



## *Inclusion4Schools*

# D7.1 – Quality Assurance Plan

30<sup>th</sup> January 2021.



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<b>Task leader</b>	PCO, Zsuzsanna Hanna Biró John Wesley Theological College
<b>WP leader</b>	WP7 manager, Barbara Szuromi John Wesley Theological College

## Scope

The deliverable outlines the structures by which project outputs will be checked for quality. The document clarifies the responsibilities within the project framework, and introduces an internal system for quality control with deadlines and conflict resolution measures to ensure smooth implementation of the project and timely delivery of project outputs.

## Revisions

<b>Version</b>	<b>submission date</b>	<b>comments</b>	<b>author</b>
_v1	13-01-2021	first version	Barbara Szuromi
_v2	15-01-2021	reviewed version	Zsuzsanna Hanna Biró
_v2_final	25-01-2021	annexes inserted into main document	Barbara Szuromi

## List of Abbreviations

<b>Abbreviation</b>	<b>Explanation</b>
<b>CA</b>	Consortium Agreement
<b>CO</b>	Confidential
<b>DoA</b>	Description of the Action
<b>EC</b>	European Commission
<b>GA</b>	Grant Agreement
<b>GenA</b>	General Assembly
<b>PCO</b>	Project Coordinating Officer – Coordinator, Wesley
<b>PO</b>	Project Officer (EU Commission)
<b>PU</b>	Public
<b>QA</b>	Quality Assurance
<b>QAP</b>	Quality Assurance Plan
<b>RIA</b>	Research and Innovation Action
<b>WP</b>	Work Package
<b>WT</b>	Work Task

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## ***Inclusion4Schools Project Summary***

The emerging European context is to a large extent characterized by widening and deepening inequalities, the crisis of democracy, and the disintegration of communities. It is especially the case in the Central-Eastern European semiperipheral, post-socialist context, where there is a growing tendency of rearticulating authoritarian, nationalist, neoconservative discourses, which are increasingly infiltrating the political landscape within and beyond Europe. This „retrotopia” is conducive to the hegemonic production of an imaginary social homogeneity, which consequently stirs up reactionary xenophobia, fear, and hatred through the construction of external intruders (e.g. the migrant) and enemies within (e.g. the Roma). Such a milieu steeped in fear tears up old wounds and produces new divisions as well, hence the construction of new walls – symbolically, as well as physically. Since the leitmotif of this programme is primarily educational, the proposed action targets such (imaginary, symbolic, and real) walls of exclusion which are intended to segregate children (based on class, ethnicity, gender, etc.), which are meant to divide and alienate the local communities to which those children nonetheless belong, thus actively (re)producing inequalities. In contrast to the power-relations of exclusion, the culture of silence, and the reproduction of unjust structures, the project aims to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education. Running in parallel to the research and innovation actions the central objectives of the proposed action are

(1) to support and coordinate community schools (as being central to the constitution and maintenance of cohesive local communities) and their respective communities of practice, and

(2) to create a place and culture of sharing (knowledge, praxis, solidarity) between such communities by initiating and coordinating the convergence and synergies of local, regional and transnational communities.

The expected impact of the proposed project is to contribute to the European initiatives and interventions that aim at reversing inequalities. Adopting a mission-oriented, impact-focused approach to address the specific challenges of the call, synergies will be enhanced between the relevant stakeholders through coordinating and supporting the cooperation between teachers, researchers, local communities and other relevant stakeholders (such as policy-makers), in order to generate networks of policy development and to promote the policy uptake of the project.

### **Partners:**

<b>Participant No</b>	<b>Participant organisation name</b>	<b>Country</b>
1 (Coordinator)	<a href="#">John Wesley Theological College</a>	Hungary
2	<a href="#">Regional Centre for Information and Scientific Development</a>	Hungary
3	<a href="#">C.E.G.A. Foundation</a>	Bulgaria
4	<a href="#">J. Selye University</a>	Slovakia
5	<a href="#">Oltalom Charity Society</a>	Hungary
6	<a href="#">Albanian National Orphans Association</a>	Albania

# Executive Summary

The current deliverable describes the procedure by which all project tasks of **Inclusion4Schools** will be checked for quality during the project lifetime. The Quality Assurance Plan (QAP) defines the procedure of the internal quality reviews, and outlines the relation of these procedures to each other. The deliverable sets timeframes, which are to be followed by the respective partners. The QAP lists the deliverables of the project, the document defines the roles and responsibilities of the project partners during the implementation of the project. It describes the procedure by which QA is to be conducted for all types of documents. Last but not least, the QAP provides performance indicators by which the project activities will be assessed.

## 1 Introduction

Quality is considered a cornerstone for the future success of **Inclusion4Schools** project. The project involves partners from several countries from the EU and one from an accession country, and the challenging objective is to contribute to the European initiatives and interventions that aim at reversing inequalities. The project is a Coordination and Support Action (CSA) that has an interwoven, complex set of work packages aiming at dissemination, awareness-raising and communication, networking, coordination and support services, policy dialogues and also community building actions. The CSA accompanies two RIA projects, namely:

- *Pioneering policies and practices tackling educational inequalities in Europe and*
- *Educational Common Spaces. Passing through enclosures and reversing inequalities.*

The project calls for many different activities and services running in parallel and the involvement of different national and international actors at various levels from local communities to national statistical agencies. It is important to consider the quality of the project's activities and services as a vital requirement for ensuring the project's objectives. The timely delivery of deliverables and the high quality of the activities and services are crucial for the successful implementation of the project, hence a specific task (WT7.3) has been dedicated to QA.

Taking these into consideration, the main objectives of the QAP are to ensure:

- Smooth implementation of the project,
- Effective and flexible administration services,
- On time completion of the WTs,
- High quality of the project's activities and deliverables,
- Consistency of the format of the concept notes and deliverables
- Traceability of the deliverables and activities.

The QAP describes the roles and responsibilities of the respective actors and eventual external reviewers and then provides an overview of the activities that are required to undergo QA. Finally, the document defines the procedures for the QA, and provides performance indicators for assessment of activities.

### 1.1 Purpose

The present document is the Quality Assurance Plan (QAP) for the Horizon 2020 project **Inclusion4Schools**. As such, it describes requirements and procedural regulations as far as

these are needed for a common uniform approach to completion of the project. It is to be used as an instruction guide for participants to **Inclusion4Schools**, as regards information management, document publication, quality assurance issues, project organisation and contact information.

## 1.2 Application and validity

The requirements contained in this quality assurance plan shall be applied by all personnel engaged in **Inclusion4Schools**. Revisions of the contents of the QAP become valid from the date of issue.

