Erasmus+

Context

Main objective of the project	Innovation
Project Title	Building Reliable Effective and Aware DIsaster emergency and prevention managing skills
Project Acronym	B-READI
Project Start Date (yyyy-mm-dd)	2020-09-01
Project Total Duration	36 months
Project End Date (yyyy-mm-dd)	2023-08-31
National Agency of the Applicant Organisation	IT02 Agenzia Nazionale Erasmus+ - INDIRE
Language used to fill in the form	English

For further details about the available Erasmus+ National Agencies, please consult the following page:

https://ec.europa.eu/programmes/erasmus-plus/contact

Project Summary

Please provide a short summary of your project. Please recall that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

In the last years the society all over the world has been exposed to a number of different forms of disasters, going from earthquake to terrorist attacks, to severe changes in weather pattern, to financial crisis due to disruptive challenges, to infectious epidemics, as the present COVID-19 outbreak, that have demonstrated that no one is exempt from a disaster situation and people everywhere need to be prepared.

National and Local Governments, Communities as well as public and private Companies, need to create an in-depth emergency plan not only for managing the immediate consequences of a disaster but also and mainly for ensuring a community recovers and thrives. This requires the establishment of a network of entities with interconnected and interdisciplinary capacities and skills prior to a disaster, that ensures the quick response to the event and manages the recovery process. The reliability and effectiveness of such network depends on a sound and aware coordination. In the last years, due to the increasing crisis situations, the profile of an Emergency Manager has been developed and some kinds of certifications are proposed at national and international level, but not connected with a university curriculum. Often holders of such Certifications get their start by working as police officers, detectives, firefighters, safety technicians, police dispatchers, paramedics, and others who gained strong experience in emergency situations.

While an extensive work experience is a fundamental requirement for an Emergency Manager, the actual economic, social and environmental scenario demands for a strong mix of deep knowledge and skills as strong communication, critical thinking, decision-making, interpersonal, and leadership that can be developed only within Master degrees related to law enforcement, public administration, business administration, Engineering and Medicine.

Furthermore, since disasters can take a number of different forms, national and local governments and organizations must be ready for tackling any kind of emergency that may incur, that is they must be aware of all possible risks, be able to imagine the worst case scenario and have the capacity to work out a plan for how to deal with it.

This means that it is necessary to develop further competencies and skills in order to provide the existing EM profiles with enhanced and additional knowledge, capacities and skills.

In these tragic days when Corona-virus started spreading around the world and timely actions were fundamental, two main points have been very clear:

- in each country the government adopts its own policy without a coordination with the others, and,

- each National Service for Civil Protection uses different approaches, methods and tools preventing a common strategy, even when the national boundaries are not an obstacle for the danger's spreading.

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For these reasons many experts have claimed the need to create the profile of a European Professional for the crisis management.
Furthermore the volunteers, from any field, have been proved to be the backbone of the concrete assistance to the population.

The project intends to contribute to tackle the above mentioned problems by achieving two main objectives:
- designing multi-disciplinary curricula for the establishment of two professional profiles with European value: 1) European Crisis Emergency Manager (ECEM) and 2) European Prevention Manager (EPM), and
- providing teachers with competencies and skills for designing and implementing a multidisciplinary modular curriculum offering a high degree of flexibility in the study plan establishment.
The main activities will be:
- identify the existing profiles and programmes for the preparation of emergency manager and analyse the knowledge gaps and skills mismatches;
- design multidisciplinary curricula for the creation of the two ECEM and EPM Professionals;
- update the existing degrees by introducing new modules;
- create new degrees or new tracks in the programmes that best fit with the envisaged ECEM and EPM profiles;
- design the modules to be integrated in the curricula of Health/Engineering/Management sectors for providing the students of such degrees with the knowledge and skills needed for implementing a community service in a proper and competent way, also as volunteers, and enhance their active citizenship and civic engagement;
- enhance teachers' competences and knowledge in such fields and in designing multidisciplinary curricula/modules;
- implement the new modules/tracks providing such knowledge and skills and organize work experiences;
- finalise the process for the professional certification of such competences.
Through 6 Intellectual Outputs focused on identification of skills gaps of students and teachers and
development of innovative Learning Outcomes, the organization of 5 Multiplier Events and a teacher-training week, the project directly answers to the innovation aspect of Strategic Partnership Action.

Applicant Organisation

Organisation ID	Legal name	Country
E10208792	UNIVERSITA DEGLI STUDI DELL'AQUILA	Italy

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Partner Organisations

No	Organisation ID	Legal name	Country
1	E10043753	Emergency and Disaster Management Studies	Italy
2	E10209101	UNIVERSITAT DE GIRONA	Spain
3	E10200538	UNIVERSIDADE DOS ACORES	Portugal
4	E10209003	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION	United Kingdom
5	E10209450	TECHNISCHE UNIVERSITAT BERLIN	Germany

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Project Budget Summary

Budget Items	Grant
Project Management and Implementation	63.000,00 EUR
Transnational Project Meetings	55.225,00 EUR
Intellectual Outputs	236.030,00 EUR
Multiplier Events	18.500,00 EUR
Learning, Teaching, Training Activities	42.770,00 EUR
Total Grant	415.525,00 EUR

Transnational Projects Meetings

ID	Meeting Title	No. of Participants	Grant
1	Kick Off Meeting	18	9.180,00 EUR
2	Project Meeting 2	18	9.180,00 EUR
3	Project Meeting 3	18	9.180,00 EUR
4	Project Meeting 4	12	7.600,00 EUR
5	Project Meeting 5	18	10.905,00 EUR
6	Project Meeting 6	18	9.180,00 EUR
Total			55.225,00 EUR

Intellectual Outputs

ID	Output Title	Category of Staff	No. of Working Days	Grant
O1	ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH	Managers	10	2.800,00 EUR
O2	DESIGN OF ECEM AND EPM PROFILES	Managers	10	2.800,00 EUR
O3	DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS	Managers	10	1.640,00 EUR
O4	TEACHER-TRAINING MODULE	Managers	10	2.800,00 EUR
O6	EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM	Managers	10	1.640,00 EUR
O5	PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME	Managers	10	2.800,00 EUR
O1	ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH	Teachers/Trainers/Researchers/Youth workers	240	45.200,00 EUR
O2	DESIGN OF ECEM AND EPM PROFILES	Teachers/Trainers/Researchers/Youth workers	300	56.500,00 EUR
O3	DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS	Teachers/Trainers/Researchers/Youth workers	270	50.850,00 EUR
O4	TEACHER-TRAINING MODULE	Teachers/Trainers/Researchers/Youth workers	240	45.200,00 EUR
Total			1,250	236.030,00 EUR

ID	Output Title	Category of Staff	No. of Working Days	Grant
O6	EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM	Teachers/Trainers/Researchers/Youth workers	60	9.760,00 EUR
O5	PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME	Teachers/Trainers/Researchers/Youth workers	80	14.040,00 EUR
Total			1,250	236.030,00 EUR

Multiplier Events

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ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Grant
E5	International Conference	Germany	20	40	10.000,00 EUR
E1	Presentation of the profiles of European Crisis Emergency Manager (ECEM) and European Prevention Manager (EPM) and Local Training Seminar	Italy	25	0	2.500,00 EUR
E2	Local Training Seminar - Spain	Spain	20	0	2.000,00 EUR
E3	Local Training Seminar - Portugal	Portugal	20	0	2.000,00 EUR
E4	Local Training Seminar - UK	United Kingdom	20	0	2.000,00 EUR
Total			105	40	18.500,00 EUR

Learning, Teaching, Training Activities

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ID	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Intensive programmes for teaching staff	9.210,00 EUR	0,00 EUR	22.260,00 EUR	0,00 EUR	31.470,00 EUR
C2	Intensive programmes for higher education learners	5.500,00 EUR	0,00 EUR	5.800,00 EUR	0,00 EUR	11.300,00 EUR
Total		14.710,00 EUR	0,00 EUR	28.060,00 EUR	0,00 EUR	42.770,00 EUR

Budget per Participating Organisation

Organisation	Country of Organisation	Grant
UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy	82.010,00 EUR
Emergency and Disaster Management Studies (E10043753, IT)	Italy	63.202,00 EUR
UNIVERSITAT DE GIRONA (E10209101, ES)	Spain	56.702,00 EUR
UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal	66.692,00 EUR
MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom	68.597,00 EUR
TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany	78.322,00 EUR

Budget Details per Participating Organisations (UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT))

Budget Items	Grant
Project Management and Implementation	18.000,00 EUR

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Budget Items	Grant
Transnational Project Meetings	8.420,00 EUR
Intellectual Outputs	53.090,00 EUR
Multiplier Events	2.500,00 EUR
Total Grant	82.010,00 EUR

Budget Details per Participating Organisations (Emergency and Disaster Management Studies (E10043753, IT))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	8.420,00 EUR
Intellectual Outputs	40.250,00 EUR
Learning, Teaching, Training Activities	5.532,00 EUR
Total Grant	63.202,00 EUR

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Budget Details per Participating Organisations (UNIVERSITAT DE GIRONA (E10209101, ES))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	8.420,00 EUR
Intellectual Outputs	28.355,00 EUR
Multiplier Events	2.000,00 EUR
Learning, Teaching, Training Activities	8.927,00 EUR
Total Grant	56.702,00 EUR

Budget Details per Participating Organisations (UNIVERSIDADE DOS ACORES (E10200538, PT))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	11.400,00 EUR
Intellectual Outputs	33.835,00 EUR
Multiplier Events	2.000,00 EUR
Learning, Teaching, Training Activities	10.457,00 EUR
Total Grant	66.692,00 EUR

Budget Details per Participating Organisations (MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	8.420,00 EUR
Intellectual Outputs	40.250,00 EUR
Multiplier Events	2.000,00 EUR
Learning, Teaching, Training Activities	8.927,00 EUR
Total Grant	68.597,00 EUR

Budget Details per Participating Organisations (TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	10.145,00 EUR
Intellectual Outputs	40.250,00 EUR
Multiplier Events	10.000,00 EUR
Learning, Teaching, Training Activities	8.927,00 EUR
Total Grant	78.322,00 EUR

Timetable

Note that Transnational Project Meetings, Intellectual Outputs, Multiplier Events and Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form.

ID	Activity Type	Starting Period	Description
1	Intellectual Output	09-2020	ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH
2	Transnational Projects Meeting	10-2020	Kick Off Meeting
3	Intellectual Output	01-2021	DESIGN OF ECEM AND EPM PROFILES
4	Transnational Projects Meeting	04-2021	Project Meeting 2
5	Intellectual Output	04-2021	DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS
6	Intellectual Output	09-2021	TEACHER-TRAINING MODULE
7	Intellectual Output	09-2021	PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME
8	Transnational Projects Meeting	10-2021	Project Meeting 3
9	Intensive programmes for teaching staff	02-2022	Teacher-Training Week
10	Intensive programmes for higher education learners	02-2022	Pilot Training of students of key degrees and work experience
11	Transnational Projects Meeting	05-2022	Project Meeting 4
12	Intellectual Output	08-2022	EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM
13	Transnational Projects Meeting	11-2022	Project Meeting 5
14	Multiplier Event	03-2023	Presentation of the profiles of European Crisis Emergency Manager (ECEM) and European Prevention Manager (EPM) and Local Training Seminar

ID	Activity Type	Starting Period	Description
15	Transnational Projects Meeting	04-2023	Project Meeting 6
16	Multiplier Event	04-2023	Local Training Seminar - Spain
17	Multiplier Event	05-2023	Local Training Seminar - Portugal
18	Multiplier Event	06-2023	Local Training Seminar - UK
19	Multiplier Event	07-2023	International Conference

Participating Organisations

Please note that the Organisation ID has replaced the PIC as the unique identifier for the organisation to apply for Erasmus+ and European Solidarity Corps actions managed by National Agencies. Organisations that have a PIC and have previously applied for funding in these programmes through the National Agencies have been assigned an Organisation ID automatically. Please use the Erasmus+ and European Solidarity Corps platform to check an Organisation ID, update information linked to it or register a new organisation: https://webgate.ec.europa.eu/erasmus-esc/organisation-registration

Applicant Organisation

Organisation ID	E10208792
Legal name	UNIVERSITA DEGLI STUDI DELL'AQUILA
Legal name (national language)	UNIVAQ
Department (if applicable)	Settore fundraising e gestione progetti di Ateneo
Acronym	PROGET
Address	PIAZZA VINCENZO RIVERA 1
Country	Italy

P.O. Box	000
Postal Code	67100
City	L AQUILA
Website	
Email	proget@strutture.univaq.it
Telephone	+39-0862432030
Fax	+39-0862412948

Profile

Type of Organisation	Higher education institution (tertiary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	I L-AQUIL01

Associated Persons

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Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

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Legal Representative (UNIVERSITA DEGLI STUDI DELL'AQUILA)

Title	Professor
Gender	Male
First Name	Edoardo
Family Name	Alesse
Department	Rectorate
Position	RECTOR
Email	rettore@univaq.it
Telephone	+390862432030
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (UNIVERSITA DEGLI STUDI DELL'AQUILA)

Title	Professor
Gender	Female
First Name	Anna
Family Name	Tozzi
Department	Rectorate
Position	Rector's Consultant for the internationalisation Policies
Email	anna.tozzi@univaq.it
Telephone	+390862433150
Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
Address	Via Roma, 33 - Palazzo Ciavola Cortelli
Country	Italy
Postal Code	67100

City	L'Aquila

Background and Experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group)

UNIVAQ counts presently 19.000 students, 644 teachers-researchers, 504 administrative and technical staff. After the reform the 9 Faculties were transformed in 7 Departments which, besides research, provide Bachelor, Master and PhD Programmes in the areas Sciences, Medicine, Engineering, Humanities, Psychology, Economics, Educational Sciences, Sport Sciences, Biotechnologies. Research is developed in the Departments, in 2 Excellence Centres of Research
(CETEMPS, DEWS), and 3 interdepartmental Research Centres worldwide known.

UNIVAQ considers the international cooperation fundamental for the full participation in the EHEA and ERA. The policy aiming to become a reference point for a globalised knowledge world for higher education and research allowed the cooperation with Universities from EU and Third Countries. The centralised "International Project Office" supports academic staff in preparing and managing projects and disseminates results and experiences to the University bodies. The office, in cooperation with IRO, implemented several International projects in the fields of education, research and cooperation (LLP, international degrees, EMA2, EMA1, TEMPUS, CBHE, Strategic Partnerships, ESF, Italy-France, EC-Canada, Marie Curie, FPs, Horizon 2020, Life, Interreg IIIA, B, C, IVC, etc.). The internationalisation gave rise to 10 international degrees, 1 Erasmus Mundus Master degree, 11 Erasmus Mundus Action 2, two as coordinator, (target countries in all continents).

The university currently is managing (as coordinator or partner) several FP7/Horizon projects and agreements with institutions from all over the world. Within the unique cycle Master degree in "Primary Teacher Education" several projects are on-going providing the students with a variety of learning opportunities in cooperation with other fields as Psychology, Childhood Neuro and Psycomotricity, Speech and Language Therapy in order to develop an interdisciplinary approach to their academic career.

Quality of degree courses in all the courses and the multidisciplinary approach to research and teaching is a fundamental issue of the University policy that is proving to be a key element in the implementation of the third mission in the special phase of the reconstruction of the town of L'Aquila after the earthquake of 2009.

The centralized "International Project Office", in cooperation with IRO, has implemented in the last 5 years many international projects as 16 Erasmus+ CBHE projects (in several geographic and thematic areas), 11 EMA2 (Balkan area, Central Asia, Pakistan, India, South-East Asia, Middle East, Syria, Centro-America), 60 bilateral agreement with non-EU countries, 4 Strategic Partnerships, 1 Erasmus Mundus Joint Master Degree (MathMods).

The internationalization gave rise to 1 joint Master degree, 10 Master double/multiple degrees, 1 Erasmus Mundus Master degree, Several joint PhDs programs.

In particular the Research and Technology Transfer Area, through the
• Technology Transfer Office, offers companies the access to applied research and strict cooperation with researchers for a fruitful technology transfer;
• University Research and Relationships with Departments Office, coordinates and supports Departments and Research Centers in all procedures related to the management of research funds provided by national and international bodies;
• International Projects Office, supports academic staff in answering to the calls for proposal within EU and International Programmes;
• International Relations Office, manages the University international relations by providing the necessary support to the Pro-Rector for International Relations in finding and managing the European Union funds for international mobility of students and teachers, manages Erasmus + and former Erasmus Mundus projects as well as agreements with foreign universities.

Patents: 27 new registered patents
Portfolio Spin-off Companies: 12 Spin-Off: WEST Aquila, BEEP INNOVATION , NOVATEC, DIGIPOWER , SAGIT2T , BME, SMARTLY , R13TECHNOLOGY , DRIMS, GITAIS, NET-RESEARCH

The main aim of the University for next years is to increase its international reputation and to provide its students with a strong cultural base and a challenging environment enabling them to develop skills and capacities to be competitive in a globalised world in continuous and quick transformation.

THE WUR 2019: 523th in the global ranking, 28th in Italy, with high performance in subjects related to STEM (among the first 10 positions in Italy)
ARWU 2019: in the slot 600-700, 25-31 in Italy, with high performance by subjects related to STEM (among the first 10 in Italy for Mathematics and Physics)

Sustainability is a key factor in the institutional development policies. The result is that it is 78th in the global ranking of THE Impact 2019 (3rd in Italy) and 105th in the global ranking 2019 of GREENMETRIC (6th in Italy).

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What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

In the last decade, after the earthquake that on 2009 hit the city of L'Aquila and its remarkable cultural heritage and art patromony, UNIVAQ has played a key role in the reconstruction phase, that is still on going.
Research, innovation and exploitation of innovative technologies have been the tools displayed for supporting the resilience phase that does not consist only of physical reconstruction of historical buildings but also, and mainly, the re-establishment of the social fabric of the City.
The earthquake coincided with the beginning of the severe economical crisis that affected the EU and produced huge social emergencies. Unemployment, extremely high among young people, even with high qualifications, loss of job of people too young to retire and too old to be employed in the new companies.
Thus L'Aquila has been the stage where, in an accelerated and inteconnected way, it was possible to assist to possible scenario that cities, regions and nations can experiment, as consequence of the disruptive technologies. The digital world is making fast and long leaps offering big opportunities to those prepared to the changes, but also serious social problems if such changes are refused or even delayed.
The presence of a strong research team is working hard to catch the opportunities and reducing the risks. The experimentation of 5G technology in the city, one of the 5 selected for this aim in Italy, attracted two big industries, as the Chinese ZTE and the FCA, who establishe a research lab in the City in cooperation with the University. A living lab where all citizens can ask for innovative services and plan them together with the researchers, the innovative technics for restoring medieval
manufacts with historical and art relevance that constitute the rich patrimony of the City, the innovative network electrical and water network and the display of sensors for detecting structural risks or possible weakness, and other innovative services and actions as the experimentation of a connected car for public transportation, are transforming the town in a Smart City.
All this process is becoming a resilience model that can be improved and transferred in other contexts. In this model, the need to have the support of a team of professionals with multidisciplinary profiles appeared in a full evidence. Thus UNIVAQ in cooperation with EDIMAS has organised a Specialisation Course for providing the existing professional with the missing competencies. This Course will be the base for the pilot training course that the project intends to design and implement. Furthermore UNIVAQ transformed this course in a Professionalising Bachelor Degree Course of which the need is every day more evident, and that will start in the academic year 2020-2021.
The Partners have already cooperated with UNIVAQ in projects focused on capacity building of universities and public bodies, in governance including risk management.
Relevant expertise of key staff.
Fabio Graziosi - Professor and head of Telecommunications Engineering program in UNIVAQ. His current research activity is focused on communication theory, access control and radio resource management in future mobile radio systems, technologies and architectures for wireless embedded networks. He has participated in major national and european research programs in wireless mobile communications and coordinates research programs funded by industrial partners. Since 2000 he has served as an Editor for the IEEE Transactions on Communications. He has been a guest editor for special issues in international journals. He is a Senior Member of the IEEE and is in the IEEE Communications Theory Committee. He is in the Board of Directors of the Center of Excellence DEWS at the University of L'Aquila, of the Radiolabs consortium, and also in the Technical Committee of CNIT. He is in the Executive Committee of the Network of Excellence HYCON. He has been a reviewer of research proposals for national and international funding agencies and is a co-founder and a member of the board of governors of the spin-off company WEST Aquila srl
Henry Muccini - is Professor in Computer Science, expert of Advanced Software Engineering, Modelling Web Application with the UML, Computer Architecture, Computer Architecture, member of several scientific editorial boards of international journals, member of international scientific bodies. Author of the system for reduction of the queues at Galleria degli Uffizi in Florence.
Responsible of international research teams (PRIN, FIRB, FP6 and FP7) and author of 70 peer-reviewed papers, citation h-index 10. He is local responsible of cooperation projects, as MIUR Interlink multiple degree master course "Global Software Engineering European Master"–GSEEM,MIUR Giovani Ricercatori Indiani, EURECA-EMCW, EUROWEB-EMA2. In the project he will provide his experience in skills and competences development for the new professionals.

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Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year		Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus + -KA2-CBHE	2017		574099-EPP-1-2016-1-IT-EPPKA2-CBHE-SP	University of L'Aquila
Erasmus + -KA2-CBHE	2017		574049-EPP-1-2016-1-IT-EPPKA2-CBHE-JP	University of L'Aquila
Erasmus + -KA2-CBHE	2017		574055-EPP-1-2016-1-IT-EPPKA2-CBHE-JP	University of L'Aquila
Erasmus Mundus Action2 2016-2018	2017		551742-EM-1-2014-1-IT-ERA MUNDUS-EMA21, 2014-2018	University of L'Aquila
Erasmus Mundus Action2 2016-2018	2017		552061-EM-1-2014-1-IT-ERA MUNDUS-EMA21, 2014-2018	University of L'Aquila
Erasmus + -KA2-CBHE	2018		598726 EPP-1-2018-1- JO-EPPKA2-CBHE-JP	Yarmouk University

Erasmus + -KA2-CBHE	2019		609821-EPP-1-2019-1-IT-EPPKA2-CBHE-JP	Conservatorio dell'Aquila "A. Casella"
Erasmus + -KA2-CBHE	2019		609790-EPP-1-2019-1-PA-EPPKA2-CBHE-JP	University College for Applied Science – UCAS
Erasmus + -KA2-CBHE	2019		609764-EPP-1-2019-1-IT-EPPKA2-CBHE-SP	University of L'Aquila
COSME	2017		Digital Cities	Municipality of L'Aquila

Partner Organisations

Organisation ID	E10043753
Legal name	Emergency and Disaster Management Studies
Legal name (national language)	
Address	piazza dei martiri di belfiore 2
Country	Italy

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Postal Code	00195
City	rome
Website	www.edimas.net
Email	president@edimas.net
Telephone	+393923562333

Profile

Type of Organisation	Non-governmental organisation/association
Is the organisation a public body?	No
Is the organisation a non-profit?	Yes

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (Emergency and Disaster Management Studies)

Title	Mr
Gender	Female
First Name	Giulio
Family Name	Marcucci
Position	President
Email	president@edimas.net
Telephone	+393923562333
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (Emergency and Disaster Management Studies)

Title	Mr
Gender	Male
First Name	Giuseppe
Family Name	Goduto
Position	Staff
Email	president@edimas.net
Telephone	+393923562333
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Background and Experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

E.Di.Ma.S. is a non profit social-promotion association founded in 2011, after the devastating earthquake that hit the city of L'Aquila and a large part of the Abruzzo region, in the center of Italy. All the founders are recognized experts in strategic planning for territorial development and emergency management, coming from Italian and International Institutions, Academia and industry. After evaluating the consequences of L'Aquila's earthquake they agreed it was time to promote an integrated, multidimensional strategic prevention approach in Italy and in Europe, in order to make the communities able to face up disasters without loss of human life and assure infrastructures availability, business continuity, social development. More in general, the culture of resilience. During 2012, at the beginning of its activities, E.Di.Ma.S. signed the Priciples of Emergency Management agreement with IAEM, the most important Emergency Management Organization in the world. The first E.Di.Ma.S. President, Mr Paolo Pagani (an Italian manager mainly involved in Oil and Gas industry in USA and Europe) became an IAEM C.E.M. – Certified Emergency Manager. Meanwhile, Mr Giuseppe Coduto, E.Di.Ma.S.'s Scientific and Technical Commettee Vice President and Italian Governmental Civil Protection official, joined the IAEM's World Group (2012-2014). In 2013 E.Di.Ma.S. signed a memorandum of understanding with Federmanagement, an Italian association of managers and executives of public institutions and private companies, with the aim to bring managerial skill in the land-use planning and social development policies. After that, E.Di.Ma.S. agreed a memorandum of understanding with the National Geologist Council and the European Federation of Geologists, with the goal to involve all kind of capabilities, skills and experiences in the design of resilient communities and societies.
The two main pillars of E.Di.Ma.S. are:
1) to foster the emergence of human capital
2) to promote an effective knowledge transfer in the area of strategic territorial planning, also thought for a more effective crisis management.
E.Di.Ma.S. developed its own approach to the resilience design and development, which consider the involvement of a multidimensional team (including skills on engineering, architecture, geology, law, maths, physics…) as the first asset of a good education strategy and of an effective territorial planning.
In fact, one of the success keys of the education model deigned by E.Di.Ma.S. is the huge involvement of non-academic professionals: at least the 70% of teachers comes from industry and public institutions.
The training programs started in cooperation with an interuniversity consortium whose main teaching headquarter is at the Catholic University in Rome. The programs were based on the principles and requirements for a body certifying persons against specific requirements, as promoted by the ISO

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17024 international standard. Currently E.Di.Ma.S. collaborates with the University of L'Aquila on the third edition of the complete set of training courses.
The main goal is a European-wide promotion of the teaching and operating multidimensional approach developed by E.Di.Ma.S., in order to build a large and robust professional network whose members (teachers, professionals, managers, public officials) can share the prevention and emergency management principles at European level. Based on education programs, the goal could be reached involving the European universities first.
From the communities point of view, the goal is to have at local scale the human capital to face the complexity of social development and prepare both cities and rural areas to build risks and performance index, in order to have an effective access to the European financing tools for local and regional development.

