
Teachers 4.0 Digital Age: Tackling Disinformation and Promoting Digital Literacy through Education and Training in European Classrooms

TEACHERS 4.0 DIGITAL

D8.1 QUALITY ASSURANCE PLAN

NAME OF DELIVERABLE	D8.1 Quality Assurance Plan
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PROJECT COORDINATOR	European University Cyprus

Document History

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1. Quality Assurance Plan

1.1. Description of the Deliverable

This document is the official deliverable **D8.1 Quality Assurance Plan of the Teachers 4.0 Digital** project funded by the European Union's Erasmus grant - Partnerships for Innovation - **Forward Looking Projects (Project: 101132893 — ERASMUS-EDU-2023-PI-FORWARD)**. The plan will be updated as needed throughout the project duration based on the evaluation and analysis of the Advisory Scientific Board, the Steering Committee and the External Evaluator's feedback and suggestions.

The quality assurance plan sets out the quality assurance practices for the project. Its purpose is to ensure that the quality requirements are planned appropriately and adhered to throughout the project and proper actions are taken in case of risks. It is a **horizontal** project phase that lasts throughout the lifetime of the project and supports the successful implementation of it.

Quality assurance, as described in the relevant Work Package [Work Package 8 – Evaluation and Quality Assurance] is a very important part of the TEACHERS 4.0 DIGITAL AGE project since it relates to the systematic monitoring and evaluation of the various aspects of the project in order to ensure that the pre-defined quality standards are met.

Quality assurance procedures envisage the following number of measures:

- [a]. tracking work plan implementation against key milestones,
- [b]. tracking actual versus planned resource expenditure, and
- [c]. tracking progress on deliverables and outputs.

Quality assurance depends on the implementation of an effective and timely monitoring strategy, on the measures taken to ensure high quality in both management issues and output characteristics and on the mitigation of potential risks and challenges. These interrelated issues have been taken into account during the project proposal phase and they will be put into practice once the project commences. More indicatively, these different aspects of the quality assurance plan to be implemented are described below:

[a]. Evaluation Processes and Methodologies

The TEACHERS 4.0 DIGITAL AGE project has put into place specific indicators to measure, assess and evaluate the project processes and methodologies.

Each constituent part of the project will be evaluated by the relevant bodies, teams or individuals, so that the quality of the project results is measured, and if needed amended accordingly, in the case that the set standards are not met. The most basic bodies that will undertake the evaluation tasks are the following:

- ❖ the Steering Committee which will meet on a regular basis with the primary goal to overlook and assess the progress of the project activities and to check whether the specified outcomes have been achieved according to the pre-defined time-schedules.
- ❖ the Advisory Scientific Board - comprised of experts from the participating organisations - which will evaluate the quality of the projects' outputs. The board will meet bi-annually so as to assess the extent to which the produced results and outputs are characterized by specific quality standards, already put into place at the beginning of the project. The Advisory Scientific Board will indicate strong and weak points of the results, so that subsequent amendments are made and high quality is achieved.
- ❖ The External Evaluator who will participate in partner meetings in order to provide insight and comments on the processes, results and outcomes of the project. The external evaluator will provide the partnership with valuable information regarding the degree to which

products and processes have achieved their goals. The reports submitted by the external evaluator will act as a compass for the amendment of results which have already been produced and for the standards which the forthcoming results have to abide by.

The evaluation processes have been designed as to efficiently and effectively assess the extent to which the project reaches its objectives.

1.2. Project summary

Digital literacy and tackling disinformation are among the top three digital skills needed for the 21st century. Teachers need to be equipped with necessary knowledge and skills to empower their students to think critically, make informed choices online and stay safe whilst continuously building their resilience in the digital world.

Teachers 4.0 Digital offers a large-scale capacity building implementation for initial training and continuous professional development of teachers and educators across Europe with focus on Bulgaria, Cyprus, Greece, Italy, Poland and Romania.

The project partners will work together to achieve the following objectives:

- **Development of a comprehensive curriculum** that will guide teachers and educators in the ways they may cultivate to their students the necessary skills to thrive in the digital age.
- **Design of a University course** on the topic of combating disinformation and digital literacy: In addition to integrating elements of digital literacy into all initial teacher education courses, a specific course on combating disinformation, building resilience, as well as digital and information literacy will be developed as a separate course.
- **Development of an e-Learning platform** for the upskilling of thousands of primary and secondary school education teachers and educators that will offer the Teachers 4.0 Digital course in a blended learning format in six European languages: Bulgarian, English, Greek, Italian, Polish and Romanian.

