance for the selection of students as well as recommendations on communication, the use of digital tools and language barriers, etc. These guidelines will take into account existing VE initiatives.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	In collaboration with Una Europa vzw (associated partner)
T2.2	Co-design of 'Global Sustainability Advocate' certificate	The partners will co-create a dedicated Global Sustainability Advocate certificate, which will be awarded to students who successfully complete the UnaVEx virtual exchange programme.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	No
T2.3	Guide on Sustainability and the UN Sustainable Development Goals (SDGs) for UnaVEx students	These guidelines will include basic information on the topic at hand, such as references to sustainability sciences and an introduction to UN SDGs. They will also aim to provide guidance on communication regarding sustainability issues and scientific topics more generally.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	No
T2.4	Guide for facilitators	Sustainable development training guidelines developed for UnaVEx facilitators and interested professional services staff as well as for sustainability education providers more broadly, who may also be interested in exploring VE in an international context.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	No

T2.5	Plan for the facilitated VE workshops	Programme for the VE implementation, which will be co-designed by leading academic in collaboration with virtual exchange experts from across the partnership in two dedicated workshops (M2, M10)	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	No		
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS4	Virtual Exchange concept for sustainability education and training	2	UNIBO KUL UNIKIN	Guidelines for the sustainable development ambassador, Code of Conduct developed, formatted and ready for use in trainings	M12	Guideline documents ready	
MS5	Training guideline(s)	2	UNIBO KUL UNIKIN	Training guidelines for : partners, moderators, students ready	M12	Guideline documents ready	
M6	Workshops (2)	2	UNIBO KUL UNIKIN	Workshops (hybrid/ virtual) successfully carried out	M2, M10	Number of WS (s) participants	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)

D2.1	UnaVEx virtual exchange framework for sustainability education	2	UNIBO KUL UNIKIN	R	PU	M12	Digital publication, English/ partners languages
D2.2	Programme for virtual exchanges	2	UNIBO KUL UNIKIN	R	PU	M6	Digital publication, English/ partners languages

Work Package 3: Training international facilitators for VE and sustainability education

Duration:

M1 - M24

Lead Beneficiary:

1-KUL 2-UH

Objectives

- Mapping of existing training materials, resources and tools in transversal skills, intercultural communication and digital co-creation and facilitation across the project partners to support
- Development of dedicated training programme for virtual exchange facilitators, based on existing resources and dedicated virtual workshop(s) organised project-wide
- Organisation of calls for facilitators, ensuring both geographical and gender balance as well as equal representation across all project partners
- Training of UnaVEx facilitators

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE,	

				AP, OTHER)	
T3.1	Collection of existing online training materials, virtual resources and tools	Mapping exercise of existing training materials, resources and tools available at the partner institutions to be used as a basis for the UnaVEx training programme.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	In-kind support as IT support from the Partners
T3.2	Calls for facilitators	Calls for facilitators will be organised in a decentralised manner at each of the participating institutions with the aim of selecting between 10-15 facilitators, ensuring geographical and gender balance.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	In-kind support as IT support from the Partners
T3.3	Training materials for administrators and IT staff in an international and intercultural context (virtual format)	Training materials will be developed and provided to administrators, IT staff and professional services staff, based on the VE approach and tools developed as part of WP2, in order to guarantee appropriate support at each institution for the virtual exchanges.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	In-kind support as IT support from the Partners & associated partner Una Europa
T3.4	Training for facilitators for digital co-creation in an international and intercultural context (virtual format)	A dedicated training programme will be organised with a two-fold objective: 1) ensuring basic sustainability knowledge and introduction of climate competences, based on Una Europa MOOCs and other sustainability resources and 2) equipping facilitators with	UH UNIBO KUL	COO BEN BEN	No

		relevant transversal and soft skills for digital co-creation and facilitation in an international and intercultural context.	UNIKIN UoN UJ	BEN BEN BEN			
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS6	Preparedness of IT-staff and administrators for VE workshops	3	UH KUL	All online materials are accessible through learner's personal accounts, all IT staff and administrators are capable of starting VE-learning process	M10	All materials are accessible for the UnaVEx consortium members	
MS7	Preparedness of teachers and facilitators for VE workshops	3	UH KUL	All facilitators have passed the training, demonstrating relevant competences and skills to facilitate student groups in a digital environment and appropriate knowledge of various aspects of sustainability.	M12	Number of UnaVEx facilitators who have successfully completed training	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	Set of online tutorials/ recordings for the project trainings and course modules	3	UH KUL	R	PU	M12, M15, M18	Digital publication, English/ partners languages

D3.2	Report on online workshop(s) on soft skills development and digital didactics for VE learning	3	UH KUL	R	PU	M24	Digital publication, English / partners languages. 20 pages
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Work Package 4: Sustainability education for the next generation via virtual exchanges