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What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

E.Di.Ma.S. is the first European organization proposing multidimensional training programs corresponding to a workload and learning outcome recognized equal to 60 and 120 ECTS.
The general strategy is to overcome the department/universities boundaries and cooperate in an integrated territorial approach, involving national and local institutions, the industry, the sevice companies like energy, utilities and communication organizations, the SMEs.
E.Di.Ma.S. contributes with the following specific competencies:
- environmental management, social and economic development, civil protection and defence;
- Emergency Management;
- Prevention Management;
- training programs design on prevention and emergency management;
- technology support for training programs development (multi language e-learning platform);
- to support the growth of the European network of Prevention and Emergency Managers.
The E.Di.Ma.S. Scientific and Technical Commettee members are national and international referenced professionals working in the following main areas:
1) environmental management
2) social and economic development
3) social security (protection and civil defence)
In the activities supporting this project, 10 professionals were identified:
1) Ing. Giulio Marcucci (President pro tempore of E.Di.Ma.S. - expert in territorial strategic planning)
2) Patrizia Ferrazzo (head of the general secretariat of E.Di.Ma.S.)
3) Matteo Medori (expert in electronic engineering - FAD technologies - manager of the E-Learning Platform of E.Di.Ma.S.)
4) Gianrcocco Franco (expert in process engineering)
5) Enrico Colaiacovo (Engineer expert in Change Management)
6) Valentina Zoppo (expert in process and quality management)
7) Giuseppe Coduto (founding partner of E.Di.Ma.S. expert in Emergency Management and crisis management)
8) Patrizia Cologgi (founding member of E.Di.Ma.S. - former General Manager of the Presidency of the Council of Ministers - Department of Italian Civil Protection - expert in policies for social integration)
9) Domenico Riccio (President of the Technical Scientific Committee of E.Di.Ma.S. - former General Manager of the Italian National Fire Brigade)
10) Giuliano Aretusi (expert in local planning of civil protection and engineering of territorial resilience - qualitative and quantitative)

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

No

Partner Organisations

Organisation ID	E10209101
Legal name	UNIVERSITAT DE GIRONA
Legal name (national language)	UNIVERSITAT DE GIRONA
National ID (if applicable)	351991
Department (if applicable)	International Relations Office
Acronym	UdG
Address	PLACA SANT DOMENEC 3
Country	Spain
P.O. Box	000
Postal Code	17004
City	GIRONA

Website	www.udg.es
Email	European.office@udg.edu
Telephone	+34972418000
Fax	+34972418031

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Profile

Type of Organisation	Higher education institution (tertiary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	E GIRONA02

Associated Persons

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Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (UNIVERSITAT DE GIRONA)

Title	Mr
Gender	Male
First Name	Joaquim
Family Name	SALVI MAS
Position	Rector
Email	rector@udg.edu
Telephone	+34972418041
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (UNIVERSITAT DE GIRONA)

Title	Mr
Gender	Male
First Name	Eusebi
Family Name	Calle
Position	Professor
Email	eusebi.calle@udg.edu
Telephone	+34677483340
Preferred Contact	Yes
If the address is different from the one of the organisation	No

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Background and Experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The University of Girona (UdG) is a public higher education institution devoted to academic excellence that strives to contribute to the progress of society through the creation, transmission, dissemination and review of knowledge related to sciences, technology, humanities and arts. In order to anticipate the events that will govern the academic future – mainly the endeavour to put people first in an environment defined by new smart machines –, the UdG has decided to focus on the combination of intelligences, including natural intelligence, collective intelligence and artificial intelligence. With the synergy or these intelligences, the UdG intends to develop opportunities for its community, for the region it feels committed to and especially for the students who will experience very demanding situations and will have to adapt to knowledge and professions that do not yet exist.
Currently, the UdG leads a strategic aggregation that includes 5 associated foundations, 3 participating research institutes, a Science and Technology Park and 8 technology-based ventures. This combination of platforms strengthens the hybrid character of research and fosters the transversal links between different knowledge areas. In line with this variety, research at the UdG is carried out in over a hundred research groups, structured around 5 main pillars: technology, humanities, health, society and experimental research.
The UdG is committed with the principle of Open Science, with the aim to improve impact of academic outcomes on society in its immediate surroundings, as well as internationally through specific projects of research networks. A tailor-made communication and dissemination service is available to our scientific community with a view to promoting scientific production with Open Access and to boosting visibility and impact of their research. This service offers specific support with the promotion of research results and develops publicity campaigns aimed at the general public.
The UdG scores high in the rankings at European level and as off late it also holds the HRS4R award. During the last 15 years, the UdG has gained ample experience with European projects, as it has participated in many programmes, such as Edulink, Tempus, LLL and H2020. While the research strategy are set out by the Vicerectorate for Research and Technology Transfer, day-to-day management of research activity is ensured by the Research and Technology Transfer Office, a service designed to ensure an optimal development of all R&D&I projects.

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What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

Research at the UdG is carried out in more than 100 research groups associated to 22 departments and 12 research institutes. A considerable part of this research is conducted in international contexts, where the UdG has gained wide experience in the management and coordination of international and European grants.

The UdG has signed the "Charter for Higher Education 2014-020" to be able to apply and/or participate in the "Erasmus+ EU programme for education, training, youth and sport" and has signed a commitment to welcome and supports the recommendation of the European Commission 2005/251/EC on "The European Charter for researchers" and "The code of conduct for the recruitment of Researchers".

The main research groups that will be involved in this project is Broadband Communications and Distributed Systems group (BCDS). BCDS has a lot experience about that kind applications. The BCDS group is active in two main research areas: Broadband Network Control and Management and Technology Enhanced Learning. The group has led several long-term governmental projects involving other universities and companies like Internet Service Providers and Public Health Institutions. These projects, along with the basic research performed on the group, bring about many publications and contributions on international journals, symposiums and conferences. BCDS carries out its research within the Institute of Informatics and Applications at the University of Girona, and it is part of the DURSI consolidated research group Smart IT Engineering and Services (SITES).
BCDS has participate in different European projects concerning the Design of resilient and robustness of the future transport networks. Currently he is a partner in the European Network: COST RECODIS : CA15127 Action "Resilient Communication Services Protecting End-user Applications from Disaster-based Failures" (2016-2020) which is directly related with the topics of this project.
Skills and Expertise of Key Staff
Eusebi Calle
Researcher ID B-7884-2018
Orcid code 0000-0003-2361-602X
Dr. Eusebi Calle recives his PhD in Computer Science by Universidad de Girona (UdG) in 2004, and Award to the best PhD thesis. From 1997 he is a part-time associate in departamento de Arquitectura de Computadores de la Universidad de Girona and he is also Gestor de Tecnología Informática y Telecomunicaciones en el Departamento de Educación de la Generalitat de Catalunya in Girona. In 2009 he becomes Associated Professor (profesor Titular Universitario en el departamento de Arquitectura de computadores de la Universidad de Girona). From 2011 -2018 he is also the coordinator of the Computer Science studies.
He is part of the Broadband Communications and Distributed Systems (BCDS) group in Universidad de Girona - Instituto de Informática. His topic of interest covers
Telecommunication networks: Optical networks, routing algorithms, network protection, complex networks, robustness analysis, etc. he has codirected 5 PhD thesis, and write more than 80 papers in international congresses such as IEEE ICC, IEEE Globecom, or specialized congresses in reliable network design such as IEEE DRCN o IEEE RNDM, etc.
He has also published more than 100 papers in international congress and journals. Some of them are in the more relevant journals in communication networks, such as: IEEE Network magazine, IEEE communications magazine, Elsevier computer networks, or Journal of Optical Networking. Concerning the research area of Complex networks and network science he has also published in relevant journals such as Physica A, or Nature scientific reports. In 2014 he was also a Keynote Speaker in the RNDM 2014 with the talk entitled 'Robustness analysis of networks under large-scale failures: drawing robustness surfaces.
Currently he is TPC in different well-known congresses such as DRCN, RNDM, IFIP Networking, etc. He was also the TPC chair of OPTICS 201 and RNDM 2017.
He has participated in more than 15 national projects. He was the Main Researcher of the project: ROGER and GIROS, focused on network robustness analysis. He has also been involved in different European projects such as EULER, RECODIS (Cost), HINGE (Erasmus +).
Throughout his research career he has collaborate publishing different relevant papers with some of the most important research groups in this area of research such as: Universty of

Kansas, Georgia Institute of Technology, Budapest University of Technology, University of Stratchclyde, Technical University of Denmark (DTU), North Dakota State University, and Universidad de los Andes (Colombia). Currently, the impact of my publication report more than 1300 references to my publications, with an H-index of 20 (Google scholar).

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year		Project Identification or Contract Number	Applicant/Beneficiary Name
Capacity Building Higher Education	2017		586170-EPP-1-2017-1-IT-EPPKA2-CBHE-JP	Università di Sassari
EAC/A03/2016_ERASMUS+_Call 2017	2017		2017-1-SK01-KA201-035424	Slovensky Sachovy Zvaz
EAC/A03/2016_ERASMUS+_Call 2017	2017		2017-1-ES01-KA201-038635	Universitat de Girona
EAC/A05/2017_ERASMUS+_Call 2018	2018		598826-EPP-1-2018-1-ES-EPPKA2-CBHE-JP	Universitat de Girona
EAC/A05/2017_ERASMUS+_Call 2018	2017		E9AD403570682B2F	Fundació d'ecologia del foc i gestió d'incendis Pau Costa Alcubierre
EAC/A05/2017_ERASMUS+_Call 2018	2017		B02FB483F9ABEA71	Universitaet Bremen
EAC/A05/2017_ERASMUS+_Call 2018	2018		598826-EPP-1-2018-1-ES-EPPKA2-CBHE-JP	Universitat de Girona
EAC/A05/2017_ERASMUS+_Call 2018	2018		2018-1-BE01-KA203-038570	CONEXX-EU
EAC/A05/2017_ERASMUS+_Call 2018	2018		E9AD403570682B2F	FPAUC-Fundació d'Ecologia del Foc i Gestió d'Incendis Pau Costa Alcubierre
EAC/A05/2017_ERASMUS+_Call 2018	2018		2018-1-DE01-KA203-004259	Universitaet Bremen

EAC/A05/2017_ERASMUS+_Call 2018	2018	604569-EPP-I-2018-1-EL-EPPKA3-IPI-SOC-1N	Ergastiri Eidikis Agogis Margarita
MED programme 2015 - Call 2017	2018	782	Regione Toscana
POCTEFA 2016	2018	EFA182/16	Chambre d'Agriculture des Pyrénées-Orientales CAEM,
POCTEFA 2016	2018	EFA253/16	Universitat de Lleida
POCTEFA 2016	2018	EFA146/16 NATTUR	Conseil Général de l'Ariège
H2020-CS2-CFP06-2017-01	2018	785433	Fundació EURECAT
H2020-MSCA-IF-2017	2018	797335	Universitat de Girona
H2020-MSCA-IF-2017	2018	776665	Technische Universität Berlin
EAC/A03/2018_ERASMUS+_Call 2019	2019	612178-e-EPP-1-2019-1-EL-EPPKA3-IPI-SOC-IN	Instituto politécnico de Coimbra
EAC/A03/2018_ERASMUS+_Call 2019	2019	KA203-35890FA7	Suomen Ymparistokeskus,
EAC/A03/2018_ERASMUS+_Call 2019	2019	KA203-A43F31E5	Marine Research Centre
H2020-MSCA-IF-2018	2019	844230	Universitat de Girona
H2020-CS2-CFP09-2018-02	2019	864723	Universitat de Girona

Partner Organisations

Organisation ID	E10200538
Legal name	UNIVERSIDADE DOS ACORES
Legal name (national language)	UNIVERSIDADE DOS ACORES
National ID (if applicable)	512017050
Address	RUA DA MAE DE DEUS
Country	Portugal
P.O. Box	000
Postal Code	9500 321
City	PONTA DELGADA S MIGUEL ACORES
Website	www.uac.pt
Email	isabel.mc.rego@uac.pt
Telephone	+351296650003, +351296650000
Fax	+351296650005

Profile

Type of Organisation	Higher education institution (tertiary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	P ACORES01

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

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Erasmus+

Legal Representative (UNIVERSIDADE DOS ACORES)

Title	Professor
Gender	Female
First Name	Maria Gabriela .
Family Name	Pereira Silva Queiroz
Department	Rectorate
Position	Vice-Reitora para a Ciência e Tecnologia
Email	Reitoria.gabinete@uac.pt
Telephone	+351296650000
Preferred Contact	No
If the address is different from the one of the organisation	No

Erasmus+

Contact Person (UNIVERSIDADE DOS ACORES)

Title	Mrs
Gender	Female
First Name	Isabel
Family Name	Rego
Department	Psychology
Position	Assistant Professor
Email	isabel.mc.rego@uac.pt
Telephone	+351916195877
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Background and Experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The University of the Azores is the only public university in the Autonomous Region of the Azores and was established in order to advance sustainable development and higher education in the Azores. It has campuses in Ponta Delgada (S. Miguel island), Angra do Heroísmo (Terceira island) and Horta (Faial island), numbers approximately 279 permanent teaching and researching staff, 200 administration and lab technician and 2.738 students, including undergraduate, MSc and PhD.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

A team of researchers and experienced faculty at the Risk and Emergency Planning Unit of the Institute of Volcanology and Risks Assessment of the University of the Azores, have been and currently are involved in funded studies in risk perception, disaster preparedness and risk communication. In the last three years there has been a growing number of publications and conference presentations and research on these topics has been also contributing to support teaching at the Civil Protection Bachelors' Degree program.
1 Isabel Estrela Rego Psychology Department / Risk and Emergency Planning Unit of the Institute of Volcanology and Risks Assessment of the University of the Azores
2 Emiliana Silva Agrarian Science Department, Agrarian Science and Environmental Faculty - FCAA, UAc

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
H2020	2017	727451 - MUSES - H2020-BG-2016-2017/H2020-BG-2016-1	SCOTTISH MINISTERS ACTING THROUGH MARINE SCOTLAND
H2020	2017	H2020-MSCA-RISE-2016- 734271- PADDLE	Institut de Recherche pour le Développement (IRD)
Erasmus Mundus	2017	Erasmus Mundus Advanced Master in Maritime Spatial Planning	Università IUAV di Venezia
H2020	2017	H2020-MSCA-RISE-2016- 734271-	Institut de Recherche pour le Développement (IRD)
1st JOINT TRANSNATIONAL CALL 2017 GEOTHERMIKA ERA-NET	2018	HEATSTORE	University of the Azores
INTERREG-MAC 2014-2020	2018	ECOMARPORT MAC/1.1b/081	University of las Palmas de Gran Canaria
INTERREG-MAC 2014-2020	2018	VOLRISKMAC MAC/3.5b/124	Vulcanologic Institute of Canarias (INVOLCAN)
INTERREG-MAC 2014-2020	2018	REBECA MAC/1.1a/060	University of las Palmas de Gran Canaria
INTERREG-MAC 2014-2020	2017	MACBIOBLUE MAC/1.1b/086	University of las Palmas de Gran Canaria

INTERREG-MAC 2014-2020	2017	ECOFIBRAS MAC/4.6d/040	University of las Palmas de Gran Canaria
ERASMUS KA2 Strategic Partnerships	2017	2017-1-PT01-KA201-035919	NUCLIO – Núcleo Interactivo de Astronomia, Portugal

Partner Organisations

Organisation ID	E10209003
Legal name	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION
Legal name (national language)	MUHEC
National ID (if applicable)	N/A
Department (if applicable)	Faculty of Science and Technology
Acronym	MUHEC
Address	THE BURROUGHS, HENDON .
Country	United Kingdom
P.O. Box	000

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Postal Code	NW4 4BT
City	LONDON
Website	http://www.mdx.ac.uk
Email	B.Barn@mdx.ac.uk
Telephone	+442084115000

Profile

Type of Organisation	Higher education institution (tertiary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	UK LONDON067

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Erasmus+

Legal Representative (MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION)

Title	Mr
Gender	Male
First Name	Balbir
Family Name	Barn
Department	School Leadership
Position	Deputy Dean
Email	B.Barn@mdx.ac.uk
Telephone	+4402084114563
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION)

Title	Dr
Gender	Male
First Name	Georgios
Family Name	Dafoulas
Department	Computer Science / Faculty of Science and Technology
Position	Director of Programmes / Associate Professor
Email	G.Dafoulas@mdx.ac.uk
Telephone	+442084114402
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Background and Experience

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Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

For nearly 140 years, Middlesex University and its predecessor institutions have been home to innovators and change-makers and we have continued to demonstrate this today as a leading London university. We have always been a progressive institution and we inspire our students to be progressive too.
We bring creativity and collaboration to all that we do in teaching, research and support services. Our people are open to new ideas and perspectives, and committed to excellence. We work collaboratively to achieve together what we cannot achieve alone.
We are an engaged university; connected through our many partners. Partnerships are an integral part of our DNA and we see the future as one where success will depend on collaboration. Middlesex works with leading educational institutions from across London, the UK and around the world. We work with employers to make sure that what our students learn is what employers need, further developing these relationships through our research and knowledge exchange.
We have overseas campuses in Dubai, Mauritius and Malta and 17 overseas offices.
Today, Middlesex has almost 37,000 students across the globe.
Middlesex University invests in research that develops and enhances our students' learning. Our research focuses on scientific, professional, business and creative challenges that engage with industry. Our research has real world impact that enhances the influence and relevance of our scholarship and reputation, and our teaching is informed by the latest research and practice.
In the Faculty of Science and Technology, much of our work is guided by the notion that people have an essential part to play in modern engineering and technology. Within our School we are attempting to integrate the study of people, both as individuals and societies, with that of artefacts and the sciences that are involved.
Our Faculty brings together leading academics from a wide variety of backgrounds, working together to ensure that broad perspectives of systems are used, to challenge thinking and formulate approaches to science, engineering, design and analysis that are fit for purpose in our modern world.
The Department of Computer Science at Middlesex University aims to equip students with knowledge of the foundations of their chosen subject area and the skills necessary to apply their discipline to real-world problems. Our teaching and many of our courses provide a diverse and engaging approach to teaching and learning, including project-based activities in all years, invited speakers and access to leading edge technologies in a range of dedicated labs throughout the campus.
The department is very active in research and has been successful in attracting funding from both national and international agencies in addition to working with companies at home and abroad. We have particular strengths in Visual Analytics, Foundations of Computing, Software Systems Engineering, Computational Simulation, Intelligent Networks, and AI. Research is integrated with our teaching and students have an opportunity to be introduced to emerging technology in these areas at both undergraduate and more specialist post-graduate levels of study.
The MUHEC project team is very experienced in projects introducing quality assurance infrastructure, strategies and policies in partner countries. It has helped Armenian and Georgian institutions to support their higher education programmes with quality practices, while it is involved with the EQAC project that focuses on the deployment of Quality Assurance centres in 11 Universities in Azerbaijan.
The MUHEC team is also a leading partner for several CBHE projects involving training and re-training activities. It has recently trained more than 110 academics and administration staff from 23 institutions for the PAWER project and put together a re-training programme that has trained approximately 1,000 staff from partner institutions. The MUHEC team has put in place similar training programmes for several Erasmus+ projects in the past few years. The training activities involve workshops hosted in the London campus but also on-location training activities. The MUHEC team is also experienced in the development of training materials and provision of train-the-trainers support for partner institutions.
The team is very experienced in quality assurance of Capacity Building projects, as well as participating in dissemination activities. The team can consult the consortium in the project's sustainability plans after the end of the funding and help with the coordination of project management activities at WP level.
With respect to specific activities for this project, MUHEC will support the partnership in the teacher training and in the development of the new modules. They will be delivered in the STEM degrees and also be a base for Lifelong Lerning of staff working in Civil Protection departments.

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What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

The team can provide high expertise in the project activities, including e-learning.

George Dafoulas

George has managed, led and participated in more than twenty research projects since he joined Middlesex in 2004. He is experienced in leading multi-disciplinary international projects in the fields of Business Information Systems, Higher Education Management and Quality Assurance due to his background studies in the relevant fields. He is currently involved in nine cross-regional capacity building and knowledge transfer projects, while being invited in several consortia to act as external expert, evaluator, and assessor as well as participating in Technical Assistance Missions.

His current contribution is in the field of Innovation as he has been invited to deliver key notes and plenary sessions in seven countries over the past few months including topics such as Intra/Entrepreneurship, Education 4.0, and creative use of learning technologies.

He has managed several projects relevant to the project including a DTI funded knowledge transfer project, various projects funded by JISC and several Erasmus+ CBHE projects. His publications include more than 150 peer-reviewed papers, as well as six books and learning guides. He has attracted external funding and managed projects funded under EU frameworks, Erasmus+, US NSF, Socrates, Minerva, Tempus, AUNP, ERDF, EPSRC, ESRC, DTI and industrial partners.

Balbir Barn (Deputy Dean / Professor)

Balbir has over 15 years industrial research and consultancy experience with major technology companies such as Texas Instruments where he was involved in the research and design of leading software products such as the IEF™. Since entering academia in 2001, he has successfully led 7 major research projects totalling over £2M. Research projects have focused on model driven software engineering where the goal is to use models as abstractions and execution environments to support, for example, enterprise architecture and software design. A second strand of research activity has focussed on application of technology in social care settings. Three projects have focused on the use of mobile technologies to support the health care domains – Nursing and Social Work. In addition to his research role, Balbir is also Deputy Dean where he is responsible the School research, business and community engagement strategy

Miltiadis Petridis (Head of Department / Professor)

Dr Miltos Petridis (Professor) is the Head of the Department of Computer Science at Middlesex University London and a Professor of Computer Science. His research interests span the areas of Artificial Intelligence, Case Based Reasoning, Software Engineering, Intelligent Agents and Machine Learning. He has 30 years' experience of applying Artificial Intelligence and Machine Learning techniques in a business context including 8 Industrial Innovate UK funded Knowledge Transfer Projects (KTP). He has secured a large number of grants, including European, EPSRC, Leverhulme and Innovate UK funded projects.

He is the author of over 120 peer-refereed papers in the areas of applied Artificial Intelligence and Software Engineering, Prof Petridis has a long track record on industrial collaboration projects using research consultancy, externally funded collaborative projects and KTPs and was the founding academic lead of the Digital Catapult Brighton in 2014-16. He has been collaborating with London and Southeastern Railway on the integration and analysis of operations data over the past 3 years. He has also been involved in various business and transport related projects, including the "Mind of the City" project in Brighton that involves the integration of transport, civic and social media data across the city of Brighton and Hove.

Juan Carlos Augusto (Head of GOODIES group / Professor)

Juan has contributed to the research community with more than 240 publications. His teaching experience spans for more than two decades and has taught approximately 20 different

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modules, mostly in Theory of Computer Science and Artificial Intelligence and its applications. He has also been invited to provide ten short intensive courses for MSc programs in various countries, as well as more than a dozen keynotes and tutorials for international workshops and conferences. He is Editor in Chief for a book series and co-Editor in Chief of two scientific journals. He has participated in fourteen research projects being PI for most of them. He is a member of several advisory boards for government and funding organizations in nine different countries.

Sheila Cunningham (Erasmus Coordinator / Associate Professor)
Sheila holds the award of senior teaching fellow in the School of Health and Education. She is the Institutional Exchanges and Erasmus Coordinator and the Director of Programmes (Dept Nursing, Midwifery and Child – Learning and Teaching).She has extensive experience in key roles including Chair Exchange Grade Conversion Panel.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
DG for International Cooperation and Development (DG DEVCO) - EuropeAid	2017	EIDHR/2017 /389-933	MUHEC
H2020	2017	770121	European University Institute
Erasmus+	2017	2017-1-NL01-KA202-035221	Stichting Nationaal Ouderenfonds
Erasmus+	2017	2017-1-UK01-KA202-036853	University of Nottingham
Erasmus+	2017	2017-3560/001-001	Baku Business University
Erasmus+	2017	2017-1-RO01-KA202-037272	Asociatia EDUNET
H2020	2018	770142	Katholieke Universiteit Leuven
DG Employment, Social Affairs and Inclusion	2018	VS/2018/0041	Universiteit van Amsterdam
European Cooperation in Science and Technology	2018	OC-2016-2-21418	Jan Evangelista Purkyne University in Usti nad Labem
Erasmus +	2018	2018-3492/001-001	Applicant: Universitatea Transilvania din Braşov
Erasmus +	2018	2018-1-CY01-KA202-046848	Cyprus University of Technology

Erasmus +	2019		610429-EPP-1-2019-1-AL-EPPKA2-CBHE-JP	University of Tirana
Erasmus +	2019		2019 – 2023/ 001 - 001	Islamic University of Gaza
Erasmus +	2019		2019-1-UK01-KA216-000009	MUHEC
DG for International Cooperation and Development (DG DEVCO) - EuropeAid	2019		EIDHR/2019/161525-1/4	MUHEC
Erasmus +	2019		2019-1-UK01-KA202-061955	MUHEC
European Center for Constitutional and Human Rights e.V.	2019		unkonwn	MUHEC

Partner Organisations

Organisation ID	E10209450
Legal name	TECHNISCHE UNIVERSITAT BERLIN
Legal name (national language)	TUB
Address	STRASSE DES 17 JUNI 135

Country	Germany
P.O. Box	000
Postal Code	10623
City	BERLIN
Website	www.tu-berlin.de
Email	silke.koester-riemann@tu-berlin.de
Telephone	+493031421370
Fax	+493031421689

Profile

Type of Organisation	Higher education institution (tertiary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	No

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	D BERLIN02

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (TECHNISCHE UNIVERSITAT BERLIN)

Title	Prof Mr
Gender	Male
First Name	Christian
Family Name	THOMSEN
Position	PRESIDENT
Email	silke.koester-riemann@tu-berlin.de
Telephone	+493031421370
Preferred Contact	No
If the address is different from the one of the organisation	No

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Contact Person (TECHNISCHE UNIVERSITAT BERLIN)

Title	Mr
Gender	Male
First Name	Hans-Liudger
Family Name	Dienel
Department	Work, Technology and Participation
Position	Head
Email	hans-liudger.dienel@tu-berlin.de
Telephone	+493031421406
Preferred Contact	Yes
If the address is different from the one of the organisation	No

Background and Experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The Technische Universität Berlin looks back over a long and distinguished tradition of teaching and research. In 1799 the Building Academy, was founded. In 1946 the university was re-established under the name of Technische Universität Berlin. The seven faculties of the university offer approx. 140 study programs from the fields of engineering and natural sciences, economics and business, planning sciences, humanities and the social sciences. Enrolment at TUB in 2016 was 32,500 students. Nearly 33 per cent of the students are women and more than 20 per cent are foreign citizens. 340 professors and an academic staff of about 2.600 instruct the students. TUB employs a total of about 8.500 people in administration, laboratories and academic facilities, making it one of the largest technical universities in Germany. The university alumni and professor list include US National Academies members, two National Medal of Science laureates and ten Nobel Prize winners.
In the 2017 Times Higher Education World University Rankings, globally the TU Berlin ranks 82nd overall (7th in Germany), 40th in the field of Engineering & Technology (3rd in Germany) and 36th in Computer science discipline (4th in Germany), making it one of the top 100 universities worldwide in all three measures.
As of 2016, TU Berlin is ranked 164th overall and 35th in the field of Engineering & Technology according to the British QS World University Rankings. It is one of Germany's highest ranked universities in statistics and operations research and in Mathematics according to QS.
Several facilities of TU Berlin are working together to enhance the academic and social situation of refugees such as Syrian at campus.
Main initiatives are:
1. Studienkolleg: Teaching German language exclusively for refugees to make them ready to attend lectures. Language stage C1 is needed for matriculation at TU Berlin.
2. In(2) TU Berlin: Refugees can attend classes without proper matriculation as guest students. When they pass the exam the received credit points are valid after matriculation.
3. Student counseling: General counseling of students who want to study at TU Berlin has additionally counseling refugee students. This includes selection of suitable study programs, legal and administrative organization and career counseling. also the link between all other initiatives for refugees at TU Berlin. It as well connects to:
4. Psychological counseling: Several types of phobias are present among students, most often related to examination. Traumatized refugee students are advised in this unit and get recommendations for further treatment.
5. TU Berlin Kultur Café: cultural exchange in a small café with thematic evenings. The students get into personal contact via music and other cultural activities.