The ultimate aim of the project is the delivery of a large-scale upskilling activity involving over 2.000 in-service teachers/educators and teachers-to-be in the countries involved to help them:

- acquire knowledge and skills related to digital literacy,

- update their knowledge on contemporary media used by children and adolescents,
- change their attitudes towards the role, importance and future implications of contemporary media,
- strengthen their commitment to promote digital literacy in their classrooms.

The project aims to create a wider impact by initiating a public debate with the involvement of all relevant stakeholders, contributing to a policy reform on digital literacy education at national and European levels, and to provide a long-term comprehensive guidance on issues relating to tackling disinformation and promoting digital literacy.

Quality assurance is taken very seriously by the coordinating and consortium team. The quality assurance of this project can be divided in two distinct phases adhering to relevant procedures and measures. The 1st can be considered to be the ‘Proposal Writing Phase’, 2nd the ‘Project Management’ phase which has commenced from Month 1 and has set the foundations for the Project Implementation.

2.1. 1st Phase Proposal Writing

Below the main points as to how Quality Assurance was ensured for this project from its inception , the proposal writing are highlighted.

2.1.1. Consortium and Project Management Composition

The quality assurance was adhered to from the proposal writing phase. Thus, in order to achieve the best possible quality for the Deliverables of this project, a very careful selection of partners to form the consortium was ensured. The TEACHERS 4.0 DIGITAL AGE brings together a great number of partners that have been working together for several years in the field of digital literacy and/or the field of teacher training. The project partners - in different settings and in different configurations – have a tremendous experience in the undertaking of a number of activities and actions - with an emphasis on media/digital literacy and teacher training. This has as a result the accumulation of an extensive experience and a series of previous projects on which this project will build upon. Additionally, as the TEACHERS 4.0 DIGITAL AGE is a large-scale capacity-building intervention, an effort was made to affiliate national universities with national public authorities for operating on the two levels:

- I. at the level of initial teacher training, through the involvement in the partnership of the Pedagogy Departments of six (6) major European universities,
- II. at the level of continuous professional development, through the involvement in the partnership of the relevant public authorities in five (5) EU Member States.

It is not only the extensive accumulated experience of the involved organisations that brings value to the project, but also the accumulated experience of the individuals behind the organisation. For example, this partnership brings together some of the world experts in the topics of media literacy such as:

- Paolo Celot - the Director of EAVI
- David Buckingham - Member of the Advisory Board of MediaWise
- Renne Hobbs - Member of the Advisory Board of MediaWise
- Nicoleta Fotiade - Director of MediaWise
- Gianna Capello - Professor at the University of Palermo

2.1.2. Risk Management

As per the project proposal a detailed Risk Management Analysis (para 2.1.5) was undertaken for each of the WPs, as seen below.

Risk No	Description	WP.No	Proposed risk-mitigation measures
1	A new covid-19 outbreak puts in risk project implementation. Likelihood: low Impact: low	WP1 WP4 WP5	Many of the project activities will run online, the impact of this risk on project implementation will be low. However, where applicable the partnership will re-plan face-to-face project activities to deliver them online. The experience from the previous covid-19 outbreak has proved that this is possible. In addition, should the workshops and the policy roundtables turn digital, our partners have experience with various stakeholder engagement techniques
2	Lack of communication or consensus within the consortium Likelihood: Low Impact: High	WP1	Conflicts within the consortium and inconsistent behaviour among partners are not infrequent events in transnational projects. In order to avoid risks associated with problematic partner behavior, the consortium is consisted of reliable partners [with a proven track record and capacities] with whom partners have worked on similar projects in the past
3	Project implementation delays Likelihood: medium Impact: high	WP2, WP3, WP4, WP5, WP6, WP7	Delayed input from one output to another occurs frequently in large-scale projects as is the present one. Therefore, the partnership will put into place rigorous management methodologies in order to avoid such risks. Continuous reporting and monthly online meetings guarantee that any delay will be tackled on time.
4	Dissemination channels do not reach the target groups Likelihood: medium Impact: medium	WP4 WP5	Reaching the target groups through the planned dissemination activities may not always occur. The project partnership will have to promptly modify the means of communication and the disseminated messages so as to successfully spread the word of the Teachers 4.0 Digital Age project to the widest possible parental audience
5	Low recruitment of preservice and in-service teachers Likelihood: low Impact: high	WP4 WP5	Recruiting and retaining enthusiastic teachers and educators is one of the most important components of the TEACHERS 4.0 DIGITAL AGE project. Thus, the case of a lack of interest on the part of the teachers and educators is one of the main risks that the project partnership has to consider. In order to deal with the risk of non-attracting the requested teachers in each national context, the partnership will employ a series of strategies ranging from simple

