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## **ADMINISTRATIVE FORMS (PART A)**

*Part A of the Application Form must be filled out directly in the Portal Submission System screens.*

## TECHNICAL DESCRIPTION (PART B)

### COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

**Note:** Please read carefully the conditions set out in the Call document/Programme Guide (for open calls: published on the Portal). Pay particular attention to the award criteria; they explain how the application will be evaluated.

<b>PROJECT</b>	
<b>Project name:</b>	Integration of European Union Experience and Approaches into Academic Teaching of Digital History in Uzbekistan
<b>Project acronym:</b>	EDHIST-UZ
<b>Coordinator contact:</b>	Islamjon Bobojonov, Oriental University

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## PROJECT SUMMARY

### Project summary *(in English)*

See Abstract (Application Form Part A)

The project aims to academically integrate European Union experiences, policies and methodological approaches related to Digital History into higher education teaching and scholarly discourse in Uzbekistan. By focusing on European practices in digital humanities, digital heritage, and the use of digital tools in historical research and education, the project contributes to strengthening EU studies and innovation in history teaching.

The project places European Union policies, values and strategies on digital transformation, cultural heritage and education at the centre of its academic activities. Through EU-focused teaching modules, lectures and seminars, participants will gain a structured understanding of how digital technologies are applied in historical research, archival studies, public history and heritage management within the European Union.

A core objective of the project is to enhance academic capacity among students, researchers and educators by introducing European methodological approaches to digital history. Teaching activities will encourage critical and comparative analysis of EU and non-EU practices, allowing participants to reflect on the relevance and applicability of European digital history models in different academic and cultural contexts.

The project adopts an educational and research-oriented approach rather than operational implementation. Practical European examples of digital history will be used as case studies and analytical tools to support teaching and scholarly discussion, ensuring full alignment with the Jean Monnet Programme's emphasis on EU policy analysis and higher education excellence.

By fostering academic cooperation with European scholars and integrating EU-related content into university curricula, the project ensures sustainable impact beyond its duration. Overall, the initiative contributes to the promotion of European Union values, digital innovation and academic excellence, while strengthening long-term EU–Uzbekistan cooperation in the field of digital history and humanities.

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## 1. RELEVANCE

### 1.1 Background and general objectives

#### Background and general objectives

Please address all guiding points presented in the Programme Guide under the award criterion 'Relevance'.

Describe the background and rationale of the project.

How is the project relevant to the scope of the call? How does the project address the general objectives of the call?

*What is the project's contribution to the priorities of the call?*

### **1. Introduction**

The rapid development of digital technologies has significantly transformed the ways history is researched, taught and disseminated worldwide. Within the European Union, digital history and digital humanities have become an integral part of academic education, research infrastructures and cultural heritage policies. European universities actively integrate digital tools, methodologies and platforms into historical studies, reflecting broader EU priorities related to digital transformation, education and innovation.

In Uzbekistan, interest in digitalisation is growing across multiple sectors, including education and humanities. However, systematic academic engagement with European Union approaches to digital history remains limited within higher education institutions. This project responds to this gap by introducing EU-focused academic teaching and scholarly reflection on digital history within the university context.

### **2. Background and Context**

The European Union has developed comprehensive strategies and policy frameworks supporting digital transformation in education, research and cultural heritage, including initiatives related to digital humanities, open science and digital cultural heritage. These policies promote innovation, accessibility of historical sources and interdisciplinary research methods, positioning digital history as a key component of modern historical scholarship.

Despite the relevance of these developments, EU experiences and methodological approaches to digital history are not yet sufficiently reflected in university curricula and academic discourse in Uzbekistan. Existing history programmes primarily rely on traditional teaching and research methods, offering limited exposure to European digital practices. This creates a clear academic and educational gap that the project seeks to address.

### **3. Importance of Digital Transformation for History Education in Uzbekistan**

Digital history is increasingly important for the development of historical research, education and cultural heritage preservation in Uzbekistan. The application of digital tools enables new forms of historical analysis, enhances access to archival materials and supports innovative teaching methods. From an academic perspective, understanding European Union approaches to digital history allows students and researchers to engage with internationally recognised standards, methodologies and ethical principles.

By focusing on EU policies and experiences, the project promotes critical reflection rather than direct technological implementation. This academic approach enables participants to analyse how digital history is shaped by policy, institutional frameworks and scholarly traditions within the European Union, and to consider its relevance in different cultural and educational contexts.

### **4. Integration of Digital History into the University Academic Profile**

The project contributes directly to strengthening the university's academic profile by integrating European Union-related content on digital history into teaching and research activities. Through EU-focused modules, lectures and seminars, the initiative enhances the institution's capacity to deliver innovative and policy-oriented education aligned with European academic standards.