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The connection takes place between refugees, other international and German students as well.
The management and connection of these offers makes the initiative successful and a key feature of universities effort to lower the obstacles of refugees to enter the higher education system. Until now, 2,600 refugees attended a personal information session. 1,400 obtained special consultation sessions.
Tu Berlin is the pioneer German university in the field of Citizen science which conducts many local and international CS projects. One of the similar projects to this proposal is the project Rural-Futures. The interdisciplinary RuralFutures research project funded by the German Federal Ministry for Education and Research (BMBF) takes place during the period 2014 to 2018 with funding amount of EUR 2 million.
The project focused on the land-use change of the South American native grasslands. RuralFutures worked together with German and Uruguayan research institutes, government and non-government organisations, as well with national and transnational forestry and agriculture companies. The objective of the project was to develop multifunctional, biodiverse and sustainable productive landuse concepts. The long-term monitoring eas handed over, in the end of the project, to pupils of local rural schools and was integrated into their educational plan. With that, this project secured not only the long-term data collection and its transfer to the database, but also it supported new forms of scientific practice in schools. In that way, the RuralFutures Project sets the foundations for a criticalemancipatory environmental education of citizens and future scientists.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project? Please explain how the organisation brings an essential added value to the project.

TU Berlin conducted many research projects in what synergies and potential types of benefit a horizontal cooperation between humanitarian organizations could produce, and what impediments to their realization exist. Potential solutions and concrete implementation guidelines are offered to overcome the main barriers identified. Three extensive case studies on logistics cooperation initiatives recently set up by major disaster relief and donor organizations provide deep insights into existing logistics structures of humanitarian organizations.
TU Berlin designed and developed the content of disaster management in the curricula of some master programs. To address these challenges, the master's degree program in Water Engineering was developed to focus on the specific requirements of arid and semiarid countries and regions in the fields of hydrogeology, hydraulics, water exploitation, water treatment, water supply, wastewater treatment, treated water reuse and sustainable water resources management.
Tu Berlin designed and developed curricula with the subjects of disaster risk management, spatial and urban planning system and consequences of the catastrophic flooding and conducted many joint workshops with European universities and EU organizations in these topics.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
ERASMUS+ KA 107	2017	2017-1-DE01-KA107-003383	Technische Universität Berlin
EFRE 2014-2020 ZIS II	2017	2017010598	Technische Universität Berlin
ERC-2015-STG	2017	679158	Technische Universität Berlin
Erasmus+: Higher Education - International Capacity Building	2018	598665-EPP-1-2018-1-PS-EPPKA2-CBHE-JP	Al Quds
H2020	2018	765374	Technische Universität Berlin As Applicant

Project Description

Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

HORIZONTAL: Supporting individuals in acquiring and developing basic skills and key competences

If relevant, please select up to two additional priorities according to the objectives of your project.

HE: Tackling skills gaps and mismatches

HE: Fostering civic engagement

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Please comment on your choice of priorities.

Supporting individuals in acquiring and developing basic skills and key competences:
National and Local Governments, Communities, public and private Companies, need to create an in-depth emergency plan not only for managing the immediate consequences of a disaster but also, and mainly, for ensuring a community recovers and thrives.
Furthermore, since disasters can take a number of different forms, governments and organizations must be ready for tackling any kind of emergency that may incur, that is they must be aware of all possible risks, be able to imagine the worst case scenario and have the capacity to work out a plan for how to deal with it.
The present COVID19 pandemic has highlighted the weak level of attainment of the European Union in improving disaster prevention and disaster risk management and practices.
Countries in EU were not able to jointly tackle the risks and take the right decisions. Worse, in several cases, they were working in competition one against another, producing serious consequences at every level, and undermining the principles on which the Union is based.
The aims of the "European Civil Protection and Humanitarian Aid Operations" to establish a European Disaster Risk Management, provided with a strong knowledge base and the contribution of data and science, have proved to be far from the full achievement.
Thus it is crucial to raise the awareness on the need to have not only a European policy but also European professionals working in this field.
This means that it is necessary to provide the existing EM profiles with enhanced and additional knowledge, competencies and skills.
Universities must bolster new courses/curricula, while educators in these programs must understand the complex pedagogies that support more interactive learning. Universities should even encourage faculty and staff to hone their own risks management skills through opportunities to participate in concrete actions.
It is also fundamental that training policies move beyond theoretical issues to build strategic alliances in order to strengthen the link between coursework and real-world settings.
The proposal will develop learning-to-learn competences, entrepreneurial mind-set, critical thinking and creativity, and strengthen links between education, research and innovation in a cross-disciplinary context exploring the high potential for concrete applications of disruptive technologies. The aim is to create two professional profiles with European value:
- European Crisis Emergency Manager (ECEM)
- European Prevention Manager (EPM)
provided with high interdisciplinary competences to cope with emergency in all its facets, from prevention to resilience.

Tackling skills gaps and mismatches:
Skills mismatch is a central challenge for EU and has a negative impact on young graduates success in finding a job. Students graduate without the necessary transversal skills enabling them to use and adapt the acquired knowledge to real-life problems, to adopt creative solutions and to make the due links between different levels of knowledge. Universities must improve skills formation not only through the development of new curricula but also through different teaching and assessment forms.
The project will design curricula/modules providing the students with competences and skills to tackle emergency, but the new cross-disciplinary student-centered modules, tailored on their effective learning needs, endow them with capacities highly relevant for the labour market and with transferable forward-looking skills. Teachers will be trained for adopting project-based and challenge-based teaching and suitable innovative assessment methods.

Fostering civic engagement:
The ambitious goal to build a stronger Europe in the present highly uneven post-crisis scenario is undermined by the ever widening north/south divide in the Union and the non homogeneous resilience level across Member States, very low mostly in the austerity-stricken states that are coping with long-term unemployment and youth unemployment.
The COVID19 outbreak has highlighted two key issues:
1. the urgent need to produce effective solutions to unpredecented societal challenges, that could seriously endanger the achievement of the objectives recommended by the "EU's pillar of social rights",

2. the inadequacy of the actions in support ofmutual understanding, intercultural learning, solidarity, societal engagement and volunteering at EU level.

At the same time young people (in general university students) and volunteers have proved to be the backbone of the concrete on field assistance to people and institutions.

The project, besides the specific curricula for the new professional profiles, will develop modules within the fundamental sectors of Health, Engineering, Management, that students can attend to acquire skills and competencies to become voluntary workers in civil protection organisations and that professionals can attend for continuous learning.

Please select up to three topics addressed by your project.

Post-conflict/post-disaster rehabilitation

New innovative curricula/educational methods/development of training courses

Entrepreneurial learning - entrepreneurship education

Project Description

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Please explain the context and the objectives of your project as well as the needs and target groups to be addressed.Why should this project be carried out transnationally?

Several decades ago governments enacted legislation establishing policies for ensuring that, in case of a disaster, response and recovery efforts are conducted in a timely and efficient fashion. In most cases such legislation established a National Emergency Commission or Management Agency and a hierarchical structure from the national to the local level as a way to coordinate response and rehabilitation efforts in all areas affected by the emergency or the disaster. This is the case of the 5 countries involved in the partnership of the proposal.
The deep changes at environmental, financial and social level, are requiring such Commissions/Agencies for more competencies in order to cope with a great variety of crisis situations.
The European Commission, signatory to the "Sendai Framework for Disaster Risk Reduction" (2015-2030), supports the adoption of a risk-informed approach into all EU policies and programmes. Over the past 5 years, it allocated funds to strengthen the ability of national and local systems to respond earlier and better: emergency response is "as local as possible, as international as necessary."
EU provides opportunities for European citizens to get involved in humanitarian aid projects through the "EU Aid Volunteers" initiative, and supports local and national governments through the "EU Civil Protection Mechanism" aiming to strengthen cooperation between the EU Member States and 6 Participating States with a view to improve prevention, preparedness and response to disasters.
This means that, when the scale of an emergency overwhelms the response capabilities of a country, it can request assistance via the Mechanism. Following the request, the "Emergency Response Coordination Centre (ERCC)" should mobilise specialised teams and equipment, such as forest firefighting planes, search and rescue, and medical teams.
"Copernicus Emergency Management Service" should support civil protection operations by providing timely and precise geospatial information useful to delineate affected areas and plan disaster relief operations. Training programme for civil protection experts from EU Member States and Participating States are also envisaged for ensuring compatibility and complementarity between intervention teams, and large-scale exercises train capacities for specific disasters.
In 2019, the EU strengthened all components of its disaster risk management to better protect citizens. The upgraded EU Civil Protection Mechanism established a new European reserve of additional capacities (the "rescue reserve") that includes firefighting planes and helicopters, medical evacuation capacities and a medical team trained for setting up a field hospital.
The present pandemic proved that all these mechanisms were not working adequately, and the claimed well-coordinated joint response failed to be implemented. Each country adopted late and different solutions and the resources, even the simple ones, were not fairly distributed.
The failure can be detected in all the fundamental phases:
•The Response Phase: provision of first aid;
•The Rehabilitation Phase: restoration of basic services;
•The Recovery Phase: reconstruction efforts carried out on the basis of a more precise assessment of damage and destruction of infrastructure.
The consequences will be very serious.
This has been the result of the lack of professionals able to work at European level, using the same approach with a view beyond the country boundaries.

The project General Objective is to create two European professional profiles:
1) European Crisis Emergency Manager (ECEM) and 2) European Prevention Manager (EPM),
able to tackle crisis prevention and management (including resilience) in an interdisciplinary, intersectoral and interinstitutional context across the Union.
This will be achieved through the following specific objectives:
• to identify and define the new competencies and skills
• to develop and implement, together with the Agencies, curricula that bridge all the needed sectoral skills
• to develop and implement new models to assess cross-disciplinary skills

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• to provide teachers with skills for developing multi-disciplinary curricula
• to stimulate civic engagement among students of the main sectors (Health, Engineering, Management, Social Sciences).

For this teachers need to update their teaching and assessing methods, institutions need to allocate resources to professional development activities, students need to acquire and enhance their European citizenship. Therefore, the project will address students, teachers, university governance and representatives from decision-making bodies and from labour market.
Physical, virtual and blended mobility of students and staff will provide them with the fundamental international perspective and experience not only to develop the required technical skills but also to build up and reinforce their personality traits, such as tolerance, confidence and problem-solving skills.

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What results are expected during the project and on its completion?

In order to achieve the objectives, the project will implement several activities producing six comprehensive intellectual outputs, five multiplier events and one teacher-training activity:

O1- Analysis of existing curricula for Emergency Manager profile: a comprehensive report will increase knowledge about the ompetencies provided by the existing curricula, the required skills for supporting the envisaged transformation of the sector, the identification of knowledge gaps and skills mismatch between the two, with specific focus on transversal and cross-disciplinary skills.
O2 – Design of ECEM and EPM profiles: according to O1, a professionalised Bachelor/Master degree (or a track within well identified curricula) will be designed with a student-centred perspective and a competency-based educational approach. The modules will integrate Learning Outcomes from several sectoral degrees offered by the partners with the due differentiations and specificities, but all committed to provide the students with forward-looking skills and competences and work-based learning.
O3 - Development of the new modules for the renovation/introduction of the degrees/tracks and of innovative teaching and assessment: the cross-disciplinary knowledge and skills require a real leap from the teacher-centred to student-centred teaching as well as different methods for assessing the Learning Outcomes acquisition.
O4 - Development of Teacher-training module: Moving towards a competency-based/challenge-based education requires a deep transformation from a time-based to a learning-based education system for which not all teachers are prepared. They must understand the complex pedagogies that support more interactive learning. The project will support faculty and staff to transform their teaching methodologies, to integrate cross-disciplinary content in their fields and also to hone their own risk management skills through specific training.
O5 - Pilot exploitation: the above listed outputs will be implemented and tested by students and teachers during the project life, and will provide a valuable case-study that can be adopted in other universities. The innovative modules will be offered also to students of classic degrees who want to enhance their civic engagement.
O6 – European Certification of the competences of ECEM and EPM
The new competencies need to be certified at European level. Contacts with the DGs managing the "European Civil Protection and Humanitarian Aid Operations" will be organised to this aim.

C1: Teachers' skills up-dating: the teacher-training week is based on the developed module (O4) and ensures teachers access to professional development required by their new approah to teaching. 6 people from each partner institution, total 30 staff, will attend the training session and will gain knowledge, skills and competences in curricula design and assessment with specific focus on multi-disciplinary and transversal skills.

E1-E4 - Local Training Seminars: based on the teacher-training module (O4), ensure a wide range of teachers in each institution access to professional development focusing on challenge-based education system and proper assessment methods of the new cross-disciplinary and transversal skills integration. The modules, the new teaching and learning methods, the assessment toolbox, support systems and teacher-training module will be presented.

E5 – International Conference: aims to disseminate to a wider target the project results and methods for increasing the awareness of the new tasks and competences that students, teachers, universities, agencies and government systems must develop for tackling the natural and social challenges of tomorrow in a fast changing scenario.

Training seminars: the 6 trained staff will involve minimum 10 teachers/researchers/staff members from their organisation in each training seminar. Consequently, another 50 people from a relevant target group (teachers, Head of Faculty) will be addressed.

Dissemination strategy: a successful communication requires the identification of clear messages and the selection of the most efficient communication channel for each message. The strategy developed and the results will be openly available in the project website, so other consortia, organizations and institutions contribute to the dissemination and exploitation of

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the specific outputs.

Quality assurance strategy: To ensure the project activities and outcomes meet the established standards, assessment methodology and specific indicators will be identified. Reports will be available to other consortia, organizations and institutions.

Project website and LinkedIn profile: will be developed with the purpose to share information about the new professional profiles, the project strategies and outcomes with a wide audience.

Project management: the partners will strengthen their knowledge, skills and competences in management, team work and intercultural communication.

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In what way is the project innovative and/or complementary to other projects already carried out by the participating organisations?

The main result of the project is the definition of two new professional profiles, the ECEM and the EPM, presently not existing in EU, able to manage two complex activities
1) PREVENTION MANAGEMENT;
2) CRISIS and EMERGENCY MANAGEMENT.
These professionals are different from the USA model of EM whose profile does not fit the geographic, geo-political and historical features of the European territory. Furthermore the certification of such professionals is done by private bodies not connected with the Universities and so unable to exploit the needed interdisciplinary approach to training as well as research and innovation.
The escalation and exacerbation of the crisis situations, have produced a fragmentation of the formative assets and the creation of a wide variety of specialisations as security manager, disaster manager, crisis manager, project manager, etc., who will not be able to cope with the complexity of
the phenomena.
B-READI is based on an "innovative cultural process" that does not aim to improve each single sector of specialization but intends to enhance the European systemic resilience level through the creation of a "proper link" between the different decision-making levels, within the universities, which become the key elements of a heterogeneous Network of professionals (Engineers, Medical Doctors, Geologists, Economists, Lawyers, Military and civil society), able to work in a synergic and coordinated way and to provide a uniform set of strategies and governance methodologies, for which it is planned to require the acknowledgement from the EC and a Certification of Competencies.
The profile of Emergency/Disaster Manager identified in the decade 80-90, needs to be completely revised. The role of Emergency and Disaster Manager is the evolution of the previous one but needs integrated competencies and a strong problem-solving capacity.
Thus, besides the outputs and outcomes listed and described in the "Intellectual Outputs" Section, the project is expected to produce at partnership, national and international level, further results that contribute to the achievement of the objectives set out by relevant European policies in the field of higher education and training, and not only.

On the base of the above considerations, the innovative character of the project relies on several aspects:
1) The design of new modules (curricula) with specific focus on cross-disciplinarity and transversal skills.
The new modules are designed for enabling the students to work with peers from different disciplinary backgrounds on innovative solutions to complex problems.
2) The multi-disciplinary approach.
The new profiles will provide key professionals for - strengthening methods and approaches to risk assessments,
- taking the Disaster Risks Assessing as a policy priority,
- considering interdependencies and cascading effects,
- applying the EC Guidelines for Risk Assessment.
3) The development of new teaching methods and assessment forms.
Competency-based education requires the educators understand and apply the complex pedagogies that support more interactive learning for ensuring the students receive timely and differentiated support based on their individual learning needs. Consequently the progress assessment must be based on evidence of mastery.
4) The implementation of a flexible modular system at the participating institutions.
The modules have different length and well focused learning objectives, allowing the composition of customised study plan. The new/renovated curricula/tracks foresee an international semesters where the new modules will be offered at the same time at the participating institutions. Through physical, virtual or blended mobility the students can choose where, when and how to study by combining the modules offered by the partners.
5) The development of modules for lifelong learning.
Staff working in this field needs a continuous up-dating of knowledge for copying with the ever changing challenges. The availability of such modules in e-learning mode will facilitate

the process.

The project will build on knowledge and experiences gained through the implementation of
- the post graduate specialisation course "O.D.E.M. - Official of Disaster and Emergency Management" implemented by UNIVAQ in cooperation with EDIMAS, that, developed in the emergency due to the 2009 earthquake that destroyed the City of L'Aquila, showed as a proper preparedness would have produced a different effect in the emergency phase, but, above all, during the difficult and long resilience and reconstruction phase, that displayed all the complex set of variables that can determine the success or the failure;
- other projects within Eramus +, Interreg, H2020 (see partners' profile) implemented by the partners aiming to develop capacity to improve curricula in several sectors by building new learning modules/curricula and training of academic staff on new teaching methods.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a Strategic Partnerships project?

The project was conceived during the implementation of various cooperation projects where the applicant and consortium members were participating. The partners could visit the city of L'Aquila, presently in the reconstruction phase after the earthquake of 2009, and a wide discussion on the themes related to risk, emergency, resilience and prevention initiated.
In order to obtain the best project outcomes and to ensure wide spread dissemination, partners have therefore been selected based on the following criteria:

• Geography: the B-READI project addresses needs that are not relevant for an individual region but for EU as a whole, and geographical spread in the consortium has therefore been highlighted. By combining experiences and know-how of countries belonging to the north and south of the European territory the consortium can have a more detailed vision of the aspects and challenges the world as a whole is facing. Skills mismatch, innovative methods and curricula content development, can be analysed and solutions identified with a wide positive impact, not limited to the specificity of a single region.

• Existing cooperation with National Agencies and EU DGs: to ensure the accreditation at European level of the new professional profiles and the sustainability of the project results, the partners must be able to contact the EU authorities and bodies managing the European Disaster Risk Management and European Civil Protection.

• Specific competencies in the field of Risk Prevention and Management
- UNIVAQ is playing a key role in the social, economic and cultural resilience and is fully implementing its third mission as Civic University, focusing the efforts on research and innovation as development levers. The strategy is producing positive results in attracting investors and creating new job opportunities. The digital technologies, L'Aquila is one of the 5 cities in Italy selected for the experimentation of the 5G technology, are proving their strong potential but also the dark side of the loss of the traditional jobs, in an accelerated process.
- EDIMAS is a non profit social-promotion association founded in 2011, after the devastating earthquake that hit the city of L'Aquila. Since then EDIMAS developed its own approach to the resilience design and development that in the framework of B-READI will be further enhanced.
- UdG is located in Girona city and deeply rooted in Catalonia and the Catalan culture, is one of the primary economic and cultural motors of the region, while simultaneously pursuing a vocation of universality and openness to all traditions and cultures. UdG has a strong role in promoting tourism and, at the same time, the risk of earthquake and other natural disaster represents a strong obstruction to an extensive tourism development. They will contribute in providing their knowledge and competence in the field of tourism and connected issues from the point of view of risk prevention and management.
- UAC is the only public university in the Autonomous Region of the Azores and was established in order to advance sustainable development and higher education. It has campuses in the volcanic islands of S. Miguel, Terceira and Faial and a degree course in Civil Protection. A team of researchers and experienced faculty at the Risk and Emergency Planning Unit of the Institute of Volcanology and Risks Assessment, have been and currently are involved in funded studies in risk perception, disaster preparedness and risk communication.
- MUHEC has vast experience in self-assessment and gap analysis techniques and skill matching in education. This experience will help the consortium to identify the necessary modules to be integrated in existing curricula for management in crisis emergency and prevention. MUHEC also has experience in designing curricula such as Computer Forensics in collaboration with local Police Force, making it an ideal partner for designing crisis and prevention management modules that are relevant to the sector. Finally MUHEC has in place the necessary platform for skills mismatch analysis that can be used for the project, as well as extensive experience in designing training programmes.
- TUB has seven faculties and offers business, planning sciences, humanities and the social sciences. TU Berlin designed and developed curricula with the subjects of disaster risk management, spatial and urban planning system and consequences of the catastrophic flooding and conducted many joint workshops with European universities and EU organizations in these topics. It offers also retraining ourses to staff of Civil Protection.

Besides the criteria listed above, the partners have been selected according to their skills and competences in areas such as project management, international cooperation, team-

work and communication. They all are very motivated since the problems tackled by the proposal are highly considered within the institutional and national development policies.

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How will the tasks and responsibilities be distributed among the partners?

Partners have been selected on the base of their knowledge, skills and competences, and the tasks and responsibilities in the project have also been distributed on the same base to ensure high quality in the project implementation.
UNIVAQ has the overall responsibility for project management and progress monitoring, ensures proper budget and time management, provides daily support for planned activities, stimulates partners to take up their role, and manages communication amongst the partners and the National Agency.

Each partner will appoint an Internal Working Group (IWG), consisting of a manager, teachers and administrative staff, responsible for carrying out the project work. Each manager is responsible for managing and monitoring the work carried out in their WG. The manager has the authority to make decisions on behalf of its organization and represents the Partner in the Steering Committee. The Steering Committee (SC), composed by the project coordinator and managers from each partner, takes executive decisions for the project. The SC will ensure the work plan is followed and deadlines are met, will monitor the budget, reports to the Commission and solve conflicts. The SC will meet during transnational consortium meetings and virtually minimum once per semester. The project is divided into six outputs and two work areas (Quality and Communication). To ensure shared responsibility in the consortium, a Transnational Team (TT) is set-up for each output/work area and a Team Leader (TL) is appointed to coordinate the work within the team. The TL is responsible for ensuring milestones and deadlines are met, and reports on progress and potential risks, to the SC. The TL has relevant knowledge, skills and competences related to the specific output and on this base has been chosen to coordinate the work. The tasks in the various teams will be discussed and coordinated via Skype and during the transnational consortium meetings.
An Advisory Board with National Agencies/Bodies has been established before submitting the project proposal and they are committed to share their expertise.
The structure with Internal Working Groups, Transnational Teams, Steering Committee and Advisory Board has been agreed by the consortium to ensure shared responsibility, active participation in the project and quality of project outcomes. Furthermore, that approach contributes to minimize risks since the success of the project is not linked to one single person or partner.

-UNIVAQ developed high competence in managing complex projects and international curricula. Its specific role in the project will be the general management, monitoring and quality assessment of the activities. Furthermore on the base of the experience done with EDIMAS in organising the Specialisation Course O.D.E.M., it will organise the teacher-training week (O4), providing, in first instance the academic certification of the competencies.
-EDIMAS will be responsible for O1 (state of the art report) and will contribute in designing the new professional profiles and in establishing and managing a platform for e-learning and managing virtual mobility and work experiences.
Furthermore it will cooperate for the certification of the two new profiles.
-UdG has a strong commitment with the local communities for several actions, but in particular for contributing in exploiting the tourist potential. Flood and earthquake are the main risks for the territories so they are developing competencies in risks prevention and management in order to prepare qualified staff in support of local governments. They will work for obtaining the national and international recognition of the developed profiles (O6).
-UAC, due to its location over a volcano and the long experience in severe natural events, has developed specific strategies for coping with all the possible disasters following eruptions and earthquake. They developed relevant research in this field so their contribution will be very precious in designing and implementing the new modules (O3) as part of the new curricula or of specific tracks within the existing ones. They are also tools for the competence up-dating of people working in risk management units.
-MUHEC will coordinate the design of the new profiles (O2). On the base of the identified knowledge gaps and skills mismatches (O1) the needed competences, knowledge and skills, they will build up the structure of the new/up-dated curricula. Furthermore it will cooperate in the process for the certification of the two new profiles.
-TUB developed curricula with the subjects of disaster risk management, spatial and urban planning system and consequences of the catastrophic flooding and conducted many joint workshops with European universities and EU organizations in these topics. TUB designed and developed the content of disaster management also within the curricula of some

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master. Thus TUB will be responsible of the pilot exploitation of the results (O5).

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project.

Associated Partners have the specific role to provide information to the consortium of the graduates' knowledge gap and skills mismatch that they could ascertain in their daily work. These concern both the new skills and competences they would like develop for the envisaged transformation of the sector and the main transversal skills that are lacking in the existing curricula. They will also contribute to dissemination, exploitation and sustainability of the project's outputs and results.
The Institutions listed below use to cooperate with the partners for the organisation of Emergency and Risk Management Units, thus they will share their knowledge and will contribute to the needs analysis and the preparation of the report on which the project will base the further development. They will be involved through questionnaires and interviews and will also contact other companies with which they use to cooperate. The Associate Partners will form an Advisory Board that will be consulted throughout the project lifetime to ensure the modules developed in the project address the identified needs and will reduce the highlighted skills mismatch.
- Protezione Civile Regione Abruzzo
- German Federal Office of Civil Protection and Disaster Assistance
- ISEC LISBOA - https://www.iseclisboa.pt/index.php/protecaocivil.

Participants

Erasmus+

> Please briefly describe how you will select and involve participants in the different activities of your project.

The project will be implemented in six phases and two overall work areas. Within each of them relevant target groups will be addressed. Some will actively contribute in developing, testing and implementing project outputs while others will be reached through dissemination activities.

Phase 1: Consultation
This phase is the natural continuation of the needs analysis carried out by the partners when they decided to prepare the present proposal.
-The associate partners will identify their representatives for the establishment of the Advisory Board. They will fill in questionnaires aiming to provide a complete picture of the state of art and to understand the profile of the graduates the Risk Management and Civil Protection sectors need.
The analysis of these documents will be the base for drafting the first list of knowledge, competences and skills to be introduced in the new curricula/tracks.
-Alumni (professionals already working in the sector) will be interviewed to identify the main problems they encountered firstly in finding a job in the sector and secondly in adapting/improving the knowledge and capacities acquired during their study. They will contribute to a deeper awareness of the skills mismatch and knowledge gap the new modules and assessment tools need to close.
-HE teachers will be involved through interviews and questionnaires. The aim is to have a solid understanding of the teaching methods, the awareness of the need of new ones, the knowledge of the competency/challenge-based education and the difficulties encountered in teaching to the present diverse student community. That knowledge is essential when developing the teacher-training module.

Based on the data gathered in this phase, the cross-disciplinary modules content and focus will be decided.

Phase 2: New Profiles and Curricula Design
On the base of the results of Phase 1, teachers from each partner are involved in designing the new professional profiles and in developing the new modules according to the new teaching and learning methods. While developing these outputs they will also identify the methodological and pedagogical skills for which they need a specific training. Thus the teacher-training module will be also developed. Teachers' selection is made by the Faculty/Department Heads in each institution according to: knowledge, skills/experience in curricula development and assessment procedures, high proficiency in English, and intercultural competences.

The selected teachers will ensure the outputs developed are achievable and activities feasible at their home institution in terms of accreditation and recognition from the institutional and national authorities.