## 1.3 Administration

The task manager of T7.3 is responsible for the administration of the quality assurance plan. WP7 belongs to John Wesley Theological College.. Proposals for modifications or additions must be submitted to the task manager, who updates and issues the revisions of the QAP. Each new issue will be indicated in the revised document by means of a revision number, see p2.

The partnership does not wish to use separate IT tools or management software for the daily operations. Daily management of the consortium and coordination of the work will be carried out using the following tools, listed in order of preference.

- E-mails will be the default means of communication between partners. There are no default mailing lists created, but all partners are encouraged to use the “reply all” function. If an organisation wishes to use a common mailing account, they should advise WP7 leader, who informs partners and updates the staff list.
- Conference calls are preferred for communication between several parties for discussions, status checking and also decisions. The use of ZOOM as an online meeting tool is preferred. Minutes of the conference call should be distributed in writing afterwards (via e-mail).
- Telephone is preferred for one-to-one communication for quick discussions, status checking.
- Printed letter is preferred for eventual official correspondence. To be used when distributing administrative and/or contractual documents. Official correspondence should always be sent by registered mail.

An on-line repository will be set up for the storage of important files for the project partners. It will be hosted on Google Drive. The repository will be managed and constantly updated by WP7 Leader. All partners will be granted access to the Drive. The structure of the Drive will be continuously updated, so it can accompany project activities and processes. Partners can access all documents there, e.g. the signed CA, GA, it is the repository of templates and have dedicated folders to the seven WPs. Partners will be regularly invited by WP7 leader to update certain folders.

## **1.4 Dissemination**

The QAP and its annexes are confidential information available only for the beneficiaries and may be publicly circulated only with the approval of the PCO.

It will be available on the project Google Drive, under WP7, T7.3.

## **2 Project Organisation**

The project is divided into 7 Work Packages managed by WP Leaders. The governance structure and procedures are laid down in great detail in the CA, section 6. This document does not wish to repeat the information detailed in CA, only adds bodies or roles not described there.

### **2.1 WP Leader**

The WP Leaders are those beneficiaries who are responsible for the coordination, execution and reporting of the concerned WP activities. WP leader responsibilities include also the communication with the WT Leaders as well as the quality check of WP deliverables.

All WP Leaders are members the Executive Body and some also of the GenA and will collaborate and exchange views with the other WP Leaders for an improved coordination across the project activities. They will report to the GenA and to the PCO. They nominated WT Leaders responsible for the supervision of particular tasks comprised in the WP. The WT Leaders report to their WP Leader.

### **2.2 WT Leader**

As stated in the DoA, the implementation of the project is divided to 7 WPs, where each WP has its own WTs. These tasks are not simply sub-divisions of work and responsibility, but are key elements of the project which contribute to the aims of the WPs and hence to the overall objectives of the project.

The WT Leaders are those beneficiaries who are responsible for the coordination, execution, communication and delivery of the concerned WT activities. The WT Leaders report to their WP Leader on the activities within the task. WT leaders are the second level of control.

### **2.3 Project Leader**

Project leaders operate within one partner organisation. They have a clear overview of ongoing and planned tasks and activities (of all WPs). They are in charge of distributing these tasks within the organisation and tracking these. They are responsible that sufficient capacities are at the project's disposal at organisation level. They are the first level technical control of professional content.

## 2.4 External Quality Assurance Body

The Body will supervise the quality of project outcomes and reports before delivery. It will consist of Scientific Advisors, who has helped project implementation and also of internationally renown experts on specific fields, who will be involved only for the quality assurance procedure.

## 2.5 Contact information

Contact information for PCO, Executive Body Members and all staff is available at the root of the Google Drive. It is an Excel document that should be updated at any eventual modification by the WP7 Leader.

## 2.6 Conflict resolution

As a general rule, project management will aim towards the goal of consensus building, promoting mediation over voting in order to ensure a maximum degree of cooperation.

The GenA members and the WP Leaders will notify immediately the PCO of any events or circumstances that may affect the performance of the work executed in their WP. The PCO will be responsible for trying to resolve this issue by consulting with the WP Leader and any partners directly involved in the WP and to reach a compromise between conflicting parties, based on consensus and also taking into account the conformance to project objectives and work plan. If the mediation of the PCO does not turn out to be successful, then the PCO will forward the conflict to the GenA for taking the final decision. If consensus cannot be achieved and/or conflicts still remain unsolved, the GenA will decide on the matter with a vote. In case of tie, the coordination will have a casting vote. Further steps of conflict resolution are detailed in CA section 11.8.

## 3 Subjects of the QA process

This chapter defines the project's internal procedures for elaboration and dissemination of documents.

The documents produced in ***Inclusion4Schools*** fall into several categories:

- a) Deliverables and reports. Their validation process starts from the beneficiaries involved, and goes up through the various management levels of the project. These documents are public.
- b) Other professional content documents, which include in particular non contractual reports, studies, concept notes, methodology recommendations, or other supporting documents. Their validation process corresponds to the various management levels of the project. These documents are either public or restricted to ***Inclusion4Schools*** participants and the EC.
- c) Technical documents, which include administrative & financial documents, general communication, etc. are restricted to ***Inclusion4Schools*** participants and the EC.
- d) External scientific publications.

- e) Marketing and news documents. These include posts on social media and websites – including the central project sites but those of partners’ as well, articles, PR material, press releases published.

## 3.1 Preparation of deliverables and reports

During the lifetime of the project, we plan to produce 34 deliverables under different WPs, each of them are to be submitted to the EC by the PCO. There will be two interim and one final reports during the lifetime of the project. The technical report part of the reporting will be publicly available. Both deliverables and reports are to be internally reviewed; the detailed procedure will be described below.

The main principle regarding document preparation and internal dissemination is that each beneficiary applies its own rules and standards. In particular, it should use its own QA procedures for the preparation of its contribution to **Inclusion4Schools** documents.

Additionally, some specific rules are required for information management at project level, in order to ensure conformity of view, consistency of administration, and traceability of documentation.

### 3.1.1 Deliverables

Since deliverables are evidences of the project’s performance and enable the EC to monitor the project, the following procedure should be followed:

- The main author is responsible to compile the document. He/she collects the contributions from experts, partners, advisors, etc. and issues the final draft. It is required to prepare the project deliverables in good quality before sending the respective document to review, which includes applying the project deliverable template, adequate formatting, the correction of spelling mistakes and the preparation of a content-wise adequate document.
- The main author forwards the document to the Project Leader, who provides the first technical control.
- The final draft shall then be sent to the WT Leader 4 weeks prior to the deliverable submission deadline. WT Leader forwards the draft to WP Leader
- WP Leader shall check the document and shall suggest eventual corrections, then reviews these corrections and sends the document by e-mail to PCO 3 weeks prior to the deadline.
- PCO makes her eventual suggestions 2 weeks prior to the deadline, then collects the revised document and submits it to EC.