			word-of-mouth activities to more sophisticated methods which make use of advanced marketing methodologies [social media, internet etc.]. Moreover, the required flexibility will be provided in the provision of the training so as to better cater for the needs of teachers and educators in terms of their availability in time and their facilitation in terms of the location of the trainings.
6	Outcomes/reports/results with poor quality Likelihood: low Impact: high	WP2 WP3 WP4 WP5 WP6 WP7	As a preventing measure, the partnership has planned three (3) levels of quality control procedures/bodies: continual Steering Committee Meetings, Advisory Board and external evaluator. The purpose of these control procedures is to conduct timely reviews of deliverables and ensure high quality standards are maintained, within deadlines. In the case a deliverable is considered of poor quality, corrective action will immediately be undertaken.

Table 1 Risk Management Analysis

2.1.3. Appointment of External Evaluator

The fact that this proposal has provided for the appointment of an external expert, outside of the project to supervise and evaluate the project's progress in terms of timeframe and quality of Milestones, Deliverables and Tasks, is an additional measure that co-contributes along with the aforementioned in the Quality Assurance of the project. More specifically, according to the proposal:

'The project evaluation will undertake the principles of the formative evaluation methodology i.e. the evaluation will be ongoing throughout the lifetime of the project and the evaluators will offer continual feedback and guidance to the Project Coordinator and the Steering Committee.

Financial provision has been made for the partnership to appoint an external evaluator to observe, monitor and comment on the processes and the outcomes of the project. The evaluator will participate in all transnational meetings, will have access to all documents and training material, will attend the training sessions and will be present at the major project awareness raising activities. The main outcomes of the external evaluation procedure will be the interim and final evaluation reports. The data collection methods employed will include, as appropriate to the range of stakeholders, formal and informal interviews; assessment tests, questionnaires and observation. The testing of the main project outcomes will be

made feasible using multiple evaluation tools (questionnaires, in-depth interviews, evaluation tests etc.). The feedback and recommendations emerging from the testing sessions will be fed into the revision of the project outcomes. The entire project team will also contribute to the final summative evaluation report. On the basis of the external evaluator's reports, the project partners will take action to incorporate the comments and the recommendations made by the evaluator into the processes and outputs of the project.' (page. 110 of the Application Form).

2.2. 2nd Phase_Project Management

In this section, the specific actions and development of tools by the European University Cyprus acting as the coordinator, will ultimately adhere to the Quality Assurance of the Project Deliverables. The European University Cyprus (EUC) has been managing and participating in European projects since 2004. Its commitment to deliver successful EU funded projects is proved by the vast majority of research topics and funded projects and the concentration of their coordination under one Department dealing with financial and administration matters as well as high level research. The work performed in implementing actions regarding EU funded projects becomes more effective and functional, facilitating at the same time, the conduct of audits. EUC staff involved in this project is capable for following the above methodology in collaboration with the project partners who are Public bodies, Education providers and Private organizations with extensive experience in the delivery of EU funded projects. Specifically, EUC has appointed 5 individuals who are assigned distinct tasks for the successful coordination of the project. These individuals are Prof Marios Vryonides with the responsibility of the full inspection of the project's development and progress. Dr. Charis Xinari who will be the person supporting the development of the research related deliverables as an expert in the field of Digital Media Literacy, Dr. Georgia Solomonidou as the project management and focal point for all project deliverables, tasks and processes related to the project, as well as the mediator between the Project Officer and the consortium, Ms Maria Kalli who is responsible for the partnership agreements and any other formal financial and administrative documentations of the project and finally Ms. Katerina Petrou, as a Financial Specialist (FCCA) and administrator of the project.