Embedding digital history within the university curriculum also supports the long-term development of EU studies by linking historical scholarship with broader EU priorities such as digital transformation, cultural heritage and education. This integration reinforces the university's role as a platform for academic excellence and international cooperation.

### **5. Conclusion**

The project is highly relevant to the scope and objectives of the Jean Monnet Programme, as it places European Union policies, values and methodological approaches at the centre of academic teaching and research. By addressing a clear educational and scholarly gap, the project contributes to strengthening EU studies, promoting innovation in history education and fostering informed dialogue on European integration and digital transformation.

Through its academic focus, the project supports the general objectives and priorities of the call by enhancing higher education quality, encouraging critical engagement with EU policies and ensuring sustainable integration of European experience into university teaching.

## **1.2 Needs analysis and specific objectives**

### **Needs analysis and specific objectives**

*Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call. What issue/challenge/gap does the project aim to address?*

*The objectives should be clear, measurable, realistic and achievable within the duration of the project. For each*

*objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).*

#### Needs analysis

Despite the rapid digitalisation of education and research worldwide, higher education institutions in Uzbekistan still demonstrate limited academic engagement with European Union approaches to digital history and digital humanities. History teaching and research largely rely on traditional methodologies, with insufficient attention to European policy frameworks, digital research standards and innovative pedagogical models developed within the EU.

At the same time, the European Union has established a strong intellectual and policy foundation in the field of digital transformation of humanities, including digital heritage, open access to historical data, ethical use of digital tools and interdisciplinary research methods. These developments are highly relevant for academic study and comparative analysis; however, they are not systematically integrated into university curricula or scholarly discourse in Uzbekistan.

This situation creates a clear academic gap:

- limited EU-focused teaching on digital history;
- insufficient familiarity among students and educators with European digital history

methodologies;

- lack of structured academic platforms for comparative analysis of EU and non-EU digital history practices.

The project addresses this gap by strengthening EU studies through education-oriented and research-based activities, fully aligned with the objectives of the Jean Monnet Programme.

#### Specific objectives

Based on the identified academic needs, the project pursues the following specific, realistic and achievable objectives:

- To integrate European Union policies, strategies and methodological approaches related to digital history into university-level teaching;
- To develop EU-focused teaching modules and academic materials on digital history and digital humanities;
- To enhance students' and educators' capacity to critically analyse and compare EU and non-EU approaches to digital history;
- To strengthen academic cooperation between European and Uzbek scholars through guest lectures and advisory engagement;
- To ensure sustainability by embedding EU-related digital history content into existing curricula and academic activities.

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### **1.3 Complementarity with other actions and innovation— European added value**

#### **Complementarity with other actions and innovation**

*Explain how the project builds on the results of past activities carried out in the field and describe its innovative aspects (if any). Explain how the activities are complementary to other activities carried out by other organisations (if applicable).*

*Illustrate the trans-national dimension of the project; its impact/interest for a number of EU countries; possibility to use the results in other countries, potential to develop mutual trust/cross-border cooperation among EU countries, etc.*

#### Complementarity with other actions and innovation

The project builds on existing academic developments in the field of European studies, digital humanities and history education, while addressing a clear gap in EU-focused teaching on digital history in Uzbekistan. Although various international and Erasmus+ initiatives have contributed to strengthening higher education capacity and international cooperation in the country, systematic academic integration of European Union approaches to digital history remains limited.

Oriental University has previously engaged in international academic activities aimed at enhancing teaching quality, fostering cross-border cooperation and integrating international best practices into higher education. The proposed project complements these efforts by focusing specifically on European Union policies, methodologies and scholarly approaches to digital history, thereby reinforcing the EU studies dimension within the university's academic profile.

The innovative aspect of the project lies not in technological implementation, but in its academic reinterpretation of European experience. European practices in digital history are transformed into teaching content, analytical frameworks and case studies that support critical reflection and comparative learning. This approach allows participants to understand how digital history is shaped by EU policies, institutional contexts and academic traditions, rather than merely adopting tools or techniques.

#### Trans-national dimension and European added value

The project has a strong trans-national dimension through its focus on European Union policies, values and methodological approaches to digital history. By engaging European scholars as guest

lecturers and academic advisers, the project facilitates knowledge exchange and scholarly dialogue between EU and non-EU academic communities.

The European added value of the project lies in:

- the academic analysis of EU digital transformation strategies in the fields of education, research and cultural heritage;
- the promotion of European standards, ethical principles and interdisciplinary methodologies in digital history;
- the strengthening of EU studies outside the European Union through higher education teaching and research.

The project's outcomes are relevant not only for Uzbekistan, but also for a broader international academic audience. Teaching materials, analytical approaches and case studies developed within the project can be used as reference resources for other universities interested in European digital history and humanities, including institutions beyond Uzbekistan.