Phase 3: Capacity Building
Six teachers from each partner not directly involved in the project implementation will participate in the teacher-training week. They will be selected by the Faculty/Department Head on the base of criteria agreed by the partners during the Phase 2: strong teamwork skills, high proficiency in English, and a desire to modify the teaching methods to reach students with different cultural background and provide them with transversal skills and a cross-disciplinary perspective.

The training will be replicated at home by the participants in order to produce the envisaged change in other curricula. The purpose is to ensure the project results are spread inside and outside the consortium, in order to enhance the teachers competences and introduce the changes required for building up the university of the XXI century.

Phase 4: Testing

The modules, assessment toolbox and support systems are tested by students and teachers at the partner institutions. The partners identify the programmes where the new modules are introduced. The students are those enrolled in the study programmes selected for the pilot. The modules will be available for incoming exchange students who are selected according to the criteria normally used by the partners. Faculty/Department Heads will appoint the teachers of the new modules on the base of: strong transversal skills, high proficiency in English (the modules will be offered in English) and willingness to adapt (since it will be a new way to teach and assess) and change methods.

Phase 5: Adaptation/Modification
Based on the assessment of the pilot testing, the outputs will be modified/adapted for coping with the difficulties/shortcomings identified.

Phase 6: Embedding/transfer
The new modules, the assessment toolbox and support systems will be adopted in the selected study programmes and transferred to other institutions and study programmes/areas. Those institutions will be identified through meetings with teachers and institutional authorities throughout the project period.
Besides the participants in designing, testing, implementing and transferring the project's outputs, relevant target groups will also be involved through dissemination activities, as described in Impact and Sustainability section.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?	No

Preparation

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Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

The partners have virtually several times and some of them face-to-face two times. Firstly they discussed the possibility/opportunity to prepare and submit a proposal for tackling the problems concerning new competencies and skills for Emergency Managers. Secondly the aims and the content of the project proposal were identified in order to ensure a mutual understanding of the project's objectives and outputs. Due to COVID19 the idea to submit a proposal concerning the identified problems was reinforced and, during the writing process the partners were continuously in touch via telephone and email, so that they all have actively contributed to the development of the proposal.
Based on existing research and internal collection of experiences a first needs analysis was developed, and on that this specific proposal has been based.
All partners have been in contact with relevant local and national agencies/commissions, some of which have agreed to be considered associated partners.
The partners have developed a risk analysis, that is reported in detail in the Intellectual Outputs section.

The IWGs will be completed by the partners within the first month of the project life. Each WG will consist of a local project manager, two teachers and one admin/technical staff.

Even though all partners have been involved during the project preparation, in order to ensure all participants have a clear understanding of the aims, objectives and tasks, the project coordinator, in the time span between the notification of the selection for funding and the signature of the Grant Agreement, will meet each partner (virtually or face-to-face) to explain what is expected from them until the first project meeting takes place, when official decisions are subscribed. The partners will make travel arrangements (transportation and accommodation) in relation to the first consortium meeting to ensure the travel costs can be kept at a minimum and within the unit costs limits. The expenses will be reimbursed by the coordinator when he receives the first instalment from the Agency and transfers the quotas to each partner.
Each partner is expected to have disseminated the project within their organization through internal meetings, intranet and e-mails, and published information about the project in their external communication channels, e.g. website and newsletters, before the first transnational consortium meeting.

In preparation of the first transnational consortium meeting the partners are expected to make some arrangements and activities:

UNIVAQ has the main responsibility for project implementation and financial management. The project contact person of UNIVAQ , in cooperation with the identified team, will develop a detailed project timetable, a Partnership Statement, budget management documents (rules and templates), timesheets, time management documents and a mailing list for the project. The documents developed will be used by all partners and are expected to ensure time efficiency and correct funds' use in the project. Furthermore, UNIVAQ will establish a project management free tool (Bitrix or similar) that will be used by all partners throughout the project period. This tool will be presented to the partners during the coordinator's visit in preparation of the first transnational consortium meeting.

EDIMAS is responsible for developing a draft research guide containing information about how the state of the art report shall be established. The final Guide will contain the templates to be used for every narrative report to facilitate the quality assessment of the project activities and outputs.

UdG will draft the Dissemination Strategy, which will be discussed and agreed upon on the first consortium meeting. The strategy will contain a description of
• The importance of dissemination for the projects' success (Why?)
• Type of information to be disseminated (What?)
• Target groups of dissemination (To whom?)
• Activities, channels and methods for dissemination (How?)

• Dissemination materials/products/tangible deliverables including "The policy related to open access for all materials developed under the project" (Which tools?)
• Timeline for dissemination (When?)
• Responsible institutions and persons (Who?)

MUHEC will establish project website and logo and develop a manual containing the format (style, fonts and colours) with which the information about the project will be inserted in the website and the dissemination materials will be printed for a quick visual association to the project.

TUB and UAC will enlarge the network of bodies that can consulted as associate partners.

UNIVAQ will draft the Quality Assurance Strategy that contains What, How, When and Which qualitative and quantitative indicators will be used for assessing the results, outcomes and impacts.

Furthermore all the partners will establish a number/account in their financial account systems for the identification of project financial flows.

Management

Funds for Project Management and Implementation

Funds for 'Project Management and Implementation' are provided to all Strategic Partnerships based on the number of participating organisations and duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding. A partnership may receive a maximum of 2750 EUR of 'Project Management and Implementation cost' per month

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Applicant Organisation	500,00 EUR	1	18.000,00 EUR
Partner Organisation	250,00 EUR	5	45.000,00 EUR
Total		6	63.000,00 EUR

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Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item 'Project Management and Implementation'

According to the purpose of the "Project Management and Implementation" funds established by the programme, this lump sum will be used for the costs related to the project management activities not covered by specific budget lines. These concern

COMMUNICATION and ORGANISATION:
• Internal communication in the project consortium
• Communication with the National Agency
• Organization of transnational consortium meetings
• Participation in virtual consortium meetings
• Budget management
• Time management
• Use of infrastructures and equipment for the daily support to all planned activities
• Contacts (telephone, mails, fax, skype, etc.) with partners and participants to take up their role
• Report to the National Agency

QUALITY ASSURANCE:
The "Project Management and Implementation" grant will also be used to develop and apply a Quality Assurance Strategy, for which UNIVAQ has the main responsibility but to which all partners must contribute providing timely and complete information and reports. Furthermore, the grant will cover the working time spent by staff on evaluating the internal process, which will be done periodically (according to the agreed strategy) and after each transnational consortium meeting. The grant will also be used to develop a final evaluation and quality assessment report.

DISSEMINATION:
The "Project Management and Implementation" grant will also be used to develop a dissemination strategy, for which UdG has the main responsibility, but all partners must contribute for a clear and complete visibility of the project activities and results. Furthermore, the grant will cover the work time spent by academic, technical and administrative staff in each institution for the following dissemination activities:
• Producing minimum 60 news to be published on the project website (each partner is expected to produce minimum 15 news)
• Producing minimum 60 news to be published on the project's LinkedIn page (each partner is expected to produce minimum 15 news)
• Developing and maintaining the project website
• Developing project brochures and project logotype
• Printing a small edition of the brochure for which each partner is expected to cover the costs
• Developing and printing the manuals for the project management, quality assessment and other relevant project documents.

Dissemination will take place throughout the project period and will be implemented within the partners' ordinary activities, which means the project partners must be cost- and time efficient. Dissemination will mainly be implemented through existing offline and online communication channels, publications, events, conferences and networks where relevant target groups can be reached. This refers to faculty meetings and meetings with the relevant stakeholders.

Transnational Project Meetings

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Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

In order to assess progress, guarantee successful completion of tasks, establish procedures for improvements and adjustments if necessary, and plan and distribute the work that lies ahead, 6 face-to-face transnational consortium meetings will be organized.

Meeting 1 - Kick Off meeting will be organized at UNIVAQ, IT in Oct. 2020. The meeting will focus on team building, ensuring a common understanding of the project aims and outputs and planning the work and tasks of each one. The overall goals are:
• To establish a project plan with milestones, deadlines, tasks and responsibilities
• To agree and approve the Quality Assurance Strategy, and the Dissemination Strategy proposed by UNIVAQ and UdG respectively
• To establish a detailed work structure and work division for the preparation of the state-of-the-art report (O1)
Three participants from each partner (1 manager and 2 teachers) will take part to the meeting.

Meeting 2 - will be organized at MUHEC, UK in April 2021. The meeting will focus on the modules, teaching and assessment methods and support systems. The overall goals for the meeting are:
• To assess and evaluate the development progress
• To identify further potential risks and challenges, and update the risk analysis accordingly
• To update (if necessary) the project plan specifically related to the modules and teaching support systems.
• To fix and agree on the next steps in the development process (based on the state-of-the-art report and actions implemented)
Three participants from each partner (two teachers and the local coordinator, for UNIVAQ the project coordinator) will attend the meeting. They will be the people involved in the actual development process.

Meeting 3 - will be organized at UdG, ES in Oct. 2021. The meeting will focus on the teacher-training week and the pilot. The overall goals for the meeting are:
• To finalize the planning of the teacher-training week (time, training content and tools, assessment indicators and evaluation tools)
• To establish a detailed project plan including milestones, tasks, deadlines and responsibilities for the pilot and to prepare the pilot start on January 2022
Three participants from each partner (two teachers and the local coordinator, for UNIVAQ the project coordinator) will attend the meeting. The teachers will be those involved in the preparation of the teacher-training week and the pilot.

Meeting 4 - will be organized at UAC, PT in May 2022. The meeting will focus on the pilot and evaluation. The overall goals for the meeting are:
• To evaluate the pilot (its progress) and agree on improvements, if necessary
• To analyse the evaluation reports and, on that base, to identify potential areas for improvements in relation to the project's progress (e.g. cooperation, communication) and to agree on suitable measures for improvements (if needed)
Three participants from each partner (two teachers and the local coordinator, for UNIVAQ the project coordinator) will attend the meeting. The teachers will be those involved in the quality assessment and project coordination.

Meeting 5 - will be organized at TUB, DE in Nov. 2022. The meeting will focus on the results from the pilot study and planning the modification phase. Prior to the meeting the results from the pilot will be presented in a written report, distributed to all participants, and analyzed. The overall goals for the meeting are:
• To identify potential areas for improvements related to the modules, teaching and assessment methods and support systems
• To agree on measures for achieving results and strategies improvements

• To establish a detailed project plan for the modification phase including milestones, deadlines, tasks and responsibilities
Three participants from each partner (two teachers and the local coordinator, for UNIVAQ the project coordinator) will attend the meeting. The teachers are those involved in the pilot and will contribute to the modification phase.

Meeting 6 - will be organized at EDIMAS, IT in April 2023. The meeting will focus on the conference (final Multiplier Event), evaluation and project sum-up. The overall goals are:
• To finalize the planning of the conference (arrangements, invited speakers, focus, etc.)
• To start up the overall evaluation of the project and its outcomes (discussion for fixing the key topics and indicators)
• To establish a task list for dissemination and exploitation activities to be implemented after the project has ended
• To discuss potential follow-up projects and assess the impact level.
Three participants from each partner (two teachers and the local coordinator, for UNIVAQ the project coordinator) and two teachers) will attend the meeting. The teachers are those involved in the pilot.

Further participants will either participate virtually or face-to-face. The expenses will be covered by their home institution.

Transnational Project Meetings Summary

Please specify the funds requested to organise the planned Transnational Project Meetings.

ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	No. of Participants	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Kick Off Meeting	Italy	10-2020	18	9.180,00 EUR
2	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	Project Meeting 2	United Kingdom	04-2021	18	9.180,00 EUR
3	UNIVERSITAT DE GIRONA (E10209101, ES)	Project Meeting 3	Spain	10-2021	18	9.180,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	Project Meeting 4	Portugal	05-2022	12	7.600,00 EUR
5	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Project Meeting 5	Germany	11-2022	18	10.905,00 EUR
6	Emergency and Disaster Management Studies (E10043753, IT)	Project Meeting 6	Italy	04-2023	18	9.180,00 EUR
Total					102	55.225,00 EUR

Transnational Project Meetings Details 1

Meeting Title
Kick Off Meeting

Leading Organisation

UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)

Starting Period

10-2020

Country of Venue

Italy

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Erasmus+

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy	3	0 - 99 km	0,00 EUR	0,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	Italy	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
3	UNIVERSITAT DE GIRONA (E10209101, ES)	Spain	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal	3	>= 2000 km	760,00 EUR	2.280,00 EUR
5	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
6	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
Total						9.180,00 EUR

Transnational Project Meetings Details 2

Meeting Title
Project Meeting 2

Leading Organisation

MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)

Starting Period

04-2021

Country of Venue

United Kingdom

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	Italy	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
3	UNIVERSITAT DE GIRONA (E10209101, ES)	Spain	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal	3	>= 2000 km	760,00 EUR	2.280,00 EUR
5	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom	3	0 - 99 km	0,00 EUR	0,00 EUR
6	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
Total						9.180,00 EUR

Transnational Project Meetings Details 3

Meeting Title
Project Meeting 3

Leading Organisation

UNIVERSITAT DE GIRONA (E10209101, ES)

Starting Period

10-2021

Country of Venue

Spain

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	Italy	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
3	UNIVERSITAT DE GIRONA (E10209101, ES)	Spain	3	0 - 99 km	0,00 EUR	0,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal	3	>= 2000 km	760,00 EUR	2.280,00 EUR
5	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
6	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
Total						9.180,00 EUR

Transnational Project Meetings Details 4

Meeting Title
Project Meeting 4

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Leading Organisation

UNIVERSIDADE DOS ACORES (E10200538, PT)

Starting Period

05-2022

Country of Venue

Portugal

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Erasmus+

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy	2	>= 2000 km	760,00 EUR	1.520,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	Italy	2	>= 2000 km	760,00 EUR	1.520,00 EUR
3	UNIVERSITAT DE GIRONA (E10209101, ES)	Spain	2	>= 2000 km	760,00 EUR	1.520,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal	2	0 - 99 km	0,00 EUR	0,00 EUR
5	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom	2	>= 2000 km	760,00 EUR	1.520,00 EUR
6	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany	2	>= 2000 km	760,00 EUR	1.520,00 EUR
Total						7.600,00 EUR

Transnational Project Meetings Details 5

Meeting Title
Project Meeting 5

Leading Organisation

TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)

Starting Period

11-2022

Country of Venue

Germany

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	Italy	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
3	UNIVERSITAT DE GIRONA (E10209101, ES)	Spain	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal	3	>= 2000 km	760,00 EUR	2.280,00 EUR
5	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
6	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
Total						10.905,00 EUR

Transnational Project Meetings Details 6

Meeting Title
Project Meeting 6

Erasmus+

| Leading Organisation |
| Emergency and Disaster Management Studies (E10043753, IT) |

| Starting Period |
| 04-2023 |

| Country of Venue |
| Italy |

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's distance calculator

Erasmus+

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	Italy	3	0 - 99 km	0,00 EUR	0,00 EUR
3	UNIVERSITAT DE GIRONA (E10209101, ES)	Spain	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal	3	>= 2000 km	760,00 EUR	2.280,00 EUR
5	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
6	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany	3	100 - 1999 km	575,00 EUR	1.725,00 EUR
Total						9.180,00 EUR

Project Management

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

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How will you ensure proper budget control and time management in your project?

Prior to the first consortium meeting the coordinator will develop a detailed project management plan.
The plan will contain clear information on tasks, responsible for each task, deadlines, milestones and timing. During each consortium meeting the project plan will be discussed and updated when necessary. The coordinator is responsible for updating the project plan based on input from the team leaders. The updated timetable will always be available in the project management and communication system used in the project (Bitrix, or similar) and will ensure all participants have a clear overview of the project's status and everyone's responsibilities. In case of delays, which would mean that deadlines and milestones are not met, the Steering Committee is responsible for communicating with the relevant team leader and agreeing on how the situation will be handled.

One major responsibility for the project coordinator is the financial administration and project budget controlling. All partners have agreed on the budget share and spending rules and the link of costs/expenses with the timeline for tasks, meetings and dissemination activities are clearly defined in the proposal.
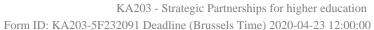Each local manager is responsible for monitoring and managing the budget and time allocated for the various outputs. The coordinator and the local managers will use different documents, established by the coordinator prior to the first consortium meeting, to keep track and control of expenses under each budget sub heading. In case of difficulties to keep within budget, the issue will be discussed and handled by the Steering Committee. Every fourth month each partner will send timesheets, overview of hours/days spent and related expenses to the coordinator. The coordinator and UNIVAQ finance department will check the documents to ensure they are correct. An updated project budget and time registration will always be available on the project management system used in the project.

The project foresees six major outputs, each with an appointed team leader, a defined number of days allocated to each partner to carry out the needed work. The number of days has been identified on the base of the work to be done and the responsibility/task of the partner. This means that the team leader of each output has been allocated some additional manager days to cover the management tasks. To ensure time and cost efficiency the tasks in the project have been divided based on the competences and skills of the partners and the individuals involved in the project.

In terms of financial and time management, the following principles are adopted:

• The coordinator will be responsible for the supervision of the correct project realization, including planning, coordinating and reporting
• Each partner will contribute to the planning, coordinating and reporting
• Each partner will be responsible for the management of its own budget, in accordance with the general project budget and rules provided by the Erasmus+ programme
• The coordinator will check partners' spending against plans every fourth month, to ensure all spending are regular and deadlines are met
• The finance department of the coordinator will check the financial documents (invoices, timesheets, tenders, etc.) to ensure their eligibility
• Any changes in resourcing required by a partner, must be approved beforehand by the coordinator or the Steering Committee (depending on the severity of the change)
• Each partner is responsible for managing its own time, in accordance with the days allocated by the project
• Each person involved in the project will send monthly timesheets to the local project manager. The timesheet will state staff category and output in order to ensure there is a proper distribution of days spent on each output and staff category
• Each partner will send timesheets every fourth month to the coordinator who will ensure there is a proper distribution of days spent on each activity and staff category

Virtual meetings will be organized minimum twice per semester. By having virtual meetings we can keep the travel costs down and be time efficient since time spent on traveling will be at a minimum.

The partners involved in the project already have established dissemination channels (e.g. websites, newsletters and conferences). Many of the partners are also involved in networks which are thus easily accessible and can be used to multiply the project results to a wider audience without much extra cost or effort. Since each partner has established cooperation with institutions and companies the time and costs spent on dissemination can be minimized, that is the participating institutions have combined a partner network of more than 300 higher education institutions.

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How will the progress, quality and achievement of project activities be monitored? Please describe the qualitative and quantitative indicators you will use. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

UNIVAQ has the overall responsibility for the project quality assurance but all partners will contribute to the monitoring and evaluation of the process, activities, and results. UNIVAQ has a team of experts in evaluation and accreditation. Staff from this team will be consulted throughout the project period. UNIVAQ has experience with quality assurance in several international projects: it is WP leader for evaluation the CBHE projects "FARMER", "BITCOIN-JO", "MUSAE", "PALIB", to mention the recent ones. UNIVAQ's quality system fulfils the national criteria set for the quality management of HEIs that applies the European quality assurance principles and recommendations for HEIs.

In order to ensure the quality of process, results and outcomes and to foster a quality culture amongst the partnership, UNIVAQ has drafted a Quality Assurance Strategy that has been already discussed with the partners and will be agreed and subscribed by the Kick Off meeting.
The strategy contains methods and tools for project progress monitoring, qualitative and quantitative indicators for measuring the level of attainment of each output/outcome, fixing their acceptable minimum, and mechanisms for assessing the suitability and proper implementation of the envisaged activities.
The strategy defines also quality measures and indicators for assessing the internal process (leadership, teamwork and communication).

To ensure a professional approach for Quality Management, the Strategy will adopt the PDCA-model (Plan, Do, Check, Act), that entails ensuing consistency across (temporally and logically) consecutive activities.
PLAN:
For each activity/result, the ideal/desired state is established and the tools for measuring to which extent this state is reached are identified: Evaluation forms, questionnaires and interview guides will be developed and agreed. The same tools will be used to determine the deviance from the ideal state, to ascertain the root cause, to evaluate and select the best possible intervention among various possibilities, to schedule the corrective process by planning for resources, determining people responsible for the corrective action, and to map the corrective process through flowcharts, control charts, and other tools.
The B-READI project will also make use (criteria for their selection will be discussed and agreed) of existing tools already tested in other projects.
DO:
This phase concerns implementation of the selected solution to reduce the deviation or solve the issue. This phase also covers training activities for the adopted quality intervention.
Relevant stakeholders – representatives of Risk Management Agencies /Companies, teachers and alumni - will contribute to the data collection in the consultation phase and during the pilot phase, students and teachers will evaluate the project's outputs through an online evaluation form (quantitative data) and/or interviews (qualitative data).
CHECK:
This phase means quality inspection, that is to understand what worked, what did not work, and the lessons learned from the experience. Thus the data gathered from the stakeholders will be analyzed and positives and negatives with the various outputs will be identified.
ACT:
The "Act" phase entails standardization of the successful solution and adopting it for whole process improvement, involving other stakeholders in the changed process to explore opportunities for further improvements: this is the project "modification phase".

The quality assurance strategy concerns both process and outputs.

PROCESS:
management, progress, process quality and communication will be evaluated after each transnational consortium meeting. The team development tool "Check out the team/ Tjek på

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Teamet" (file annexed) based on research from Sheffield University and Harvard University, will be used. The tool helps teams to become more well-functioning and effective. The evaluation forms will be distributed as an online questionnaires and will mainly focus on collecting quantitative and qualitative data concerning outputs (material results, such as programs, training, and workshops) and outcomes (immaterial results such as knowledge transferred, enhanced awareness and behaviors change) for which quantity and quality indicators are identified. UNIVAQ will send a written report after each evaluation to the SC and a final quality assurance report at the end of the project period to the Commission.

OUTPUTS & OUTCOMES
will be assessed after each activity.
- The modules, assessment toolbox and support systems: will be evaluated by students and teachers during the pilot (O5). The evaluation forms will be distributed as an online questionnaires. Each partner is also responsible for collecting qualitative data from minimum two students and two teachers.
-Teacher training, local training seminars and conference: the participants, through an online form, will evaluate the topics, the quality and the relevance of the outputs developed

How will you evaluate to which extent the project reached its results and objectives? What indicators will you use to measure the quality of the project's results?

UNIVAQ will finalise the Quality Assurance Strategy before the first meeting, when it will be discussed and agreed.
The Quality Assessment concerns: management, process, progress, quality and relevance of outputs, impact, sustainability and dissemination. Each of them will be assessed by using specific measurement indicators. For each indicator a 1-5 graded scale (1=lowest) is foreseen in order to assess if and to which extent the planned objectives and results have been reached, and a threshold score is established.
Any score below the threshold will require remedial action from the consortium. UNIVAQ will report scores below the threshold to the SC that will decide on corrective actions.

PROJECT MANAGEMENT, PROCESS AND PROGRESS
The management, process and progress are assessed on the base of "Tjek på teamet / Check out the team" tool. The aim is to ascertain if the objectives are clearly defined, the work division is sound, the deadlines are met and the collaboration amongst the project consortium is efficient and efficacious. This tool will be used at each level, from the quality evaluation of the Steering Committee's management activities, to the assessment of the internal teams organisation, to the evaluation of the effectiveness of transnational work groups established for each intellectual output and work area. This evaluation will be done once per semester. Online evaluation form will be distributed to be time efficient. Threshold: 4

QUALITY AND RELEVANCE OF PRODUCTS/OUTPUTS
Aims to assess the quality, the relevance and the content of the intellectual outputs, multiplier events and training activities. Participants in the pilot (students and teachers), in the teacher-training week, in local training seminars and conference will evaluate activities and results through an online questionnaire:
• The modules, assessment toolbox, support systems and pilot. Threshold: 3.5
• The teacher-training week, local training seminars and conference. Threshold: 3.5

The project main objectives:
- to provide students with cross-disciplinary and transversal skills
- to provide teachers with updated competences in cross-disciplinary curriculum/modules design and with innovative teaching and assessing methods,
will be assessed through the following quantitative and qualitative indicators:
• Minimum 75 % of the students participating in the pilot state they have improved their transversal skills and enriched their knowledge
• Minimum 90 % of the students participating in the pilot state they have a good understanding of the knowledge and skills required by the Risk Management sector
• Minimum 95 % of the students passes the modules they have registered for
• At least 70 % of the teachers participating in the local training seminars (E1-E5) and the teacher-training week (C1) have improved their knowledge, skills and competences in curriculum development, teaching and assessment new methods and tools
• Minimum 95 % of the teachers participating in the pilot, local training seminars and the teacher-training week have a good understanding of the "diverse" skills required by the sector.

DISSEMINATION
Quantitative indicators to assess the dissemination activities:
• 10 articles/papers published online or in printed form (minimum 2 by each partner)
• Each partner will address min. 10 HEIs at regional, national and European level
• Each partner will involve min. 2 Agencies/Companies in the dissemination activities
• Each partner attended/organised min. 3 conferences/events to disseminate the results

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• Min. 60 posts on the project website and 60 on LinkedIn page (minimum 10+10 posts from each partner)
• Min. 100 people attend the Multiplier Events

IMPACT
The Impact assessment will measure the cultural and behavioural changes brought by the project action to the identified targets: students, teachers, stakeholders. The assessment can be conducted only on short term results making a projection to possible long term impact.
Quantitative/Qualitative Indicators:
• increased number of students applying for new curricula/modules (+20% and + 40% after 1 and 3 years resp.)
• increased number of teachers adopting the new teaching and assessment methods (+20% and + 40% after 1 and 3 years resp.)
• increased number of study fields adopting project results (+ 3 and + 5 after 1 and 3 years resp.)
• Increased capacity to learn to learn
• Increased self-confidence of graduates
• improved satisfaction of employers

SUSTAINABILITY
Quantitative/qualitative indicators to assess the project's sustainability:
• The modules, assessment toolbox, teacher-training module and support systems are available as open source at the end of the project
• The project website is maintained after the project has ended, at least 3 years
• The teacher network is implemented
• The partner institutions have adopted the modules and assessment toolbox in their teaching activities
• 10 HEIs (2 for each partner) have signed a MOU for the use of the outputs.

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What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

A complete risk analysis has been carried out when developing the project proposal. Each partner contributed to the identification of possible obstacles, delays and obstruction to the implementation of the project and the achievement of the objectives. The analysis is based on a SWOT-analysis and the cause, probability and severity of each risk have been stated. Also risk mitigation measures have been identified.