The establishment of a Quality Assurance Committee and the monitoring of milestones, time schedule, resources and pending issues were adhered to from the 1st Month of the project via the establishment of appropriate project management tools (TEAMS shared folder as the

document repository of the project, detailed Gantt Chart, setting TRELLO as an additional management tool, providing financial reporting samples) and via actions such as the OPEN call for External Evaluator which resulted in the appointment of the External Evaluator before the 1st KoM of the project.

2.2.1. Steering Committee and Advisory Scientific Board

In order to ensure the quality of the project the consortium has formed a Steering Committee and Advisory Scientific Board, with one representative from each partner, with enough experience so as to be able to identify risks and decide upon the necessary preventive/ corrective actions. The Management team will consist of partner organizations who will be part of the Steering Committee in charge of all project activities. More specifically, the partnership consists of the following organizations:

- The European University Cyprus represented by Professor Marios Vryonides
- The National Kapodistrian University represented by Professor Constantinos Skordoulis
- The Sofia University St Kliment Ohridski represented by Professor Madeleine Danov
- The Universitatea de vest din Timisoara represented by Professor Mihaela Tomita
- Uniwersytet Lodzki represented by Dr. Marta Kedzia
- Universita degli studi di Palermo represented by Professor Gianna Cappello
- The Institouto Ekpedeftikis Politikis represented by Mrs Evie Trouki
- The Ministry of Education and Research by Mr. Avram Alexandu
- Athens Lifelong Learning Institute represented by Ms. Margarita Defingou
- The Asociatia Mediawise Society represented by Elisabeth Nicoleta Fotiade
- Lodzkie Centrum Doskonalenia Nauczycieli I Ksztafcenia represented by Mr. Jan Moos
- CESIE represented by Vito La Fata

- Research Innovation and Development Lab by Mr Stefanos Vagenas
- The European Association for Viewers Interests aisbl represented by Mr. Paolo Celot and
- ALL Digital Aisbl represented by Mr. Peter Palvolgyi

2.2.2. Teams Drive

It was decided that the best content management repository for the TEACHERS 4.0 DIGITAL AGE project was the 'Microsoft TEAMS shared Drive' and was set by the coordinating team from Month 1 of the project. The repository includes dedicated folders for Financial Management, Consortium meetings (sub folders for e-meetings and Face to Face Meetings), a folder for Official Documentation, Important Bibliography and a folder for each WP with the responsibility of each WP leader to create subfolders based on Deliverables and Tasks and specificities of each WP. Everyone who is involved in the project was granted access to the common drive even before the KoM of the project.

