WORKSHOP

Horizon Europe proposal development: the first steps
Jožef Stefan Institute

Step 1: Consortium building

For this step, we have prepared a case study for you. Your task is to work in groups and identify:

Solutions identified

A) **The key expertise your consortium should have:**
G1: IT, education, public health, social science, communication

G2: AI, VR, AR, robotics, education & training, psychology

G3: same as above + crisis management, distance learning

G4: education policy, social work, psychology, pedagogy/andragogy, AI, VR, AR, robotics, cybersecurity, coding

Other options: ethics, law, values & beliefs & behaviours

B) **The type of institutions needed to have a strong consortium** (= all those involved in consortium, will have tasks/WPs):
G1: IT companies, cybersecurity organizations, public health institute, faculty for social sciences

G2: same as below + kindergarten level, university level, organizations dealing with people with disabilities, associations for elderly people

G3: Primary schools, secondary schools… (via ministries, local authorities) + same as G4

G4: educational institutions, tech SMEs, research institutes (Faculty of pedagogy…), NGOs (Non-Governmental Organizations) / Civil Society Organizations (CSO), ministry of education & digitization,

C) **The Target groups and stakeholders to engage through letters of support** (= not involved in consortium, but need their support for outreach etc.):

G1: global level students organizations + same as below

G2: educators, parents, students, trainers/teachers, media, policy makers, employment organizations

G3: students associations, teachers associations, parents associations

G4: teachers unions/syndicates + same as above

Standard solution

A) **The key expertise your consortium should have: ethics, education sciences, education and development psychology (area 1); electrical engineering and computer engineering, automation, control and robotics electronics and computers, programming science and technology, software engineering and information systems (area 2); institutions, values, beliefs and behaviours, sociology, education and science policy, social studies of science and technology (area3); law (area 4) + expertise on hands-on knowledge such as associations of teachers or school.**

B) **The type of institutions needed to have a strong consortium: schools, parents associations, charities, charity associations, software and development companies, cultural mediators, gaming (experts in gamification; migrants as among the core target groups (vulnerability expertise);**

C) **The Target groups and stakeholders to engage through letters of support: EU parents association, association for learning technology, international learning association, policy-makers.**

Please read the work programme topic 'HORIZON-CL2-2021-TRANSFORMATIONS-01-05: Integration of emerging new technologies into education and training" we share with you below. The task is related to identifying the actors in the project: partners, stakeholders, end-users, target groups, etc. The work programme topic text provides hints on these.

First, please take 10 minutes to read the work programme topic and underline the elements above.

Then each group should identify a moderator, who will share with the group the workshop instructions, take notes and present the results. You have 20 minutes to complete the assignment.

HORIZON-CL2-2021-TRANSFORMATIONS-01-05: Integration of emerging new technologies into education and training (RIA)

Expected Outcome: Projects should contribute to all of the following expected outcomes:

- Increase the shared critical understanding of the potential, opportunities, barriers, accessibility issues and risks of using emerging technologies for teaching and learning, as well considering the framework for the sustainable digitisation of education and learning in the future.
- Support education and training systems with research on the adaptation and mainstreaming of the use of digitally enhanced pedagogies, in order to augment and extend learning, while also maintaining its human dimension and social relevance.
- Share evidence and good practice on equipping teachers, trainers, educational leaders and learners with the skills necessary for the use of technology in creative, critical, competent and inclusive ways.
- Analyze the needs for adequate teacher training in relation with new educational technologies.

Scope: Proposals should support the purposeful and pedagogical use of emerging technologies, including applications of artificial intelligence (AI), virtual reality (VR), augmented reality (AR) and robotics in education and training, in order to foster 21st century skills such as communication, collaboration, digital literacy, critical as well as design thinking and creativity. This in turn should allow for more personalized and flexible ways of

learning, including online and blended delivery. Proposals should also examine the link with big data, learning analytics and artificial intelligence, to efficiently support distance learning. Research should focus on how different learners experience and benefit, or are excluded from, digitally enhanced learning (e.g. male and female students, students of a migrant background, students with disabilities, and/or learning difficulties, gifted and talented students, urban and rural populations, young and adult learners, etc.). Proposals should tackle as well the potential negative effects of using technologies in schools, such as cyber bullying, while also looking at the positive effects of using such technologies to increase students' learning opportunities. In addition, the research should explore the effects of digital technologies on the learning of basic skills. It should also examine the resilience and the capacity for effective mass-deployment of e-learning capabilities in cases of crises, major emergencies such as the COVID-19 pandemic, disruptive events as well as man-made or natural disasters, which can undermine the human and social dimension of learning. Finally, it should also explore multi-stakeholder involvement and cooperation patterns in this context. The perspectives of educators, parents, and students should inform this analysis.

The action should identify barriers, enablers and framework conditions for successfully embedding emerging technologies in educational practices, including necessary innovation skills for teachers. It should also look at the positive and negative effects of digital technologies on learning, educational outcomes and basic skills. This should be done in sustainable and ecologically responsible ways, addressing accessibility in an inclusive manner, and providing for the gradual move from small-scale projects and pilots to mainstream implementation and adoption. The ethical use of data generated by digital learning platforms and tools should equally be a particular focus. Finally, the proposals should also assess potential vulnerabilities and negative unforeseen consequences, which might arise from the use of new technologies.

