Project Implementation and Financial Manual

Novi Sad, Republic of Serbia

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FORWARD

Keep Educating Yourself (KEY) project is funded in the framework of the EU Erasmus + Program Call for proposals 2018 under the Capacity Building in Higher Education (CBHE) action.

The Project Implementation and Financial Manual (hereinafter referred to as the PIFM) is a document devised in accordance with the project design (as defined under Work package 1 – inception and Work package 8 – project management) and with the purpose to underpin the overall project management, coordination and reporting and to provide support to the beneficiaries to manage the project within the participating institutions, within local communities and across the partnership regional action in an efficient and successful manner.

PIFM is meant for internal use and structured around 4 key implementation thematic areas, e.g. general management, financial management, communication, dissemination and exploitation; impact and sustainability, offering specific focus on the financial, communication and quality assurance procedures throughout the implementation period. Please note that PIM document does not hold contractual obligation on the project, but rather assists its implementation process in line with some best practices attained from previous lessons learnt in similar actions the consortium obtained.

Most of the rules to follow are predefined by the Grant Agreement signed between the leading partner and the EACEA and reiterated in the corresponding partnership agreements between each partner and the lead applicant, while most of the implementation procedures are designed by the project consortium. Some definitions and rules are taken in the original form from the EACEA Guidelines for the Use of the Grant as to avoid any misinterpretation.

PIM draft is prepared by MA Jovanka Ulić, Preschool Teacher Training College, Novi Sad and MA Jelena Nastić-Stojanović, CEO at the Western Balkans Institute and presented during the KEY kick of meeting taking place in Novi Sad in January 2019. It was reviewed and approved by the project Steering Committe in March 2020.

PROJECT OVERVIEW

Program Erasmus +	Capacity Building in Higher Education (Joint type under category - Strengthening of relations between HEIs and the wider economic and social environment)
Title	KEEP EDUCATING YOURSELF
Acronym	KEY
Reference no.	598977-EPP-1-2018-RS-1-EPPKA2-CBHE-JP
Coordinator	Preschool Teacher Training College, Novi Sad (VSVNS, Novi Sad)
Donor	Education Audiovisual and Culture Agency (EACEA, Brussels)
Budget	877,732.00 EUR
Duration	15 November 2018 – 14 November 2021 (36 months)
Summary	*Effective provision of preschool education sets the foundation for children's lifelong learning, social integration, personal development and employability. It directly correlates with quality preschool teachers' education and training and their Continuous Professional Development (CPD) practices. Within the KEY project ECEC practitioners, educators and regulators in Serbia and Montenegro join efforts with EU partners to design modern pathways to efficient CPD system for preschool teachers based on the introduction of professional learning communities (PLC) approach, going beyond the training courses required for teachers certification encouraging them to review the learning needs, acquire new knowledge/competences through formal, informal and non-formal learning throughout their careers while enabling HEIs to provide students with competences they need to adapt to globalized settings, where creativity, innovation, initiative, and commitment to continuous learning are as important as knowledge.* *Establishing 6 ECEC learning hubs at participating HEIs as operational facilities supporting teachers and practitioners training specialized in 5 different areas:* • *inclusive education – work with socially deprived children and their families, Roma and migrant children;* • *education for sustainable development across the curriculum;* • *ICT in preschool education;* • *work with gifted children and their families* • *teaching English to preschool children is the project main output.* *Other products include CPD courses and materials, Guidelines on M&E and QA in CPD, CPD model of standards, and introduction of Moodle platform in CPD. In sustained efforts to address equality and inclusion, project outputs will be prepared in Serbian, English, Romani and Hungarian. KEY project will impact ECEC learning communities in Serbia and Montenegro, bringing about greater value of teachers' profession and students and young professionals learning competences and skills mandatory for their careers in 21 century.*

PART 1 GENERAL PROJECT MANAGEMENT

Part 1 of the PIFM document reflects on the <u>technical</u> implementation aspects, focusing on the quality framework, project bodies, work plan and other general contractual obligations good practices.

1.1. Consortium partners

KEY is a multi-country project whose consortium includes 17 institutions out of which:

- 10 HEIs
- 2 Institutes for education
- 1 public preschool institution
- 1 public research center and
- 3 non-governmental institutions/associations

with the following composition per countries - 5 institutions from program and 12 institutions from partner countries) and with the Preschool Teacher Training College Novi Sad assuming the lead implementation partner/coordinating institution role.

Country	University	Institute	NGO
Republic of Serbia	Preschool Teacher Training College Novi Sad	Institute for the Improvement of Education and Upbringing	Association of Teachers of Vojvodina
	Preschool Teacher Training College "Mihailo Palov" Vršac		Western Balkans Institute
	Preschool Teacher Training College Kruševac		Union of Associations of Preschool Teachers in Serbia
	Preschool Teacher Training and Business IT College Sremska Mitrovica		
	Preschool Teacher Training College Pirot		
Montenegro	University of Montenegro Podgorica	Bureau for Education Services of Montenegro	
		Public Preschool Institution "Ljubica Popović"	
United Kingdom	Birmingham City University		
Slovenia	University of Maribor	Research and Education Center Rakičan	
Romania	West University Timisoara		
Hungary	University in Baja		

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The project relies on every participating institution which is essential to:
- have the required institutional services/departments on board from the start, e.g. international office, student services, finance department, etc.
- provide regular feedback on the required matters via the institutional coordinator for the project
- Provide clear information to the partnership on institutional requirements/practice

The coordinating institution, Preschool Teacher Training College Novi Sad assumes the following core partnership roles in line with the GA:
- Oversees the implementation of activities
- Ensures the respect of CBHE rules
- Shares with the partners all documents related to the projects (e.g. financial reports)
- Manages the funds of the project and transfers funds to partners without delays
- Central communication point with project partners and external stakeholders
- Intermediary communication point with the EACEA for the submission of reports, payment and amendment request

All other project partners assume the following core roles in line with the GA:

- Equally responsible as the coordinator
- Precise knowledge of the proposal and the CBHE contractual framework
- Implement activities under their responsibility as per the project design and work plan
- Support the coordinator (e.g. providing information and supporting documents for reporting, monitoring, evaluation, etc.)
- Cooperate with the key institutional services in their organization
- Contribute to the dissemination of the project results within their organization, community and/or region

Partner countries responsibilities include and are not limited to:	Program countries responsibilities include and are not limited to:	Associated partners indirectly contribute to:
Enhancing Project results relevance / added value	Knowledge transfers to partner countries counterparts	Visibility and dissemination activities
Awareness raising & Dissemination	Methods transfers to partner countries counterparts	Impact and sustainability of project results
Identifying and involving target groups and local stakeholders into project activities and dissemination and exploitation of results	Active participation in quality assurance and visibility activities	
Respecting national requirements / legal constraints	Respecting national requirements / legal constraints	

Both partner and program countries partake in the project bodies' setup, where different Individuals and countries specifics (i.e. cultures, currencies, languages, time zones, legal frameworks, etc.) and

institutional constraints are outlined, debated and agreed upon as required and in order to obtain the highest possible implementation quality.