Deliverable template is available at the Google Drive: *WP7 / templates* folder, all beneficiaries must use that. There might be further instructions on the form of each deliverable, these shall be provided by WP Leaders to the main author. Actors of the QAP procedure should all use e-mails to send different versions of the documents and all should use “reply all” function. Actors are invited to ask and send feedback about receiving a particular version. The final version of the document will be copied to the Google Drive and also made public on the website.

The document of the deliverable must contain information on the history of changes. There is a table dedicated for monitoring changes: participants must indicate the number of the version,

detail all modifications made, indicate their name and position (WP Leader, Task Leader, author, scientific advisor, etc). Furthermore, the reviews performed must also be monitored in the document. There is a similar table to track the quality assurance procedure. All actors should detail their modifications, suggestions, provide their name, position and the date.

Name of the file for the deliverable should be uniform in format and must always indicate the version number. Contributors must always save a copy of the document indicating its subsequent version.

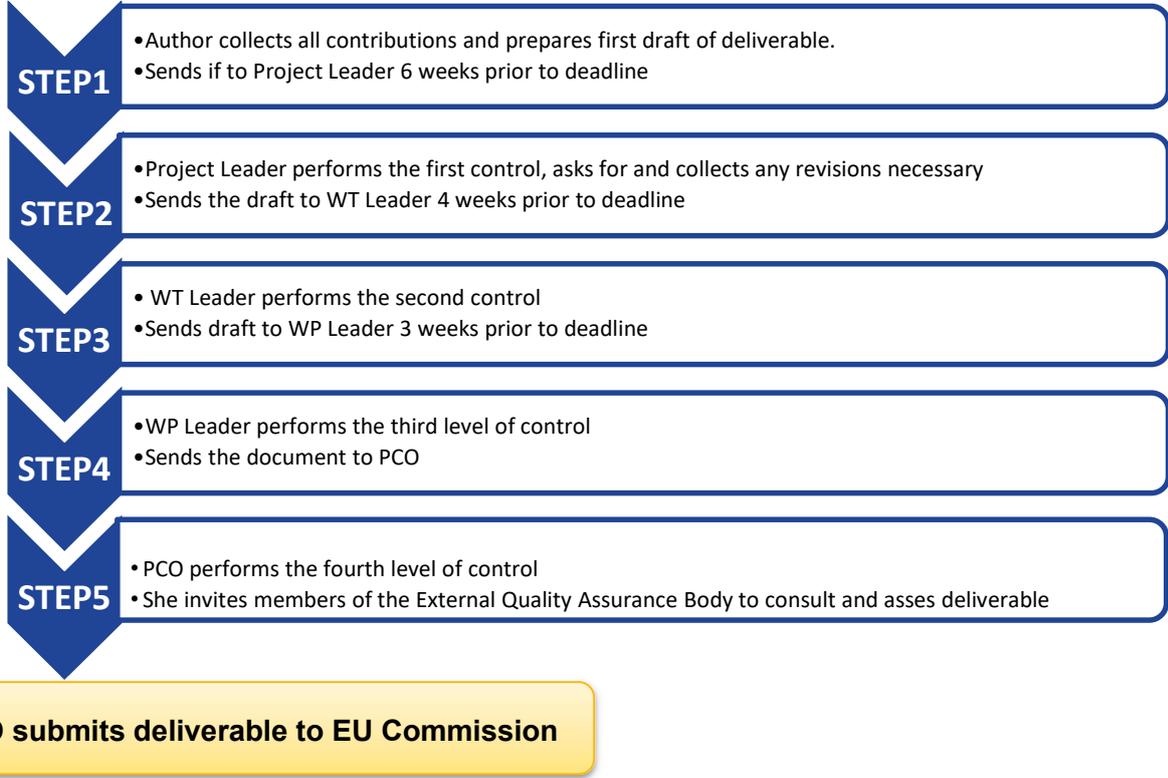
Example:

D+deliverable number+name of deliverable+v+number.docx

D7.1 Quality assurance plan v1.docx

Actors are invited to use space instead of underscore.

The verification procedure is shown in the figure below:



### 3.1.2 Reports

According to CA section 6.2.2.1 the Executive Body shall meet at least once in six months (or any time upon written request of any Member of the Executive Body). In addition, according to section 6.3.2.3.5 of CA, the Executive Body shall collect information at least every 6 months on the progress of the Project, examine that information to assess the compliance of the Project with the Consortium Plan and, if necessary, propose modifications of the Consortium Plan to the Steering Board. This section of QAP will provide further details on this procedure.

**Inclusion4Schools** project is divided into the following reporting periods

- RP1: from month 1 to month 12
- RP2: from month 13 to month 30
- RP3: from month 31 to month 48

WP Leaders are obliged to contribute to the compilation of these reports in the form of the six-monthly internal reports. They are obliged to compile and send these to PCO three weeks after the end of every semester. Each partner shall send their financial report, too. There are templates offered for internal reports.

Furthermore, project reviews by the European Commission are planned, these are scheduled to: months 15, 33 and 48. WP Leaders will also be asked to provide additional information. The European Commission, according to GA section 22.1.2 has the right to carry out further reviews and checks, and WP Leaders are also expected to contribute upon request.

## 3.2 Preparation of professional content documents

These are documents elaborated in the framework of the project that are neither deliverables, nor reports, but bear significant professional value, e.g. country reports, descriptions of community events, glossaries, different studies, guidelines, collection of good practices, etc.

The quality assurance procedure is the same as that of the deliverable with the following exceptions:

- there is no uniform template provided,
- the document will not be submitted to EU,
- the document will not necessarily be published on the website.

## 3.3 Technical documents

These documents include information related to the management of the project and not concerning its professional content, namely:

- documents detailed in GA article 17.2, i.e. obligation to keep information up-to-date and to inform about events and circumstances likely to affect the Agreement,
- banking details of the partner,
- feedback upon receiving pre-financing or interim, final payments from the Coordinator,
- documents related to decision making processes detailed in CA, namely: Steering Board and Executive Board meetings.

These documents are:

- Notice of a meeting
- Agenda
- List of participants
- Minutes of the meeting
- Presentations, background materials sent to participants
- Any further technical documents upon request: beneficiaries must submit to the coordinator in good time any other documents or information required by the Agency or the Commission.