Risk management is a joint task, but UNIVAQ , as coordinator of quality assurance, has the overall responsibility for monitoring the risk occurrence, due to both internal (under the partners control) and external (from outside source) factors. All partners are responsible for reporting any problems, misunderstandings, timing issues etc. during the project in order to minimize risks from occurring and to handle them properly and timely. Risks will be discussed during the transnational consortium meetings and if risks are predicted, the Steering Committee is responsible to decide upon the preventive and corrective actions to be taken.
There are a number of formal and informal elements to risk management in a transnational project, as for instance:
• Commitment to work
• Financial management
• Unequal work distribution
• Unbalanced level of tasks attainment
Concerning partners' commitment to the project, before the submission of the proposal all the partners signed a Letter of Mandate that is a contractual agreement with the applicant organization. At the beginning of the activities the partners will sign a Partnership Statement where tasks and responsibilities are subscribed. These concern commitment to follow specific rules and methods for financial and administrative issues, for which the coordinator will carry out continuous monitoring: Each partner will be responsible for producing documents and records satisfying specific reporting requirements in support of expenditure and activity report.
Every fourth month the partners provide the reports to the project coordinator.
In order to minimize the unequal distribution of work among partners, this is divided into six intellectual outputs, multiplier events and training activities, each of which has an appointed team leader and tasks to be accomplished. Furthermore, for each target to be attained in the project, both the overall target and the target for each partner is established. This is done in order to minimize the unequal distribution of work and share the responsibilities amongst the project partners as well as to ensure active participation in the project.
Based on the risk analysis undertaken some specific risks have been identified that are assessed in relation to severity and likelihood to happen, and those that scored high on both are considered the most critical ones:
1. Different academic calendars – can cause problems to the implementation of a modular structure of the semesters where students have a great flexibility in regards to where and when they can study the modules. That risk has already been addressed by the partners since they have agreed to implement the modular system taking into account the actual length of the different modules and national holidays.
2. Different study programmes – at the participating institutions in terms of content and focus, which can lead to difficulties on defining the content of the new modules. However, the participating institutions have agreed to introduce the project's outputs in the fields of Health, Engineering, Management, Social Sciences, besides the new Bachelor degree.
3. The outputs could be limited to a local level – a detailed dissemination strategy established and agreed upon during the first transnational consortium meeting, will focus on methods and tools for achieving a local, regional and international dissemination, by taking the advantage of the strong national and international networks of institutions to which the partners belong and to which the project and its outputs can be disseminated.
4. Possible misunderstandings in communication during project activities – will be addressed through regular communication, minutes from meetings and the usage of a project management tool (as Bitrix) to ensure all participants have access to all information in one place.

The risk analysis will be discussed during each transnational consortium meeting. Edward De Bono's model "Six Thinking Hats" will be used to brainstorm about potential risks and

their impact on the project. All participants will be introduced to those techniques during the first transnational project meeting to ensure they can actively contribute to the risk assessment. A "risk assessment questionnaire" will be developed that each participant is expected to answer before the transnational consortium meetings. The questionnaire will list the risks that have been identified and the participants will rate the likelihood for it to happen and how severe it is if it already has/is happening

Implementation

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Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned results.

In order to achieve the objectives established by the project consortium, a collaborative working approach will be used throughout the project implementation. Collaborative learning is a method where two or more people work together towards a common goal. It is based on the general belief that groups can learn more from each other through knowledge sharing and social interaction than they would if they learn on their own.

Thus, for each output and work area a transnational working group will be established in order to ensure knowledge, experiences and challenges from each country/institution involved in the project are exchanged. Furthermore, the consortium will gather input from relevant target groups ensuring that their learning goes beyond the consortium's experiences. The collaborative learning approach will be used within the partner organizations (internal teams) and amongst the project partners (transnational WGs, Steering Committee). The project also adopts experimental learning, which means learning by doing. Thereafter, the outputs will be tested and evaluated during the pilot (O5) and the experiences collected in that process will be used to further improve the outputs.

The B-READI project consists of six phases: Consultation, Design, Capacity Building, Testing, Modification and Embedding/Transfer:

Consultation: started when the project proposal was conceived and will continue until M5. The purpose of this phase is to carry out further analysis, collecting and analyzing data related to the competencies and skills needed for an efficient Risk Prevention and Management to ensure the consortium is able to develop outputs that address knowledge gaps and skills mismatches. The methodology used in this phase is desk-top research and interviews with relevant target groups.

Design: takes place between M5-M16. The purpose is to develop the intellectual outputs, multiplier events and training activities, based on the analysis undertaken prior to the project's approval and during the consultation phase, to ensure the outputs developed in the project can contribute to reduce knowledge gaps and skills mismatch (multidisciplinary knowledge and transversal skills) and provide graduates with proper capacities. The methodology used in this phase is group work, individual work and brainstorming activities.

Capacity Building: takes place in M15. The a is to develop and improve teachers' knowledge, skills and competences in curriculum design and development integrating cross-disciplinary content and providing transversal skills to ensure they can design and teach the new modules. Various training methodologies, lectures, workshops and group work will be adopted during the teacher-training week (C1).

Testing: takes place between M17-M28. The purpose is to start and test the new degree/track and modules developed in the design phase to ensure they effectively reduce the skills mismatch and lead to formation of the new professional profiles. Two main methodologies, questionnaires and evaluations, will be implemented to assess the quality of the outputs tested and the impact on participants.

Modification: takes place between M27-M32 and focuses on improving the outputs (modules content and teaching methods and support systems) based on the feedback from the target groups gathered during the pilot. The questionnaires and evaluations collected during the testing phase will be analyzed and modifications will be discussed and decided.

Embedding/transfer: takes place between M24-M36. The purpose of this phase is to ensure the outputs are implemented at the participating institutions as well as transferred to other institutions, other study fieldsand sectors, if identified, to endow the B-READI project with an added value outside the project consortium. The methodology used in this phase is mainly the implementation of dissemination activities with a clear focus on two-way communication.

Quality Assurance: takes place throughout the project life to ensure the wise management of the identified problems and risks, the smooth action process, the continuous progress and

the results' quality. The outputs developed in the project will be modified and improved based on the input gathered in this phase, through the evaluation implemented to assess the general quality of the project. Consortium members will answer evaluation questionnaires of process and progress after each consortium meeting and participants in the pilot (students and teachers) will assess the quality of each module.

Dissemination: results and strategies will be disseminated throughout the project life to ensure the outputs are widely communicated to relevant stakeholders and the project outcomes are sustainable after the project end. Various methodologies such as written communication, events and online information will be used to disseminate the project. Dissemination is further described in the Follow-up section.

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How will you communicate and cooperate with your partners?

Each partner will appoint an internal project team, consisting of a manager (local coordinator), teachers and administrative staff, responsible for carrying out the project work. Each manager has the responsibility for managing and monitoring the work carried out in their team. The manager is responsible for setting-up internal project meetings, motivating the staff and ensuring the project is integrated in the institution's daily procedures. The manager will also report and communicate frequently with the project coordinator. The managers have the authority to make decisions on behalf of their organization and represent the partner in the Steering Committee.

The Steering Committee, composed by the project coordinator and managers from each partner, takes executive decisions for the project. The Steering Committee will ensure that the work plan is followed and the deadlines are met, will monitor the use of the budget, report to the commission and solve conflicts. UNIVAQ, who is team leader for Quality Assurance, will brief the Steering Committee if risks are identified in the implementation of an Intellectual Output, in order to enable the SC to support the IO's team leader and agree on how to handle the risk.
The Steering Committee will meet during the transnational consortium meetings and minimum once per semester in virtual meetings, organized by the project coordinator. If risks and conflicts occur, the Steering Committee will meet more frequently until the situation is solved.

A transnational project team, with representatives from each partner, with an appointed team leader (TL) will be established for each intellectual output and work area. The TL is responsible for establishing, with input from the workgroup members, a detailed work plan that includes milestones, deadlines, tasks and responsibilities related to the specific intellectual output and work area. The work plan will be developed based on the information described in the project application, and will be approved by the project coordinator/Steering Committee. The TL is responsible for coordinating the work and reporting to the project coordinator and Steering Committee. The tasks in the various work groups will be discussed and coordinated through virtual meetings (Skype) and during the transnational consortium meetings.

The project management structure: Internal Project Teams, Steering Committee and Transnational Work Groups, has been established and agreed by the consortium to ensure shared responsibility and active participation in all the project activities. Furthermore, that approach contributes to minimize risks since the success of the project is not linked to one single person or partner. It will also contribute to an increased added-value for the partners and participants involved in the project since the outcomes in the project will be developed by taking into consideration the needs, rules and regulations of each institution.

In order to ensure success it is crucial to establish effective and regular communication both internally (in the consortium) and externally (with target groups). UNIVAQ has an international affairs office whose staff has years of experience in managing international projects and working in intercultural context. The head of this office will be responsible of the general project coordination.
Each partner institution has a well organised office with experience in managing international projects, so they will appoint the local team coordinator according to the personal competencies and skills.

UNIVAQ team will coordinate communication, provide support for all planned activities, motivate partners to take up their role and foster collaboration among partners through a highly participatory project approach and frequent communication. Each TL is responsible for coordinating the communication related to their output and therefore people with strong communication skills will be appointed TL. A project management and communication system (Bitrix, Basecamp or similar) will be used. Through that system to-do lists can be established, messages can be sent, deadlines and milestones can be set etc. Every third month the project coordinator will send updates (internal newsletter) on what has been done and the tasks for the coming months to ensure that all participants have a clear understanding of the work plan. Furthermore, minimum two virtual meetings per semester will be organized.

Telephone, email and Skype will be the communication tools for the daily informal contacts and information exchange.

The official decisions are taken by the SC which collects the information from the LTs and decides if and when a virtual meeting is needed.

Have you used or do you plan to use eTwinning, School Education Gateway, EPALE or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

The Erasmus + project Results Platform will be used for the final assessment of the project activities and results and for the follow-up.

The relevant materials produced by the project will be up-loaded in the Portal for a dissemination of project aims and outputs. The link with the project web-site will provide the interested people with further information.

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Intellectual Outputs

Do you plan to include Intellectual Outputs in your project?

Yes

In case you plan to include Intellectual Outputs please describe them here.

Intellectual Outputs Summary

Erasmus+

ID	Leading Organisation	Output Title	Starting Period	Grant
O1	Emergency and Disaster Management Studies (E10043753, IT)	ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH	09-2020	48.000,00 EUR
O2	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	DESIGN OF ECEM AND EPM PROFILES	01-2021	59.300,00 EUR
O3	UNIVERSIDADE DOS ACORES (E10200538, PT)	DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS	04-2021	52.490,00 EUR
O4	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	TEACHER-TRAINING MODULE	09-2021	48.000,00 EUR
O5	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME	09-2021	16.840,00 EUR
O6	UNIVERSITAT DE GIRONA (E10209101, ES)	EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM	08-2022	11.400,00 EUR
Total				236.030,00 EUR

Output Title O1

Output Title	ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH
Output Type	Studies / analysis – Mapping, scientific literature review
Start Date (yyyy-mm-dd)	2020-09-01
End Date (yyyy-mm-dd)	2021-01-31

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The aim of this intellectual output is to have a clear picture of the state of the art concerning knowledge gaps and skills mismatch in the existing curricula providing specific degrees for Emergency Manager professionals and in those degrees that provide a track/specialisation for the acquisition of competencies for that role.

Indeed, concerning the partners, UNIVAQ , on the base of a one-year specialisation course aiming to up-date competencies and skills of people working in emergency management units, in the a.y. 2020-2021 will start a job-oriented Bachelor for preparing Emergency Managers, UAC has a Masters Degree (5 years) in Civil Protection, TU Berlin designed and developed curricula with the subjects of disaster risk management, spatial and urban planning system and consequences of the catastrophic flooding and conducted many joint workshops with European universities and EU organizations in these topics. All the universities designed and developed the content of disaster management in the curricula of some master programs, in a wide range of fields, proving the need to have a multidisciplinary approach to the development of the new curricula/tracks.

Concerning the countries represented in the partnership, strong attention is given to the organisation of efficient and proper Civil Protection focused not only on natural disasters but also on economical and social crisis.

Thus the analysis carried out in this IO is a continuation of the work done by the participating institutions when they decided to develop this project proposal. Representatives from Civil Protection Agencies, Emergency Management Companies/units, professionals, alumni, and volunteers will contribute with valuable input and knowledge to the finalisation of the report on the state of art providing the different points of view to the identified problems for a clear understanding of the current situation concerning knowledge gaps and skills mismatch, local and national governments needs and different teaching approaches. The development of the state of the art report will have an impact on the quality of the outputs, with specific focus on the design of the ECEM and EPM profiles (O2), the development of the new modules (O3), development of Teacher-training module (O4) and the consequent pilot exploitation (O5). The state of the art report is extremely important since the information gathered will constitute the basis for the whole project development including the new teaching and assessment methods, the training activities and dissemination activities.

What has been clear in the analysis carried out before the proposal's writing, is that in all countries the existing curricula are strictly linked to a specific study field so that they do not provide a cross-disciplinary vision and have small focus on the required transversal skills and even less on the requirements and needs of the diverse students of today (A New Agenda for HE COM (2018-247), Council conclusions on moving towards a vision of a European Education Area (2018/C 195/04)) for which not only the teaching methods but also the

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assessment process need to be revised. Since the B-READI project focuses on developing and implementing new curricula/tracks with specific focus on cross-disciplinary knowledge and transversal skills, the project will contribute to innovating higher education and will pave the way towards the new European Education Area.

The state of art report will provide new insight to several study fields and sectors since the developed methods and tools are not linked to a specific field. Furthermore, the methodology used for data collecting and analysis as base for developing the report as well as the report, will be made available through open access and can therefore benefit stakeholders outside the project consortium who are interested in implementing modules (curricula) with similar focus.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

All partners will contribute to the state of the art report, through the establishment of a transnational Working Group including representatives from each partner and for which EDIMAS will appoint the leader. The work will take place in the months M1- M5. Two main approaches, interviews and questionnaires, will be used as methodology:

1. In the consultation phase representatives of Risk Management agencies/companies/units (that is the members of the Advisory Board) will be interviewed (by phone or face-to-face). These representatives are selected based on their knowledge, skills and competences in the sector's needs and their role in the institution. That group is involved to get further understanding of the knowledge and skills the new professionals need to increase the effectiveness of the services provided. The involvement of such representatives will ensure the curricula developed in the project are relevant and will contribute to decrease knowledge gaps and skills mismatch. Each partner will interview minimum four representatives.

2. HE graduates (alumni) will be interviewed (by phone or face-to-face) and involved in a questionnaire (e-mail). Involvement of graduates will contribute to a deeper understanding of the skills mismatches they face in everyday activities, which will be valuable knowledge when developing the curricula and assessment tools. Since the outputs developed in the B-READI project will be implemented within the partners' degrees, these professionals/graduates are selected among those who graduated in those fields and no longer than two years in advance. Each institution will interview minimum five graduates, so 25 alumni in total will fill in the developed questionnaire.

3. HE teachers of the identified study programmes will be interviewed and participate in a questionnaire. The data collected will lead to a solid understanding of how teachers provide a cross-disciplinary knowledge and support the acquisition of transversal skills (including assessment) and what challenges they face. That knowledge is essential when developing the new modules/curricula, new teaching methods and teacher-training module. Each partner will interview minimum four teachers so minimum 25 teachers in total will participate in the questionnaire.

Tasks:
• Develop the three different questionnaires: one for risk management sector representatives, one for teachers and one for alumni
• Test the interview guides
• Perform interviews and collect data (questionnaire)
• Analyze data and present it in a report
• Distribute the report

Related costs:
As explained in previous items, the project management structure foresees internal (in each institution) and transnational (with representatives from all the partners) staff groups:
1) Steering Committee (SC), composed by representatives identified and endowed of decision power by each partner institution, with that takes decisions at all levels of project implementation

2) Internal Project Teams, composed by a manager, administrative staff and teachers, for managing the project at partner level: respect of deadlines and assigned tasks, fulfilment of financial rules, contacts with stakeholders, that is applying the decisions taken by the SC concerning the whole project implementation.

3) Transnational Teams (Working Groups), one for each Intellectual Output, and composed by academic staff identified according to the competencies necessary for achieving the expected results. Each Group has a Leader.

While the funds for "Project Management and Implementation" are used to cover expenses related to activities implemented at project level (planning, communication, small scale materials, virtual cooperation, promotion, dissemination and quality assessment), funds for the Intellectual Outputs development concern the management of specific activities that, decided at transnational level, must be implemented at local level. These require the direct involvement of staff competent on the concerned area, as well as of extra and different management actions, that is managers at local level, besides the transnational Team Leader.

For this reason further funds are required for the category "Managers" in each IO for the partner appointed as leader of that IO (more days for the TL).

Leading Organisation	Emergency and Disaster Management Studies (E10043753, IT)
Media	Text File Publications
Participating Organisations	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB) TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE) UNIVERSIDADE DOS ACORES (E10200538, PT) UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT) UNIVERSITAT DE GIRONA (E10209101, ES)
Languages	English

Intellectual Output Budget

Please justify why specific grant for managers or administrative support staff is required for the development of the Intellectual Output in addition to what is already covered by Project Management and implementation grant.

As explained in previous items, the project management structure foresees internal (in each institution) and transnational (with representatives from all the partners) staff groups:
1) Steering Committee (SC), composed by representatives identified and endowed of decision power by each partner institution, with that takes decisions at all levels of project implementation
2) Internal Project Teams, composed by a manager, administrative staff and teachers, for managing the project at partner level: respect of deadlines and assigned tasks, fulfilment of financial rules, contacts with stakeholders, that is applying the decisions taken by the SC concerning the whole project implementation.
3) Transnational Teams (Working Groups), one for each Intellectual Output, and composed by academic staff identified according to the competencies necessary for achieving the expected results. Each Group has a Leader.

While the funds for "Project Management and Implementation" are used to cover expenses related to activities implemented at project level (planning, communication, small scale materials, virtual cooperation, promotion, dissemination and quality assessment), funds for the Intellectual Outputs development concern the management of specific activities that, decided at transnational level, must be implemented at local level. These require the direct involvement of staff competent on the concerned area, as well as of extra and different management actions, that is managers at local level, besides the transnational Team Leader.
For this reason further funds are required for the category "Managers" in each IO for the partner appointed as leader of that IO (more days for the TL).

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	Emergency and Disaster Management Studies (E10043753, IT)	2.800,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	11.360,00 EUR
2	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR
3	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR
5	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR
6	UNIVERSITAT DE GIRONA (E10209101, ES)	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR
Total		2.800,00 EUR	45.200,00 EUR	0,00 EUR	0,00 EUR	48.000,00 EUR

Intellectual Output Budget Details E10043753

Organisation	Country of the Organisation
Emergency and Disaster Management Studies (E10043753, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	10	40	0	0	50
Grant per Day	280,00 EUR	214,00 EUR	162,00 EUR	131,00 EUR	
Grant	2.800,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	11.360,00 EUR

Intellectual Output Budget Details E10209003

Organisation	Country of the Organisation
MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR

Intellectual Output Budget Details E10209450

Organisation	Country of the Organisation
TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR

Intellectual Output Budget Details E10200538

Organisation	Country of the Organisation
UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal

Erasmus+

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR

Intellectual Output Budget Details E10208792

Organisation	Country of the Organisation
UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR

Intellectual Output Budget Details E10209101

Organisation	Country of the Organisation
UNIVERSITAT DE GIRONA (E10209101, ES)	Spain

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR

Output Title O2

Output Title	DESIGN OF ECEM AND EPM PROFILES
Output Type	Course / curriculum – Other
Start Date (yyyy-mm-dd)	2021-01-01
End Date (yyyy-mm-dd)	2021-12-31

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The proposal is based on the results of the pilot specialization one-year course organized by
UNIVAQ and EDIMAS in the last academic years. This course, aimed to up-date the competencies of people working in Prevention, Disaster and Emergency Management, could
ascertain how the existing training does not provide the learners with the compulsory multidisciplinary knowledge and skills needed for a systemic territorial planning as
well as crisis and emergency management.
The local, national, European and international Administrations of Civil Protection have the task to
ensure the essential services enhancing the quality of life and increasing the territorial resilience. To
achieve this aim the integrated and strategic planning becomes an inescapable step that can be
implemented only through the projecting activities implemented by qualified and heterogeneous
teams with the aim to make the concerned system more resilient.
Regions, Municipalities, Districts, according to their specific competencies, must organize the
integrated organization of such complex activities. This means that the main local authority
of Civil Protection (that can be the Mayor or any other authority appointed to that role by the national laws), must be able to work hand in hand with a suitable professional able to
coordinate, manage, inform, and assist the population in case of need.
These authorities at public level as well as the Head of a Company/Institution must establish a technical and administrative structure/unit (Crisis/Emergency Unit) that provides them
with the needed support during the implementation of their functions. This mean that establishing such supporting units equipped of competence and skills for preventing, prior to
reconstructing, is a rational objective for a mature society aware of its possibilities.
Thus the civil protection must be considered as a transversal and not sectoral activity, that needs, besides the
engagement of specialized organisations and operators, the aware and attentive involvement of decision makers and citizens, who contribute, each one from his perspective and
capacity, to sensitize on behavioral attitudes and tactics to be adopted in cases and areas at risk. This means that a public operator of civil protection cannot be a technical or a
bureaucratic staff, but must know the process in the whole complexity, and must be able to foresee, analyse and assess the problems in order to cope with them and find systemic and

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integrated solutions.
On the base of the above considerations the profile of Emergency/Disaster Manager identified in the
decade 80-90, needs to be completely revised. The role of Emergency and Disaster Manager is the evolution of the previous one but needs integrated competencies and a strong problem-solving capacity.
The COVID-19 outbreak showed all the limits of the existing organisation.

The data collection and analysis of O1, in view also of the present pandemic, will increase the knowledge of the needed new skills so that the partners will be able to design the two new professional profiles with the due complete awareness of what exists and what needs to be renovated.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

As explained in the "Management" section, a collaborative working approach will be used as methodology throughout the project period and will also be used in relation to this output.
This Output requires very competent staff from each partner institution and the strong contribution of the heads and staff of the existing risk management units operating in the territories within public and private bodies.
Thus a transnational Working Group composed by staff from each partner and leaded by MUHEC, will be established. The WG leader will be the MUHEC representative, due to the experience of this partner in curricula development.
The WG will meet regularly (once a month) during the development period. The cooperation will take place face-to-face (during consortium meetings) and online (through Skype). The work will be carried out in close cooperation with the Advisory Board consisting of representatives from the identified companies/organisations, which will ensure the modules/curricula are coherent with the sector's needs and expectations.
The project also adopts experimental learning, that means it will start from experiences of the participants in curricula development, by identifying the General and Specific Competencies of the new profiles for defining the new Learning Outcomes. Furthermore, the learning units designed for the attainment of the LOs, will be the base for the development of the new modules and their organisation to be tested during the pilot study period (O5). The methodology will be used also for improving the results after the assessment of the pilot phase.

Tasks:
• In close cooperation with the risk management units/companies representatives, identify General and Specific Competencies, including transversal skills
• Develop the needed Learning Outcomes (knowledge, skills and competences)
• Define the teaching/learning units and their distribution/organisation within the new curricula or tracks
• First draft of the new modules (O3) content and teaching and assessment methods
• Revise/Modify this content/organisation on the base of the assessment of the pilot phase (O5).

Related costs:
As explained in Intellectual Output 1, also for the development of this Output there is the need to involve staff competent on the concerned area, as well as to implement extra and different management actions. This means that the components of the WG are different from the local coordinators, and the WG leader is different from the local project manager of the leading institution.
For this reason further funds are required for the category "Managers" for the partner leading this IO (some more working days for the Team Leader).

Leading Organisation	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)
Media	Publications Text
Participating Organisations	Emergency and Disaster Management Studies (E10043753, IT) TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE) UNIVERSIDADE DOS ACORES (E10200538, PT) UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT) UNIVERSITAT DE GIRONA (E10209101, ES)
Languages	English

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Intellectual Output Budget

Please justify why specific grant for managers or administrative support staff is required for the development of the Intellectual Output in addition to what is already covered by Project Management and implementation grant.

As explained in Intellectual Output 1, also for the development of this Output there is the need to involve staff competent on the concerned area, as well as to implement extra and different management actions. This means that the components of the WG are different from the local coordinators, and the WG leader is different from the local project manager of the leading institution.
For this reason further funds are required for the category "Managers" for the partner leading this IO (some more working days for the Team Leader).

Please specify the staff resources which you need to produce the Intellectual Output.

Erasmus+

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	2.800,00 EUR	10.700,00 EUR	0,00 EUR	0,00 EUR	13.500,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	0,00 EUR	10.700,00 EUR	0,00 EUR	0,00 EUR	10.700,00 EUR
3	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	0,00 EUR	10.700,00 EUR	0,00 EUR	0,00 EUR	10.700,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	0,00 EUR	6.850,00 EUR	0,00 EUR	0,00 EUR	6.850,00 EUR
5	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	0,00 EUR	10.700,00 EUR	0,00 EUR	0,00 EUR	10.700,00 EUR
6	UNIVERSITAT DE GIRONA (E10209101, ES)	0,00 EUR	6.850,00 EUR	0,00 EUR	0,00 EUR	6.850,00 EUR
Total		2.800,00 EUR	56.500,00 EUR	0,00 EUR	0,00 EUR	59.300,00 EUR

Intellectual Output Budget Details E10209003

Organisation	Country of the Organisation
MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	10	50	0	0	60
Grant per Day	280,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	2.800,00 EUR	10.700,00 EUR	0,00 EUR	0,00 EUR	13.500,00 EUR

Intellectual Output Budget Details E10043753

Organisation	Country of the Organisation
Emergency and Disaster Management Studies (E10043753, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	50	0	0	50
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	10.700,00 EUR	0,00 EUR	0,00 EUR	10.700,00 EUR

Intellectual Output Budget Details E10209450

Organisation	Country of the Organisation
TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	50	0	0	50
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	10.700,00 EUR	0,00 EUR	0,00 EUR	10.700,00 EUR

Intellectual Output Budget Details E10200538

Organisation	Country of the Organisation
UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	50	0	0	50
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.850,00 EUR	0,00 EUR	0,00 EUR	6.850,00 EUR

Intellectual Output Budget Details E10208792

Organisation	Country of the Organisation
UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	50	0	0	50
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	10.700,00 EUR	0,00 EUR	0,00 EUR	10.700,00 EUR

Intellectual Output Budget Details E10209101

Organisation	Country of the Organisation
UNIVERSITAT DE GIRONA (E10209101, ES)	Spain

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	50	0	0	50
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.850,00 EUR	0,00 EUR	0,00 EUR	6.850,00 EUR

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Output Title O3

Output Title	DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS
Output Type	Course / curriculum – Design and development
Start Date (yyyy-mm-dd)	2021-04-01
End Date (yyyy-mm-dd)	2021-12-31

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The aim of this output is to up-date existing and design new modules - curricula (corresponding to 120 ECTS) that will provide students with that cross-disciplinary knowledge and transversal skills identified for the new professional profiles. The successful implementation of these modules is expected to reduce the gaps between what the graduates have studied and what the risk management sector requires.

The transnational WG established for the achievement of O2, identified the Learning Outcomes and transversal skills that the new European Crisis Emergency Manager (ECEM) and European Prevention Manager (EPM) must have to cope with different forms of disasters to which the society all over the world is exposed, going from earthquake to terrorist attacks, to severe changes in weather pattern, to epidemics, to financial crisis due to disruptive challenges.

Since no one is exempt from a disaster situation, people everywhere need to be prepared.

National and Local Governments, Communities as well as public and private Companies, need to create an in-depth emergency plan not only for managing the immediate consequences of a disaster but also, and mainly, for ensuring a community recovers and thrives.

Furthermore they must be ready for tackling any kind of emergency that may incur, that is they must be aware of all possible risks, be able to imagine the worst case scenario and have the capacity to work out a plan for how to deal with it.

The new profiles and the LOs considered fundamental for the new professionals, as defined in O2, will be generated through new/up-dated learning units for which the content and the teaching methods will be identified and constitute the core focus of this O3.