1.2.   Project management structure and bodies

KEY project management structure and bodies ensure efficiency and effectiveness of the implementation process. Detailed composition of the managing bodies is presented down below while the structure is given in the graph.
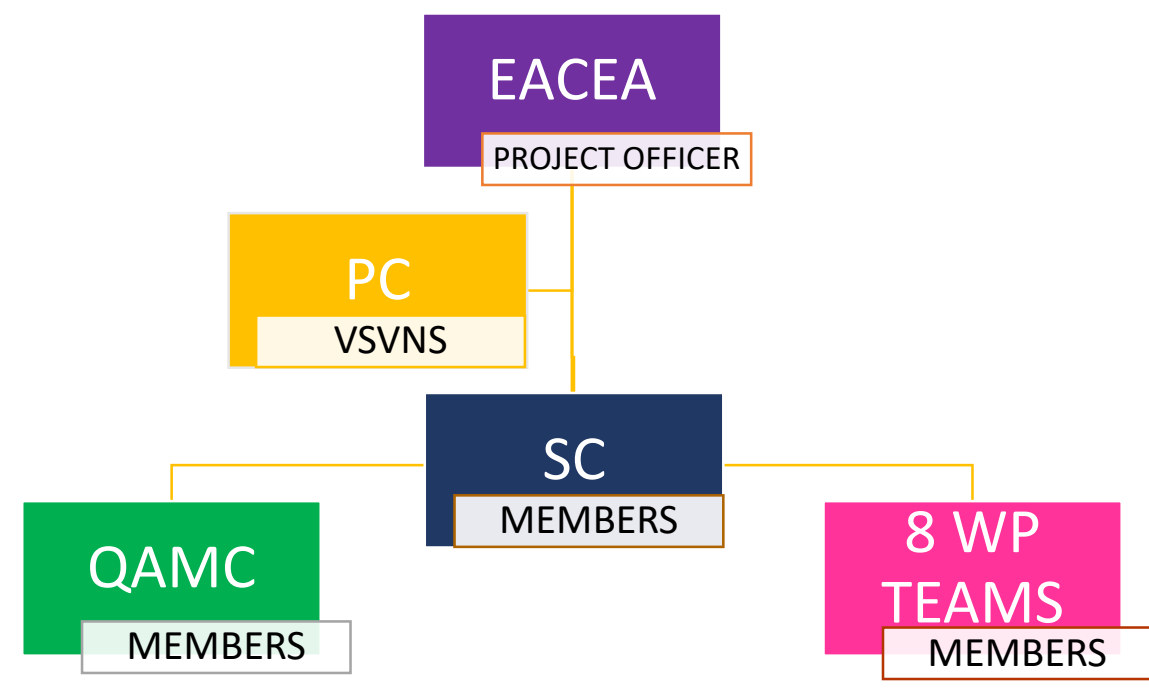
Project coordinator (PC)
KEY PC Preschool Teacher Training College Novi Sad is responsible for the overall project management (technical and operational), communication and reporting to EACEA, efficient use of the project grant, etc. On behalf of the PC Ms. Jovanka Ulić is the project coordinator. VSVNS will act as project management unit (PMU) which will be responsible for collecting and keeping all project documentation.

Steering Committee (SC)
SC is the core KEY decision-making body consisting of one representative from each partner institution. SC will meet at min twice a year (in combination with other project events due to cost efficiency) to discuss and review the progress of project activities, make decisions, approve deliverables, resolve possible conflicts and agree on any risk contingency measures. Other tasks of this implementation body may include:
   ~   Providing input to the monitoring and evaluation strategy of the project;
   ~   Providing advice on the budget;
   ~   Helping to achieve the project outcomes;
   ~   Identifying the priorities in the project – where the most energy should be directed;

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~ Identifying and responding to the potential risks;
~ Approving reports coming from the quality teams;
~ Providing advice (and sometimes making decisions) about changes to the project.

Individual Steering Committee members may or may not be directly responsible for managing project activities, but they should be able to provide support and guidance for those who do. Their selection per each participating institution (project consortium member) should be based on the following overall criteria:

~ Understand the aim, strategy and intended outcomes of the project;
~ Appreciate the significance of the project for their own organization;
~ Be genuinely interested in the project and the intended outcomes;
~ Be an advocate for the project by doing what they can to promote its outputs;
~ Have a broad understanding of project management issues.

Hence, SC members should be able to perform the following tasks throughout project duration:

~ Ensure the strategy that is planned matches the aim of the project;
~ Consider how they will know if the aim of the project has been achieved;
~ Review the progress of the project against the milestones set;
~ Consider and decide on ideas and issues raised (on behalf of their institution);
~ Provide guidance to the project teams where/when needed;
~ Help balance conflicting priorities and resources;
~ Foster positive communication outside of the Committee regarding the project's progress and outcomes;
~ Actively promote the outputs of the project;
~ Contribute to the evaluation of the project, both the process of developing and implementing the project, and its actual impact on its intended audiences.

The SC is chaired by Mrs Jovanka Ulić, the project coordinator from the VSVNS. Each meeting is nevertheless prepared, conducted and wrapped up in partnership with SC member from different institution and is based on the following best practice rules/procedures:

~ a week before the meeting the agenda clearly stating meeting focus and time slots is sent to all the members for possible comments and information along with the envisaged project materials to be reviewed/approved/discussed (including the minutes from the last meeting as applicable);
~ The Chair conducts the meeting according to the agenda, ensuring that all members are encouraged to provide input throughout the meeting and that any decisions or recommendations are adequately resolved and agreed to by the members (decision making is based on consensus, and if this is not possible by majority voting, while conflicting situations are resolved through engagement of impartial counterpart). It's important to check through the list of action items from the previous meeting, confirming action taken and issues resolved, and agreeing how to progress any actions that aren't completed.
~ following the meeting, and no later than within a week, a copy of the meeting minutes should be circulated to all members containing at a minimum, the decisions and action points taken.

The table below outlines the SC team members and leads.

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Quality Assurance Team (QAT)

QAT consists of members from partner institutions experienced in quality assurance. The QAT is a direct support to the Project Coordinator in monitoring and assessing the quality of the project and its results. It implements the project quality framework in line with the devised Quality Guidelines (project quality architecture PQA) prepared as a separate project document. QAT sends regular monitoring and evaluation reports to the SC. The table below outlines QAT members and lead.

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Composition with delegate work packages team members is outlined in tables below:

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Member	VSVKS	Zorica Duković	dukovic@vaspks.edu.rs	062 794 174	062 794 174
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Member	VSSM	Gordana Mijailović	vs.gordana.mijailovic@gmail.com	+381691777002	+381691777002
Member	WEBIN	Jelena Nastić Stojanović	jelena.nastic@wb-institute.com	+381638711212	+381638711212

1.3. Project Advisory Boards

Project advisory boards (PABs) are formed at the local partner community and the national level. They are composed of representatives of local stakeholders (e.g. municipality, city, kindergarten, school, parents' association, an association of psychologists, educators, etc.) and national stakeholders (ministries, institutes, national councils, national parents' associations, psychologists, educators, etc.). They contribute to better implementation and guidance of the project with its inputs - comments, opinions and suggestions;

Communication with Advisory Boards is two-way, i.e. the partners inform Advisory Boards on the current affairs on the project, and the Advisory Boards give opinions on current issues relevant to the project.

Advisory Boards meet locally, as appropriate, at the initiative of the local partner, and on which the project partner institution draws up a report. National Advisory Boards may meet when holding a project event in the capital or by organizing a special meeting with the National Advisory Board.

Key PABs tasks are to:

- Informe about the project status;
- Give opinions and recommendations regarding the implementation of the project, the circumstances, and any relevant sectors matters of importance to the overall project implementation;
- Contribute to the implementation of the project in another appropriate way.

PABs instruments of operation are:

- Meetings;
- Participation in project events;
- Mailing inputs such as insights, opinions and comments.

Further information on the operations of PABs is provided in *What do we need to know about PABs?* project document.

Information on the project advisory boards members at local level is available at the project official project website address www.projectkey.net

1.4. Grant agreement and partnership agreements

Multi-Beneficiary Grant Agreement (GA, Annex1) is signed by the coordinating HEI on behalf of the consortium and as a shared obligation of the partnership. Based on the provisions of the GA and the Mandates letters the coordinating institution prepared and signed individual Partnership Agreements (PA, see template in Annex2) with each consortium partner detailing on the roles, rights and obligations of each signatory party.

In terms of the GA, and the corresponding provisions stipulated in the PAs, the Special Conditions hold precedence over the Annex II – General Conditions which holds precedence over the other Annexes (including the project proposal itself).

PAs are signed in the highest level as mandatory project documents containing requirements related to project management and decision-making process, quality assurance, communication, conflict resolution, roles and responsibilities and financial aspects taking national and institutional constrains and settings into account. The documents are sent to EACEA during the first 6 months of the implementation process.