These documents must be reviewed by the Project Leader of each beneficiary and sent to WP7 Leader. All documents are confidential and must be kept by WP7 Leader. Only exception is the documentation of CA meetings that should be shared with partners for future reference.

### 3.4 External scientific publications

QAP does not wish to further regulate processes of external publications by beneficiaries, these are detailed in GA Article 29.

Regarding the publication of studies elaborated by natural persons hired directly via a contract: Each contract must contain that the results of their work, including studies, belong to the beneficiary and not to the person. If the person wished to publish the study in his/her name, too, she/he must follow the procedure laid down in GA Article 29.

If any other subject wishes to write about or mention our project, the author should acknowledge the funding of the EU, should quote project number, they should send PCO where the study is available, and a confirmation that it can be declared a project publication.

### 3.5 Marketing and news documents

This section regards all on-line and off-line communication material, mainly produced in WP6. Our planned on-line tools (website – one central website in English and four sites in national languages, Facebook, Twitter, LinkedIn, Instagram, YouTube) will represent the majority of communication activities, however, there will be some off-line marketing tools as well to provide equal access to information. This section also includes any further press publication initiated by any of the partners, banners, posts in groups, websites and also eventual newsletters and direct mailings.

The procedure for the production of these materials will be elaborated in D6.1. Dissemination & Exploitation Plan due in October 2021.

As for general rule, for the quality of any material presented on our central, English language website, on YouTube channel, on Twitter, Instagram, and in the LinkedIn group, RCISD as leader of WP6 will be responsible.

For any further communication detailed above in national languages, initiated by the partners, the Project Leader shall be responsible.

## 4 Performance Indicators

The quantitative and qualitative parameters of the proposed events are detailed on pp145-146 of GA, while the impact and key performance indicators which are to testify the percentages of reaching the main objectives of the **Inclusion4Schools** project with estimated impacts for 2024 (project end) and for 2029 (five years after the project end) are on pp 146-147 of GA.

These indicators will be monitored and checked every six months by the GenA. In case of deviation, lagging behind or any other event requiring intervention, GenA will make the necessary strategic decision.

## 5 Input, Quality Assurance of Employers

Beneficiaries, in their human resources policies, must respect Article 32 of GA and pay outmost attention to the criteria listed therein. Furthermore, beneficiaries must ensure the maximum quality of work for the project.

Project Leaders are responsible for the capacities of the beneficiary. In this respect they shall ensure the selection of the most adequate applicants to project positions, and the delegation of tasks to provide maximum quality and to ensure a continuous maximisation of capacities. Project Leaders shall establish job expectations for each employee, continuously monitor and assess their performance. They are responsible for effective employee performance, by providing training, support, mentoring, or also by other means, e.g. rearranging tasks, organise shadowing or internship, etc.

In case there are capacity problems of a given organisation that cannot be solved by the Project Leader, she/he must contact PCO and seek remedy to the problem.

## 6 Annexes

Template annexes are located on the Google Drive in folder WP7/ templates. These are constantly updated.

1. Deliverable template
2. Concept note template
3. Event evaluation sheet sample
4. Report on events template
5. Reporting templates
6. List of deliverables

## Annex 1 - Deliverable template



# Inclusion4Schools

**DXX. Title**

**Submission date**



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<b>Name of the deliverable</b>	
<b>Number of the deliverable</b>	
<b>Related WP number and name</b>	
<b>Related task number and name</b>	
<b>Deliverable dissemination level</b>	
<b>Deliverable due date</b>	
<b>Deliverable submission date</b>	
<b>Task leader/Main author</b>	

## Scope

## History of changes

<b>Version</b>	<b>date</b>	<b>comments</b>	<b>author name and position (author, Task leader, WP leader, PCO, other)</b>
v1	xxxxxx	first version	

## History of reviews

<b>Version</b>	<b>date</b>	<b>comments</b>	<b>supervisor name and position (Task leader, WP leader, scientific advisor, PCO, other)</b>
v1	xxxxxx	first version	

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The emerging European context is to a large extent characterized by widening and deepening inequalities, the crisis of democracy, and the disintegration of communities. It is especially the case in the Central-Eastern European semiperipheral, post-socialist context, where there is a growing tendency of rearticulating authoritarian, nationalist, neoconservative discourses, which are increasingly infiltrating the political landscape within and beyond Europe. This „retrotopia” is conducive to the hegemonic production of an imaginary social homogeneity, which consequently stirs up reactionary xenophobia, fear, and hatred through the construction of external intruders (e.g. the migrant) and enemies within (e.g. the Roma). Such a milieu steeped in fear tears up old wounds and produces new divisions as well, hence the construction of new walls – symbolically, as well as physically. Since the leitmotif of this programme is primarily educational, the proposed action targets such (imaginary, symbolic, and real) walls of exclusion which are intended to segregate children (based on class, ethnicity, gender, etc.), which are meant to divide and alienate the local communities to which those children nonetheless belong, thus actively (re)producing inequalities. **In contrast to the power-relations of exclusion, the culture of silence, and the reproduction of unjust structures, the project aims to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education.** Running in parallel to the research and innovation actions the central objectives of the proposed action are

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5	<a href="#">Oltalom Charity Society</a>	Hungary
6	<a href="#">Albanian National Orphans Association</a>	Albania

## **Description of Deliverable**

## Annex 2 – Concept note template



# *Inclusion4Schools* Concept Note for Milestones

## TITLE and proposed date of event



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<b>Related WP number and name</b>	
<b>Related Task Number and Title</b>	
<b>Partner Responsible</b>	
<b>Event Title</b>	
<b>Main author= Event Leader</b>	
<b>Contributors</b>	
<b>Quality Assurance</b>	

<b>Version</b>	<b>Date</b>	<b>Author/Editor</b>	<b>Contributors</b>	<b>Description/Comments</b>
_v01				
_final				

## **1. Concept Note – Events**

The events concept note is the annex of the Quality Assurance Plan of project **Inclusion4Schools**. It is to be delivered for all events defined in the QAP, section 3.5 by the “Event Leader”. The concept note should be sent for QA to the project coordinator (PCO). Please use this template for on-line events, too. Please leave the non-relevant questions empty.