Complementarity and cooperation opportunities

The project complements ongoing academic activities at Oriental University by offering an EU-focused perspective that can be integrated into existing history and humanities programmes. In addition, the educational nature of the project creates opportunities for wider academic cooperation.

Selected lectures, seminars or guest sessions may be delivered in online or hybrid formats, allowing participation from other universities and academic institutions, including those outside Uzbekistan. This approach supports the dissemination of Jean Monnet content beyond the host institution and encourages broader academic engagement with European Union policies and digital history.

By fostering trans-national academic dialogue and offering adaptable teaching content, the project contributes to building mutual trust and long-term cooperation between European and non-European scholars. This reinforces the role of the Jean Monnet Programme as a platform for promoting European integration, academic excellence and international cooperation in higher education.

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## 2. QUALITY

### 2.1 PROJECT DESIGN AND IMPLEMENTATION

#### 2.1.1 Concept and methodology

##### Concept and methodology

*Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the project design and implementation'.*

*Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the projects objectives.*

The project is based on a clear academic and educational concept that places European Union policies, strategies and methodological approaches to Digital History at the core of higher education teaching. The conceptual framework is fully aligned with the objectives of the Jean Monnet Programme, focusing on strengthening EU studies through structured teaching, scholarly reflection and policy-oriented analysis.

The project adopts a teaching- and research-driven methodology, rather than an implementation-oriented or technical approach. European Union experiences in digital history and digital humanities are examined as academic subjects, allowing participants to critically analyse how digital transformation in historical research and education is shaped by EU policies, institutional frameworks and ethical standards.

The methodological approach is built on three interrelated components:

First, the project applies an EU policy-oriented teaching approach. Teaching modules, lectures and seminars are designed around European Union strategies and policy documents related to digital transformation, education, research and cultural heritage. This ensures that students and educators gain a systematic understanding of the EU dimension of digital history, in line with Jean Monnet priorities.

Second, the project uses a comparative and analytical methodology. European approaches to digital history are analysed in comparison with non-EU contexts, particularly Uzbekistan. This comparative perspective encourages critical thinking and enables participants to assess similarities, differences and contextual factors influencing the development of digital history practices.

Third, the project integrates case-study-based learning as an academic tool. Selected European examples of digital history initiatives are used as case studies to illustrate policy application and methodological diversity within the EU. These examples support analytical discussion and teaching,

while avoiding direct replication or operational implementation.

Teaching activities are delivered through structured formats such as university-level lectures, academic seminars and guided discussions. These formats are selected to promote active learning, scholarly debate and engagement with EU-related content. Guest lectures and advisory input from European scholars further strengthen the trans-national and European dimension of the project.

Monitoring and evaluation are embedded within the methodology as academic quality assurance mechanisms. The project assesses learning outcomes, participant engagement and the quality of teaching materials to ensure coherence between objectives, methodology and results.

Overall, the project's concept and methodology are well suited to achieving its objectives, as they prioritise academic excellence, policy-oriented learning and sustainable integration of European Union studies into university teaching. By embedding EU-focused digital history content into higher education curricula, the project ensures long-term impact consistent with the aims of the Jean Monnet Programme.

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## 2.1.2 Project management, quality assurance, and monitoring and evaluation strategy

### Project management, quality assurance and monitoring and evaluation strategy

*Please address the specific conditions set out in the Call document/ Programme Guide.*

*Describe the measures foreseen to ensure that the project implementation is of high quality and completed in time.*

*Describe the methods to ensure good quality, monitoring, planning and control.*

*Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.*

The project management and evaluation framework is designed to ensure high academic quality, timely implementation and full compliance with the objectives and requirements of the Jean Monnet Programme. The management approach prioritises academic coordination, teaching excellence and systematic monitoring rather than administrative or operational complexity.

#### Project management

The project will be coordinated by an academic project coordinator responsible for overall planning, coordination and supervision of all project activities. Project management focuses on ensuring coherence between objectives, methodology, teaching activities and expected results. Key management measures include:

- structured planning of teaching modules, lectures and academic events in accordance with the approved work plan;
- regular coordination meetings among academic staff involved in the project;
- continuous alignment of teaching content with European Union policies and Jean Monnet priorities.

Clear internal timelines and responsibilities are established at the outset to ensure that all activities are implemented efficiently and within the project duration.

#### Quality assurance

Quality assurance is embedded in the project as an academic quality control mechanism. It ensures that teaching, learning materials and scholarly outputs meet high academic standards and reflect accurate and up-to-date European Union content. Quality assurance measures include:

- internal peer review of EU-focused teaching modules and lecture materials;
- academic validation of case studies and analytical content related to EU digital history policies;
- collection of structured feedback from students and participants to assess relevance, clarity and academic value.

These measures support continuous improvement and maintain the integrity and consistency of project outputs.