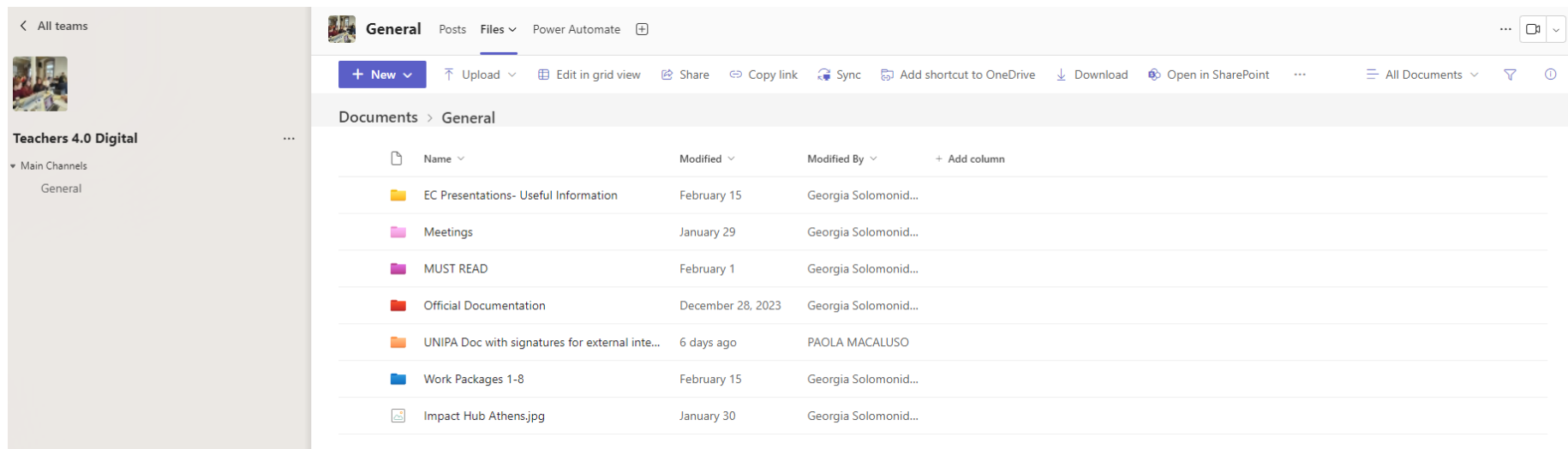


Figure 1 Teams Drive

The MS Teams software, offers the ability to hold online meetings and will be used for the monthly meetings of the project. Thus, the coordinating team has set (with consensus of the partnership) monthly meetings every 2nd Tuesday of each month. An invitation was sent by EUC coordinating team for the remaining 34 online meetings of the project and it is visible in each participant's TEAMS Calendar for the whole lifespan of the project.

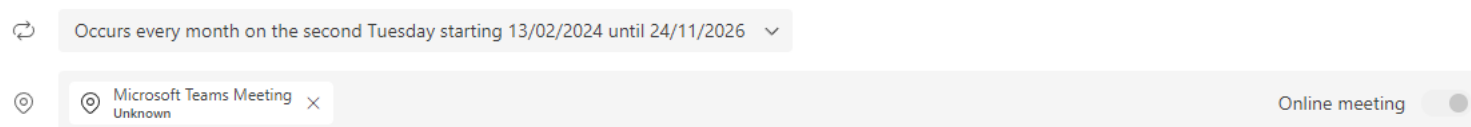


Figure 2 Occurrence of e-meetings

Of course, one week before each online meeting a kind reminder will be sent to all participants by EUC along with the agenda for a more constructive meeting to commence. The monthly agenda will be co-constructed with the partner leading the WP based on the Gantt Chart and the progress of the project in the time being.

2.2.3. Gantt chart

A more analytical Gantt chart than the one already created within the proposal was constructed by EUC team and shared with partners, clearly showing WP leaders, Task leaders in a monthly timeframe for the whole lifespan of the project.