## **2. Outline**

*Please be as concise as possible. The ideal size of this section is max 2 pages.*

### **a. Objectives**

The main objective of the ....conference on ... is to

### **b. Relationship to the Description of Work**

### **c. Target audience**

### **d. Input**

### 3. Process / Implementation

#### a. Time Planning

*This table is a suggestion. You may add more rows, if necessary.*

A brief to-do-list for the preparation as follows:

Tasks to be done	Responsible partner	Timing
Setting the date and alerting (circulating save the date e-mail) possible participants		4 months before event
Identifying the venue of the event		4 months before event
Defining the main points of the agenda		3 months before event
Selection of speakers and participants to be invited (guarantee involvement of all partners)		3 months before event
Assessing technical requirements, interpretation		3 months before event
Drafting budget		3 months before event
<b>Sending concept note for QA</b>		<b>3 months before event</b>
Dissemination of information: pre-drafted informative texts for partners to be uploaded to websites, included to newsletters, etc.		continuously
Preparing sample documents – invitation, evaluation sheets, registration sheets		2 months before event
Inviting speakers and participants		10 weeks before event
Arranging travel & accommodation for speakers		10 weeks before event
Logistics (venue, catering, technical facilities, etc.)		3 weeks before event
Finalization of the agenda		two weeks before event
Invitation of press		two weeks before event

## **b. Venue**

*Please name the venue and also its characteristics: space, technical facilities available or missing, accessibility, parking arrangements, etc*

## **c. Draft Agenda**

## **d. Expected Impact**

*Please provide the expected impact and also the methodology to assess it.*

## **e. Dissemination Plan**

<b>Who should be reached?</b>	<b>How to we reach them?</b>	<b>Comments (e.g. main messages?)</b>
		•
		•
		•
		•

**Table 1: Communication to stakeholders and target audience**

## **f. Planned Budget**

## **4. Contact details**

Official organizers responsible for the thematic content (incl. agenda, speakers, moderators, etc. and follow up) and logistics (incl. printing, renting of conference rooms, arranging travel and accommodation of invitees, catering):

## Annex 3 – Event evaluation sheet sample



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### Event Evaluation Form for Participants - *Inclusion4Schools* Project

**Title of event:** *to be filled in before printing*  
**Date of event:** *to be filled in before printing*  
**Organiser:** *to be filled in before printing*

Dear Madame/Sir,

Thank you for participating at the event of ***Inclusion4Schools*** project. We value your opinion, it will help us to improve our events and implement our project more efficiently. Please respond to the following questions. There is a separate section for narrative comments which can be used if you have any criticism or suggestions for improvement. Thank you for your time!

#### 1. The event

Question	1 (low)	2	3	4	5 (high)
Overall, my satisfaction with this event was					
The benefit of being introduced to the project and practices was					
The relevance of the event for my current work was					
The benefit of meeting colleagues/exchanging information was					
The level of difficulty of the event was					
The usefulness of the background material was					
Overall, the quality of discussions and dialogue for this event was					
Opportunities for comment & contribution were provided					

#### 2. Organisation and administration

Question	1 (low)	2	3	4	5 (high)
Overall, my satisfaction with the organisation was					
The quality of pre-event administration was					
The quality of the facilities (venue, technical equipment) was					
The responsiveness of the administration staff was					
Quality of catering was					

**My comments, suggestions:**

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## Annex 4 – Report on events template



# *Inclusion4Schools* Event Report for Milestones

## TITLE and date of event



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004653

<b>Related WP number and name</b>	
<b>Related Task Number and Title</b>	
<b>Partner Responsible</b>	
<b>Event Title</b>	
<b>Main author= Event Leader</b>	
<b>Contributors</b>	
<b>Quality Assurance</b>	

<b>Version</b>	<b>Date</b>	<b>Author/Editor</b>	<b>Contributors</b>	<b>Description/Comments</b>
_v01				
_final				

## **1. Scope of the Event**

.....

## **2. Presentation of the Event**

*Please be as concise as possible. The ideal size of this section is max 3 pages.*

## **3. Outcomes of the Event**

### **a. Results of the Event**

### **b. Notes on Presenters**

### **c. Venue and Technical Organisation**

### **d. Impact**

*Please provide the impact and also the methodology how it was assessed.*

## **e. Media Coverage**

## **f. Budget**

## Annex 5 – Reporting templates



# *Inclusion4Schools* Internal Technical Report

<b>Related WP number and name</b>	
<b>Reported period</b>	
<b>Deliverable due date</b>	
<b>Deliverable submission date</b>	
<b>WP Leader</b>	
<b>Main Author</b>	
<b>Revised by</b>	



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004653

### 1. Summary:

## 2. Description of work

*Explain the work carried out during the reporting period in line with the Annex 1 to the Grant Agreement. Include an overview of the project results towards the objective of the action in line with the structure of the Annex 1 to the Grant Agreement*

*(No page limit per workpackage but report shall be concise and readable. Any duplication should be avoided).*

Work performed from the beginning of the project to the end of the period covered by the report and main results achieved so far

Progress beyond the state of the art, expected results until the end of the project and potential impacts (including the socio-economic impact and the wider societal implications of the project so far)

Any deviations from Annex 1 or 2? Also the ones foreseen

Deliverables

	<b>Deliverable name</b>	<b>WP</b>	<b>Short name of lead participant</b>	<b>Type</b>	<b>Delivery date</b>	<b>status ([Not submitted] [Request for revision] [Not assessed yet] [Not valid] [Accepted])</b>	<b>Status – description of measures, steps taken</b>	<b>Forecast delivery date if appropriate</b>
D1.1	Report on the first data collection for the later Social Impact Analysis	1	Oltalom	R	8			
D1.2	Policy mix peer review	1	Selye	R	16			
D1.3	Action Plan for the Collaboration between <i>Inclusion4Schools</i> and the parallel running RIA projects	1	RCISD	R	16			
D1.4	Report on the results of the Social Impact Analysis	1	Oltalom	R	46			
D2.1	Report on the conferences with different stakeholders organised in the participating countries of the parallel running RIAs	2	RCISD	R	24			
D2.2	Documents with recommendations to national data services	2	Oltalom	R	32			
D3.1	Knowledge Sharing Platforms for schools at national level	3	ANOA	DEC	12			
D3.2	Online Communication Platforms for school-university partnership at national level	3	Selye	DEC	32			
D3.3	Report on school-university partnership and recommendations to teacher training institutes	3	Selye	R	32			
D3.4	Recommendations to educational managers of public education	3	ANOA	R	38			
D3.5	Report on the analysis of the impact of community building actions	3	CEGA	R	38			
D3.6	Recommendations to local authorities	3	CEGA	R	40			
D4.1	Knowledge Sharing Online Portal for supporting initiatives and projects in the Community-centred Approach	4	Wesley	DEC	28			
D4.2	Report on Internal Online and Offline Events	4	Selye	R	32			
D4.3	Partnership Agreements with TE Institutions	4	Selye	R	46			
D4.4	Report on the 10 awareness raising events	4	RCISD	R	48			
D5.1	Knowledge Sharing Online Platform for R&I projects in H2020	5	ANOA	DEC	27			