#### Monitoring and evaluation

Monitoring and evaluation are designed as learning-oriented processes that support academic quality and effectiveness. Progress is monitored through both quantitative and qualitative indicators, ensuring transparency and measurability.

##### Quantitative indicators include:

- number of EU-focused teaching modules developed;
- number of lectures, seminars and academic sessions delivered;
- number of students and educators participating in project activities;
- number of guest lectures or advisory sessions delivered by EU experts.

##### Qualitative indicators include:

- relevance and academic quality of teaching materials;
- level of participant engagement and learning outcomes;
- feedback from students and academic staff on EU-related content.

Evaluation results will be reviewed regularly by the project team and used to adjust teaching approaches and academic content where necessary. This ensures continuous quality enhancement throughout the project lifecycle.

Coherence and timely completion

The project management and evaluation strategy ensures full coherence between objectives, methodology and results. By focusing on academic planning, quality assurance and measurable outcomes, the project guarantees timely completion of activities and sustainable integration of EU-related digital history content into university teaching, in full alignment with Jean Monnet principles.

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### 2.1.3 Project teams, staff and experts

<p><b>Project teams and staff</b></p> <p>Describe the project teams and how they will work together to implement the project.</p> <p>List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. Provide CVs of all key actors (if required by the Call document/Programme Guide).</p>		
<p><b>Name and function</b></p>	<p><b>Organisation</b></p>	<p><b>Role/tasks/professional profile and expertise</b></p>
<p><b>Project Coordinator</b></p> <p><b>Dr. Islom Bobojonov</b></p>	<p><b>Oriental University</b></p>	<p>Responsible for the overall academic leadership and coordination of the project. Ensures coherence between project objectives, methodology and work plan; supervises the integration of European Union policies and content into teaching activities; coordinates academic lectures, seminars and events; oversees quality assurance, monitoring and reporting in line with Jean Monnet requirements.</p>
<p><b>Dr. Ismoil Khujakhonov</b></p>	<p><b>Oriental University</b></p>	<p>Responsible for the development and delivery of EU-focused teaching modules, lectures and seminars on Digital History. Prepares teaching materials, facilitates academic discussions and supports comparative analysis of EU and non-EU approaches.</p>
<p><b>Dr. Bobir Odilov</b></p>	<p><b>Oriental University</b></p>	<p>Contributes to the preparation of analytical teaching resources, case studies and scholarly materials related to EU digital history policies and</p>

		methodologies. Supports research-based teaching and ensures academic quality of course content.
Islomjon Rustamboev	Oriental University	Participates in teaching and academic activities, including lectures and seminars. Supports the integration of EU policy perspectives into history teaching and contributes to comparative academic analysis.
Temirbek Kuchkarov	Oriental University	Analyzes the quality of teaching activities and student engagement indicators, collects data on educational effectiveness, and develops recommendations to improve the learning process.
Mirzohid Rahimjonov	Oriental University	Responsible for monitoring teaching quality, learning outcomes and participant engagement. Collects feedback, supports internal peer review processes and ensures continuous alignment with Jean Monnet academic standards.
EU Guest Lecturers / Academic Advisers	EU partner universities / EU-based academics (to be invited)	Provide specialised expertise on European Union policies, strategies and methodological approaches to Digital History. Deliver guest lectures, participate in academic seminars and provide advisory input to strengthen the European and trans-national dimension of the project.

#### Outside resources (subcontracting, seconded staff, etc)

*If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).*

*If there is subcontracting, please also complete the table in section 4.*

Outside resources (subcontracting, seconded staff, etc.)

The project will be implemented primarily using the academic and institutional resources available within Oriental University. The teaching, research and dissemination activities foreseen under the project fall fully within the professional expertise of the university's academic staff and do not require extensive external subcontracting.

Where additional expertise is required, this will be addressed through academic guest lecturer and advisory contributions from European Union-based scholars. These contributions will be limited to academic activities such as guest lectures, participation in seminars and expert feedback on teaching content. Such involvement will be organised within the framework of academic cooperation and does not constitute subcontracting.

No seconded staff or commercial subcontractors are foreseen for the implementation of the project. All core tasks, including project coordination, teaching delivery, academic content development, quality assurance and dissemination of results, will be carried out by the university's own academic and administrative staff.

In case minor external services become necessary for specific academic outputs (e.g.

professional language editing of publications or technical support for online academic events), these services will be procured.

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#### 2.1.4 Cost effectiveness and financial management

**Cost effectiveness and financial management** (n/a for Jean Monnet Chairs, Jean Monnet Modules and Jean Monnet Learning EU initiatives)

*Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.*

*Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.*

*Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.*

The project is designed and implemented in a highly cost-effective manner, ensuring that the proposed objectives and results are achieved through the optimal use of available academic and financial resources. As a Jean Monnet Module, the project focuses primarily on teaching, curriculum development and academic dissemination activities, which allows for efficient budget planning without the need for complex logistical or operational expenditures.