Proposals should analyse the shifting role of teachers, trainers and educational leaders in the digital transition affecting education and training as well as their training needs, including digital and leadership skills, required in an emerging society of permanent and quick technological change. The action should address the active involvement of educators in shaping and co-designing education and training technological products and tools. The proposals should also examine the support necessary for Initial Teacher Education institutions for the development of innovative training programmes for pre-service teachers, fostering their future digital competence and confidence.

Cross-cutting Priorities:
Socio-economic science and humanities
Social Innovation
Foresight

Step 2: PERT and Gantt

For this step, we will work once again in groups (same groups as before). Each group should produce the best PERT diagram and Gantt chart for the project outlined below. Each group moderator will explain the PERT and Gantt structure of your project. You have 20 minutes.

Project scope: Contribute towards developing new and inclusive approaches to emerging technologies in education.

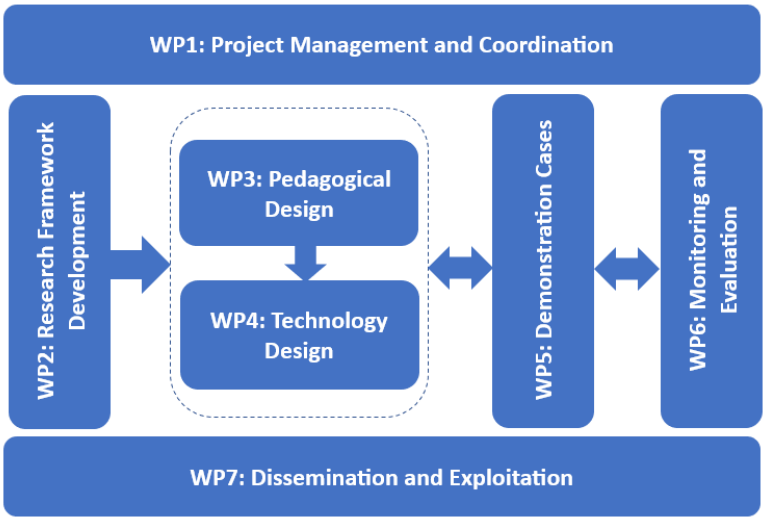
Project duration: 36 months

Work Packages:

Work Packages	Scope
WP1: Project Management and Coordination	Ensure an efficient and effective implementation of the project.
WP2: Research Framework Development	Engaging stakeholders in co-creative process of setting up the research framework as the basis of further development of processes and products.

WP3: Pedagogical design	Defining innovative approaches and teacher training adjustments.
WP4: Technology design	Implementing the technology design relying on research and innovative pedagogical approaches.
WP5: Demonstration cases	Testing innovative practices and technologies and performing assessments of their performance and utility.
WP6: Monitoring and evaluation	Monitoring and assessing the implementation of the demo cases for providing feedback and recommendations.
WP7: Dissemination and exploitation	Convey the project results to the target audiences and further promote technological solutions to ensure that at the end of the project sustainable user-relevant services are in place.

PERT



Gantt Chart

	MONTHS																																				
WPs	1	2	3	4	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
WP1																																					
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WP6																																					
WP7																																					

Step 3: Testing your knowledge

1. Horizon Europe does not allow two-stage submissions.
   - o True
   - o False

2. RIA and IA proposals should be a maximum of 50 pages. True or false?
   - o True

- o False

3. How will your proposal be evaluated?
   a) On a 'first come first serve' basis
   b) Eligibility check followed by a qualitative assessment of the project
   c) Independent financial and qualitative evaluation before submission
   d) Ethics admissibility check followed by evaluations of financial statements

4. The minimum partnership requirement is: 3 legal entities from different EU member states. True or false?
   - o True
   - o False

5. Which of the following is not evaluated during the evaluation of your RIA/IA proposal?
   a) Soundness of the objectives
   b) Distribution of budget among the partners
   c) The extent of progress beyond the current state of the art
   d) Complementarity of the partners

6. Any of the partners involved as a full beneficiary in a proposal can submit the proposal by the deadline.
   - o True
   - o False

7. What is the main rationale behind dissemination and communication activities in EU projects? (Choose, as applicable)
   - o To keep beneficiaries accountable towards the EU and its citizens
   - o To improve beneficiaries' publicity by showcasing project results
   - o To support EC's creative dissemination and communication
   - o To inform about the socio-economic benefits generated for the EU as a whole

8. Understanding the policy backdrop in EU programmes is important because…
   a) Evaluators are politicians, thus projects must deliver policies for them
   b) Projects must contribute to tackling socio-economic challenges via the project activities
   c) You project must deliver recommendations contributing to EU policies
   d) Evaluators will test your knowledge on EU policies

9. What is a Gantt chart?
   a) Chart laying down the structure of the consortium
   b) Chart showing the timing of the individual work packages in a project
   c) An analytical tool used to plan, monitor, and evaluate projects
   d) Visual representation of the linkages between the work packages

10. Which platform helps you boost the exploitation potential of your results?
    a) CORDIS
    b) Horizon Results Platform
    c) Europa Media
    d) EIC Partnerships