In accordance to the contractual obligations stipulated under the GA and PAs the consortium will pay particular attention to the penalties envisaged for breaching the provisions and in particular with reference to:

| breach of contractual obligation - GA Article II.17 | 2-10%OF THE GRANT ANDMIN PENALTIES | PUBLICITY-GA ARTICLE I.10.10 | Up to 20% of the grant

Visial identity

E+cofunding logo

Disclaimer | pROJECT PERFORMANCE ASSESSMENT - GA Article I.10.6. | reductions
25%
35%
55%
75% |
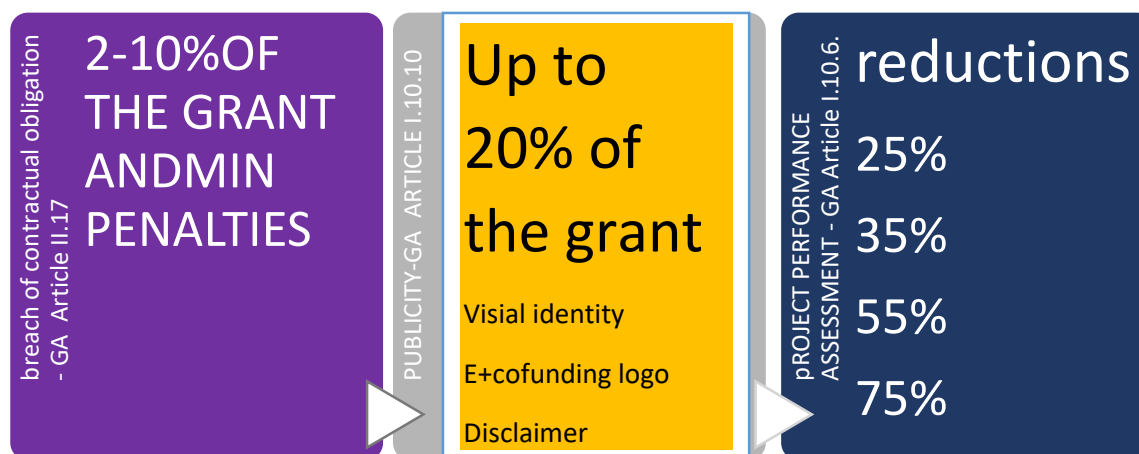
Assessment of project performance (conducted by EACEA during the project monitoring missions, progress and final reports) is based on same criteria and same scoring scale as those used at application stage:

- Relevance (max. 30 pts)
- Quality of the project implementation (max. 30 pts)
- Quality of the project team and cooperation arrangements (max. 20 pts)
- Impact and sustainability (max. 20 pts)

The assessment of the project performance may lead in the following reduction of the project maximum grant

- 25% : performance assessment score between 40 points and 50 points / 100
- 35% : performance assessment score between 30 points and 40 points / 100
- 55% : performance assessment score between 20 points and 30 points / 100
- 75% : performance assessment score below 20 points / 100

1.5.   Implementation work plan/schedule 2019

The provisional annual work plan is presented herebelow.

Meetings plan 2019

- **16/01/2019 – Kick off meeting in Novi Sad, Serbia** – Preparing of project implementation manual, Constitution of Advisory Board, Website programming&dissemination, Media promotion&newsletter, Project management, Setting methodology for comparative analysis of ECEC CPD in RS,ME,RO,SI,HU&UK (**WP1, WP7, WP8**)
- **12-13/02/2019 – Meeting in Novi Sad, Serbia (ATTENDING ALL PARTNERS)** - Training for legal&finance departments, Comparative analysis of ECEC CPD in RS,ME,RO,SI,HU&UK, Preparing of project implementation manual, Preparing of joint position paper on preschool CPD, Constitution of Advisory Board, Website programming&dissemination, Media promotion&newsletter, Project management, Preparing Introduction conference, Introduction to stakeholders in Serbia (**WP1, WP7, WP8**)
- **13-15/03/2019 – Meeting in Pirot, Serbia** (**ATTENDING ONLY HIGHER EDUCATION INSTITUTIONS + WEBIN) (NUMBER OF PARTICIPANTS BY INSTITUTION: 1; BIRMINHGHAM CITY UNIVERSITY: 2)** – Preparing of joint position paper on preschool CPD, Comparative analysis of ECEC CPD in RS,ME,RO,SI,HU&UK, Preparing of joint position paper on preschool CPD, Media promotion&newsletter, Website programming&dissemination, Preparing Introduction conference (**WP1, WP7, WP8**)
- **28-29/03/2019 – Introduction conference in Podgorica, Montenegro (ATTENDING ALL PARTNERS) (NUMBER OF PARTICIPANTS BY INSTITUTION: 2; PTTC NOVI SAD: 3; INSTITUTE FOR THE IMPROVEMENT OF EDUCATION – ZUOV, UNION OF PRESCHOOL TEACHERS ASSOCIATION IN SERBIA SMEDEREVO, RIS DVOREC RAKICAN: 1)** – Intoduction conference, Media promotion&newsletter, Website programming&dissemination, Internal institutional dissemination, Project management, Introduction to stakeholders in Montenegro (**WP1, WP7, WP8**)
- **8-10/4/2019 – Meeting in Maribor, Slovenia (ATTENDING ONLY HIGHER EDUCATION INSTITUTIONS OF SERBIA AND MONTENEGRO + WEBIN) (NUMBER OF PARTICIPANTS BY INSTITUTION: 3; WEBIN: 2)** - Seminar on strengthening the role of colleges in CPD (example of Slovenia), Steering Committee meeting, Media promotion&newsletter, Website programming&dissemination (WP2, WP7, WP8)
- **11-12/4/2019 – Meeting in Murska Sobota, Slovenia (ATTENDING PARTNERS FROM SERBIA, MONTENEGRO AND SLOVENIA) (NUMBER OF PARTICIPANTS BY INSTITUTION - HIGHER EDUCATION INSTITUTIONS OF SERBIA AND MONTENEGRO: 3; OTHER INSTITUTIONS: 2; UNIVERZA V MARIBORU:1)** - Seminar on strengthening the role of colleges in CPD (example of Slovenia), Steering Committee meeting, Media promotion&newsletter, Website programming&dissemination (**WP2, WP7, WP8**)

- **14-15/5/2019 – Meeting in Vrsac, Serbia <u>(ATTENDING PARTNERS FROM SERBIA, MONTENEGRO AND SLOVENIA) (NUMBER OF PARTICIPANTS BY INSTITUTION: 1; NOVI SAD, SREMSKA MITROVICA, NIKSIC, MARIBOR AND MURSKA SOBOTA: 2)</u> -** Seminar on strengthening the role of colleges in CPD, Development of ECEC Learning Hubs, Purchasing of equipment, Media promotion&newsletter, Website programming&dissemination (**WP2, WP7, WP8**)
- **20-21/6/2019–Meeting in Sremska Mitrovica, Serbia <u>(ATTENDING PARTNERS: SERBIAN AND MONTENEGRO HEI, TIMISOARA (ROMANIA), BAJA (HUNGARY), WEBIN; NUMBER OF MEMBERS PER INSTITUTION-NOVI SAD, NIKSIC, WEBIN, BAJA, TIMISOARA: 2; PIROT, KRUSEVAC AND VRSAC: 1)</u>** - QA Committee meetings & Meetings with Advisory Board, Development of ECEC Learning Hubs, Purchasing of equipment, Media promotion&newsletter, Website programming&dissemination (**WP2, WP6, WP7, WP8**)
- **19-20/September** – <u>**Meeting in Niksic, Montenegro - (ATTENDING PARTNERS: SERBIAN AND MONTENEGRO HEI, BAJA (HUNGARY), WEBIN; NUMBER OF MEMBERS PER INSTITUTION– 2 members.**</u> Development of ECEC Learning Hubs, Purchasing of equipment, Media promotion&newsletter, Website programming&dissemination (**WP2, WP7, WP8**)
- **October** – <u>**Meeting in Novi Sad, Serbia - (ATTENDING PARTNERS: SERBIAN AND MONTENEGRO HEI, BAJA (HUNGARY), WEBIN; BCU (UK). NUMBER OF MEMBERS PER INSTITUTION – 1 member, BCU (UK) – 2 members.**</u> Provision of space, inventory and administrative staff, Development of ECEC Learning Hubs, Purchasing of equipment, Media promotion&newsletter, Website programming&dissemination (**WP2, WP7, WP8**)
- **November** – <u>**Meeting in Krusevac, Serbia (ATTENDING PARTNERS: SERBIAN AND MONTENEGRO HEI, ASSOCIATION OF PRESCHOOL TEACHERS OF VOJVODINA, UNION OF PRESCHOOL TEACHERS ASSOCIATIONS OF SERBIA, JPU „LJUBICA POPOVIC", WEBIN, BCU (UK). NUMBER OF MEMBERS PER INSTITUTION – 2 members, except PIROT and UNION OF PRESCHOOL TEACHERS ASSOCIATIONS OF SERBIA – 1 member.**</u> - Progress evaluations, QA Committee meetings & Meetings with Advisory Board, Provision of space, inventory and administrative staff, Development of ECEC Learning Hubs, Purchasing of equipment, Media promotion&newsletter, Website programming&dissemination (**WP2, WP6, WP7, WP8**)
- **2020** – <u>BEGINING OF MARCH</u> – **TIMISOARA, ROMANIA (** ATTENDING <u>ALL PARTNERS FROM SERBIA AND MONTENEGRO; **EU PARTNER MAY ALSO ATTENDING – ROMANIA HEI WILL PROVIDE ACCOMODATION IF YOU ASK THEM ON** diana.mihut@e-uvt.ro **)**</u>
- **2020** – <u>END OF MARCH</u> – **SLOVENIA: MARIBOR** (<u>ATTENDING ONLY HIGHER EDUCATION INSTITUTIONS OF SERBIA AND MONTENEGRO + WEBIN) (NUMBER OF PARTICIPANTS BY INSTITUTION: 3; WEBIN: 2)</u>
- **2020** – <u>END OF MARCH</u> - **SLOVENIA: MURSKA SOBOTA** (<u>ATTENDING PARTNERS FROM SERBIA, MONTENEGRO AND SLOVENIA) (NUMBER OF PARTICIPANTS BY INSTITUTION - HIGHER EDUCATION INSTITUTIONS OF SERBIA AND MONTENEGRO: 3; OTHER INSTITUTIONS: 2; UNIVERZA V MARIBORU:1)</u>