Cost effectiveness is ensured through the integration of project activities into the existing academic structures of Oriental University. Teaching modules, lectures and seminars will be delivered within regular university courses and academic programmes, thereby avoiding additional infrastructure or staffing costs. The use of existing institutional facilities, digital learning platforms and academic networks further enhances the efficient use of resources.

Financial resources are allocated in direct relation to core academic activities, including teaching delivery, preparation of learning materials, academic coordination and dissemination of results. The budget prioritises intellectual and educational outputs, ensuring that expenditures directly contribute to strengthening EU-related teaching and learning outcomes, in line with the objectives of the Jean Monnet Programme.

Financial management of the project will be carried out by the coordinating institution in accordance with Erasmus+ financial rules and internal university procedures. Clear internal budgeting and monitoring mechanisms will be applied to ensure transparency, accountability and timely use of funds. Expenditure will be regularly reviewed to confirm alignment with planned activities and to prevent unnecessary or inefficient costs.

Overall, the project budget is cost-effective because it is based on academic integration rather than standalone activities, relies primarily on in-house expertise, and focuses on sustainable educational outputs that continue to generate value beyond the project duration.

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## 2.1.5 Risk management

<b>Critical risks and risk management strategy</b>			
<p>Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.</p> <p>Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking into account the mitigating measures.</p> <p><b>Note:</b> Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.</p>			
Risk No	Description	Work package No	Proposed risk-mitigation measures
R1	Limited availability of academic staff due to teaching workload and overlapping academic responsibilities. Likelihood: Medium Impact: Medium	WP1, WP2	Project activities are aligned with regular teaching duties and academic calendars. Tasks are planned well in advance, and responsibilities are distributed among team members to ensure continuity and timely delivery.
R2	Lower-than-expected student participation or engagement in EU-focused teaching activities. Likelihood: Low Impact: Medium	WP2	Interactive teaching methods (seminars, discussions, case studies) are applied. EU-related content is clearly linked to existing curricula to increase relevance, motivation and academic engagement.
R3	Delays in the preparation of teaching materials, syllabi or academic outputs due to academic workload. Likelihood: Low Impact: Low	WP2	Clear internal timelines are established. Draft materials are prepared early and reviewed through internal academic peer-review mechanisms to ensure timely completion.
R4	Difficulties in integrating EU policy-related content into existing university curricula. Likelihood: Low Impact: Medium	WP1, WP2	Close coordination with faculty management is ensured from the early stages. Teaching modules are designed flexibly to fit existing academic structures and institutional requirements.
R5	Scheduling constraints affecting the organisation of academic events (lectures, seminars, round tables). Likelihood: Low Impact: Low	WP2	Academic events are planned with alternative dates and, if necessary, implemented in online or hybrid formats to ensure continuity of activities.

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## 2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

### 2.2.1 Consortium set-up

<b>Consortium cooperation and division of roles (if applicable)</b>
<p>Please address the points presented in the Call document/Programme Guide under the criterion 'Partnership and Cooperation arrangements.</p> <p>It is not necessary to create a consortium.            Consortium cooperation and division of roles            In line with the provisions of the Jean Monnet Programme, the project does not establish a formal consortium. The action is implemented by a single higher education institution, Oriental University, which assumes full academic, administrative and financial responsibility for the project.</p>

Although no consortium is created, the project incorporates a clear framework for academic cooperation aimed at strengthening its European and trans-national dimension. This cooperation is based on guest lecturer and advisory formats, involving European Union-based scholars and experts with recognised expertise in EU policies and academic teaching related to the project's thematic focus.

The division of roles within the project is structured as follows:

Oriental University (Coordinator) is fully responsible for project coordination, academic design, implementation of teaching activities, quality assurance, monitoring, dissemination of results and compliance with Jean Monnet rules.

European academic contributors (guest lecturers/advisers) provide specialised expertise on European Union policies, concepts and methodological approaches relevant to the project. Their role is limited to academic contributions such as guest lectures, participation in seminars, and advisory feedback on teaching content. They do not assume managerial or financial responsibilities.

This cooperation model ensures a strong European added value while remaining fully compatible with the Jean Monnet framework, which encourages flexible academic cooperation without requiring the establishment of a formal consortium. The approach allows effective knowledge transfer, academic exchange and integration of European Union perspectives into higher education teaching.

## 2.2.2 Consortium management and decision-making

### Consortium management and decision-making mechanisms(if applicable)

Not applicable

The project is implemented by a single higher education institution and does not establish a formal consortium. Therefore, no consortium management or joint decision-making mechanisms are required. All academic and organisational decisions are taken by the Project Coordinator in accordance with the internal governance procedures of the host university and the Jean Monnet Programme requirements.