D5.2	Handbook on R&I Methodology	5	ANOA	R	36			
D6.2	Online communication tools: Website, Facebook, Twitter, Instagram, YouTube channel	6	RCISD	DEC	6			
D6.3	Offline Communication materials; press kits, flyers	6	RCISD	DEC	6			
D6.1.	Dissemination and Exploitation Plan	6	RCISD	R	12			
D6.6	First policy brief	6	RCISD	R	12			
D6.4	Dissemination and Exploitation Plan – first update	6	Oltalom	R	30			
D6.7	Second policy brief	6	RCISD	R	30			
D6.5	Dissemination and Exploitation Plan – first update	6	Oltalom	R	48			
D6.8	Third policy brief	6	RCISD	R	48			
D7.1	Quality Assurance Plan	7	Wesley	R	3			
D7.2	Data Management Plan	7	Wesley	ORDP	6			

## Milestones

Milestone number	Milestone name	Related WP	Partner	Due date (in month)	due date	reporting period	Means of verification	status Achieved / Not achieved If not achieved Forecast achievement date	description
1	First meeting with the two supported and parallel running RIA projects in Slovakia	1-5	RCISD	10	31.aug.21	1	Website available publicly, news, periodic report		
2	Sharing and discussing the preliminary country reports (online workshop)	1-5	Selye	14	31.dec.21	2	Website available publicly, news, periodic report		
3	First public event in cooperation with the parallel running RIA projects in Budapest	1-5	RCISD	12	31 Oct 2021	1	Website available publicly, news, periodic report		
4	International conference on the proposal for EU Research Standards	2	Wesley	30	30 Apr 2023	2	Website available publicly, news, periodic report		
5	First Community Building Workshop and Focus Meeting	3	CEGA	14	31.dec.21	2	Realised events, website available publicly		
6	Start of "Open school" classes for adults and community discussion events on educational issues	3	ANOA	14	31.dec.21	2	Realised events, website available publicly		
7	First Online Focus-group Discussions of professionals in education (both in public and higher education)	3	Selye	21	31 Jul 2022	2	Realised events, website available publicly		
8	The first virtual seminar	4	Selye	18	30 Apr 2022	2	Realised events, website available publicly		
9	The first summer/winter school	4	Selye	24	31 Oct 2022	2	Realised events, website available publicly		
10	Online Brainstorming on the digital materials	4	Wesley	27	31.jan.23	2	Realised events		
11	Start of the awareness raising events	4	RCISD	17	31 Mar 2022	2	Realised events, website available publicly		
12	First Online Methodological Workshop for RIAs	5	Wesley	27	31.jan.23	2	Website available publicly, periodic report		
13	Second Online Methodological Workshop for RIAs	5	Wesley	32	30 Jun 2023	3	Website available publicly, periodic report		

14	First Project Methodology & Monitoring Workshop back-to-back with the First Coordinators' day in Hungary	1-6	RCISD	12	31 Oct 2021	1	Website available publicly, periodic report		
15	Second Project Methodology & Monitoring Workshop back-to-back with the Second Coordinators' day in Albania	1-6	RCISD	24	31 Oct 2022	2	Website available publicly, periodic report		
16	First International Conference in collaboration with the two RIA projects	1-6	RCISD	18	30 Apr 2022	2	Website available publicly, periodic report		
17	Second International Conference in collaboration with the two RIA projects	1-6	RCISD	36	31 Oct 2023	3	Website available publicly, periodic report		
18	First Policy Round Table	1-6	RCISD	22	31.aug.22	2	Website available publicly, periodic report		
19	Second Policy Round Table	1-6	RCISD	38	31.dec.23	3	Website available publicly, periodic report		
20	Kick-off meeting in Hungary	1-7	Wesley	1	30.nov.20	1	Website available publicly, news, periodic report		
21	First interim Consortium meeting in Bulgaria	1-7	Wesley	12	31 Oct 2021	1	Website available publicly, news, periodic report		
22	Second interim Consortium meeting in Slovakia	1-7	Wesley	30	30 Apr 2023	2	Website available publicly, news, periodic report		
23	Final Consortium meeting in Albania	1-7	Wesley	48	31 Oct 2024	3	Website available publicly, news, periodic report		

### 3. Critical implementation risks and mitigation actions

Foreseen Risks

Unforeseen Risks

### 4. Scientific publications

Type of scientific publication      [Article in journal]  
[Publication in conference proceeding/workshop]  
[Books/Monographs]  
[Chapters in books]  
[Thesis/dissertation]

Title of the scientific publication

DOI

ISSN or eSSN

Authors

Title of the journal or equivalent

Number, date

Publisher

Place of publication

Year of publication

Relevant pages

Public & private publication

Peer-review YES/NO

IS/ Will open access provided to this publication?

[Yes - Green OA [insert the length of embargo if any]]

[Yes - Gold OA [insert the amount of processing charges in EUR if any]]

[NO]

## **5. Dissemination and exploitation of results**

[Organisation of a Conference]

[Organisation of a workshop]

[Press release]

[Non-scientific and non-peer reviewed publications (popularised publications)]

[Exhibition]

[Flyers]

[Training]

[Social media]

[Web-site]

[Communication campaign (e.g radio, TV)]

[Participation to a conference]

[Participation to a workshop]

[Participation to an event other than a conference or workshop]

[Video/film]

[Brokerage event]

[Pitch event]

[Trade fair]

[Participation in activities organised jointly with other H2020 project(s)]

[Other]

Type of audiences reached/event:

[Scientific Community (higher education, Research)]

[Industry]

[Civil Society]

[General Public]

[Policy makers]

[Medias]

[Investors]

[Customers]

[Other]

## 6. Open Research Data

<b>Digital Object Identifier, DOI (if available)</b>	<b>Title/Identifier (if no DOI available)</b>	<b>Is this dataset Openly accessible<sup>5</sup>?</b>	<b>Is this dataset re-usable<sup>6</sup></b>	<b>If the dataset is linked to a publication, specify the DOI of the publication</b>
[insert DOI reference]	[insert title or identifier]	[YES] [NO]	[YES] [NO]	[insert DOI reference of the publication]

## 7. Gender

<b>Number Women researchers (all levels, incl. postdocs and PhD students)</b>	<b>Number Men researchers (all levels, incl. postdocs and PhD students)</b>	<b>Number Women in the workforce other than researchers</b>	<b>Number Men in the workforce other than researchers</b>
[insert number]	[insert number]	[insert number]	[insert number]



# Inclusion4Schools Internal Financial Report



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004653

<b>Related WP number and name</b>	
<b>Reported period</b>	
<b>Report due date</b>	
<b>Report submission date</b>	
<b>WP Leader</b>	
<b>Main Author</b>	
<b>Revised by</b>	

## 1. Summary:

## 2. Use of resources

Please provide some information on the use of resources, especially related to person-months per work package. Please indicate any deviations of the use of resources between actual and planned use of resources in Annex 1, please elaborate and explain.