1.6. General implementation rules and reporting standards, content, schedule and tools

Introducing project changes/amendments

The changes on the project may be of administrative or operational character. The most common ones are presented in the graphs below under both categories.
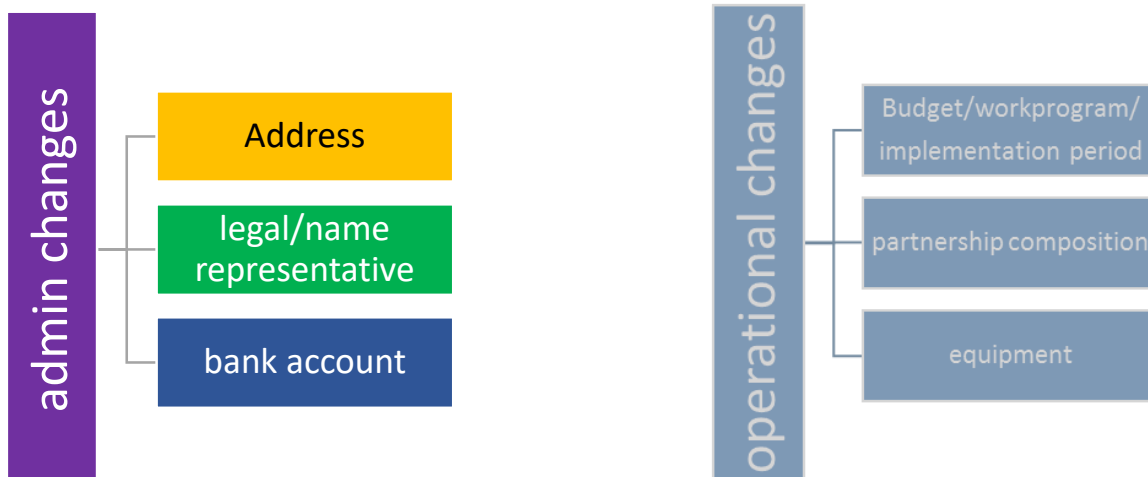
Based on the nature and impact of the desired changes, the consortium may ask for the amendment based on the following procedure:
- ✓ Inform the coordinator / ensure agreement within the partnership
- ✓ The coordinator submits a request for amendment to the EACEA before implementing the change (and at the latest 1 month before the project's end date)

The format per requested change varies and involves the following:
- Amendments made through the EACEA participant portal (involving administrative changes)
- Amendments made through the email notification (involving changes of contact persons or change of deadlines for submission of reports)
- Amendments made through the exchange of formal letters (involving operational changes)

The necessary documentation per each change is provided under the Guidelines for the Use of the CBHE Grant (2016, p.13).

Reporting
a. Progress report (halfway through the project lifetime, i.e. 14 April 2020)
b. Final report (2 months after the end of the eligibility period, i.e. 14 January 2022)

The reports cover both the activities implemented and the grant used during the reporting period.
Even though the reporting documents are sent to the donor by the project coordinator, the reporting is joint exercise of consortium partners which is to be completed by and shared with all partners.
The reporting forms for the progress report on the implementation of the action are available on the website of the Agency and consist of the following:

- Progress report on the implementation of the action (description of the progress made, statistics and indicators, tables of achieved/planned outcomes, etc.) as specified in Annex V of the Agreement;
- Summary report for publication
- Statement on the use of the previous pre-financing instalment, as specified in Annex VI of the Agreement and,
- Request for payment of the second pre-financing (to be submitted only when 70% of the first pre-financing has been spent) as specified in Annex VI of the Agreement.
- Final report forms are available on the EACEA website and consist of a narrative and a financial part as follows:
    - ✓ Final report on the implementation of the action (description of the results and achievements, statistics and indicators, table of achieved outcomes, etc.) as specified under Annex V of the GA;
    - ✓ Summary report for publication
    - ✓ Final Financial Statement and Request for payment - including the financial tables for each budget heading and the required supporting documents - as specified under Annex VI of the GA;
    - ✓ (Audit) Certificate on the financial statements and underlying accounts ("Report of Factual Findings on the Final Financial Report – Type II") as specified under Annex VII of the GA.

Personal data protection *of each and every project participant on the KEY project will be ensured through their signing of the statement of agreement with the processing of personal data for the purposes of project application, implemetation and reporting on the KEY project.*

1.7 Quality assurance and project monitoring

Internal KEY quality assurance and monitoring framework:

- Concerns all dimensions of the project, i.e. academic aspects, financial & administrative, management, outputs, visibility/dissemination, impact, relations with EU, etc.
- Involves all parties concerned by the project academic, administrative staff, students, local stakeholders, etc.
- Assesses that activities conducted are in line with project objectives (Logical Framework, needs analysis)
- Ensures follow-up of activities (tools: roadmaps, dashboards, questionnaires, reports etc.)
- Keeps partners informed of evaluation results and remedial actions taken

As per WP6 framework primary quality assurance mechanism for ensuring efficient, effective, timely, on scale and budget realization of the activities is constant, clear, precise and on-time communication within the consortium and WP teams. In particular, regular QA will be enabled through:

1. QAMC (Quality Assurance and Monitoring Team) set to consist of independent academic non-academic and student representatives with a role to monitor and report on quality control on the project against the adopted Quality plan (PQA) and on quarterly basis;

2. PQA Guide is devised by QA team and adopted by SC ensuring qualitative and quantitative indicators and deadlines against which the project QA will be made and reported on with reflection on WP, outputs, events, etc.

Specific quality measures include:

a. Progress Reports produced annually by QA team and sent for adoption to SC

b. Recommendations from progress reports followed up upon and Quality framework amended to address them

c. National Erasmus office field monitoring visits recommendations carefully assessed and addressed.

Overall monitoring and evaluation is conducted externally (Erasmus plus office monitoring and control visits, web-site survey) and internally (students, non-academic and academic staff questionnaires).

Financial evaluation will be conducted through auditing reports and recommendations.

Specific project WPs and results will be evaluated against quality and timely delivery through a number of benchmark indicators as outlined in the LFM and including:

- number of surveys, no. of contributors, recommendations, conference participants, etc. (WP1)
- no. of courses and sets of training material, no. of workshops, no. and satisfaction of participants, number of publications, quantity and type of equipment, etc. (WP2-3 and 4-5)
- implementation of the quality plan, QA team set up, no. of meetings and participants, no. of manual, pages and contributors, no. of reports, etc. (WP6)
- website and no. of visits, media reports, no. of cooperation agreements (WP7)
- number of participants at kick off and SC meetings and the number of Skype meetings, regular reporting (WP8)

External KEY quality assurance and monitoring framework is conducted through:

- Persons/bodies not involved in the project, e.g. peer-reviews by external experts not involved in the consortium, representatives from local authorities/private companies (number of PABs comments received, etc.)
- Same holistic approach as for internal QA (in terms of dimensions addressed and parties consulted).
- EACEA monitoring in desk and field formats and adherence to the provided recommendations

The aim of field monitoring mission is to: check that the project advances according to the work plan; check that partners are fully involved in the project; prevent problems due to weak project implementation; special emphasis on the sustainability/impact of the project results in the partner country (/-ies). The filed mission is taking place once during the implementation and at HEI/Partner Country partner during consortium meeting in the format of Interviews of project actors/visit of premises Recommendations by EACEA to the partnership are provided in the written form to the coordinator.

Both internal and external quality and monitoring practice ensure the project is on track and respects CBHE requirements; supports the partnership during the project implementation; prevents difficulties, overcomes delays and identify best partner and consortium level practices. This is conducted through regular email / telephone communication with the coordinator by the partners and when need by the

coordinator with designated EACEA project offices; organization of video-conferences and assessment of reports.