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## 3. IMPACT

### 3.1 Impact and ambition

#### Impact and ambition

*Define the short, medium and long-term effects of the project.*

*Who are the target groups? How will the target groups benefit concretely from the project and what would change for them?*

The project is expected to generate a significant academic impact by strengthening the teaching and understanding of European Union approaches to digital history within higher education in Uzbekistan. By integrating EU methodologies, conceptual frameworks and best practices related to digital humanities and digital history into university teaching, the project will contribute to the modernisation and internationalisation of history education.

#### Short-term impact

In the short term, the project will enhance the knowledge and skills of students and academic staff through EU-focused teaching modules, lectures and seminars on digital history. Participants will gain a structured understanding of how digital tools, methods and ethical standards are used in European historical research and teaching. This will lead to improved analytical skills, greater familiarity with EU academic practices, and increased awareness of European approaches to digital scholarship.

#### Medium-term impact

In the medium term, the project will strengthen institutional capacity by embedding EU-oriented digital history content into existing curricula and academic programmes. Academic staff will be better equipped to teach and apply digital history methodologies in a sustainable way. The project will also foster academic dialogue and exchange by encouraging comparative analysis between European and non-European approaches to digital history, thereby reinforcing EU studies within the humanities.

#### Long-term impact

In the long term, the project aims to contribute to the development of a new generation of historians and researchers who are familiar with European Union standards, values and methodological approaches in digital history. By institutionalising EU-focused teaching materials and methodologies, the project ensures lasting academic impact beyond the funding period. It will also support the gradual

alignment of history education with European academic trends, strengthening international cooperation and the visibility of EU studies in Uzbekistan.

Target groups and benefits

The primary target groups of the project are:

- undergraduate and graduate students in history and related disciplines;
- academic staff and lecturers involved in history and humanities education;
- early-career researchers interested in digital history and European methodologies.

Students will benefit from improved learning outcomes, enhanced digital and analytical competencies, and increased exposure to European academic standards. Academic staff will benefit from professional development, access to EU-oriented teaching resources, and strengthened capacity to deliver modern, digitally informed history education. Overall, the project will contribute to higher-quality teaching, greater academic innovation and stronger integration of European Union perspectives into higher education.

Ambition of the project

The ambition of the project is to position digital history as a recognised and academically grounded component of EU studies within the humanities. By focusing on education, methodology and scholarly reflection rather than technical implementation alone, the project aims to promote excellence in teaching and learning on European Union-related topics, fully in line with the objectives and spirit of the Jean Monnet Programme.

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### 3.2 Communication, dissemination and visibility

#### Communication, dissemination and visibility of funding

*Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups, relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels.*

*Describe how the visibility of EU funding will be ensured.*

Communication, dissemination and visibility of funding

The project foresees a targeted and academically oriented communication and dissemination strategy aimed at maximising the visibility, outreach and long-term impact of its activities and results. Dissemination activities are designed to reach the main target groups of the Jean Monnet Programme, including students, academic staff, researchers and relevant stakeholders in the field of history and humanities education.

Communication and dissemination activities

Communication and dissemination will be carried out primarily through academic and educational channels in order to ensure relevance and sustainability. Planned activities include:

- dissemination of EU-focused teaching modules, lecture materials and syllabi through institutional teaching platforms and academic repositories;
- organisation of academic lectures, seminars and round tables dedicated to European Union approaches to digital history, open to students and academic staff;
- presentation of project outcomes during academic events, conferences and scholarly discussions at university level;
- publication of analytical and methodological materials related to EU digital history approaches in academic or institutional outlets.

These formats are chosen to ensure that dissemination is directly linked to teaching and research activities, thereby maximising academic impact rather than one-off visibility.

Target groups and outreach

The primary target groups include students of history and related disciplines, university lecturers, early-career researchers and academic professionals interested in digital humanities and EU studies. These groups will be reached through regular teaching activities, academic events and institutional communication channels.

Secondary outreach will include relevant academic stakeholders and policymakers in the field of higher education through open academic events and publicly accessible materials hosted on the university's website and digital platforms. This approach ensures that project results contribute to broader discussions on educational modernisation and European academic standards.

Dissemination channels

Dissemination channels are selected based on their relevance to academic audiences and sustainability:

- university website and official communication channels;
- digital learning platforms and academic repositories;
- academic events, seminars and round tables;

- scholarly publications and teaching materials.  
These channels ensure continuous access to project results beyond the project duration and support long-term impact.

Visibility of EU funding  
The visibility of European Union funding will be ensured in full compliance with Erasmus+ and Jean Monnet visibility requirements. The EU emblem and a clear reference to the Jean Monnet Programme will be displayed on all communication and dissemination materials, including teaching modules, presentations, publications, event programmes and online content.