Please indicate any foreseen deviations.

Please provide explanations on transfer of costs categories (if applicable).

Include explanations on adjustments to previous financial statements (if necessary)

## 3. Direct costs- personnel

	person months	any comments
WP1		
WP2		
WP3		
WP4		
WP5		
WP6		
WP7		

## 4. Direct costs - other direct costs

If actual costs declared under "other direct costs" are equal or less than 15% of claimed personnel costs for the beneficiary in each reporting period, no need to give any detail.

If actual costs declared under "other direct costs" are higher than 15% of claimed personnel costs for the beneficiary in each reporting period, major direct costs items need to be recorded separately and explained. The record of items must be up to the level that the remaining costs are below 15% of personnel costs, starting from the cost items of highest value in terms of cost amount. If costs were foreseen in the Annex 1 no further explanation is needed. If costs were not foreseen in Annex 1, further explanations are needed.

Short description	Category [Travel] [Equipment] [Other goods & services]	Associated WP	Foreseen in Annex 1 (yes or no)	Explanation (if not included in Annex 1)	Costs
<b>TOTAL</b>					

## Annex 6 List of Project Deliverables

WP No	Del Rel. No	Del No	Title	Description	Lead Beneficiary	Nature	Diss. Level	Est. Del. Date
WP1	D1.1	D4	Report on the first data collection for the later Social Impact Analysis	At the beginning of the project a baseline analysis will establish the existing social conditions and the main stakeholders' thinking, norms and values, thus providing a benchmark against which potential social impacts can be assessed. We apply questionnaire, standard and structured interviews and monitoring as research method in the pre-impact and post-impact period. At the end of the project an impact significance assessment is introduced to measure the extent to which the potentially impacted communities and stakeholders have been affected, whether positively or negatively.	Oltalom	Report	Public	30 Jun 2021
WP1	D1.2	D5	Policy mix peer review	Studies over RDI projects and transformative practices of resilient schools will be reported by every partner country of the Inclusion4Schools project Consortium, in the hope that the findings and the main conclusions of the report can be widely used in whole Europe.	Selye	Report	Public	28 Feb 2022
WP1	D1.3	D6	Action Plan for the Collaboration between Inclusion4Schools and the parallel running RIA projects	Before the first meeting the leaders of the three projects funded by Horizon 2020 share objectives, methodological considerations of their own objectives. In the meeting organised by RCISD in Budapest we will discuss the purposes and create a Collaboration Action Plan.	RCISD	Report	Public	28 Feb 2022
WP1	D1.4	D7	Report on the results of the Social Impact Analysis	At the beginning of the project a baseline analysis will establish the existing social conditions and the main stakeholders' thinking, norms and values, thus providing a benchmark against which potential social impacts can be assessed. We apply questionnaire, standard and structured interviews and monitoring as research method in the pre-impact and post-impact period. At the end of the project an impact significance assessment is introduced to measure the extent to which the potentially impacted communities and stakeholders have been affected, whether positively or negatively.	Oltalom	Report	Public	31 Aug 2024
WP2	D2.1	D8	Report on the conferences with different stakeholders organised in the	Report on the conferences with different stakeholders organised in the participating countries of the parallel running RIAs	RCISD	Report	Public	31 Oct 2022

WP No	Del Rel. No	Del No	Title	Description	Lead Beneficiary	Nature	Diss. Level	Est. Del. Date
			participating countries of the parallel running RIAs					
WP2	D2.2	D9	Documents with recommendations to national data services	At the end of the program, we will make a multi-step recommendation on how to change the data provisioning editor. Our aim is to help stakeholders overcome the fact that sociological and anthropological methods of measuring the disadvantages of each species are standardized to a different degree, and that there is a different consensus within the academic community - and there is a real great difference in this regard between the academics and authorities.	Oltalom	Report	Public	30 Jun 2023
WP3	D3.1	D10	Knowledge Sharing Platforms for schools at national level	An online platforms will be created for the purpose of sharing the pedagogical experiences of schools with majority underprivileged students. Interaction between these schools makes it possible to exchange locally developed techniques and methods which are successful in improving the students' educational progress.	ANOA	Websites, patents filling, etc.	Public	31 Oct 2021
WP3	D3.2	D11	Online Communication Platforms for school-university partnership at national level	Inclusion4Schools will establish online communication platforms to make it possible to liaise with partners, including school teachers in the respective communities and tutors in the universities participating in the collaboration projects. Exchange of ideas and actual, on the spot experiences can be shared easily, also problem solving, decision making challenges can be discusses.	Selye	Websites, patents filling, etc.	Public	30 Jun 2023
WP3	D3.3	D12	Report on school-university partnership and recommendations to teacher training institutes	Inclusion4Schools invites universities in the countries of the Consortium partners to participate in professional collaboration between schools/communities and higher educational institutions (especially in the field of initial teacher education and in programmes designed for in-service teachers studying for continuous development).The expected outcome of the collaboration is that the harmonization of what universities offer and what the public schools need improves efficiency and assists in the process of empowerment through education.	Selye	Report	Public	30 Jun 2023
WP3	D3.4	D13	Recommendations to educational managers of public education	The recommendations to the educational management that will be prepared by Inclusion4Schools should contain those particular stances which clearly represent the educational needs of the local communities, and - based on these needs - should give suggestions to develop such local curricula and educational practices which formalizes those methods and contents.	ANOA	Report	Public	31 Dec 2023
WP3	D3.5	D14	Report on the analysis of the impact of	So as effective community building could take place, it is of paramount importance to explore the existing habits and ways of association – everyday verbal exchanges, group events, ways of	CEGA	Report	Public	31 Dec 2023