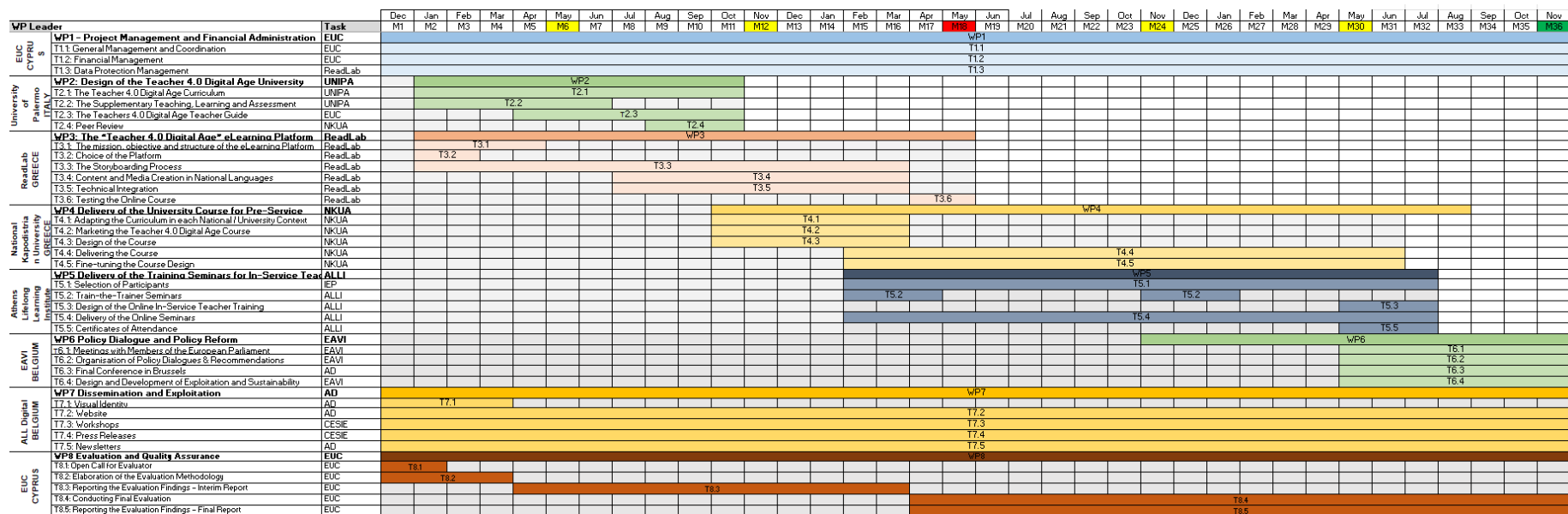


Figure 3 Project Gantt Chart

In the Gantt Chart, highlighted Months in yellow, the coordinator EUC has informed the partners that they are obliged to provide the relevant documentations, in order to cross check that all financial and administrative issues and milestones are met, completed and uploaded in the portal based on the Timeline. M18 indicates the middle of the project where an **Interim Report** will be asked from partners for internal use whilst M36 indicates the ending of the project where the Final Report is mandatory. For a coherent and clear financial management, a presentation was created and presented in the KoM explaining the notion of co-financing. Template samples for the creation of timesheets by Project Managers, were also provided by EUC.

2.2.4. Financial Management

Every 6 months, all Partners need to report on their expenses and days spent for each Work package in the template provided by the coordinator. This can be found in the shared folder under Financial Management section. In this way the coordinator will secure that the budget spent will reflect the actual work done by all members of the consortium.

Financial reporting schedule:

M1- M6 (1/12/2023- 31/5/2024) by 20/6/2024	submitted to Coordinator
M7- M12 (1/6/2024- 30/11/2024) by 20/12/2024	submitted to Coordinator
M1- M18 (1/12/2023- 31/5/2025) by 30/6/2025	Periodic Report 1 (submitted to EU)
M19- M24 (1/6/2025- 30/11/2025) by 20/12/2025	submitted to Coordinator
M25- M30 (1/12/2025- 30/05/2026) by 20/06/2026	submitted to Coordinator
M1-M26 (1/12/2023- 30/11/2026) by 10/1/2027	Periodic Report 2 (submitted to EU)

Table 2 Financial Reporting Timeframe

2.2.5. TRELLO management tool

To further ensure excellent communication and management of the project, EUC has made research on available management software and assessed available options to select the most appropriate to be used to serve the needs of the project. The project management tool 'ASANA' was originally suggested in the proposal. As 'ASANA' is not a free management tool and a budget was not foreseen, research on free available alternatives was undertaken by a team of expert project managements of EUC, concluding that TRELLO will best facilitate TEACHERS 4.0 DIGITAL

AGE. TRELLO is a Free Project management tool which helps teams organize tasks and collaborate seamlessly. It is an online tool that uses boards, lists and cards to help organize work. It has nice visual and intuitive nature, making it easy for everyone to use whilst it can also be downloaded as a mobile application. As this project has a large consortium of 16 partners in total, it was decided to create one workspace for each of the WPs and only partners who have a direct or indirect role within the WP will participate in each WP thus minimizing the unnecessary information for partners who are not involved whilst also allowing for a more prompt communication between partners who do have actually an active role in each WP via deliverables or tasks to communicate better and promptly. TRELLO workspace is already active whilst each WP Workspace is led by the WP Leader.