In order to make sure the implementation is running smooth with all partners and to avoid delays in reporting, all partners' coordinators will be sending project documentation (certified copies) including both narrative (publications, event reports, evaluations, lists of participants, agendas, etc.) and financial (joint declarations, timesheets, individual travel reports and supporting documents, e.g. invoices) to the PC on quarterly bases. Ad hoc data collection is also possible.

Risk matrix and contingency plan

Overall implementation risks and the corresponding contingency strategies are presented in the table below. More concrete risks related to WPs and/or particular output are provided in the project Quality Guide.

Possible risks	Mitigation approach
Commitment and motivation of partners	Expectations should constantly be communicated to partners Delegate responsibilities to partners to increase their involvement in the project
Cultural differences, i.e. different ways to communicate and to deal with issues	Regular face-to-face meetings to know each other and ad hoc Skype/viber conference calls Cultural awareness to anticipate potential conflicts
Incomplete documentation	PIFM drafted and widely distributed Kick off financial management training Quality assurance framework clearly set and presented to all the parties
Availability of required staff	Clear roles and expectation set in the work plan drafted for the year ahead period
Delays (e.g. lengthy tendering, accreditation issues, project registration, etc.)	Process planed in advance (e.g. early purchasing of equipment, and subcontracting of other needed services) Contact the coordinator before issue escalates for advice Timely EACEA written consultation/amendments request by the coordinator

PART 2   FINANCIAL PROJECT MANAGEMENT

2.1.   Project budget and payment cycle overview

Project budget contains 5 different headers: staff cost, travel costs, cost of stay, equipment and other costs. The grant is calculated on the basis of:
- Actual costs for the budget headings Equipment and Subcontracting, and
- Unit Costs for the budget headings Staff costs, Travel costs and Costs of stay.

As specified in Article I.8 of the GA, the coordinator may, in agreement with the beneficiaries, when carrying out the action, adjust the estimated budget as shown in Annex III by transfers between budget headings, provided that:
- this adjustment of expenditure does not affect the implementation of the action
- the amount indicated in Annex III of the GA for one or more of the budget headings is not increased by more than 10 %, and
- the total estimated budget indicated in Article I.3 of the GA is not exceeded.

Hence, the maximum amount declared under a budget heading can be 110% of the authorized amount as indicated in Annex III of the GA, i.e. the project budget for the budget heading in question without prior authorization required. The 10% increase flexibility can still be applied even if the authorized amount for the budget heading concerned had already been set at its maximum ceiling (i.e. 40% for staff costs, 30% for equipment costs and 10% for subcontracting costs).

The corresponding increases as well as any significant decrease of expenditure under a budget heading should be justifiable with regards to the objectives and overall funding of the project.

Payment from the PC to other partners is done via the bank account stipulated under the PAs in EUR currency. Payment cycle from the donor to the PC is as follows:

1st pre-financing of 50% — **Upon signing of the GA/PAs**

- Spending of a min of 70% of the 1st pre-financing instalment by the consortium
- Drafting of the Progress/Interim reports (narrative + financial + request for payment) half way through the project lifetime (submission not later than 14 April 2020)

2nd pre-financing of 40% — **Following the written approval of the progress/interim report**

- Drafting of the Final reports (narrative + financial + audit report + request for payment) after the project ends with submission not later then 2 months after the end of the implementation period (14 January 2022)

Balance payment of 10% — **Following the written approval of the final report (60 days after the submission of the final report)**

> *The payment cycle from the PC to the project partners will reflect the instalment and timeframe of the payment conducted by the EACEA to the PC and will be done in line with the stipulations under the Partnership Agreements. In case of misconduct and/or failure of partner to provide the requested documentation fully and in time, the PC will hold the right to refrain from the second pre-financing payment until the issues have been resolved.*

2.2. Financial implementation rules and tools (cost categories, supporting documents, tendering etc.)

KEY applicable financial implementation rules, procedures and tools to be used have formed part of the training on the CBHE financial management organized by BCU and WEBIN in the framework of WP1. The training was attended by the project contact persons and financial departments' personnel

Cost categories and supporting documents needed

COST CATEGORY	COST DESCRIPTION	PAYMENT SPECIFICS	SUPPORTING DOCUMENTS
EQUIPMENT	This budget heading may be used to support the purchase of equipment on the condition that such equipment is not ineligible and is directly relevant to the objectives of the project and will be used during the implementation	**ACTUAL COST** (actually incurred)	Invoice(s) and bank statement(s) for all purchased equipment When the threshold of EUR 25.000 is exceeded and below EUR 134.000, documentation on the tendering procedure and three quotations from different suppliers. When the threshold of EUR 134.000 is exceeded, documentation on the tendering procedure applied according to national legislation. Proof that the equipment is recorded in the inventory of the institution
SUBCONTRACTING	implementation of specific tasks being part of the action, by a third party, to which a service contract has been awarded by one or several beneficiaries, e.g. translation, printing, it courses, evaluation and auditing	**ACTUAL COST** (actually incurred)	Invoices, subcontracts and bank statements. In the case of travel activities of subcontracted service provider, copies of travel tickets, boarding passes, invoices and receipts, or for car travel a copy of the internal regulations on the reimbursement rate per km. The aim of the supporting documentation is to demonstrate that the activities took place. When the threshold of EUR 25.000 is exceeded and below EUR 134.000, documentation on the tendering procedure and three quotations from different suppliers. When the threshold of EUR 134.000 is exceeded, documentation on the tendering

			procedure applied according to national legislation. Tangible outputs/products
STAFF COSTS	Beneficiaries will have to prove that the activities have been actually and properly implemented and/or that the expected output(s) have been produced but they will not have to justify the level of spending	**UNIT COSTS** Based on the type of staff category and the country in which the staff member is employed Declared working days per individual will not exceed 20 days per month or 240 days per year.	Formal contractual relationship between the employee and the employer. A duly filled-in JD for each person employed by the project signed by the person performing the activity then countersigned and stamped by the person responsible (e.g. rector, dean). For staff performing different categories of tasks a JD must be signed for each type of activity. Time-sheets have to be attached to each JD signed by the person concerned and countersigned by the person responsible in the institution that employed this person. Material evidence to verify that the declared workloads correspond to actual activities/outputs (e.g. attendance lists for lectures given, tangible outputs/products, salary slips, etc.)
TRAVEL AND COSTS OF STAY		**UNIT COST**	Individual Travel Report (ITR) Invoices, receipts, boarding passes Agendas Attendance/Participant lists Tangible outputs/products Minutes of meetings

With reference to staff cost category the following rates per day amounts in EUR will be applied for different type of work and based on the staff country:

Country	Manager	Teacher/trainer/researcher	Technical	Administrative
Romania, Serbia Hungary	88	74	55	39
UK	280	214	162	131
Slovenia	164	137	102	78
Montenegro	108	88	57	45

The applicable staff categories to be applied are the following:

i. **Managers** (including legislators, senior officials and managers) carry out top managerial activities related to the administration and coordination of project activities.

KEY Project Implementation and Financial Manual

ii. **Researchers, teachers and trainers** (RTT) typically carry out academic activities related to curriculum/training program development, development and adaptation of teaching/training materials, preparation and teaching of courses or trainings.

iii. **Technical staff** (including technicians and associate professionals) carries out technical tasks such as book-keeping, accountancy, in-house translation activities.

iv. **Administrative staff** (including office and customer service clerks) carries out administrative tasks such as secretarial duties. Students can work for the project and can be considered as administrative staff, provided that they have signed a work contract with a consortium beneficiary institution.

VAT exemption

Any expenditure including VAT, duties and charges (such as customs and import duties) are not eligible unless the coordinator can provide an official document from the competent authorities proving that the corresponding costs cannot be recovered. In any case, taxes and duties have to be treated in accordance with the tax exemption agreement, signed between the European Union and the Partner Country for which the equipment or services are destined.

Upon request, the coordinator obtained a certificate stating that the acquisition, delivery and installation of equipment and the provision of services in the Partner Countries are exempt from taxes, duties and charges if a Financing Agreement has been signed between the European Commission and the Partner Country.