According to the different academic offer of the partners, the new professionals will be formed by
- creating new degrees (UNIVAQ)
- updating the existing curricula for Civil Protection operators (UAC and TUB)
- creating new tracks within existing curricula in several degree programmes (all partners).

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This approach will provide the students, also those who do not intend to acquire a specific qualification in the sector, with the opportunity to acquire competencies in the field of risk management, useful for developing and play a full European citizenship, and, in case of need, to provide a competent support as volunteers.

The new scenario strongly influenced by ever changing social, economic and environmental situation foresees professionals able to adopt and adapt knowledge in different and challenging situations for which creativity and problem-solving skills are fundamental. Then the acquisition of such transversal skills will strengthen students' employability and civic engagement.

The modules will be offered in English and be implemented as a flexible modular system (including different duration that can be from 4 weeks to the classic 15 weeks), which means they will be offered at the same time at the participating institutions. Basically, the students can choose to study a full semester at their home institution, a full semester abroad as an exchange student or they can combine studies at their home institution and abroad, through virtual mobility.

The modular system with cross-disciplinary scope and flexible approach will open new ways to a "pick and mix" modules for planning a customized study programme and simplify cross-border collaboration and academic mobility within the modules.

The Partners are aware that Multi-disciplinary modular degrees only make educational sense if they provide more than a superficial overview. Clearly, they cannot equal the depth of specialist knowledge provided by a traditional degree nor can they provide so good a training for a specific vocation. But multi-disciplinary degrees can provide a valuable "generic education", contributing to a process of individual cognitive development which enhances capability over a potentially wide range of specialised activities.

For this reason B-READI, besides the specific curricula/tracks, introduces a "multi-disciplinary" semester, at the end of the "specialised training" of the key degrees in the fields of Health, Engineering, Social Sciences and ICT, providing students of one sector to acquire the "generic education" specific of the other sector.

This is fundamental for achieving the aims of B-READI since the intended goal is to provide professionals from several key fields, each one able to master the knowledge/expertise of the other for a global perspective of what should be done and what is possible to do to support the present challenging time the world is living.

Of course each of them maintain and enhance their specialization. But all will acquire those transversal skills that employers are strongly requiring and the challenging scenario of the present society needs.

Thus the way to build up a cross-disciplinary curriculum can easily be transferred to other institutions and sectors due to the open source approach adopted.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

A transnational Working Group with representatives from all partner institutions will work on developing the content and the teaching and assessment methods and tools for providing the identified learning Outcomes (O2) and an expert (selected among the existing very expert staff on these issues) from UAC will lead the work. The WG will cooperate face-to-face (during consortium meetings) and online (through Skype). As explained in the "Management" section, a collaborative working approach and experimental learning will be used as methodology throughout the implementation of this project. Those approaches will also be implemented when developing the new contents, methods and tools. The work will be carried out in close cooperation with the Advisory Board and other territorial stakeholders since they have knowledge and experiences in regards to knowledge and skills that can be utilized in the process. A strength point for involving these stakeholders is that they can contribute with real-life scenarios, which can make the developed learning units coherent with the job the graduates will do.

Tasks:
• Identify the knowledge gaps in the existing modules
• re-organise the learning units according to multidisciplinary requisites and transversal skills
• Develop experiential learning materials (e.g. cases) in close cooperation with stakeholders

• Develop proper assessment tools
• Modify the contents according to the input gathered in output O5 (pilot) and its assessment.

Related costs:
As explained in Intellectual Output 1, also for the development of this Output there is the need to involve staff competent on the concerned area, as well as to implement extra and different management actions, implemented by the WG leader, who, as the WG members, are different from the local project managers.
For this reason further funds are required for the category "Managers" for the partner leading O3 (some more working days for the Team Leader).

Leading Organisation	UNIVERSIDADE DOS ACORES (E10200538, PT)
Media	Text File Other
Participating Organisations	Emergency and Disaster Management Studies (E10043753, IT) MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB) TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE) UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT) UNIVERSITAT DE GIRONA (E10209101, ES)
Languages	English

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA203 - Strategic Partnerships for higher education
Form ID: KA203-5F232091 Deadline (Brussels Time) 2020-04-23 12:00:00

Intellectual Output Budget

Please justify why specific grant for managers or administrative support staff is required for the development of the Intellectual Output in addition to what is already covered by Project Management and implementation grant.

As explained in Intellectual Output 1, also for the development of this Output there is the need to involve staff competent on the concerned area, as well as to implement extra and different management actions, implemented by the WG leader, who, as the WG members, are different from the local project managers.
For this reason further funds are required for the category "Managers" for the partner leading O3 (some more working days for the Team Leader).

Please specify the staff resources which you need to produce the Intellectual Output.

Erasmus+

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERSIDADE DOS ACORES (E10200538, PT)	1.640,00 EUR	6.165,00 EUR	0,00 EUR	0,00 EUR	7.805,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	0,00 EUR	9.630,00 EUR	0,00 EUR	0,00 EUR	9.630,00 EUR
3	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	0,00 EUR	9.630,00 EUR	0,00 EUR	0,00 EUR	9.630,00 EUR
4	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	0,00 EUR	9.630,00 EUR	0,00 EUR	0,00 EUR	9.630,00 EUR
5	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	0,00 EUR	9.630,00 EUR	0,00 EUR	0,00 EUR	9.630,00 EUR
6	UNIVERSITAT DE GIRONA (E10209101, ES)	0,00 EUR	6.165,00 EUR	0,00 EUR	0,00 EUR	6.165,00 EUR
Total		1.640,00 EUR	50.850,00 EUR	0,00 EUR	0,00 EUR	52.490,00 EUR

Intellectual Output Budget Details E10200538

Organisation	Country of the Organisation
UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	10	45	0	0	55
Grant per Day	164,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	1.640,00 EUR	6.165,00 EUR	0,00 EUR	0,00 EUR	7.805,00 EUR

Intellectual Output Budget Details E10043753

Organisation	Country of the Organisation
Emergency and Disaster Management Studies (E10043753, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	45	0	0	45
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	9.630,00 EUR	0,00 EUR	0,00 EUR	9.630,00 EUR

Intellectual Output Budget Details E10209003

Organisation	Country of the Organisation
MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	45	0	0	45
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	9.630,00 EUR	0,00 EUR	0,00 EUR	9.630,00 EUR

Intellectual Output Budget Details E10209450

Organisation	Country of the Organisation
TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	45	0	0	45
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	9.630,00 EUR	0,00 EUR	0,00 EUR	9.630,00 EUR

Intellectual Output Budget Details E10208792

Organisation	Country of the Organisation
UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	45	0	0	45
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	9.630,00 EUR	0,00 EUR	0,00 EUR	9.630,00 EUR

Intellectual Output Budget Details E10209101

Organisation	Country of the Organisation
UNIVERSITAT DE GIRONA (E10209101, ES)	Spain

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	45	0	0	45
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	6.165,00 EUR	0,00 EUR	0,00 EUR	6.165,00 EUR

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KA203 - Strategic Partnerships for higher education
Form ID: KA203-5F232091 Deadline (Brussels Time) 2020-04-23 12:00:00

Output Title O4

Output Title	TEACHER-TRAINING MODULE
Output Type	Course / curriculum – Training scheme
Start Date (yyyy-mm-dd)	2021-09-01
End Date (yyyy-mm-dd)	2021-12-31

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The New Agenda for HE COM (2018-247), the "Council conclusions on moving towards a vision of a European Education Area" (2018/C 195/04) and several documents as for instance the report (http://unesdoc.unesco.org/images/0024/002468/246852E.pdf) show that the student community of today has changed, the HE institutions and systems must revolutionise the teaching methods and the approach to the assessment of the acquired knowledge and skills. Especially for assessing multi-disciplinary knowledge and transversal skills there is no a clearly established methodology. This means that teachers need support for acquiring the needed competencies for a new approach to teaching and assessing. B-READI project will address both these needs providing experience and know-how , so that it will contribute to the expected innovation of the higher education system at European level.

Many new approaches to teaching have been developed over the last 10 years, but none is the solution for all.
Though teachers might think challenge-based learning is the same as project-based learning, this is a misconception that could limit opportunities for students to develop real-world problem-solving skills. Assignments that are project based create opportunities for students to apply knowledge gained during lessons to complete activities. Challenge-based learning takes the concept further, requiring students to examine a problem within the community, think about solutions to solve this issue, and use a framework established by the teacher to implement these ways to fix the problem. Thus challenge-based learning is distinguished from its project-based counterpart by its requirement that students solve real-world problems through working with classmates, educators, and the community to improve the state of the world at the local – or global – level.
The new teaching/learning methods that will be adopted in the multi-disciplinary curricula/tracks will build on the competency-based learning (which focuses on ensuring students achieve mastery over a particular skill or standard), but integrating other strategies, like problem-, project- and inquiry-based learning, that are focused on so-called "active learning," where students, not their teachers, drive much of what they do in class, through individual or group projects centred on research, problem solving and collaboration with peers and outside experts.
Thus the core goal of this output is to improve the capacity of the academic staff of the participating institutions to design and implement curricula/modules focused on developing students' multi-disciplinary competencies and transversal skills. This requires new teaching and assessing methodologies for which teachers need to acquire competencies and skills.
B-READI will identify the best methods for the specific target students and will develop a teacher-training module for providing them with the skills and competencies for the correct

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application of the selected principles.

The training topics will be based on the prior identification of the teachers' skills gaps so that the teacher-training module will ensure access to teaching and learning materials, and professional development opportunities. It is expected that the participating teachers will strengthen their capacity in curricula design and increase the focus on multi-disciplinary approach in their teaching activities.

In the three months preceding the teacher-training activity, the selected teachers of the partner Institutions will work collaboratively to develop a learning and teaching framework. The aim of this framework is to provide a common language and clear expectations for learning and teaching goals, and practices to best equip students for the rapidly evolving nature of the 21st century both at university and beyond.

For implementing this work three core descriptors for 21st century learners will be addressed:
• the self-directed learner who is independent, responsible and resilient
• the inquisitive learner who is creative, collaborative and passionate
• the reflective learner who is engaged, ethical and critical.

Teachers then will investigate the classroom practices and strategies which would best facilitate the development of these important characteristics for the project target students, and not only. It is through this research that they will identify the challenge/project/problem-based learning approach that best fit the aim to provide self-directed, inquisitive and reflective learning opportunities for the involved students.

The methods used for developing the teacher-training module can easily be transferred to other institutions and sectors since it focuses on curriculum design and competence assessment in relation to multi-disciplinary content and transversal skills and is therefore not linked to a specific field. Furthermore, the open source approach implemented in the project has a positive impact on transferability.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

All partners will be involved in the development of the teacher-training module. A transnational team of teachers expert in new teaching methods and innovative module/curriculum design, led by the expert from UNIVAQ, will develop the module content and focus. They will cooperate face-to-face (during consortium meetings) and online (Skype). A collaborative working approach and experimental learning will be implemented in the development phase and when implementing the module. That will be achieved through group work, individual- and group brainstorming activities and by considering the participants' experiences as well as the Apple's "Challenge-based Learning: A Classroom Guide" written in 2010 to explain the challenge-based learning method.

The new learning/teaching approaches need to mirror the 21-st workplace. Thus participants must ensure they will/can:
• Work in collaborative groups
• Use technology commonly used in daily life
• Tackle real-world problems using a multidisciplinary approach
• Share results with the world.

This requires new competencies not only in designing the curricula/modules but also in defining the informative and summative assessment methods to gauge student progress and mastery that best fit the innovative teaching methods.

The module will be developed based on the needs analysis performed when developing this project proposal and the state of the art report (O1) developed in the Consultation phase.

Tasks:

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• Detailed description of curriculum and module design methodology
• Define learning outcomes (knowledge, skills and competences) identification and selection
• Define informative and summative assessment procedures
• Define course readings
• Design assignments and learning exercises to be implemented during the training module
• Develop, implement and evaluate the training module

The module will be implemented during the teacher-training week (C1) and parts of it will be implemented/replicated during the multiplier events (E1-E4).

Leading Organisation	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)
Media	Text Publications
Participating Organisations	Emergency and Disaster Management Studies (E10043753, IT) MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB) TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE) UNIVERSIDADE DOS ACORES (E10200538, PT) UNIVERSITAT DE GIRONA (E10209101, ES)
Languages	English

Intellectual Output Budget

Please justify why specific grant for managers or administrative support staff is required for the development of the Intellectual Output in addition to what is already covered by Project Management and implementation grant.

As explained in Intellectual Output 1, also for the development of this Output there is the need to involve staff competent on the concerned area, as well as to implement extra and different management actions, implemented by the WG leader, who, as the WG members, are different from the local project managers.
For this reason further funds are required for the category "Managers" for the partner leading O4 (some more working days for the Team Leader).

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	2.800,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	11.360,00 EUR
2	Emergency and Disaster Management Studies (E10043753, IT)	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR
3	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR
4	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR
5	UNIVERSIDADE DOS ACORES (E10200538, PT)	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR
6	UNIVERSITAT DE GIRONA (E10209101, ES)	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR
Total		2.800,00 EUR	45.200,00 EUR	0,00 EUR	0,00 EUR	48.000,00 EUR

Intellectual Output Budget Details E10208792

Organisation	Country of the Organisation
UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	10	40	0	0	50
Grant per Day	280,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	2.800,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	11.360,00 EUR

Intellectual Output Budget Details E10043753

Organisation	Country of the Organisation
Emergency and Disaster Management Studies (E10043753, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR

Intellectual Output Budget Details E10209003

Organisation	Country of the Organisation
MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR

Intellectual Output Budget Details E10209450

Organisation	Country of the Organisation
TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR

Intellectual Output Budget Details E10200538

Organisation	Country of the Organisation
UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR

Intellectual Output Budget Details E10209101

Organisation	Country of the Organisation
UNIVERSITAT DE GIRONA (E10209101, ES)	Spain

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR

Output Title O5

Output Title	PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME
Output Type	Course / curriculum – Other
Start Date (yyyy-mm-dd)	2021-09-01
End Date (yyyy-mm-dd)	2022-09-30

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The aim of this intellectual output is to set-up a pilot experimentation of the new teaching, with minimum 60 students from the participating institutions. The purpose of the pilot is to implement, test and evaluate the LOs, the adequacy of the modules content and the teaching and assessing methods. The collected input will be used to improve the outputs developed in the previous phases of the project to ensure they will contribute to attain the new degrees students' cross-disciplinary knowledge and transversal skills and at the same time to strengthen the civic engagement and citizenship of the general student community.
Indeed it is expected that the outputs will lead to an increased interest on the issues concerning the Risk Management and Prevention among the students of several key fields as well as a higher number of teachers adopt the new teaching methods and the new content and focus in their teaching activities.
As pointed out in several publications, on one side there is the strong requirement to make changes on the HE systems in order to meet the needs of the job market of the XXI century, and on the other side there is insufficient teaching and learning materials to favour this change (http://unesdoc.unesco.org/images/0024/002468/246852E.pdf) which means that the B-READI project will address a concrete need in the education sector and will be innovative through the development of new materials and new methods.

The pilot also contributes to the dissemination of the project and its outputs. The outcomes from the pilot can easily be transferred to other faculties/study areas as well. Furthermore a collection of relevant literature/research about transversal skills and multidisciplinary modular curricula development, and learning materials will be collected and analysed and, in order to ensure teachers gain on continuous basis competence development and knowledge share with peers, a knowledge-sharing network (through LinkedIn) will be established, which will be administrated by UdG.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

All partners will contribute to this output, which will be led by TUB. Each partner will set-up a pilot with minimum 10 students and involve minimum 4 teachers. The pilot study will be implemented based on intellectual outputs O2 (new profiles), O3 (modules) and O4 (teacher training). Basically, those outputs need to be finalized before the pilot is implemented.
The pilot exploitation of the project outputs will be developed and implemented by means the following approaches and tasks:

1. Study programmes:
The pilot will be implemented in the participating institutions as follows:

- in the second and third year of the new professional Bachelor degree "Techniques for Civil Protection and territory security" , UNIVAQ
- in the fourth and fifth year of the Master degree in "Civil Protection", UAC
- in the second year of the Master degree in "Disaster Management and Risk Governance", TUB
- as a specific track of the Master degrees in "Environmental Change: Analysis and Management", "Water Resources Science and Technology", "Agronomic Engineering", UdG
- as a specific track of the Master Degrees in "Computer Forensics", MUHEC.
The modules developed for the new/up-dated degrees and tracks will be offered also to students of regular degrees in Medicine, Health Alliances, Economy and Business, ICT, Engineering and recognised in their curriculum.
Furthermore these modules can be attended by staff working in the private and public emergency units as lifelong learning and to voluntary workers in civil protection organisations for providing and up-dating qualifications on how to act in emergencies.

2. Disseminating the modules (local students and exchange students):
The modules will be disseminated to existing students at the participating institutions in order to stimulate their interest to study the new modules and to participate in mobility activities (to study one or several modules at one of the partner institutions). The Learning Objectives and Outcomes will be disseminated through internal communication channels, website, and meetings with students. The modules will also be disseminated to potential exchange students through the participating institutions' websites and personal networks with partner institutions. The involvement of exchange students in the pilot ensures students outside the project consortium will acquire multidisciplinary knowledge and develop new skills.

3. Appoint key-teachers:
Each participating institution will appoint key teachers for the modules they will implement during the pilot phase.The key teachers will have the main responsibility to facilitate the application of the new methods, e.g. support the participants and assess the students. The key-teachers will be selected when the topics for each module has been decided (based on the state of the art report). All key-teachers will participate in the teacher-training week (C1).

4. Profiling Questionnaire:
The B-READI project focuses on providing the students with knowledge and skills that strengthen their employability. Students participating in the pilot are asked to fill out a profiling questionnaire (developed by UNIVAQ) where they will assess their multidisciplinary knowledge and transversal skills at the start and at the end of the teaching activities. Furthermore, specific questionnaires developed in output O3 will be submitted to teachers to assess the adequacy of the adopted methodologies. The questionnaires will benefit the students who will have a good understanding of the innovative knowledge and skills they possess and the teachers who will understand the advantages offered by the new teaching methods.
Furthermore, the analysis of the questionnaires will contribute to the evaluation of the project outputs and provide knowledge about to which extent the outputs developed fulfil the desired competence and skills. That will be used in the modification phase to further improve the project's outputs and its impact.
The students will be awarded with ECTS when they successfully complete the modules.

Leading Organisation	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)
Media	Text

Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices

KA203 - Strategic Partnerships for higher education
Form ID: KA203-5F232091 Deadline (Brussels Time) 2020-04-23 12:00:00

Publications

Languages

English

Intellectual Output Budget

Please justify why specific grant for managers or administrative support staff is required for the development of the Intellectual Output in addition to what is already covered by Project Management and implementation grant.

The transnational WG established for achieving this Intellectual Output is composed by staff from each partner, competent on the concerned area, and coordinated by TUB. As for the other IOs the activities and the management actions are different from those concerning the general project management.
For this reason further funds are required for the category "Managers" for TUB (some more working days for the Team Leader).

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERSIDADE DOS ACORES (E10200538, PT)	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR
2	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR
3	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	2.800,00 EUR	0,00 EUR	0,00 EUR	0,00 EUR	2.800,00 EUR
Total		2.800,00 EUR	14.040,00 EUR	0,00 EUR	0,00 EUR	16.840,00 EUR

Intellectual Output Budget Details E10200538

Organisation	Country of the Organisation
UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	5.480,00 EUR	0,00 EUR	0,00 EUR	5.480,00 EUR

Intellectual Output Budget Details E10208792

Organisation	Country of the Organisation
UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy

Erasmus+

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	40	0	0	40
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	8.560,00 EUR	0,00 EUR	0,00 EUR	8.560,00 EUR

Intellectual Output Budget Details E10209450

Organisation	Country of the Organisation
TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	10	0	0	0	10
Grant per Day	280,00 EUR	0,00 EUR	0,00 EUR	0,00 EUR	
Grant	2.800,00 EUR	0,00 EUR	0,00 EUR	0,00 EUR	2.800,00 EUR

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KA203 - Strategic Partnerships for higher education
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Output Title O6

Output Title	EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM
Output Type	Other
Start Date (yyyy-mm-dd)	2022-08-01
End Date (yyyy-mm-dd)	2023-08-31

Output Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

Once the profiles of the two new professionals have been defined, the Modules designed, and the
pilot training starts, the partners finalise the process for the recognition at EU level of the new professional profiles.
This will follow three phases:
1. the partners, according to internal and national rules will recognise the curriculum followed by the students in any participating institution and will certify the acquired competencies;
2. Each student participating to the pilot programmes will be awarded of the titles from each institution where he/she studied (home university and partner where he/she implemented physical or virtual mobility)
3. The partners will sign an agreement for a joint requirement of a European recognition of the identified new professional profiles as first step for an international accreditation. Indeed members of the European Committee and Council several times, during the COVID-19 emergency, claimed the need and complained about the lack of a European Professional able to provide a proper assistance across and beyond the countries boundaries.

Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology

The WG established for achieving this Output will be composed by staff working at decision-making level in all partner universities. This Group will be coordinated by UdG. They will contact the European bodies within the DGs involved in HE systems organisation, students and staff mobility, European Citizenship, European Civil Protection and Humanitarian Aid Operations, European Disaster Risk Management and others.

Tasks:
• All the partner universities will provide the institutional certification of the competences acquired
through the pilot training
• UdG will establish a roadmap and needed step for reaching the final goal to apply for a European Certification

• All partners will contribute to establish a strategy/methodology for achieving a EU recognition and accreditation of the new Profiles at EU level
• All partners will jointly apply for such recognition.

Leading Organisation	UNIVERSITAT DE GIRONA (E10209101, ES)
Media	Other Text
Languages	English

Intellectual Output Budget

Please justify why specific grant for managers or administrative support staff is required for the development of the Intellectual Output in addition to what is already covered by Project Management and implementation grant.

In this Output there is the need to involve staff competent and high level in the institution hierarchy , as well as to implement extra and different management actions.
For this reason further funds are required for the category "Managers" for the leading partner (some more working days for the Team Leader)

Please specify the staff resources which you need to produce the Intellectual Output.

Id	Organisation	Managers	Teachers/Trainers/Researchers	Technicians	Administrative Support Staff	Grant
1	UNIVERSIDADE DOS ACORES (E10200538, PT)	0,00 EUR	2.740,00 EUR	0,00 EUR	0,00 EUR	2.740,00 EUR
2	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	0,00 EUR	4.280,00 EUR	0,00 EUR	0,00 EUR	4.280,00 EUR
3	UNIVERSITAT DE GIRONA (E10209101, ES)	1.640,00 EUR	2.740,00 EUR	0,00 EUR	0,00 EUR	4.380,00 EUR
Total		1.640,00 EUR	9.760,00 EUR	0,00 EUR	0,00 EUR	11.400,00 EUR

Intellectual Output Budget Details E10200538

Organisation	Country of the Organisation
UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	20	0	0	20
Grant per Day	0,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	2.740,00 EUR	0,00 EUR	0,00 EUR	2.740,00 EUR

Intellectual Output Budget Details E10208792

Organisation	Country of the Organisation
UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	0	20	0	0	20
Grant per Day	0,00 EUR	214,00 EUR	0,00 EUR	0,00 EUR	
Grant	0,00 EUR	4.280,00 EUR	0,00 EUR	0,00 EUR	4.280,00 EUR

Intellectual Output Budget Details E10209101

Organisation	Country of the Organisation
UNIVERSITAT DE GIRONA (E10209101, ES)	Spain

Category of Staff	Managers	Teachers/Trainers/Researchers	Technicians	Administrative support staff	Total
No. of Working Days	10	20	0	0	30
Grant per Day	164,00 EUR	137,00 EUR	0,00 EUR	0,00 EUR	
Grant	1.640,00 EUR	2.740,00 EUR	0,00 EUR	0,00 EUR	4.380,00 EUR

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Multiplier Events

Do you plan to include Multiplier Events in your project?

Yes

Multiplier Events Summary

ID	Leading Organisation	Event Title	Starting Period	Grant
E1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Presentation of the profiles of European Crisis Emergency Manager (ECEM) and European Prevention Manager (EPM) and Local Training Seminar	03-2023	2.500,00 EUR
E2	UNIVERSITAT DE GIRONA (E10209101, ES)	Local Training Seminar - Spain	04-2023	2.000,00 EUR
E3	UNIVERSIDADE DOS ACORES (E10200538, PT)	Local Training Seminar - Portugal	05-2023	2.000,00 EUR
E4	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	Local Training Seminar - UK	06-2023	2.000,00 EUR
E5	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	International Conference	07-2023	10.000,00 EUR
Total				18.500,00 EUR

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Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Multiplier Event Details E1

Event Title

Presentation of the profiles of European Crisis Emergency Manager (ECEM) and European Prevention Manager (EPM) and Local Training Seminar

Country of Venue

Italy

Start Date (yyyy-mm-dd)

2023-03-01

End Date (yyyy-mm-dd)

2023-04-02

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Event Description (Including : Targets groups and objectives)

The event will focus on the results of the needs analysis on the actual professionals who manage crisis events.
The Conference will indeed highlight how the existing profiles of Emergency Manager are not adequate to cover all the situations that can occur nowadays. The Event is indeed a two-days Training Seminar and addresses stakeholders at local level (including the organising University and its network of local and national institutions) and will be organised in each partner country (Italy, Spain, Portugal, Germany, UK). Decision-makers at educational institutions (Heads of Departments, Degrees Coordinators) and teachers from various study fields and study levels will be invited.
The state of the art report (O1), the identified new profiles (O2), the developed new modules (O3), the teacher-training module (O4) and the pilot experience (O5) will be presented.
The training seminars differ from the teacher-training week (C1) because they focus on disseminating and transferring the knowledge gained and outputs developed in the project to educational institutions and stakeholders that are not involved in the project.

Disaster research is now transiting from addressing traditional domain-specific issues to investigating cross-cutting and complex interdependence of causes and their implications, thus topics will include:
1) Strengthening Governance for Effective Disaster Risk Management
That includes multi-stakeholder participation; Decentralization of disaster risk management; Capacity
development for holistic management of disasters; Mainstreaming disaster risk reduction in development; Financing disaster risk management; Leveraging science and technology for disaster risk management; Transparency and accountability in disaster management;
2) Inclusive Disaster Management
That is "no one will be left behind" in the collective journey of building the future we want. These inclusive agendas of development are particularly important for disaster management as the marginalized and vulnerable segments of society suffer more in disasters.
3) Resilient Health Care and Education Systems
Protecting health care and education systems from the natural and manmade hazards is extremely important for building resilience to disasters. Issues as surveillance for epidemics, post-disaster psycho-social care; making schools safe in disasters; disaster management in school education and in medical education are fundamental.
4) Resilient Ecology, Agriculture and Livelihoods in Changing Climates
Increasing frequency and intensity of extreme climatic events with adverse impacts on agriculture and livelihood of people. Issues as climate change adaptation in agriculture policies, planning and good practices; risk monitoring, early warning and decision making, ecological sustainability, protecting livestock in disasters must be part of EM's competencies.
5) Response, Relief, Reconstruction, Recovery and Development
Post-disaster response, relief, reconstruction and recovery are becoming increasingly difficult and complicated due to rising frequencies and intensities of disasters. Better preparedness for effective response and pre-disaster recovery planning can make these tasks efficient, responsive, participatory and transparent. Thus early warning systems and crisis communication, logistics of disaster response and supply chain management, and lessons learnt in post-disaster reconstruction around the world are a needed basic knowledge for an EM
6) Disaster Resilient Businesses
The Sendai Framework highlights the need to integrate disaster risk reduction into the management practices of every type of business to enhance their resilience to disasters. Thus issues as mainstreaming disaster risk reduction in industries, trade and commerce, on-site and off-site risk management plans in hazardous industries, principles and practices of business continuity planning, public/private partnerships for disaster risk reduction; integrating community emergency plans into business emergency plans and best practices and strategies of disaster recovery planning in private sector, must belong to the stock of knowledge of an EM.
7) Resilient Cities and Human Settlement

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More than half of world's population resides in cities. Concentrations of people, assets and opportunities in the cities have tremendously enhanced risks as well as capacities to withstand the shocks of disasters. Issues as resilience in complex urban environment and urban-peri urban interactions in disaster risks and resilience are part of EM compulsory competences.