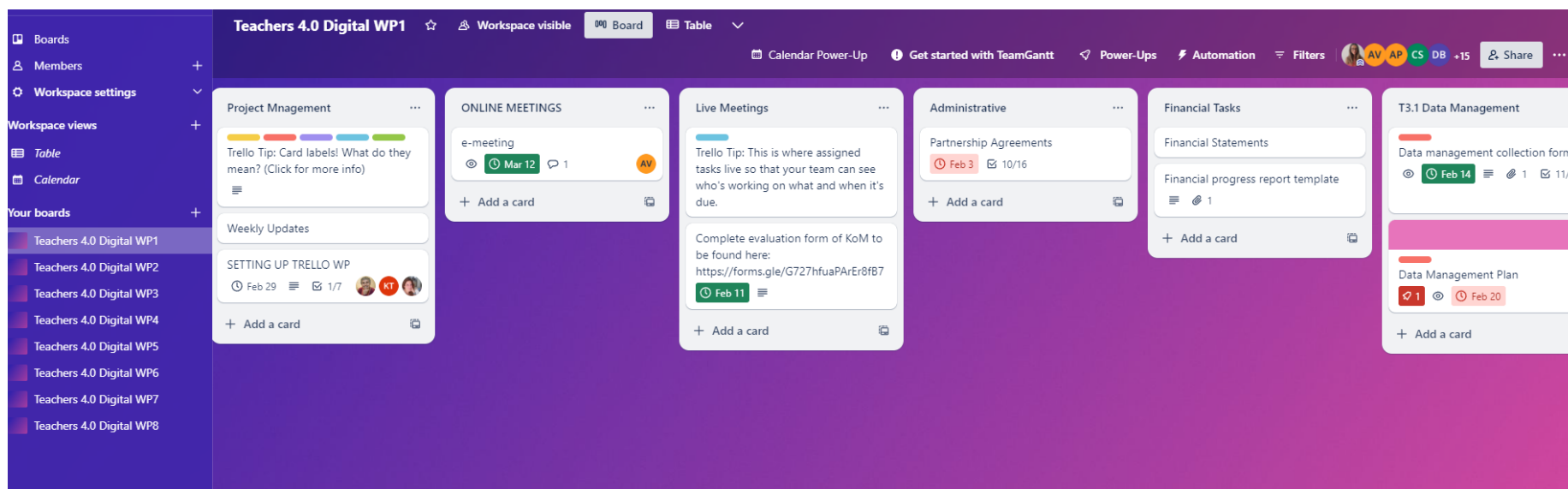


Table 3 TRELLO Management Workspace

2.2.6. Open Call for External Evaluator

EUC has made an Open Call for External Evaluator (see Annex 1) and has received 4 relevant applications. The Open Call was made in all channels of the European University Cyprus responsible for this task, including its Social Media and official website: [Facebook](#), [LinkedIn](#), [EUC website](#).

The Committee Members, Professor Marios Vryonides, Vice Rector for Research and External Affairs, European University Cyprus, Dr Charis Xinari, Associate Professor, Chairperson of the Department of Humanities, European University Cyprus, Dr Georgia Solomonidou, Research Associate, European University Cyprus, Dr Andri Christoforou, Head of Research Office, European University Cyprus after careful screening and evaluation of the 4 applications have concluded to appoint Dr. Makis Kouzelis for this role.

Professor Gerasimos (Makis) Kouzelis is Professor Emeritus of Philosophy of Science and Sociology of Knowledge at the Department of Political Science and Public Administration of the University of Athens. He has been (until his retirement in August 2020) director of the Laboratory for the Study of Greek-German Relations and Deputy Chairman of the newly founded Department of Sociology at the University of Athens. Until November 2019 (and since November 2015) he has been the President of the National Institute of Educational Policy in Athens. Since October 2023 he is a member of the Administrative Council of the Athens School of Fine Arts. He has published twenty-two books and he is the founder of the renowned academic publishing house Nissos, a founding member of the NGOs Society for the Study of Human Sciences (being for many years its Director) and Research Centre for the Humanities. Additionally, he has served as external evaluator for several national and European programs, the most recent of which have been The European MediaCoach Initiative (2017-2021) The European SafeOnline Initiative (2019-2023), The Augmented Assessment Project (2020-2023) and currently PrisonSafe (2022-2024).

Due to the prompt actions of the coordinating team the External Evaluator was granted access to all tools and documents already created (as analysed above) and was present in the 1st Live Kick off Meeting in Athens (1st – 2nd of February, 2024).

2.3. Conclusion

We consider the above two phases very well developed, establishing the foundations for a successful project via systematic monitoring and evaluation of the various aspects in order to ensure that the pre-defined quality standards are met. The cluster of:

- I. Steering Committee
- II. Advisory Scientific Board
- III. Following the Risk Analysis para 2.1.5
- IV. Appointing an expert External Evaluator through transparent procedures
- V. Establishing valued repository system
- VI. Creating a sub-community via a project management tool 'TRELLO'
- VII. 36 Monthly meetings
- VIII. 4 live meetings
- IX. Gantt Chart indicating clearly the responsible partner and monthly timeframe

Give us the confidence that the above chain will result in an all rounded Quality Project in terms of results.