The EU contribution will be explicitly acknowledged during academic events, lectures and seminars organised within the project. All publicly accessible materials will include a standard funding acknowledgement statement, ensuring transparency and clear recognition of the European Union's support.

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### 3.3 Sustainability and continuation

#### Sustainability, long-term impact and continuation

*Describe the follow-up of the project after the EU funding ends. How will the project impact be ensured and sustained?*

*What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used?*

*Are there any possible synergies/complementarities with other (EU funded) activities that can build on the project results?*

#### Sustainability, long-term impact and continuation

The sustainability of the project is ensured through its strong integration into the academic structures, curricula and teaching practices of the host university. From the outset, the project is designed not as a stand-alone initiative, but as a contribution to the long-term development of European Union-related teaching and academic capacity in the field of digital history.

A key element of sustainability is the incorporation of project outputs—such as EU-focused teaching modules, lecture materials, methodological guidelines and analytical resources—into existing and future university courses. These materials will continue to be used in regular teaching after the end of EU funding, ensuring lasting educational impact without the need for additional external resources.

The project also strengthens institutional sustainability through capacity building of academic staff. By enhancing lecturers' knowledge and methodological skills related to European Union approaches to digital history, the project enables the university to independently deliver EU-related teaching and academic activities in the long term. This internal capacity ensures that the European dimension introduced by the project will be maintained and further developed.

Digital sustainability is reinforced through the use of reusable and adaptable teaching resources. All key materials will be stored in institutional digital repositories and learning platforms, allowing continued access for students and educators. These resources can be updated, expanded and adapted to new academic contexts, supporting ongoing innovation in teaching.

The results of the project will also serve as a foundation for future academic initiatives and cooperation. The experience gained and materials developed may be used to support new Jean Monnet activities, Erasmus+ cooperation projects or other EU-funded educational initiatives focused on digital humanities, European history and EU studies. In this way, the project creates clear synergies with existing and future EU-supported actions.

Overall, the continuation strategy of the project is based on academic integration, institutional ownership and reuse of results. By embedding EU-related content into teaching structures, strengthening academic expertise and ensuring digital accessibility of outputs, the project guarantees long-term sustainability and impact fully in line with the objectives and principles of the Jean Monnet Programme.

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## 4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

### 4.1 Work plan

#### Work plan

*Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).*

The work plan of the project is structured around a clear and coherent set of academic activities organised into two complementary work packages, implemented over the full duration of the project. The structure of the work plan ensures a logical sequence between project coordination, academic delivery and sustainability, fully in line with the objectives and requirements of the Jean Monnet Programme.

Work Package 1 (WP1) is dedicated to project coordination, academic management, quality assurance and reporting. It covers the initial project set-up, coordination of teaching and academic activities, continuous monitoring of progress and the preparation of final academic and administrative outputs. WP1 provides the organisational and methodological framework necessary for the effective implementation of all academic activities, ensuring coherence between objectives, methodology and results.

Work Package 2 (WP2) focuses on the core academic content of the project. It includes the development and delivery of EU-focused teaching modules, academic lectures and seminars, comparative analysis of European Union policies and practices, and scholarly discussion related to the project's thematic focus. WP2 represents the main intellectual contribution of the project, embedding European Union perspectives into higher education teaching and academic discourse.

The two work packages are closely interconnected. WP1 supports and enables the smooth implementation of WP2 by ensuring effective coordination, academic quality control and compliance with Jean Monnet standards. WP2, in turn, generates the teaching, research and dissemination outputs that constitute the project's academic impact.

This work plan guarantees a balanced distribution of activities over time, efficient use of resources and the sustainable integration of European Union-related content into university teaching and academic structures beyond the project duration.



## WORK PACKAGES

### Work packages

*This section concerns a detailed description of the project activities.*

*Group your activities into work packages. A work package means a major sub-division of the project. For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable outputs.*

*Projects should normally have a minimum of 2 work packages. WP1 should cover the management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed by copying WP1. The last WP should be dedicated to Impact and dissemination.*

*For very simple projects, it is possible to use a single work package for the entire project (WP1 with the project acronym as WP name). (For Jean Monnet Chairs, Jean Monnet Modules and Jean Monnet Learning EU initiatives, it is recommended to use only 1 work package.)*

*Work packages covering financial support to third parties (only allowed if authorised in the Call document/Programme Guide) must describe the conditions for implementing the support (for grants: max amounts per third party; criteria for calculating the exact amounts, types of activity that qualify (closed list), persons/categories of persons to be supported and criteria and procedures for giving support; for prizes: eligibility and award criteria, amount of the prize and payment arrangements).*

*Enter each activity/milestone/output/outcome/deliverable only once (under one work package).*

*Ensure consistence with the detailed budget table/calculator (if applicable). (n/a for prefixed Lump Sum Grants)*

### Objectives

*List the specific objectives to which the work package is linked.*

### Activities and division of work (WP description)

*Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.*

*Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP), indicating **in bold** the task leader.*

*Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.*

**Note:**

*In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of the work package.*

*The Coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted.*

*If there is subcontracting, please also complete the table below.*

### Milestones and deliverables (outputs/outcomes)

*Milestones are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin). Use them only for major outputs in complex projects, otherwise leave the section empty. Please limit the number of milestones by work package.*

*Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.*

**Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. For Jean Monnet Chairs, Jean Monnet Modules and Jean Monnet Learning EU initiatives, it is recommended to limit the number of Deliverables to max 3-5.) You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open ( automatically posted online on the Project Results platforms)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#). For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.