The training seminars will be organized during the third project year and involve minimum 10 external and 10 internal participants per seminar, for a total of 60 external and 60 internal academic staff. Furthermore, the 5th training seminar in Germany will be organised together with an International Conference, where also foreign academic staff will be invited.

Intellectual Outputs Covered

ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH

DESIGN OF ECEM AND EPM PROFILES

DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS

TEACHER-TRAINING MODULE

PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME

EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM

Leading Organisation

UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)

Multiplier Event Budget

Erasmus+

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Italy	25	0	100,00 EUR	200,00 EUR	2.500,00 EUR
Total							2.500,00 EUR

Multiplier Event Details E2

Event Title

Local Training Seminar - Spain

Country of Venue

Spain

Start Date (yyyy-mm-dd)

2023-04-01

End Date (yyyy-mm-dd)

2023-04-02

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Erasmus+

Event Description (Including : Targets groups and objectives)

This event is the relication of E1 in Spain. The topics and aims are the same but adapted and focused on the national and local characteristics of the existing professionals and the interaction between the government and institutions in case of disaster as well as in risk prevention.

Intellectual Outputs Covered

ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH

DESIGN OF ECEM AND EPM PROFILES

DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS

TEACHER-TRAINING MODULE

PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME

EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM

Leading Organisation

UNIVERSITAT DE GIRONA (E10209101, ES)

Multiplier Event Budget

Erasmus+

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	UNIVERSITAT DE GIRONA (E10209101, ES)	Spain	20	0	100,00 EUR	200,00 EUR	2.000,00 EUR
Total							2.000,00 EUR

Multiplier Event Details E3

Event Title

Local Training Seminar - Portugal

Country of Venue

Portugal

Start Date (yyyy-mm-dd)

2023-05-01

End Date (yyyy-mm-dd)

2023-05-02

Event Description (Including : Targets groups and objectives)

This event is the replication of E1 in Portugal. The topics and aims are the same but adapted and focused on the national and local characteristics of the existing professionals and the interaction between the government and institutions in case of disaster as well as in risk prevention. The particular location of UAC will ensure an important added value to the project outputs and methods.

Intellectual Outputs Covered

ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH

DESIGN OF ECEM AND EPM PROFILES

DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS

TEACHER-TRAINING MODULE

PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME

EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM

Leading Organisation

UNIVERSIDADE DOS ACORES (E10200538, PT)

Multiplier Event Budget

Erasmus+

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	UNIVERSIDADE DOS ACORES (E10200538, PT)	Portugal	20	0	100,00 EUR	200,00 EUR	2.000,00 EUR
Total							2.000,00 EUR

Multiplier Event Details E4

Event Title

Local Training Seminar - UK

Country of Venue

United Kingdom

Start Date (yyyy-mm-dd)

2023-06-01

End Date (yyyy-mm-dd)

2023-06-02

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Erasmus+

Event Description (Including : Targets groups and objectives)

This event is the replication of E1 in UK. The topics and aims are the same but adapted and focused on the national and local characteristics of the existing professionals and the interaction between the government and institutions in case of disaster as well as in risk prevention

Intellectual Outputs Covered

ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH

DESIGN OF ECEM AND EPM PROFILES

DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS

TEACHER-TRAINING MODULE

PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME

EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM

Leading Organisation

MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)

Multiplier Event Budget

Erasmus+

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	United Kingdom	20	0	100,00 EUR	200,00 EUR	2.000,00 EUR
Total							2.000,00 EUR

Multiplier Event Details E5

Event Title

International Conference

Country of Venue

Germany

Start Date (yyyy-mm-dd)

2023-07-01

End Date (yyyy-mm-dd)

2023-07-02

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Event Description (Including : Targets groups and objectives)

The training seminar in Germany will be organised within a 3-days International Conference by TUB at the end of the experimentation with the second cohort of students. The purpose of the conference is to disseminate the knowledge gained and the outputs developed in the B-READI project to a local, national and international audience. Participants from higher education institutions (Deans, Heads of faculty, degree courses coordinators, teachers and researchers) in Germany and other countries will be invited. To ensure the widest possible dissemination of project's findings, EU officials and representatives will also be invited. The Conference will be disseminated via the partners' established communication channels and existing networks with educational institutions. With the assistance of all project partners, TUB will prepare an email list for the potential participants - in particular UdG - to be invited to the international conference and the main authorities who are responsible for the accreditation at European level of the new professional profiles.

This event, addressed and open to a wide public, including citizens. The public will acquire knowledge on the trends of EU policies concerning this field. They will also acquire the motivation of the new profiles, will also learn how research in this field is changing the approach. First of all the difference between emergency and disaster and the organization of the supports.
- emergency = A disruption of the functioning of society, causing human, material or environmental damages and losses which do not exceed the ability of the affected society to cope using only its own resources, and
- disaster = A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, leading to one or more of the following: human, material, economic and environmental losses and impacts, for which a national government, a region or a city requests international/national humanitarian assistance.
An emergency is an event that can be responded to using the resources available at hand, implying that there is no need to request external assistance. A disaster, on the other hand, is characterized by impacts that overwhelm the capacities of local responders and place demands on resources which are not available locally. Hence, an event is declared as a "disaster" when there is a need for external assistance to cope with its impacts. A national government declares a state of disaster or national calamity as a way to request international humanitarian assistance and the support of the international community to cope with the impacts of the disaster.

When an emergency or a disaster affect a city or a region, efforts are conducted initially to care for the wounded, to restore lifelines and basic services, and subsequently to restore livelihoods and to reconstruct communities.
Such efforts can be structured in three phases:
• The Response phase, where activities such as search & rescue, rapid damage and needs assessments, and the provision of first aid are conducted; followed by the opening and management of temporary shelters for those left homeless as well as the provision of humanitarian assistance to those affected;
• The Rehabilitation phase where basic services and lifelines are restored, even on a temporary basis, including the road network and other essential facilities including bridges, airports, ports and

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helicopter landing sites;
• The Recovery phase where reconstruction efforts are carried out on the basis of a more precise assessment of damage and destruction of infrastructure. In addition, efforts are conducted to reconstruct infrastructure when needed and to restore the livelihoods of those affected.

This action aims to explain all people that a change of behavior of each individual, not only the official managers of the crisis, is needed in order to reduce the damages and the loss of lives.

Through this conference the project will also provide evidence of what was not working at European level in the COVID-19 pandemic and why the wise and competent participation of all societal actors can make the difference in all the phases.

Local and national academic staff will be also trained according to the methodology used for E1-E2-E3-E4

Intellectual Outputs Covered

ANALYSIS OF EXISTING CURRICULA FOR EMERGENCY MANAGER PROFILE AND IDENTIFICATION OF KNOWLEDGE GAPS AND SKILLS MISMATCH

DESIGN OF ECEM AND EPM PROFILES

DEVELOPMENT OF THE NEW MODULES FOR THE RENOVATION/INTRODUCTION OF THE DEGREES/TRACKS

TEACHER-TRAINING MODULE

PILOT EXPLOITATION OF INNOVATIVE LEARNING OUTCOME

EUROPEAN CERTIFICATION OF THE COMPETENCES OF ECEM AND EPM

Leading Organisation

TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)

Erasmus+

Multiplier Event Budget

ID	Organisation	Country of the Organisation	Local Participants	Foreign Participants	Grant per Local Participant	Grant per Foreign Participant	Grant
1	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	Germany	20	40	100,00 EUR	200,00 EUR	10.000,00 EUR
Total							10.000,00 EUR

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Learning, Teaching, Training Activities

Do you plan to include transnational Learning, Teaching or Training activities in your project?

Yes

Activities Summary

In case you plan to include Learning, Teaching or Training Activities please encode them here.

ID	Activity Title	Leading Organisation	Activity Type	Field	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	Teacher-Training Week	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Intensive programmes for teaching staff	HE	02-2022	30	0	31.470,00 EUR
C2	Pilot Training of students of key degrees and work experience	UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)	Intensive programmes for higher education learners	HE	02-2022	20	0	11.300,00 EUR
Total								42.770,00 EUR

Activity Details (C1)

In this section, you are asked to provide details about this specific activity.

The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field
HE

Activity Type
Intensive programmes for teaching staff

Activity Title
Teacher-Training Week

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Activity Description (including profile of participants per organisation, goals and results of the activity)

This training follows the analysis of the knowledge gaps for the application of innovative teaching and assessment methods and for the organisation and delivering of the innovative modules.
Once these gaps are identified (O2 and O3) and the teachers are selected according to the established criteria, UNIVAQ will organise an intensive programme for training the teachers by providing them with knowledge and tools for teaching within the foreseen innovative curricula/tracks in their universities.
Six teachers from each partner university will be trained, for a total of 30 people. These will be the core group of
experts who will provide the new knowledge, competences and skills in their institutions within the involved degrees.
Thus the purposes of this training are to:
• increase and improve the teachers' knowledge about the needs the risk management sector has in the present challenging scenario , the identified knowldege gaps and skills mismatch of the graduates , the methodologies for designing a multidisciplinary modular curriculum, providing flexibility and transversal skills
• develop the participants' skills and competences in modular multidisciplinary curriculum design
• increase their interest in the new pedagogical methods and enhance and adapt their teaching methods to the diverse students and to the job market requirements
• equip the participants with tools/guidelines that will ease the adoption of the new methods
• disseminate the B-READI project aims and outputs (modules, teaching and assessment methods, flexible and modular curricula/tracks, the new scenario in education systems foreseen by the European Education Area) to teachers' community.

This training is based on the belief that as long as the academic community understand the capabilities of modularity and flexibility, and learn how best to organise the curricula to maximise the benefits of multi-disciplinarity, then undergraduate, and consequently the graduate, teaching may entering a fertile and rewarding new phase.
Composing a degree pathway with numerous modules, rather than with courses, has several advantages. For example, modules, with differentiated length, can be combined in more ways than courses, and duplication among courses is eliminated. Furthermore students do not need to take 15 weeks of all topics, but instead can take parts of courses—MOOCs have shown that many students, if given the opportunity, will select needed material from courses - making the curriculum more coherent and efficient from their point of view.
Students will find out more rapidly what path and major fits them as they are not required to take a full semester of each course before changing path.
Faculty do not need to change their courses, as courses are already designed in modules (topics). Faculty will benefit from knowledge of what material their students have had prior to their class, and preparation of the class will be more uniform.
Students in classes will be more motivated. Consequently
• Students will be retained and graduated at a higher rate
• Student learning outcomes will be superior and thus success of graduates will be greater
• Curriculum will be delivered more efficiently, saving faculty time, and thus money
• Mobility is facilitated.

Of course B-READI project can only contribute to the start up of these new methods and tools. It will experiment the modular multidisciplinary organization in one/two semesters of the identified degrees, providing the students a great flexibility in integrating the new modules offered by each partner institution.
The experimentation will open the way to a wider adoption of the methods and support the universities in implementing the needed changes, as required by the new European policies concerning education.

During the training week the teachers will have the possibility to exchange directly opinions, expectations, aims, as well as to explore all the possible combinations of modules the

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partner universities will offer to the students in view of the foreseen physical and virtual mobility among the partners, with full and automatic recognition of credits by home universities and with a sound translation of marks to the national systems, as established in the curricula/tracks design phase (O2-O3).

Leading Organisation

UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)

Participating Organisations

Emergency and Disaster Management Studies (E10043753, IT)

MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)

TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)

UNIVERSIDADE DOS ACORES (E10200538, PT)

UNIVERSITAT DE GIRONA (E10209101, ES)

Duration (days)

5

Country of Venue

Italy

Starting Period

02-2022

Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Emergency and Disaster Management Studies (E10043753, IT)	100-499 km	7	6	0	5.532,00 EUR
2	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	500-1999 km	7	6	0	6.102,00 EUR
3	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	500-1999 km	7	6	0	6.102,00 EUR
4	UNIVERSIDADE DOS ACORES (E10200538, PT)	3000-3999 km	7	6	0	7.632,00 EUR
5	UNIVERSITAT DE GIRONA (E10209101, ES)	500-1999 km	7	6	0	6.102,00 EUR
Total						31.470,00 EUR

Group of Participants 1 Activity C1 (Intensive programmes for teaching staff - Teacher-Training Week)

Sending Organisation - Country	Country of Venue
Emergency and Disaster Management Studies (E10043753, IT) - Italy	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for teaching staff	5	6	0	6

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
100-499 km	6	180,00 EUR	1.080,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
6	7	742,00 EUR	4.452,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

| Total Individual Support Grant | | 4.452,00 EUR | |

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Group of Participants 2 Activity C1 (Intensive programmes for teaching staff - Teacher-Training Week)

Sending Organisation - Country	Country of Venue
MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB) - United Kingdom	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for teaching staff	5	6	0	6

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	6	275,00 EUR	1.650,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
6	7	742,00 EUR	4.452,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant		4.452,00 EUR	

Group of Participants 3 Activity C1 (Intensive programmes for teaching staff - Teacher-Training Week)

Sending Organisation - Country	Country of Venue
TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE) - Germany	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for teaching staff	5	6	0	6

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	6	275,00 EUR	1.650,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
6	7	742,00 EUR	4.452,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant		4.452,00 EUR	

Group of Participants 4 Activity C1 (Intensive programmes for teaching staff - Teacher-Training Week)

Sending Organisation - Country	Country of Venue
UNIVERSIDADE DOS ACORES (E10200538, PT) - Portugal	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for teaching staff	5	6	0	6

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
3000-3999 km	6	530,00 EUR	3.180,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
6	7	742,00 EUR	4.452,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant		4.452,00 EUR

Group of Participants 5 Activity C1 (Intensive programmes for teaching staff - Teacher-Training Week)

Sending Organisation - Country	Country of Venue
UNIVERSITAT DE GIRONA (E10209101, ES) - Spain	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for teaching staff	5	6	0	6

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	6	275,00 EUR	1.650,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
6	7	742,00 EUR	4.452,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR
Total Individual Support Grant		4.452,00 EUR	

Activity Budget

Travel	Exceptional Cost for Expensive Travel	Individual Support	Linguistic Support	Total
9.210,00 EUR		22.260,00 EUR		31.470,00 EUR

Activity Details (C2)

In this section, you are asked to provide details about this specific activity.

The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field
HE

Activity Type
Intensive programmes for higher education learners

Activity Title
Pilot Training of students of key degrees and work experience

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Activity Description (including profile of participants per organisation, goals and results of the activity)

This activity will consist of an intensive theoretical and practical training focused on the new competences and skills required for a correct, efficient and efficacious design and implementation of risks prevention and management plans as well as of a resilience strategy that envisages the short term and long term expected results in a logic and temporal sequence that is feasible and realistic and takes into the due account the complex set of variables of the involved scenario.
Trainees are students of the identified degrees in each partner institution, who will be provided with tools and competences for building up a multidisciplinary study programme focused on the attainment of a qualification as European Crisis Emergency Manager (ECEM) or European Prevention Manager (EPM).
The students' training will be organized jointly with the teachers' training week so that students and teachers of all the partner universities have the opportunity to cooperate for the achievement of the expected outputs of the 2 trainings.
Furthermore the trainees, spending 1 week together in the same host university (UNIVAQ), will have the possibility to exchange directly opinions, expectations, aims, as well as the opportunity to start the creation of a network of the new professionals fundamental for a continuous enhancement of competences and skills and of capacity to adapt the knowledge to different situations and social expectations.
The modules of this C2 will be taught by researchers of the host university and will focus on the actual disaster research that is transiting from addressing traditional domain-specific issues to investigating cross-cutting and complex interdependence of causes and their implications.
Thus topics will include the stock of knowledge of the new EM :
1) Strengthening Governance for Effective Disaster Risk Management
That includes multi-stakeholder participation; Capacity development for holistic management of disasters; Financing disaster risk management; Leveraging science and technology for disaster risk management; Transparency and accountability in disaster management;
2) Inclusive Disaster Management
That is "no one will be left behind" in the collective journey of building the future we want.
3) Resilient Health Care and Education Systems
Protecting health care and education systems from the natural and manmade hazards, surveillance for epidemics, post-disaster psycho-social care.
4) Resilient Ecology, Agriculture and Livelihoods in Changing Climates
Climate change adaptation in agriculture policies, planning and good practices; risk monitoring, early warning and decision making.
5) Response, Relief, Reconstruction, Recovery and Development
Post-disaster response, relief, reconstruction and recovery are becoming increasingly difficult and complicated. Better preparedness for effective response and pre-disaster recovery planning can make these tasks efficient, responsive, participatory and transparent.
6) Disaster Resilient Businesses
The Sendai Framework highlights the need to integrate disaster risk reduction into the management practices of every type of business to enhance their resilience to disasters.
7) Resilient Cities and Human Settlement
Resilience in complex urban environment and urban-peri urban interactions in disaster risks and resilience (More than half of world's population resides in cities).

Furthermore some exercise will be done on the basis of case studies presented by EDIMAS representatives based on concrete experience done in emergency situations.

Thus the purposes of this training are to:
• support the teachers participating to the training week in increasing and improving the knowledge about skills mismatch, identifying the Learning Outcomes and projecting the new teaching units for the new curricula/tracks

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• develop the students' understanding of how a module should be designed and specifically how the foreseen new modules providing innovative knowledge and transversal skills (entrepreneurial mindset, creativeness, invention, adaptability, problem-solving) should be structured
• develop the students' skills and competences in applying the theoretical knowledge to real life situations
• increase their awareness on the importance of a multi-disciplinary knowledge and their capacity to mix modules from different scientific sectors for a customized study plan coherent with their expectations
• disseminate the B-READI project aims and outputs (modules, challenge-based learning, project-based learning, support systems) to students' community.

Leading Organisation

UNIVERSITA DEGLI STUDI DELL'AQUILA (E10208792, IT)

Participating Organisations

MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)

TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)

UNIVERSIDADE DOS ACORES (E10200538, PT)

UNIVERSITAT DE GIRONA (E10209101, ES)

Duration (days)

5

Country of Venue

Italy

Starting Period

02-2022

Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB)	500-1999 km	5	5	0	2.825,00 EUR
2	TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE)	500-1999 km	5	5	0	2.825,00 EUR
3	UNIVERSIDADE DOS ACORES (E10200538, PT)	500-1999 km	5	5	0	2.825,00 EUR
4	UNIVERSITAT DE GIRONA (E10209101, ES)	500-1999 km	5	5	0	2.825,00 EUR
Total						11.300,00 EUR

Group of Participants 1 Activity C2 (Intensive programmes for higher education learners - Pilot Training of students of key degrees and work experience)

Sending Organisation - Country	Country of Venue
MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION (E10209003, GB) - United Kingdom	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for higher education learners	5	5	0	5

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	5	275,00 EUR	1.375,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant		
	1.450,00 EUR	

Group of Participants 2 Activity C2 (Intensive programmes for higher education learners - Pilot Training of students of key degrees and work experience)

Sending Organisation - Country	Country of Venue
TECHNISCHE UNIVERSITAT BERLIN (E10209450, DE) - Germany	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for higher education learners	5	5	0	5

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	5	275,00 EUR	1.375,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant		1.450,00 EUR

Group of Participants 3 Activity C2 (Intensive programmes for higher education learners - Pilot Training of students of key degrees and work experience)

Sending Organisation - Country	Country of Venue
UNIVERSIDADE DOS ACORES (E10200538, PT) - Portugal	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for higher education learners	5	5	0	5

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	5	275,00 EUR	1.375,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR

Total Individual Support Grant		1.450,00 EUR

Group of Participants 4 Activity C2 (Intensive programmes for higher education learners - Pilot Training of students of key degrees and work experience)

Sending Organisation - Country	Country of Venue
UNIVERSITAT DE GIRONA (E10209101, ES) - Spain	Italy

Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Intensive programmes for higher education learners	5	5	0	5

Group of Participants Budget

To estimate the distances between places, please use the European Commission's distance calculator

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	5	275,00 EUR	1.375,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	0	0,00 EUR	0,00 EUR
Total Individual Support Grant		1.450,00 EUR	

Activity Budget

Travel	Exceptional Cost for Expensive Travel	Individual Support	Linguistic Support	Total
5.500,00 EUR		5.800,00 EUR		11.300,00 EUR

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Background Information

What is the added value of these Learning, Teaching or Training activities (including long-term activities) with regards to the achievement of the project objectives?

Skills mismatch is a central challenge for Europe and youth unemployment is also a crucial focus area for EU. Universities have a key role in coping with the present societal challenges since they prepare the professionals of the (not very far) future. Providing multidisciplinary knowledge and transversal skills represents a common goal but several changes are needed at behavioural (students and teachers) and competence (general and specific) level.

The traditional bachelor's degrees aim to impart knowledge of a single, complex abstract system to a very high level, as the best preparation for a lifetime of participation in that field. Furthermore, the single discipline degree is often building onto an already advanced and specialised school education.

The presents student community has completely changed and must be prepared for the future scenario by acquiring abilities to learn to learn, to grasp unfamiliar knowledge systems and to be open and ready to train for any of a wide range of specialised jobs in a wide range of complex organisations.

A multidisciplinary modular degree would train students in the practice of learning qualitatively differing academic sub-disciplines, presented in conceptually coherent chunks. Each module would constitute a distinctive and distinct abstract system. The essential pre-requisite of a modular subject, that justifies its inclusion as a module in a multidisciplinary degree, is the quality of internal conceptual coherence. This means that a module needs to be intellectually self-contained and self-sufficient.

This approach to curricula/modules design that is the way universities will work in a near future, needs a complete renovation of the teaching process for which teachers need a specific training.

As described in the rationale of the proposal and in O2-O3, skills mismatch of graduates in the field of civil protection and risk management is not only particularly evident but also dangerous for the consequences at local and national level and beyond. However, in order to decrease knowlededge gaps and skills mismatch it is essential to have multidisciplinary curricula, new teaching methods and new assessment tools, and to have teachers with the necessary skills and competences to develop and implement those curricula and adopt innovative teaching and assessment methods and tools.
By implementing a teacher-training week, the B-READI project will provide a first pilot group of teachers with the competences and skills to start the needed renovation. The training activity is foucused on this aim.

Through the teacher-training week the participants will gain professional development, which is highlighted as a need by the European Union (Supporting Growth and Jobs – an Agenda for the Modernisation of Europe's Higher Education Systems).
The training activity will have a positive impact on the sustainability of the project since participants will acquire the necessary skills and competences to design and implement renovated curricula in other fields and adopt the new methodologies in other activities.

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How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

Head of Deapartments and Degrees' coordinators are responsible for selecting the participants for the teacher-training week. The participants are selected on the base of: strong teamwork skills, high proficiency in English, and a desire/committment to approach the new methods for multidisciplinary curricula design and competency assessment.

The participants will be prepared for the teacher-training week through a seminar at their home institution, which will be organized by the internal project team. During the seminar the participants will receive an introduction to the B-READI project and the aims of the teacher-training week (defining learning outcomes, establishing assessment methods for the multidisciplinary modules and transversal skills). Furthermore, they will receive training in intercultural communication and cooperation in transnational teams since the success of the teacher-training week relies in the capacity to join the knowledge and know-how of different institutions to create a competence with high transnational added value.

The participants will also be asked to do some preparatory work before participating in the training week. The preparatory work will be defined after the completion of the state of the art report because that output will provide valuable input to the knowledge/competence teachers need to gain. However, it is expected that the participants are asked to read some literature and needs analysis report before attending the training.

UNIVAQ will organize practical arrangements, e.g. accommodation, room booking and catering, and the local project teams will organize transportation.

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in Learning, Teaching or Training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

The partners will recognize the teacher-training week:
• as part of the teacher's yearly work plan
• included in the teacher's annual performance assessment
• as informal recognition by the academic authorities, according to the rules and tools adopted in the institution
The participants will receive a course certificate after completion, which will state the knowledge, skills and competences (learning outcomes) they have gained by participating in the training week. It can be expected that the European instrument Europass will be used.

On the other side, the new modules designed and implemented (intellectual output O3) in the pilot (intellectual output O5) will make use of ECTS and count towards the students' degree. These principles are the base for the award of double/multiple degrees to students who combine the modules offered by the partner universities through physical and virtual mobility as described in O5 and O6.

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Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Requested Grant
Total					0,00 EUR

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Requested Grant (75% of Expected real cost)
Total				0,00 EUR

Follow-up

Impact

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What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

The main aim of the B-READI project is to cope with the knowledge gaps and skills mismatch of the graduates who usually are employed in the Civil Protection units and Risk Management Agencies/Companies that have proved to be the reason of the present low capacity to tackle the risks at local, national and European level.
The COVID-19 outbreak has emphasized the limits of the system and highlighted the need of a real coordination at (at least) European level.

The skills mismatch is generally proved in all the degrees and is the main reason of the high rate of unemployment among the young people and, above all, of the unbearable fact that 30% of those who are employed, are working in jobs that do not match their talents or even do not need a university qualification.

This is due to the unquestionable evidence that the job market, under the effects of the disruptive technology and in an ever changing societal scenario, has changed and is changing very fast, while the HE system, the key educational provider, is still tied to the traditional aim to impart knowledge of a single, complex abstract system to a very high level, as the best preparation for a lifetime of participation in that field.

Also the student community changed, including people with different cultural background, different attitudes and behavioral characteristics, for which the traditional pattern of beginning academic specialisation (and preparation for a career) in the mid-teens is becoming ever less appropriate to the economic structure and psychological demands of the contemporary world.

Thus the request from employers, policy makers, observers and economists, for trying to match supply with demand for million undergraduates who were narrowly training for specific vocations, is a huge challenge for which teachers and academia as a whole, are not sufficiently prepared.

B-READI project intends to contribute to the needed changes in HE by providing an example of how a new methodological approach to design and implement curricula/modules can enhance the competitiveness of the graduates and strengthen their employability, and, above all, the effectiveness of their role.
This will be achieved in the field of Risk Management and Prevention through:
• the identification of the main skills shortage on which the highlighted limits are rooted
• design of modular multidisciplinary curricula/tracks that, relevant for the sector (and labour market in general), provide the students with new knowledge and skills
• providing teachers with the capacity to reach "all" the students through the renovation of teaching/learning methodologies
• teachers' training for enabling them to project curricula and modules with a multidisciplinary flexible perspective.

The first direct target groups are the participant students and teachers.