WP No	Del Rel. No	Del No	Title	Description	Lead Beneficiary	Nature	Diss. Level	Est. Del. Date
			community building actions	sharing information etc., views on the significance of sharing and leadership. It is essential to map the dynamics of the existing structures both horizontally and vertically, to identify the power relations between within the local context, as well as the local interpretation of the meaning of community.				
WP3	D3.6	D15	Recommendations to local authorities	The main principles of recommendations should comprise such guidelines which suggest that the local authorities should act as facilitators and providers of resources of the initiatives of the residents so that they could exercise control over their lives, i.e. they are capable to plan and organize actions to achieve locally relevant desired goals.	CEGA	Report	Public	29 Feb 2024
WP4	D4.1	D16	Knowledge Sharing Online Portal for supporting initiatives and projects in the Community-centred Approach	The key goals of the Knowledge Sharing Portal are: <ul style="list-style-type: none"> <li>• collecting and sharing research/practice among the communities</li> <li>• serving as a tool for blended learning resources</li> <li>• making contributions available to a wide audience</li> </ul>	Wesley	Websites, patents filling, etc.	Public	28 Feb 2023
WP4	D4.2	D17	Report on Internal Online and Offline Events	Hence, online events (virtual seminars, internal forums) and offline meetings (summer schools, winter schools, exchange programs) will be organized regularly in order to track and shadow the formation and condition of transformative practices. Such meetings will result in self-reflexive, self-evaluative summaries which – combined with internal and external monitoring records – are going to be reported as part of the project's quality assurance.	Selye	Report	Public	30 Jun 2023
WP4	D4.3	D18	Partnership Agreements with TE Institutions	Inclusion4Schools will support partnership agreements between segregated schools and other higher educational institutions also with curriculum development based on the CSA's basic objectives and the RIA's research experiences.	Selye	Report	Public	31 Aug 2024
WP4	D4.4	D19	Report on the 10 awareness raising events	Inclusion4Schools will interact with; enhance synergies and cooperation between other relevant projects selected under this topic. Therefore, we will generate networks to ensure the highest possible outreach and dissemination of the project and its results. We will organize awareness-raising events in the countries of the consortium (4) and in the countries of the parallel running research and innovation actions (6).	RCISD	Report	Public	31 Aug 2024
WP5	D5.1	D20	Knowledge Sharing Online Platform for R&I projects in H2020	Promising methodological considerations will be collected by Inclusion4Schools through the Knowledge Sharing Platform, where such innovations are going to be shared and discussed within the project.	ANOA	Websites, patents filling, etc.	Public	31 Jan 2023

WP No	Del Rel. No	Del No	Title	Description	Lead Beneficiary	Nature	Diss. Level	Est. Del. Date
WP5	D5.2	D21	Handbook on R&I Methodology	With the focus on intersectional, comparative, multidisciplinary agendas in methodology, Inclusion4Schools will publish a handbook that would consist of the most promising methodological considerations or approaches on researching educational inequalities. The handbook will not only serve as a blueprint of the project's innovative nature, but it will also inform the wider community and would contribute to the transnational/transdisciplinary uptake of the methodological agendas developed.	ANOA	Report	Public	29 Feb 2024
WP6	D6.1	D22	Dissemination & Exploitation Plan	All partners will contribute in defining their respective actions and involvement in the plan. The strategy for the dissemination and communication of the project will be devised at initial stages of the project and presented in the deliverable 6.1; Dissemination & Exploitation Plan. The plan will be designed to enable fast adaptation of dissemination measures to flexibly respond to emerging challenges during the project's duration and will be periodically reviewed and adjusted according to the monitoring of respective activities.	RCISD	Report	Public	31 Oct 2021
WP6	D6.2	D23	Online communication tools: Website, Facebook, Twitter, LinkedIn, Instagram, Youtube	The main dissemination channel will be the Inclusion4Schools online platform, which will also include tools for social media sharing (Facebook, LinkedIn, Twitter etc.) It will provide a large and heterogeneous public with user-friendly access to information. The web based online tool will include information about project activities well as relevant external information through news channels, event channel, event calendar (project events/external events) etc.	RCISD	Websites, patents filling, etc.	Public	30 Apr 2021
WP6	D6.3	D24	Offline communication materials; EE kits	We intend to address various target groups with different tools and messages (Facebook, YouTube, Twitter, Instagram, informal content, webpage, blogs and, direct mailings). All the on-line tools like banners, the website, the Facebook page/group etc. will show clear that the Inclusion4Schools project is funded by the European Commission. Taking into consideration the interest of elderly people too besides the online tools; the importance of printed info-materials (offline tools) should not to be neglected.	RCISD	Websites, patents filling, etc.	Public	30 Apr 2021
WP6	D6.4	D25	Dissemination & Exploitation plan - first update	First update of 6.1. Dissemination & Exploitation plan	Oltalom	Report	Public	30 Apr 2023

WP No	Del Rel. No	Del No	Title	Description	Lead Beneficiary	Nature	Diss. Level	Est. Del. Date
WP6	D6.5	D26	Dissemination & Exploitation plan - final update	Final update of 6.1 Dissemination & Exploitation plan	Oltalom	Report	Public	31 Oct 2024
WP6	D6.6	D27	First policy brief	A short report on the results of the first project year	RCISD	Report	Public	31 Oct 2021
WP6	D6.7	D28	Second policy brief	Second policy brief; a publishable a brief description of the results of the second project period	RCISD	Report	Public	30 Apr 2023
WP6	D6.8	D29	Third policy brief	Third policy brief; a publishable a brief description of the results of the third project period	RCISD	Report	Public	31 Oct 2024
WP7	D7.1	D30	Quality Assurance Plan	The objective of this task is to improve the quality of project-related work and results based on a quality assurance plan.	Wesley	Report	Public	31 Jan 2021
WP7	D7.2	D31	Data Management Plan	As this project produces, collects and processes research data a Data Management Plan (DMP) is needed.	Wesley	ORDP: Open Research Data Pilot	Public	30 Apr 2021
WP8	D8.1	D1	H - Requirement No. 3	Templates of the informed consent/assent forms and information sheets covering the voluntary participation (humans) and data protection issues (in language and terms intelligible to the participants) must be kept on file.	Wesley	Ethics	Confidential, only for members of the consortium (including the Commission Services)	30 Apr 2021
WP8	D8.2	D2	H - Requirement No. 5	Copies of opinions/approvals by ethics committees and/or competent authorities for the research with humans must be obtained before the start of the relevant research and kept on file	Wesley	Ethics	Confidential, only for members of the consortium (including the Commission Services)	30 Apr 2021
WP8	D8.3	D3	POPD - Requirement No. 6	The host institution must confirm that it has appointed a Data Protection Officer (DPO) and the contact details of the DPO are made available to all data subjects involved in the research. For host institutions not required to appoint a DPO under the GDPR a detailed data protection policy for the project must be specified in the grant agreement.	Wesley	Ethics	Confidential, only for members of the consortium (including the Commission Services)	30 Nov 2020