ANNEX 1




CALL FOR EXTERNAL EVALUATOR

Call: Erasmus-EDU-2023-PI-Forward-Lot1 — Partnerships for Innovation- Forward-Looking Projects- Digital education (cross-sectoral)

Project Title: Teachers 4.0 Digital Age: Tackling Disinformation and Promoting Digital Literacy through Education and Training in European Classrooms

Acronym: Teachers 4.0 Digital

Duration in Months: 36 Months

Start Date: 01/12/2023

End Date: 30/11/2026

Abstract of the project:

The Teachers 4.0 Digital Age project aims to provide the context, tools and means to ensure that teachers and educators across Europe are adequately supported in their effort to address the pressing societal issues of tackling disinformation and promoting digital literacy. This project constitutes a large-scale capacity-building intervention at a systemic level for the elaboration and implementation of a comprehensive solution. It operates at three (3) levels:

- initial teacher training, through the involvement in the partnership of the Pedagogy Departments of six (6) major European Universities,
- continuous professional development, through the involvement in the partnership of relevant adult education providers;
- policy making, with the involvement of the Ministries of Education and relevant public or regional authorities in all the 7 involved countries (Cyprus, Greece, Romania, Bulgaria, Poland, Italy, Belgium).

Specific Purpose of the Project:

The purpose of this project is to provide a major upskilling opportunity to a total of two-thousand one hundred (2.100) teachers and educators throughout Europe so as to improve their capacity to deal with issues of disinformation in European classrooms and to collectively contribute in helping young people to be able to think critically, make informed choices online and stay safe whilst continuously building their resilience.

Two (2) main complementary constituent elements that will provide the basis for the delivery of this large-scale capacity-building intervention are:

- [a]. the Teachers 4.0 Digital Age curriculum which – in line with the European Commission's "Guidelines for teachers and educators on tackling disinformation and promoting digital literacy" and
- [b]. the Teachers 4.0 Digital Age eLearning platform and course - a high-quality online learning resource - in six (6) European languages – will provide to all in-service teachers in the implementation countries the opportunity to acquaint themselves with the ways to integrate digital literacy across different subjects.




Overall Role of the External Evaluator:

The External Evaluator will provide insight and comments on the processes, results, and outcomes of the project, provide the partnership with valuable information regarding the degree to which products and processes have achieved their goals. The reports submitted by the external evaluator will act as a compass for the amendment of results which have already been produced and for the standards which the forthcoming results must abide by.

Specific Tasks of the External Evaluator:

1. Elaborate on the evaluation process, activities, and methodology.
2. Conducting the Interim Evaluation: *Collect information through a variety of technique and methodologies and examine the data.*
3. Reporting the Evaluation Findings – Interim Reporting: *Write up the evaluation report.*
4. Conducting the Final Evaluation Report.
5. Reporting the Evaluation Findings – Final Evaluation Report.

External Evaluator's Additional Obligations:

- *Participate in all partner meetings:*
 - **Four (4) Transnational Face-to-Face Project Meetings:**
 - 1st Kick Off Meeting in Athens, Greece 31/01/2024-02/02/2024,
 - 2nd Sofia, Bulgaria in October 2024
 - 3rd Palermo, Italy in October 2025
 - 4th Brussels, Belgium in September 2026
 - **Thirty-six (36) Online Meetings: once per month for 2 hours.**
- Have access to all documents and training material.
- Attending the training sessions.
- Be present at all major project awareness raising activities.

Candidate Qualifications:

Relevant academic expertise and experience
 Knowledge of processes of project management
 Excellent time management and organisational skills
 Experience of research governance and research ethics procedures
 Experience in project management and previous participation in funded European projects, preferably in the same field
 Experience in project and/or proposal evaluation for funded projects
 Excellent IT skills
 Excellent interpersonal and communication skills and ability to work with colleagues at all levels
 Excellent written and spoken English
 Team working abilities
 Previous experience working in projects concerning Tackling Disinformation and Promoting Digital Literacy issues will be considered as an advantage.

Please submit your CV, cover letter and quotation to R.Office@euc.ac.cy by the 15th January 2024.