Best practice tendering procedures

The tender specifications will indicate
- the exclusion and selection criteria that must be fulfilled by tenderers (analysis of the tenderers)
- the award criteria and their relative weighting (analysis of the quality and price)
- the technical requirements, i.e. the technical specifications (including, whenever relevant, the minimum technical requirements)

The following general requirements will be followed as principles:
- the description must be comprehensive, clear, precise and transparent
- the tender specifications must ensure equal access to tenderers (equal treatment and nondiscrimination) and must not have the effect of creating unjustified obstacles to competitive tendering (widest competition possible)
- the choice of the criteria described above (exclusion, selection and award) has to be proportional in relation to the subject and the value of the purchase
- Sound financial management
- Establishment of an evaluation committee

Each tendering procedure should preferably contain at least the following elements:
- Invitation to tender
- Tender specifications
- Minutes of the tender opening

- Tender evaluation report from the evaluation committee
- Commercial offers.

The beneficiaries must clearly document each tendering procedure and retain all the documentation in particular for audit purposes in accordance with Article II.27 of the GA. 3.2.5.3

When preparing the tender specifications, the beneficiaries should make sure to address all the issues underlined below:

- Information on tendering - The information provided in this part of the tender specifications is of a more administrative nature.
- It addresses issues such as: • participation in the procedure (access to the market) • contractual conditions • joint tenders • subcontracting • content and period of validity of the tenders • identification of tenderers (legal capacity and status)

The title should be short and precise and refer to the subject of the contract. It will be used consistently throughout the documents issued during the procedure. The beneficiaries have to provide with as much background information and (Internet based) reference documents as possible. This will help avoiding potential unequal treatment of tenderers.

The technical specifications describe what the beneficiary's institution is going to buy. It should include the characteristics and technical requirements of the products, services or materials to be ordered, considering the purpose for which they are intended by beneficiary's institution. These characteristics may include:

- the quality levels
- the levels and procedures of conformity assessment
- safety or dimensions, including, for supplies, the sales name and user instructions, and, for all contracts, terminology, symbols, testing and test methods, packaging, marking and labelling, production procedures and methods
- delivery and payment terms
- warranty service and technical support conditions

In marginal cases where it is not possible to provide a sufficiently detailed and intelligible description of the subject of the contract, the description must be followed by the words "or equivalent".

The duration of execution of tasks must also be specified. It is recommended to include the period of approval of deliverables in the period of execution of the tasks.

The estimate value of the contract may be specified for interested economic operators are perfectly aware about the size of the contract they are competing for.

Evaluation and award of the contract describes the evaluation process and specifies the different types of criteria which will be applied to decide on the award of the contract:

a) the exclusion criteria allow the beneficiary to determine whether an economic operator is qualified to participate in the tendering procedure.

b) the selection criteria is to allow the beneficiary to determine whether a tenderer has the financial, economic, technical and professional capacity necessary to carry out the work and in principle they relate to their past experience. Selection criteria are not exhaustive and are general in

c)

d) nature. They must be drafted in a non-discriminatory manner that is consistent with the purpose and complexity of the future contract.

e) finally, the award criteria will allow the beneficiary to choose the best tender out of those submitted by tenderers which are not excluded and which meet the selection criteria.

Award criteria deal with the quality and price of the tender, without ever going back to the capacity of the tenderer or its past performance. The award method will be the *best value for money* meaning that the winning tender is the one offering the best quality/price ratio, considering the criteria announced in the specifications.

Tools to be used in financial monitoring and reporting in the context of the CBHE include the following:
- ✓ Grant monitoring/financial statement – Annex 5
- ✓ Financial report – Annex 4
- ✓ Audit Report – Annex 6
- ✓ Joint Declaration – Annex 7
- ✓ Individual Travel Report – Annex 8
- ✓ Timesheet – Annex 9

2.3.   Financial reporting standards, content and schedule

All reports should be typed and should be in English using EUR currency calculations and as detailed as possible with a matching in the inserted information in the financial tables and the corresponding narrative. Hard copies of all documents are kept within each partners premises, while the PC collects the certified copies of documentation on a quarterly level during the whole implementation period. In order to be considered eligible costs must comply with the requirements of applicable tax and social legislation within concerned country.

Financial reports (progress and final) consists of:
- ▪ financial statement table - original excel file
- ▪ supporting documents (staff conventions, individual travel reports and project time sheets)
- ▪ other supporting documents (agendas, list of participants, boarding passes, travel orders, or any other document proving mobility or participation in some activities)

As regards the reporting schedule that PC is sending to the EACEA these include:
- a. Progress Report – 14 April 2020 and
- b. Final report – 14th January 2022.

The partner financial reports will be reviewed and approved by the PC on quarterly bases and taking into consideration the following assessment criteria:
- ✓ Conformity of the expenditures with the budget of the project;
- ✓ Eligibility of the expenditures;
- ✓ Correctness and completeness of all supporting documents;
- ✓ Correctness of applied exchange rates;
- ✓ That any changes which occurred between budget categories are eligible and justified;

✓ Expenditures must be in conformity, including full eligibility, with the estimated Budget

The Coordinator has provided all partners with the appropriate form for issuing the transfer of funds to the partner institution – Partner Request for Payment (Annex 13).

2.4. Reference numbers designation rules for supporting documents

At the KEY project Kick off meeting a rule was set on numbering the project supporting documents following this principle:

- Number of the project partner as indicated in the project design (P1-P17 in KEY project)
- Hyphen
- Short name of the document (e.g. JD, TS, ITR) in capital letters
- Hyphen
- Document designated number starting from 001

For example, P12-ITR-001 would be the first individual travel report provided by the project partner no. 12 as stated in the proposal.

Order number of the document will have progressive numbering for the same type of supporting documents.

2.5. Auditing of project costs

It is a contractual obligation of the project to carry out a financial audit at final report stage. Nevertheless, the auditor will be selected well in advance in order to avoid delays in submitting the final report. The costs of the audit certificate are eligible costs of the project. The process will see to observing the principles of transparency and equal treatment of potential contractors and taking care to avoid conflicts of interests. It will be conducted in line with provisions stipulated under Annex VII to the GA and in line with the applicable national legislation in Bosnia and Herzegovina.

A mandatory template for the audit report and engagement letter between the coordinator and the auditor are provided under Annex 6 together with the exact role and procedures to be respected by the auditor. Selection of the auditor will be based on a competitive process with a minimum of 3 bids obtained whereby the principle of best value for money will be upheld in awarding the contract. The selection process will be conducted by the PC institution on behalf of the consortium and

The EACEA and/or the Commission may carry out technical and financial checks and audits in relation to the use of the grant either directly or by an outside body authorized to do so on its behalf. This may take place during the implementation of the GA and for a period of five years starting from the date of payment of the balance which is why all project documentation by all project partners must be kept in adequate conditions at the institutional premises.

2.6. Exchange rates

By way of derogation from Article II.23.4 of the GA, any conversion into euro of actual costs incurred in other currencies shall be made by the beneficiary at the monthly accounting rate established by the

European Commission and found published on the following official website – inforeuro http://ec.europa.eu/budget/contracts_grants/info_contracts/inforeuro/inforeuro_en.cfm applicable:

✓ on the month of the receipt of the first pre-financing for all costs incurred until the second pre-financing is received and

✓ from the date when the second pre-financing is received from EACEA until the end of the eligibility period, the rate of the month of the second pre-financing should be applied. It will be announced after the second pre-financing.

The invoice date will be considered to determine the applicable monthly exchange rate.

PART 3   COMMUNICATION, DISSEMINATION AND EXPLOITATION

3.1.   Publicity rules, tools and provisions (EU logo, disclaimer, etc.)

In accordance with the Article I.10.8 and II.7 of the GA, regarding the publicity and use of the relevant logo, the beneficiaries will follow the instructions available on the Erasmus plus website on the following link: https://eacea.ec.europa.eu/about-eacea/visual-identity_en.

Any communication, publication or output resulting from the project, made by the beneficiaries jointly or individually, including at conferences, seminars or in any information or promotional materials (such as brochures, leaflets, posters, presentations, etc.), must indicate that the project has received European Union funding. This means that all material produced for project activities, training material, projects websites, special events, posters, leaflets, press releases, CD ROMs, etc. must carry the Erasmus+ logo and mention: "Co-funded by the Erasmus+ Programme of the European Union (Guidelines for the Use of Grants, December 2016).

EU logo

The partners shall inform the public, press and media of the action (internet included); which must, in conformity with Article II.7, visibly indicate with the support of the Erasmus+ Programme of the European Union as well as the graphic logos. Where the action, or part of the action, is a publication, the mention and graphic logos shall appear on the cover or the first pages following the editor's mention.

If the action includes events for the public, signs and posters related to this action shall be displayed.

Erasmus+ logo to be used on the KEY project is as follows:

Project logo used together with the EU logo is developed in the first project month of the implementation as follows and will be used along the EU logo on all project documents.