Duration: M12 – M36 **Lead Beneficiary:** 1-UJ 2-UoN

Objectives

- To pilot the virtual exchange framework for sustainability education and associated guidelines
- To organise the UnaVEx virtual exchange programme, consisting of MOOCs, facilitated online discussions as well as keynote speeches
- To coordinate five calls for UnaVEx virtual exchanges, including the selection of students for each round
- To influence the reiteration of the virtual exchange framework based on pilot implementation

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Organisation of virtual exchange calls for participation and selection of students	A total of five virtual exchange calls for participation will be launched between M12 and M36 of the UnaVEx project. Such calls will	UH UNIBO	COO BEN	In-kind support as IT support

		<p>be announced on the central project website and amplified by the partners' webpages as well as associated partners.</p> <p>This will be followed by the selection of students for the virtual exchanges, each targeting 500 students from across the partnership.</p>	<p>KUL</p> <p>UNIKIN</p> <p>UoN</p> <p>UJ</p>	<p>BEN</p> <p>BEN</p> <p>BEN</p> <p>BEN</p>	
T4.2	Implementation of Virtual Exchanges programme	<p>Based on the virtual exchange framework and guidelines developed as part of WP2 and the WP3 staff training (obtained competencies and skills), the UnaVEx virtual exchange programme will be implemented.</p> <p>This includes the organisation of facilitated online workshops over the course of 3-5 days.</p>	<p>UH</p> <p>UNIBO</p> <p>KUL</p> <p>UNIKIN</p> <p>UoN</p> <p>UJ</p>	<p>COO</p> <p>BEN</p> <p>BEN</p> <p>BEN</p> <p>BEN</p> <p>BEN</p>	In-kind support as IT support
T4.3	Organisation of keynote speeches of leading sustainability experts	<p>At least one keynote speech by a leading climate scientist, sustainability expert or leading public figure will be organised per semester. This will be organised in a virtual format and promoted to students at the partner universities beyond the UnaVEx virtual exchanges.</p>	<p>UH</p> <p>UNIBO</p> <p>KUL</p> <p>UNIKIN</p> <p>UoN</p> <p>UJ</p>	<p>COO</p> <p>BEN</p> <p>BEN</p> <p>BEN</p> <p>BEN</p> <p>BEN</p>	In-kind support as IT support
T4.4	Award of 'Global Sustainability Advocate' certificates	<p>The Project Coordinator will oversee the award of 'Global Sustainability Advocate' certificates to all students who have successfully completed the UnaVEx virtual exchange programme</p>	<p>UH</p>	<p>COO</p>	No
T4.5	Collection of UnaVEx best practices	<p>Coordination of reflection exercises to collect experiences, feedback and best practices of UnaVEx facilitators, students and international collaborators to encourage the continuous development of a virtual exchange framework.</p>	<p>UH</p> <p>UNIBO</p> <p>KUL</p>	<p>COO</p> <p>BEN</p> <p>BEN</p>	No

				UNIKIN	BEN		
				UoN	BEN		
				UJ	BEN		
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS8	Organisation of first virtual exchange workshops	4	UoN UJ	The first virtual exchange workshop series will be concluded		M18	Workshop recordings
MS9	Delivery of 'Global Sustainability Advocate' certificates	4	UH	The first students will have received their 'Global Sustainability Advocate' certificates		M20	Record of students who have been awarded this certificate
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D4.1	Call for participation for virtual exchanges	4	UoN UJ	DEC	PU	M12	Website entry, English.
D4.2	Compilation of the UnaVEx best virtual exchange practices	4	UoN UJ	R	PU	M36	Digital publication, English.

Work Package 5: Communication, Dissemination & Sustainability					
Duration:	M01 – M36	Lead Beneficiary:	1-UoN 2-UNIBO		
Objectives					
<ul style="list-style-type: none"> ▪ To increase the overall visibility of the UnaVEx project, the project partners as well as associated partners ▪ To communicate and disseminate project outputs to a broad group of stakeholders across Europe and Africa, including relevant networks and platforms active in the area of sustainability ▪ To raise awareness about the importance of sustainability education and sustainability in an interdisciplinary, international and intercultural context ▪ To promote the value of virtual exchange programmes and inspire scalability and uptake, notably by sharing the UnaVEx virtual exchange framework and guidelines ▪ To put the spotlight on experiences of students benefiting from virtual exchanges and faculty via dedicated blogs, website entries and social media posts ▪ To encourage the development of academic papers and/ or a collection of essays of best practices related to sustainability education and/or virtual exchanges 					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Development of Communication & Dissemination Strategy and associated materials	<p>An overarching Communication & Dissemination Strategy is prepared, reviewed and approved by the project partners. It covers dissemination activities to reach various target groups, both internally as well as externally.</p> <p>Accompanying Communication & Dissemination materials are designed and produced in support of this strategy.</p>	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	In-kind as communication specialists' support