Teachers: in the training week and local training seminars, teachers will gain knowledge about labour market's needs, skills mismatch and transversal skills. They will develop awareness of the needed change in teaching and curricula organization, will up-date their methods, introduce a cross-disciplinary perspective and enhance in a continuous basis, the acquired skills and competences. The B-READI impact is at personal (new skills) and professional level (new methods).

Students: in the pilot phase, students will experiment the opportunity to build up a customized study plan by mixing the new modules offered by the partners to get a multidisciplinary competence, according to their personal choice and work perspectives. This will increase their employability in the sector they chose for their career, with positive impact on their quality of life.

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The second group are the Academic Authorities (Deans, Departments Heads and Degrees' Coordinators).

Academic Authorities: the new approach to teaching, learning and projecting curricula/modules will support them in transforming the academic offer towards a flexible, modular multidisciplinarity, as envisaged by the European Education Area to be implemented in the next few years.
Thus the impact on partner institutions is twofold: improved quality of education and increased mobility.
The pilot modular system will ensure an automatic recognition of the credits with a positive impact also on academic mobility.
B-READI will therefore have a positive impact on "Internationalization".

The third direct target groups are the project teams and the representatives of Civil Protection and Risk Management units.

Project teams: have improved their knowledge about the sector's needs, skills mismatch and shortage, have improved the communication and intercultural skills and strengthened their international networking, also for further cooperation.

Employers (risk management units): will learn more on degrees' projecting and implementation, will reinforce the connections with academia and research for further cooperation in support of the needed transformation of their activities.

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What is the desired impact of the project at the local, regional, national, European and/or international levels?

Overall, the B-READI project is expected to have a positive impact on people (students, teachers, academic authorities, employers) and institutions (universities, local and national authorities) with the ambition that the outputs would produce changes at local, regional, national and European level.
The main aims are
• graduates' skills mismatch reduction
• increase of graduates' employability in the sector they selected

The need to reduce skills mismatch and shortage has been explained in the previous sections. This problem is common to all the EU countries and the new programming period will focus on the key role of higher education in preparing the professionals of the future, that means to be able to apply their knowledge for solving real life problems in a complex and ever changing world. This means that specialized knowledge is not sufficient if it is not completed by creativity, entrepreneurial mindset, capacity to learn from other fields and apply the new knowledge to the specific situation they encounter.
B-READI provide an example of curricula renovation in the Risk Management and Prevention sector that is tackling the strong impact of new and devastating disasters. The developed methodology will be easily replicable in other sectors since the difficulties are common and the procedures will be available in open source.

Employers will play a key role in the project implementation because they will bring in the curricula design the concrete experience on which the new multidisciplinary programmes will be designed. Furthermore, during the pilot experimentation, they will cooperate in evaluating the results in order to further improve the modules content and approach.

The experimentation will be implemented in 5 universities and one Study Center from 5 different countries and with diverse scope: research universities and one research center for strategic planning for territorial development and emergency management. Thus the integration of competencies, knowledge and skills of staff from these institutions will provide the new curricula with different perspectives. Indeed, due to the fast societal changes and challenges, the application of research results on teaching activities is fundamental, as compulsory is the multidisciplinary vision of the expected knowledge.

Thus, at local level, the impact will be
- on the universities, by supporting them in the implementation of the renovated mission envisaged by the recent documents from EC and Council about the establishment of the EEA as the space where all young people receive the best education and training and find jobs across the continent;
- on the companies, by projecting curricula able to develop the missing skills and competencies, as concretely ascertained in the everyday activities;
- on the society, by reducing the frustration of the young professionals who do not find a job coherent with the obtained graduation and their career expectations;
- on the local governments, by reducing the brain drain that is impoverishing their community and enhancing the innovation ecosystem where a sustainable development will be rooted.

At national level the problems faced by universities, society and government, are the same. Thus B-READI will produce an impact also at national level through the Multiplier Events and the Dissemination activities.
Indeed, by following the methodology developed by the project, other institutions will improve the quality of education, will move towards the aims of the EEA, will enhance the skills of their teachers, will strengthen the cooperation with the job market and enhance their role in the region they are located. The Ministries of Education will be equipped with a concrete example of how to promote the HE system reform.

At European level, the outputs will be disseminated in the framework of the "Union Civil Protection Knowledge Network" already during the project implementation. A MoU subscribed

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by the partner universities and the members of their international network established for students and staff mobility, will ensure the impact also at this level, and not limited to the time span of the project life.

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How will you measure the previously mentioned impacts?

The expected impacts of B-READI project will be measured through assessment throughout the project period. Furthermore, the civil protection and disaster management experts and organisations, involved in the project will carry on evaluation activities after the project end with the aim to measure the long-term effect of the project.

Teachers: the expected impact will be measured through online questionnaires in connection to teacher-training week (C1), local training seminar (E1-E4) and conference (E5). The questionnaire will be developed by UNIVAQ with input from all partners. It will be measured on the following basis:
• Minimum 150 teachers have participated in teacher-training and/or multiplier events
• 85 % state they have developed skills and competences for designing modular flexible multidisciplinary curricula
• 85 % claim that they will apply the new teaching methods
• 85 % state they feel more confident in developing new curricula
• 80 % state they are more likely to introduce multidisciplinarity in planning their teaching activities.

Students: the questionnaire developed in O1, will be distributed during the pilot. Students will assess their own learning and how the project has impacted their skills and attitudes. Furthermore, they will assess their classmates (group members) through the team profiling questionnaire developed by B-READI partners (O5).
The impact will be measured against the following:
• Minimum 100 students participated in the pilot
• 90 % state they have improved their knowledge of sector's needs
• 80 % state they have improved their skills
• 70 % state they feel more confident in applying for jobs in their specialized field
• 75 % state their classmates have improved their transversal skills.

Academic Authorities: the expected impact will be measured through an online evaluation form during their participation in local training seminars (E1-E4) and conference (E5), against the following criteria:
• Minimum 50 (Head of Faculty/Department, Degrees' coordinators) have been addressed (through meetings and multiplier events)
• 60 % state they have enhanced their knowledge of sector's needs and current skills mismatch (the remaining 40% are those directly involved on the basis of their knowledge of those aspects)
• 90 % state that they will promote multi-disciplinary modular degrees in several fields of study, and will support the needed flexibility for achieving renovated attitudes, attainments and career trajectories.
• 70 % claim that they will support professional development for their teachers towards the new approach to teaching and learning
• 10 institutions have signed MOUs with partners.

Project teams: the impact will be evaluated at the end of the project period through an online evaluation form, against the following criteria:
• 60 % state they have improved their knowledge about sector's needs, skills mismatch and transversal skills (the remaining 40% are the project core group identified for their strong knowledge of those aspects)
• 90 % state that they enhanced the awareness of the need to change the organization of the teaching activities
• 85 % state they have developed their transversal skills such as communication and intercultural skills

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• 90 % state they have strengthened their capacities in project management

The long-term effect of the B-READI project will be measured by the "Union Civil Protection Knowledge Network", through their representatives:

Students: the experts of this Network will develop an evaluation form that will be sent to the students who participated in the pilot, one year after graduation. The evaluation will measure their individual assessment of the competences and skills in relation to their current working situation.

Teachers: an evaluation form will be sent to teachers participating in the project's teacher-training week and multiplier events. The evaluation form will measure their current competence on curricula design with focus on multidisciplinarity and transversal skills and their methods in teaching activities. It will be measured through the following criteria:
• 75 % declare that they changed their teaching and assessing methods as well as the content and focus of their courses
• 40 % are in the process of developing new/improving existing curricula with multidisciplinary content and focus on transversal skills.

Academic Authorities: an evaluation form will be sent to the partners and the institutions that have signed MOUs. This will measure their current focus on professional development of teachers, development of new curricula and adoption of outputs developed by B-READI, through the following criteria:
• 70 % have promoted professional development of teachers with specific focus on multidisciplinarity and transversal skills
• 50 % are in the process of developing new curricula focusing on multidisciplinarity and transversal skills
• 80 % have implemented one or more of the modules developed in the B-READI project

Dissemination and Use of Project's Results

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Form ID: KA203-5F232091 Deadline (Brussels Time) 2020-04-23 12:00:00

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

What will be the target groups of your dissemination activities inside and outside your partnership?

Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

The main aim of the B-READI project is to cope with the knowledge gaps and skills mismatch of the graduates presently qualified to work as Emergency Managers.
At EU level the recent (2019) revision to the "Union Civil Protection Mechanisms" (UCPM) created a "Union Civil Protection Knowledge Network" to bring together civil protection and disaster management experts and organisations, increase knowledge and support the Union's ability and capacity to deal with disasters.
By recognizing that disaster risk landscape is continuously changing, they recognize that responding to disasters requires efficient collaboration and a multi-skilled approach: that is new professional profiles.
B-READI will prepare two new professionals with European value:
- European Crisis Emergency Manager (ECEM)
- European Prevention Manager (EPM).
The new developed modules can be attended
-by students of other key study fields with a full recognition of the acquired ECTS (this will enhance their active citizenship and civic engagement),
-by voluntary workers in the Civil Protection and staff of emergency management units as re-training and lifelong learning.
Indeed the COVID-19 outbreak proved that the volunteers (many university students) have been the backbone of the concrete assistance to the population.

Thus, in order to achieve the project's objectives, targeted dissemination is crucial.

Primary target groups, essential to tackle the identified problems, test the effectiveness of the activities and measure the success, are:
• Teachers of partner institutions (to be involved in the pilot)
• Students of partner institutions (to be involved in the pilot)

Universities find it hard to renovate the degrees' organization towards the new knowledge and skills needed by the economic structure and psychological demands of the contemporary world. Curricula are still placing little emphasis on critical thinking, cross-disciplinary perspectives and the other transversal skills required to decrease the gap between the competences acquired for the graduation and what it is needed in the real life work environment.
Thus teachers need to be thoroughly "informed" of what the ever changing society is expecting from them, and adequately "formed" to be able to do what must be done.
B-READI will equip the teachers with a knowledge and tools for changing their methods, in order to modularize their courses and allow the needed flexibility in the establishment of the study plans.
By involving the teachers already in the consultation phase they will develop a strong sense of ownership of the outputs produced, with the positive effect on sustainability beyond the project life.

Students graduate without the range of transversal skills they need for resilience in a changing world. Thus it is important not only to change the degrees' organization but also to enable the students to take the advantages of such changes.
Most graduates, especially those aiming to work in the field of Risk management and Prevention, seem destined to become middle-managers of one kind or another, and furthermore

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the modern economic structure usually forces several career changes involving re-training and re-skilling.

Thus students must be aware that multi-disciplinary modular degrees only make educational sense if they provide more than a superficial overview. By studying several modules in parallel and in sequence they are encouraged to develop an aptitude at engaging with new abstract systems of thought, switching-between different systems.

Secondary target groups, crucial to ensure sustainability, are the Academic Authorities of the partner institutions:
• Head of Faculty/Departments, Degrees' Coordinators
• Teachers

Universities are still offering single discipline degrees, and teachers continue to provide high level specialist knowledge, without looking at alternative integrated educational goals.

A flexible multidisciplinary modular degree would train students in the practice of learning qualitatively differing academic sub-disciplines, presented in conceptually coherent parts, where each module has the quality of internal coherence.

The switch towards this new approach requires convinced decisions from Authorities and the availability of teachers able to change their methods. Thus these Authorities must support the teachers through targeted training and teachers must accept the renovation.

Dissemination must address these two groups for ensuring the sustainability of the project results and also for moving towards the European Education Area as envisioned by the recent EU documents.

Multiplier Events(E1-E4) and Conference (E5) will extend the dissemination to the same targets from other regional, national and European institutions. The network of universities with which each partner cooperates will be the wide audience and the availability of all project outputs in open source will ensure the dissemination during and after the project implementation

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Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

Dissemination activities, as important tool for achieving the objectives, will be implemented throughout the project period on local, regional, national, EU and international level.
For each target group a key message is defined and activities will pursue three levels of dissemination: 1) awareness, 2) understanding and 3) action.
Each level has its own goal and dissemination channels.

The key message for students is "become essential for the sector's needs" because they need a clear understanding of the requirements of the Civil Protection and Risk Management sector and how they can get the job/career they want and for which they studied:

1) Awareness – internal communication channels such as student website and internal Facebook pages will be used to publish results from the needs analysis report to ensure the students have knowledge of the present scenario.

2) Understanding – direct two-way communication is the best method to make students understand and to attain their expectations. Therefore, the project teams at each partner will organize classroom presentations, internal events, students' organizations workshops and debates. During those activities they will understand how important is to have a multidisciplinary knowledge and get the highly required transversal skills to be competitive in the job market and how the project will pursue such aims. Sector's representatives will be involved to bring the real life experience.

3) Action – Degrees coordinators, students' tutors/counselors, International Relations Office staff will invite students to meetings to discuss their individual needs/vision concerning multidisciplinarity and transversal skills on the basis of the profiling questionnaire developed by UNIVAQ (O1). The students will get a complete information of the new modules and new teaching methods for which they can also provide suggestions and become active participants in the project.

The key message for teachers is "provide the graduates of the future" to ensure they understand the reasons behind the requirements from the European documents/reports to update the teaching/learning methods for transmitting new knowledge and new skills.
1) Awareness – based on the needs analysis and state of the art report, information/articles about the requirement of new professionals from Civil Protection and Risk Management units, will be published on internal communication channels. To ensure teachers from other institutions and countries (secondary target group) also have a clear awareness of the need to provide new knowledge and new skills for the graduates competitiveness, articles about knowledge gaps and skills mismatch will be published on the project's website and the LinkedIn page.

2) Understanding – To ensure the teachers have a clear understanding of the skills and competences they need to change teaching methods and tools, the partners will organize presentations during faculty/department meetings. National/international conferences, network meetings and teacher/staff mobility activities will ensure that also external teachers (secondary target group) get the same understanding.

3) Action – teachers will participate in workshops implemented during multiplier events (E1-E5) to ensure they develop the necessary skills and competences in multidisciplinary curricula design, new teaching methods and assessment. Individual emails will be used to spread information about the multiplier events. The multiplier events are intended also to stimulate the interest/desire to follow the project actions and adopt the project's outputs in their activities.
This will contribute to the sustainability of the project.

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The key message for Academic Authorities is "invest in teachers' professional development".

1) Awareness – internal communication channels and external publications will be used to publish the needs analysis results and state of the art report, to ensure Academic Authorities have knowledge of the lack of focus on multidisciplinarity and transversal skills in curricula and assessment.

2) Understanding – to ensure Academic Authorities understand why it is necessary to allocate resources to professional development, and designing and implementing new curricula, the partners will organize presentations during board meetings and participate in national/international conferences and network meetings.

3) Action – face-to-face communication is the best communication channel when the aim is to create action towards something. Therefore, the partners will organize individual meetings with the Authorities to promote the project's outputs and to invite them to sign the MOUs, which will contribute to the project sustainability

Furthermore,
• The partners' international network of HEIs will be used when implementing dissemination activities
• Project website will be updated regularly with information about the progress in the project and its outputs
• A project brochure will be developed.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

UoG has the responsibility to establish the Dissemination Plan and coordinate the activities, but all partners will actively disseminate the project and its outputs throughout the project period and after the project has ended.
UoG has the relevant expertise in developing and implementing dissemination strategies. Furthermore, EDIMAS and UNIVAQ have hands-on experience with developing communication materials and websites through their coopefratio in organising the specialization 1-year post-graduate course. Furthermore, UoG has extensive experience with developing and implementing international projects where had the role to organize the dissemination actions. They will support the other partners in relation to the multiplier events and conference implemented during the project period.

All partners involved in the project have experience in communication and marketing and have previous experience in working within EU-funded projects and therefore have knowledge and competences in relation to spreading project results, creating interest amongst target groups and exploiting project outcomes. The partners have communication specialists working at their organisation, who will be consulted throughout the project period. The Communication Department at UdG will provide assistance with press contacts and internal communication. EPIMAS and UNIVAQ will use the network of the alumni to disseminate the project and its outputs to higher education institutions in as well as outside of Europe.

Each partner will use part of the "Project Management and Implementation" grant to support the dissemination activities carried out in the project. These activities refer to maintaining the project website, writing news and updating the project's LinkedIn page. The partners are expected to cover the cost for printing the project brochure. Furthermore, each partner will spend minimum one day per month on dissemination, which will cover some of the partners' co-financing. The participating institutions are on continuous basis involved in various activities as conferences and stakeholder meetings, where the project will be disseminated. This means that several dissemination activities carried out in the project will be integrated in the project partners' ordinary work, which will minimize the use of resources (time and money) from the project budget for dissemination activities. Another positive aspect of that approach is that the time needed to create awareness around the new project and drive traffic to a website, generally high, by using already established communication channels, is reduced and the project's promotion and impact will be bigger.

Prior to the first transnational consortium meeting, UoG will develop a dissemination strategy, which will be discussed and agreed during the first meeting. All partners will actively contribute to developing and implementing the strategy. The strategy will, among other things, contain a plan over the dissemination activities that each partner and the project consortium will implement throughout the project. Dissemination will be discussed during each transnational consortium meeting and UoG is expected to do a short presentation about the status, e.g. which activities have been implemented, what was the outcome of the activities and which activities are planned in the next 6 months. The strategy/plan will be updated on a regular basis.

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Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

All materials developed in the B-READI project will be available as open access. The materials will be published on the Erasmus+ project results platform (https://ec.europa.eu/programmes/erasmus-plus/projects/) and be distributed as follows:
The state of the art report will be available as open access on the project's website. Furthermore, the report will be published on the project website, the project partners' websites and the LinkedIn page established for the project.
• The new modules will be available as open access on the project website. Furthermore, the curriculum of the degree courses that adopt the new modules and new teaching methods will be distributed through the project partners' websites, project website and the LinkedIn page established for the project.
• The assessment toolbox will be available through the project website, LinkedIn page and the project partners' websites
• The teacher support systems will be available through the project website, the LinkedIn page and the project partner's websites
• The training modules implemented during the teacher-training week and the local training seminars will be available as open access on the project website and the project partner's websites

All the produced results will remain available to the internet users.
The pages of the web site will be designed and up-loaded with project logo, programme logo and in a common editing style in order to be recognized and acknowledged. These pages will be active for at least 5 years after the end of the project. Users of specific documents, as manuals and teaching materials will be required only to register in order to get username and password.
All the dissemination information, project reports, projects official documentation, Guidelines, will be directly available.
The main aim of the project is the development of a methodology and tools for the design of new professional profiles concerning the sensitive and every day more actual problems related to the citizens security in the scenario that sees attacks and risks of every kind. The new professionals should represent an important advanced step toward the dissemination of a prevention culture. The wide and interdisciplinary competencies will ensure on one side a suitable prevention planning and in another side a proper emergency management.
These professionals have an international value , so the training methods will be available to other users.

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How will you ensure that the project's results will remain available and will be used by others?

UoG, with input from all partners, will establish an exploitation strategy. The objective of the strategy is to ensure sustainability of the project's outputs and will provide recommendations and guidelines for the continuous use of the project's outputs. The main aims of the exploitation strategy are to ensure the outputs (modules, teaching and assessment methods, teacher support systems and teacher-training module) are
• used in other degree courses in the partner institutions
•used by educational institutions that are not partners in the project
• available for use through the open access approach
• disseminated after the project period has ended.

- Used by education institutions that are not partners in the project:
the project's outputs will be disseminated internally and to education institutions on local, regional, national and European level throughout the project period to ensure they are aware of and have a desire towards implementing the project's outputs. At least 10 bilateral agreements /MOUs with institutions from other countries will be subscribed. The network of higher education institutions to which every partner belongs will be informed of the project aims and outputs through links to their website, also after the project has ended. Basically, each partner is committed to inform about the outputs developed in the B-READI project the institutions with which developed joint activities, stimulate their interest in replicating the experience and, in such cases, provide support and expertise.
The partners have cooperation activities also with institutions outside Europe, so the knowledge and outputs developed in the B-READI project will be disseminated to third countries.

- Available in open access:
the outputs developed in the B-READI project will be available as open access through the project website, project partners' websites, LinkedIn page. The open access approach ensures the results remain available and can be used by everyone.

- Disseminated after the project end:
the outputs will be disseminated on continuous basis to relevant target groups during regional, national and international activities implemented by the participating institutions such as incoming and outgoing teacher/staff mobility, participation in conferences, other project meetings and implementation of International Weeks. To ensure an active use of the outputs, the bilateral agreements signed by at least ten educations institutions, will concern the implementation of the project's outputs. As described above, each partner is committed to implement the outputs developed in the B-READI project and disseminate them also after the project has ended.
The "Union Civil Protection Knowledge Network" will be contacted for providing information on B-READI project results and activities in order to include the new professional profiles in the training activities they are going to organize.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

Dissemination activities will be implemented throughout the project period to ensure wide spread of the results and outputs developed in the B-READI project. The partners will make use of a wide range of communication channels and, according to the target and purpose, the most appropriate channel will be used.
There are several communication methods: written, verbal, non verbal, and several communication channels.
As previously described, dissemination activities will be implemented on three levels: Awareness, Understanding and Action.
To raise awareness, dissemination activities will make use of written communication (e.g. brochure and intranet). To ensure that the target groups understand what is communicated, the direct two-way oral communication (meetings, workshops and debates) is the best means for transferring the knowledge, while to stimulate the action towards the outputs that are communicated, an official oral presentation (e.g. faculty meetings and individual meetings) will raise the objects of communication to a higher but local level (partners' decision makers).
The project's team members will be introduced to the existing strategies and methods during the first transnational consortium meeting and it will be addressed throughout the project period.

The participating institutions are committed to disseminate the project and its outputs both internally and externally, and nationally and internationally. Participating in existing events and conferences will be a highly integrated approach in the B-READI project since it will contribute to time efficiency, resource efficiency and the participating institutions can focus their efforts on actually disseminating the project's outputs and not on practical arrangements and marketing of new events. As previously described, a dissemination strategy will be developed prior to the first consortium meeting but already now the participating institutions have identified national and international activities where the B-READI project and its outputs will be disseminated:

National:
The B-READI project will be presented on the web site of the partner institutions in the page of "projects and international cooperation" to create awareness for the project and its outputs amongst a wide range of stakeholders such as teachers and students on national level.
The Erasmus staff week organized by the partners every year for staff of international affairs offices, will be another important event for disseminating both internally and externally (the participating partners' representatives) the project aims and results.

International:
The partners are managing several cooperation projects for which several international meetings are organized. The participants are universities from EU and non EU countries that face the problems addressed by B-READI project. Thus the presentation of the project aims and results during such meetings will extend the information to a wide audience.

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Sustainability

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What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

As previously mentioned, all the project outcomes/outputs will be made available as open access through the B-READI project website and partners' websites. That means everyone can use the outputs developed in the project. All partners will commit themselves to maintain the project web site for at least 3 years on their own resources.
A number of activities ensuring sustainability of the project outputs are also parts of different outcomes of the project (including dissemination). Therefore, those activities are not considered here.

A) RESULTS THAT ARE EXPECTED TO LAST IN A LONG-TERM PERSPECTIVES and FUNDING AFTER EU SUPPORT
1) The new curricula/tracks, the new modules, the teaching and assessment methods and the teachers training module will be included in the partners' ordinary activities, which also means they have the necessary resources to sustain them. The new modules and teaching methods will be introduced by:
- UNIVAQ in the second and third year of the new professional Bachelor degree "Techniques for Civil Protection and territory security" ,
- UAC in the fourth and fifth year of the Master degree in "Civil Protection",
- TUB in the second year of the Master degree in "Disaster Management and Risk Governance",
- UdG as a specific track of the Master degrees in "Environmental Change: Analysis and Management", "Water Resources Science and Technology",
- MUHEC as a specific track of the Master Degrees in "Computer Forensics".
2) The modules developed for the new/up-dated degrees and tracks will be offered also to students of regular degrees in Medicine, Health Alliances, Economy and Business, ICT, Engineering and recognised in their curriculum.
Furthermore these modules can be attended by staff working in the private and public emergency units as lifelong learning and to voluntary workers in civil protection organisations for providing and up-dating qualifications on how to act in emergencies.
Teachers of these programmes are in touch with other faculties that also will be addressed throughout the project period with the aim to have more faculties utilizing the project's outputs.
3) The partners are cooperating with institutions outside Europe interested in the outputs developed in B-READI. The teachers training programme is particularly useful in the CBHE projects focused on "curricula development" where the partners are participating. The partners will also utilize the outputs developed in the B-READI project in other projects when possible.
4)The teacher-training module will be implemented as competence development activities to ensure more teachers at the institution have the necessary skills and competences to develop and implement multidisciplinary curricula and new teaching methods.
5)Furthermore the foreseen MOU's involving minimum ten education institutions established during the project period contains specific articles concerning the application of the outputs developed in the B-READI project using their own resources.
Overall, the outputs of the B-READI project are "ready to be used" materials, thus resources for development are not necessary. Since the outputs are linked to tasks already carried out by HE Institutions, e.g. curriculum development and assessment, institutions already have the necessary framework and resources to implement the project outputs.

B) ANALYSIS OF OPPORTUNITIES AND THREATS RELATED TO SUSTAINABILITY
Sustainability is ensured by academic, institutional and/or socio-economic factors:
1. Academic and Institutional Support:
Opportunities: The project proposal was extensively discussed with the relevant authorities of all the partners. The Universities adopted development strategies introducing modules and tracks in the project field and ensuring mutual recognition of the new courses. Therefore, they are eager to provide full academic and institutional support during the project implementation and ensure sustainability of its outcomes.

Threats: The accreditation of the developed profiles depends on authorities subject to change due to elections. This was prevented by involving the high level of the governance.

2. National support:

Opportunities: National accreditation bodies are key actors in long term support of the project outcomes. Governments in all the countries adopted NQF linked to EQF and must act consequently. The professional profiles that the project provides concern one priority in the recent EU policies.

Threats: Traditionally national accreditation bodies do not like changes. Direct participation in E1-E5 should produce the expected support.

3. Socio-economic support:

Opportunities: the partners are eager to move into innovative teaching. Highly-skilled professionals in risks assessment and management are recognised key persons for the EU development.

Threats: National bodies are still not well aware of the EU policies and trends. It will take extra efforts to ensure that they are well aware of the opportunities within the project.

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Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

The maximum number of all attachments is 100.

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
DoH-B-READI-signed.pdf	1,632

Please download the Mandates, print them, have them signed by the legal representatives and attach them here.

File Name	File Size (kB)
MANDATES_B-READI.pdf	2,013

Please attach any other relevant documents.

File Name	File Size (kB)
Tjek på Teamet.pdf	140
2020-gantt-chart-template_en-B-READI_def.xls	57
Total Size (kB)	3,842

Checklist

Before submitting your application form to the National Agency, please make sure that:

☑ It fulfils the eligibility criteria listed in the Programme Guide.

☑ All relevant fields in the application form have been completed.

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: IT02 Agenzia Nazionale Erasmus+ - INDIRE

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted as an annex to the application form. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Erasmus and European Solidarity Corps platform (for more details, see Part C of the Programme Guide - 'Information for applicants').

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Erasmus and European Solidarity Corps platform (for more details, see the section 'Selection Criteria' in Part C of the Programme Guide).

Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.

For the full description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form. http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm

☑ I agree with the Specific Privacy Statement on Data Protection

Submission History

Version	Submission Time	Submitted by	Submission ID	Submission Status
1	22-04-2020 20:33:15	anna.tozzi@univaq.it	1650668	Submission OK