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Disclaimer

Any communication or publication produced within the project should indicate that it presents only the view of its author(s) and not the view Agency and/or Commission. Hence, any publication should mention the following sentence:

"This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Materials under the scope of the project must be made available for the public, in digital form, freely accessible through the Internet under open licenses. The beneficiaries must also warrant that the EACEA and the Commission has the rights to:

- communicate the results of the action by any other types of communication not specified in the General Conditions;
- edit or re-write in another way the results of the action, including shortening, summarizing, modifying the content, correcting technical errors in the content;
- cut, insert meta-data, legends or other graphic, visual, audio or word elements in the results of the action;
- extract a part (e.g. audio and video files) of, divide into parts or compile the results of the action
- prepare derivative works of the results of the action;
- translate, insert subtitles in, dub the results of the action in all official languages of EU;
- authorize the modes of exploitation set out above to third parties.

The project team will provide project info to NEOs and EU Delegations upon request (GA, Art I.10.11)

Project web platform will be the most prominent communication tool used during the implementation and beyond.

3.3. Communication, dissemination and exploitation plan

This WP7 outlines envisaged project communication, promotion, dissemination and sustainability of project activities and their exploitation. Dissemination and Exploitation Plan is drafted as a separate project document.

The project website is available at the following address projectkey.net containing news, announcement and downloadable project materials and documents. The same content shall be promoted also on each partner websites. Regardless of the project website, all partners also use actively their own institutional websites and social media for promotion of project activities and results and announcements on important project related events.

Project presentation to be used by all the partners is prepared for the kick off meeting by the PC (Annex 12) as well as agenda and activity reporting templates (Annex 11) and project memo (Annex 10).

Internal communication and dissemination is done at two levels - departmental and institutional. At minimum 1 internal dissemination event(s) per year to inform the colleagues at their home institution about the project. It is expected that min. 500 more persons related to 17 consortium member institutions be informed throughout min. 17 small-scale internal dissemination events.

External communication and dissemination is conducted with practitioners, adult educators, local, regional and national authorities and policy makers.

Also, external dissemination is done with EACEA, Ms. Gulia Moro, EACEA Project Officer responsible for KEY is done only via the coordinator. Official communication to be addressed both to Project Officer and functional mailbox is done via the following email: EACEA-EPLUS-CBHE-PROJECTS@ec.europa.eu

Local coordinators in both partner countries inform National Erasmus Office (NEO) about the project events.

Specific aspect of external dissemination involves the mandatory project results approval through Erasmus + Projects Results Platform at http://ec.europa.eu/programmes/erasmus-plus/projects/. Team leaders of the WP will provide final versions of the project materials that would be uploaded onto the Platform by the PC. These include at minimum the tangible project outputs/publications in both e-form and hard copy.

Project dissemination is conducted in line with the GA obligations on the visibility of project results and as per the following key outreach to specific target groups:

Target Group	Means of Communication to Reach These Target Groups	When	Indicators to measure the effectiveness of the means of communication
Awareness raising phase (1st project year)			
160 HEI staff – teachers/researchers, (not directly involved in implementation process)	Introduction conference Internal dissemination events Consultations on the CPD standards model	1st project year	Number of participants Number of events Number of promo materials
500 Students	Introduction conference Internal dissemination events Web portal, partner institution websites, social networks	1st project year	Number of participants Number of events Number of visits/likes/downloads
4000 kindergartens staff – preschool teachers, nurses, assistants	Introduction conference Survey on the CPD needs testing and partaking Analysis reports Web portal	1st project year	Number of organizations/ participants Number of feedbacks Number of visits, updates
10 Local/city governments and national line ministries (Education, Labor,	Introduction conference Policy recommendations	1st project year	Number of participants Number of feedbacks

Health) and key other stakeholders[1]			
Reaching out and engaging phases (2nd and 3rd project years)			
20 ZUOV and BES professionals	CPD policy workshops Training of trainers in CPD quality assurance	2nd year	Number of participants, materials Feedbacks
40 preschool teachers	training of trainers to carry out establishment of CPD centres	2nd year	Number of participants, materials and feedbacks
3 professional associations and 40 practitioners	Trained as trainers in CPD advocacy work	2nd and 3rd year	Number of participants, materials and feedbacks
Students	Dissemination conference	2nd and 3rd project years	Number of participants Number of updates, visits, consultation, cross referencing feedbacks
200 preschool teachers and 120 practitioners	CPD courses	3rd year	Number of events/participants Feedback, peer reviews Number of courses Number of newly engaged teachers

Specific approach to stakeholder management ensures new knowledge/skills integration into CPD plans. Project teams will speak with all stakeholders, obtaining viewpoints, creating a set of advocacy actions that are informed by the true dynamics of the stakeholders needs and hence continuously building their commitment to the changes introduced. Specific project target groups will be reached in the following way after the project implementation period ends:

a) **direct target group: academic and non-academic staff at targeted HEIs; ECEC professionals and non academic stakeholders, regulators**

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[1] Institute for Evaluation of Education, Social Inclusion and Poverty Reduction Unit of The Government of Serbia, National Educational Counsels, National Parliaments, Provincial Secretariat for Higher Education and Scientific Research, The Standing Conference of Towns and Municipalities, The Network of Regional Centers for Professional Development in Education, Association of professional associates of preschool institutions in Serbia, Association of professional associates of preschool institutions in Montenegro, Association of nurses working in preschools in Serbia, Association of nurses working in preschools in Montenegro, Activ of preschools institutions directors in Serbia

It is expected that realization of project activities results in strengthened relations between HEIs staff and ECEC professionals reinforce through active cooperation at CPD centres and building a strong network of professionals in ECEC. Project involves sets of training sessions that continually improve ECEC proffessionals competences. Model standards for CPD acreditation and Quality and M&E tools enable close and enduring interaction among project partners related to improvements in CPD framework and measuring of its effectiveness with increase potential for life long lerning of preschool teaching/professional staff.

b) **indirect target group: other HEIs in Serbia, local communities, media, LSG**

Incoming staff and staff other than directly targeted will be able to increase their competences continuously via developed training materials and inter-institutional knowledge transfer. Local experts, the media and HE and ECEC professionals will be reached by national and international openness of targeted HEIs which will bring about innovative practices together with more competant, highly competitive preschool teaching and non teaching professionals.

c) **potential beneficiaries/end users: students at targeted HEIs, decision-makers, wider public, children and parents, communities**

These beneficiaries reached and benefit by increased possibilities for modern quality teaching provision and inclusion of all of them in ECEC system evaluation. Project results will be used by decision makers and wider public as relevant stepping stone for regulating the area of preschool teachers CPD. Produced educational/training resources will be used beyond the project realization.

The stajkeholders analysis provided for better management of stakeholders and more nuanced approach to communication with them. KEY project differentiates in between the following 2 groups of stakeholders:

Internal stakeholders – project teams and bodies, partners staff and alliance partners, partners governance structures, students and preschool teachers.

External stakeholders – advisory boards members (key advisors), the government (Ministry of Education…), the press, the interest groups in HE, ECEC community, donor community, local communities, the public.

The analysis showed that the following applies vis-à-vis stakeholders' groups

- **High power, highly interested people (Manage Closely)**: fully engaging these people, and making the greatest efforts to satisfy them (internal stakeholders)

- **High power, less interested people (Keep Satisfied)**: put enough work in with these people to keep them satisfied, but not so much that they become bored with your message (external national level stakeholders).

- **Low power, highly interested people (Keep Informed)**: adequately inform these people, and talk to them to ensure that no major issues are arising. People in this category can often be very helpful with the detail of your project (external, local level stakeholders)

- **Low power, less interested people (Monitor)**: monitoring these people, but without boring them with excessive communication (internal, non-direct participants).