T5.2	Creation of UnaVEx project website and social media channels	This task foresees the creation of a dedicated project website, social media channels as well as visual identity for UnaVEx.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	In-kind as IT and communications' specialists support	
T5.3	UnaVEx Sustainability Strategy	The UnaVEx Sustainability strategy is written, reviewed and approved by the project partners. It includes concrete recommendations to inspire further uptake and scaling of UnaVEx project outputs, ensuring long-term impact and sustainability of results beyond the lifetime of the project.	UH UNIBO KUL UNIKIN UoN UJ	COO BEN BEN BEN BEN BEN	No	
Milestones and deliverables (outputs/outcomes)						
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS10	Internal visibility of the project (within consortium)	5	UNIBO UoN	Dissemination Campaign targeted at the participating institutions. It includes presentation of the project to HEIs' administration and faculties, information and invitation of students to participate in VE, raising awareness of VE initiatives, requirements for participation, etc. It starts with the project and should be maintained beyond the lifetime of the project.	M12	Information materials in EN/Partners languages, invitations, posters, publications on participating Universities' social networks
MS11	Project's outreach	5	UNIBO	Dissemination campaign targeted at the wider audience outside	M24	Publications on project social media networks,

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D5.1	Communication & Dissemination Strategy	5	UNIBO	R	PU	M6	Digital publication, English
D5.2	Project website	5	UoN	DEC	PU	M8	Website dedicated to the UnaVEx project, English
D5.3	UnaVEx Sustainability Strategy	5	UNIBO UoN	R	PU	M36	Digital publication, English

Events meetings and mobility

Events meetings and mobility							
<p><i>This table is to be completed for events meetings and mobility that have been mentioned as part of the activities in the work packages above</i></p> <p><i>Give more details on the type, location, number of persons attending, etc.</i></p>							
Event No (continuous numbering linked to WP)	Participant	Description					Attendees
		Name	Type	Area	Location	Duration (days)	Number
E1.1	KUL	Training of facilitators	Workshop (hybrid)	Overview of training and guidelines	Organized at the local universities	1	10 on-site + 40 remote participants

				program for VE events	with a remote connection for other partners		
E1.2	UNIBO	Training of facilitators	Workshop (hybrid)	Lessons - learnt, overview of training guidelines and program for VE events	Organized at the local universities with a remote connection for other partners	1	10 on-site + 40 remote participants
E1.3	UJ	Kick of meeting	Event (hybrid)	Overview of the project WPs & tasks, Commission agreement, for all partners & associated partners	University of Johannesburg	3	20 on-site + 40 remote participants
E.1.4	UNIKIN	Mid-term meeting	Event (hybrid)	Mid-term overview of the project progress and results for all partners & associated partners	University of Kinshasa	3	20 on-site + 40 remote participants
E1.5	UH	Final meeting / conference	virtual	Introduction of results, feedback discussions, lessons learnt, exit strategy, for all partners & associated partners and VE students	University of Helsinki	1	>500

Timetable

Timetable (projects up to 2 years)																								
<i>Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.</i>																								
Note: Use the project month numbers instead of calendar months. Month 1 marks always the start of the project. In the timeline you should indicate the timing of each activity per WP.																								
ACTIVITY	MONTHS																							
	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16	M 17	M 18	M 19	M 20	M 21	M 22	M 23	M 24
Task 1.1 - ...																								
Task 1.2 - ...																								
Task ...																								

Timetable (projects of more than 2 years)																								
<i>Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.</i>																								
Note: Use actual calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.																								
ACTIVITY	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	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	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Task 1.1 Internal project communication e-platform (intranet)																								
Task 1.2 Project meetings																								
Task 1.3 Quality assurance																								
Task 1.4 Project reporting																								

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5. OTHER

5.1 Ethics

Ethics (if applicable)
<p><i>If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.</i></p> <p><i>Describe how you will ensure gender mainstreaming and children's rights in the project activities.</i></p>
<p>UnaVEx makes a protocol for privacy control (M1-3) and personal data security. This is a relevant issue, when collecting information on the registration and participation of the students to the UnaVEx – UnaEuropa courses. The project also makes a protocol for the gender and diversity balance. UnaVEx will also take into account all relevant national laws and EU directives on ethical issues and personal data protection in the field. All data collected during this project will follow procedures as outlined in the project QA plan. All UnaVEx WPs foresee the need to establish and follow good ethical standards.</p>


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5.2 Security

Security
Not applicable.

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6. DECLARATIONS

Double funding	
<p>Information concerning other EU grants for this project</p> <p> Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).</p>	YES/NO
<p>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.</p>	YES
<p>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.</p>	YES

Financial support to third parties (if applicable)
<p><i>If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.</i></p>
Insert text

Seal of Excellence (if applicable)
<p><i>If provided in the Call document, proposals that pass the evaluation but are below the budget threshold (i.e. pass the minimum thresholds but are not ranked high enough to receive funding) will be awarded a Seal of Excellence.</i></p>

<i>In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.</i>	
Do you agree that your proposal (including proposal data and documentation) is shared with other EU and national funding bodies to find funding under other schemes?	YES

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