Internal stakeholders:

Type	Needs	Benefits/Motivation	Challenges	Relevance
ZUOV (Serbia CPD accreditation body)	It will contribute to Distribution of ECEC CPD model of accreditation standards to decision makers and consultative body in establishment of ECEC learning HUBS	Hiring processes in relation to preschool teaching; debates on qualifications of preschool teachers and better regulated system of CPD monitoring and QA mechanism	Parliamentary elections in 2019	High
UNION OF ASSOCIATIONS OF PRESCHOOL TEACHERS IN SERBIA (SAVEZ)	Dissemination of project outcomes as key partner of Ministry of Education, ZUOV in regulation of policies and as well towards preschool teachers and media	Contribution to professional and scientific development of organization in the field of preschool teacher education and training	Fluctuations in the body for various reasons and inconsistency with project framework	High
BES (Montenegro CPD accreditation body)	It will contribute to Distribution of ECEC CPD model of accreditation standards to decision makers and consultative body in establishment of ECEC learning HUBS	Hiring processes in relation to preschool teaching; debates on qualifications of preschool teachers	Parliamentary elections in 2019	High
ASSOCIATION OF TEACHERS OF VOJVODINA (ATV)	Development of accreditation methods	Formal and informal networking among stakeholders producing advocacy activities towards decision makers	Commitment to collaboration on the project	Medium/ High
Teacher training colleges in Vrsac, Novi Sad, Krusevac, Pirot, Sremska Mitrovica	Curriculum enhancements as a result of CPD and improvement to CPD strategies and importance given to professional development	Establishment of ELHs and increased investments in preschool teaching and facilities	Ensuring project sustainability over the long run	High

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				Medium
Preschool teachers	Recognizing significant benefits from Moodle courses as it is perceived as innovative approach in CPD	Preschool teacher satisfaction with CPD courses teacher self-efficacy – confidence	Ensuring project sustainability over the long run and necessary technical precondition for Moodle will be met	Medium

External stakeholders

Type	Needs	Benefits/Motivation	Challenges	Relevance
Local authorities from Novi Sad, Vrsac, Krusevac, Sremska Mitrovica, Pirot, Podgorica, Nikšić	local authority (self-government) responsible for organization and financing of preschool education and upbringing services	Providing improvement of educational policy	Local elections in 2019	High
The Standing Conference of Towns and Municipalities	Inputs for policymaking process in term of regulating the area of preschool teachers CPD that will impact local authorities	Reflects on issues in local authorities and represent local interests towards national policy makers	Strategic documents are followed or actively implemented by municipalities	Medium
The Network of Regional Centers for Professional Development in Education	Cooperation in terms of analyses of project contribution for professional development	Dissemination of innovative practice with highly competitive preschool teaching professionals	Fluctuation in association in terms communication and implementation of created model and participation in its creation	
Ministries of Education,Health, Labour of Serbia and Montenegro	Inputs for policymaking process in term of regulating the area of preschool teachers CPD on national level	Government mandate	Frequent and well-built communication with representatives from Ministry and managing accreditation standards	Medium

Institute for evaluation of education	Providing support in domain of valuation level of implemented educational goals	Managing quality in educational institutions especially in development and research of educational standards	Managing accreditation standards and evaluation of standards	Medium
Social inclusion and Poverty Reduction Unit of the Government of Serbia	Inputs for policymaking process in term of regulating the area of preschool teachers CPD	Consultative potential as responsible unit for monitoring state of affairs in social inclusion and poverty reduction and valuable statistic data provider /receiver	Normative framework overlapping	Medium
National Educational councils	Monitoring and analyzing the situation in education at all levels within its competences, and aligning the education system with European principles and values	Determining the course of development and improvement of the quality of preschool, primary, general secondary and secondary arts education	Issuing recommendations for the education and additional training of teachers, preschool teachers and psychologists/pedagogues to the council in charge of issues pertaining to the development of tertiary education	Medium
Provincial Secretariat on Higher Education and Scientific Research	responsible for providing the support to higher education and research institutions in Vojvodina province	Government mandate	Ensuring project sustainability	Medium
Association of preschool associates in Serbia (UPSS)	strengthen the impact of the project among preschool associates (psychologists,	Dissemination of innovative practice with highly competitive preschool teaching professionals	Fluctuation in association in terms communication and implementation of created model and participation in its creation	Medium

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	pedagogics, social workers, etc.)			
Union of Associations of Preschool Nurses of Serbia (SUMSPUS)	strengthen the impact of the project among preschool nurses	Dissemination of innovative practice with highly competitive preschool teaching professionals	Fluctuation in association in terms communication and implementation	Medium
Union of Associations of Preschool Nurses of Montenegro (UAPNM)	strengthen the impact of the project among preschool nurses	Dissemination of innovative practice with highly competitive preschool teaching professionals	Fluctuation in association in terms communication and implementation	Medium
Preschool directors association (PDA)	strengthen the impact of the project in preschool institutions	Dissemination of innovative practice with highly competitive preschool teaching professionals	Fluctuation in association in terms communication and implementation	Medium
Vojvodina Broadcast Corporation (RTV)	media coverage of KEY project as this topic falls in a group of priority topics of Educational Program	Enriching tv program covering educational topic	Quality output that follows guidelines and delivering project results	High
UNICEF	Mandate of mission in Serbia, quality projects and reliable partners	Leading role in structuring country policies regarding ECEA and supporting development of sustainable projects	Ensuring sustainable impact and commitment to quality standards that underpin Government expansion plans and allocating donors 10% aid to pre-primary education	Medium
Save the children/World Vision	Mandate of mission in Serbia, quality projects and reliable partners	Leading role in structuring country policies regarding ECEA and supporting development of sustainable projects	Ensuring sustainable impact and commitment to quality standards that underpin Government expansion plans and bridging results made in projects concerning Early child development and development of Centers for Early Childhood Development	Medium

Parents	Better cooperation and increased level of trust between teachers and parents and between teachers and local authorities	Greater family involvement in community ECEC systems and more competent professionals and less stress through improved physical health, and access to system of social protection	Enrollment in program	Medium
Children	Access to evidence-based quality driven healthy, safe and stimulating environment	Improved general condition, better preparation for school enrolment of a child, and the possibility of achieving later school/academic success		Medium

3.4. Ownership rights and use of results

Ownership of results is guaranteed by the number and profile of people involved in partner countries institutions.

Any communication, publication or output resulting from the project, made by the beneficiaries jointly or individually, including at conferences, seminars or in any information or promotional materials (such as brochures, leaflets, posters, presentations, etc.), will indicate that the project has received European Union funding and will be publicly available and disseminated through the web platform.

PART 4   IMPACT AND SUSTAINABILITY

Specific dissemination activities will underpin the project impact and sustainability (addressed in a specific project Impact and Sustainability Plan) by ensuring:

- Visibility of the project at partner institutions
- Interest from staff and students
- Support from the university authorities and services
- Support from policy makers, and others relevant stakeholders, specifically in the PABs framework
- Awareness raised among the general public

The project website will be created as a relevant and regularly updated information tool to present the latest developments in the field. It will focus on the Western Balkans region, Serbia and Montenegro, but will also offer insights on what is happening in the EU counterparts to wider regional audience. The website will also be used for dissemination of project information such as announcement of events and

activities, project results, publications, video compendium, etc. It will have min. 5 updates per month and will be designed by professional designing studio and programmed and maintained by project partner institution technical staff. Following the project closure, its content will remain with the partners HEIs (joint project page).

Application of knowledge and skills gained through the project in courses, approach and work with students and teaching will in 3rd project year analyse his/her own approach in work with students and carry out small-scale improvements. Scope and type of improvements will be reported in individual teacher report. These improvements will contribute to increasing the quality and relevance of preschool education and sustainability of some of the core results obtained.

The below details on the project sustainability plan as follows:

Sustainable Outcomes	Strategy to ensure their sustainability	Resources necessary to achieve this	Where will these resources be obtained?
CPD centers	Financial plan drafted, admin staff designation, physical space designation		HEI provision
HEIs approved crash courses/seminars for preschool teachers CPD	Creation of learning tools – accreditation with ZUOV	Following institutional procedures for certification and delivery of crash courses/seminars	HEI provision
TOT HEIs teams specialized in delivery of accredited CPD courses/seminars	Inter-institutional knowledge transfer and training toolkits will ensure sustained efforts towards professional development of preschool teaching staff;	Motivated staff	HEI provision
MoU signed on provision of CPD between accreditation bodies, HEIs and preschools	Continuous engagement with key players in the field on local and national level		Through PABs and preschool teachers' associations activities
CPD standards implementation	Forming part of accreditation bodies implementation and work documents.	Revision and updates of YUOV and BES working documents and procedures	ZUOV and BES provision

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PART 5   ANNEXES

5.1.   Grant Agreement

5.2.   Partnership Agreement sample

5.3.   Guidance for the Use of CBHE Grant

5.4.   Technical/narrative report

5.5.   Grant monitoring/financial statement

5.6.   Audit Reporting documents

5.7.   Joint Declaration

5.8.   Individual Travel Report

5.9.   Timesheet

5.10.   Project memo template

5.11.   Event agenda and reports/minutes template

5.12.   Project presentation template

5.13.   Partner Request for Payment