## Work Package 1

### Work Package 1: [Name, e.g. Project management and coordination]

<b>Duration:</b>	M1 – M34	<b>Lead Beneficiary:</b>	Oriental University
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#### Objectives

List the specific objectives to which this work package is linked.

- Ensure effective academic coordination and overall management of the project;
- Guarantee coherence between project objectives, methodology and work plan;
- Monitor progress and ensure quality of teaching, academic outputs and dissemination activities;
- Ensure compliance with Jean Monnet Programme requirements and timelines;
- Provide transparent reporting and support sustainability of project results.

#### Activities and division of work (WP description)

Task No (continuous numbering linked)	Task Name	Description	Participants	In-kind Contributions and Subcontracting (Yes/No and which)		

to WP)			Name	Role (COO, BEN, AE, AP, OTHER)			
T1	Project coordination and academic management	Overall coordination of project activities, alignment of objectives and methodology, scheduling of academic activities, and communication within the project team.	Dr Islom Bobojonov	COO / BEN	No		
T2	Quality assurance and monitoring	Monitoring the quality of teaching activities, academic outputs and learning outcomes; collecting feedback and ensuring alignment with Jean Monnet academic standards.	Dr Bobir Odilov	BEN	No		
T3	Reporting and documentation	Preparation of interim and final academic and administrative reports in accordance with Jean Monnet requirements; documentation of project progress and outcomes.	Dr Islom Bobojonov	COO / BEN	No		
s and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS1	Project start-up and coordination framework established	WP1		Establishment of project management structure, academic coordination procedures and internal communication mechanisms	M1	Approved internal coordination framework	
MS2	Quality	WP1		Completion of	M18	Internal quality review	

	monitoring completed			quality assurance and monitoring activities covering teaching and academic outputs		report	
MS3	Project finalisation	WP1		Completion of all project activities and reporting	M34	Final project report	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.	Project coordination and monitoring report	WP1		Document/report	Sensitive	M18	Internal report summarising project coordination, monitoring and quality assurance activities
D2.	Final project report	WP1		Document/report	Public	M34	Final academic and administrative report summarising objectives, activities, results and sustainability

#### Estimated budget — Resources

For certain Jean Monnet Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

*Work Package ..*

To insert work packages, copy WP1 as many times as necessary

**Subcontracting** (n/a for prefixed Lump Sum Grants)

**Subcontracting** (n/a for Jean Monnet Chairs, Jean Monnet Modules and Jean Monnet Learning EU initiatives)

Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities).

Subcontracting — Subcontracting means the implementation of ‘action tasks’, i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement.

**Note:** Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional.

Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).

Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN/AE to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
<p>Other issues:</p> <p><i>If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.</i></p> <p>Not applicable. The project does not involve subcontracting. All activities are implemented directly by the beneficiary institution using in-house academic staff and institutional resources, in line with Jean Monnet Programme rules.</p>						

**Events**

<b>Events</b>
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*This table is to be completed for events that have been mentioned as part of the activities in the work packages above  
Give more details on the type, location, number of persons attending, etc.*

Event No (continuous numbering linked to WP)	Participant	Description	Attendees				
		Name	Type	Area	Location	Duration (days)	Number
E1.1	Project coordinator and academic team	University staff	Project kick-off meeting	Introduction to the project objectives, methodology, EU dimension, work plan and quality assurance mechanisms	Tashkent, Uzbekistan	1	10–15
E2.1	Undergraduate and graduate students	Students	Academic lecture series	EU approaches to Digital History; digital sources, databases, and historiography in EU studies	Tashkent, Uzbekistan	15 (spread over semester)	20–30
E2.2	Academic staff, students	Seminar participants	Academic seminars	Digital tools and methods in historical research; EU digital heritage platforms	Tashkent, Uzbekistan	5	15–25
E2.3	Academic staff, researchers	Workshop participants	Academic workshop	Methodological training on teaching Digital History within EU Studies	Tashkent, Uzbekistan	2	15-20
E2.4	Academic community	Conference participants	Academic round table / conference	Comparative perspectives on EU Digital History practices and non-EU contexts	Tashkent, Uzbekistan	1	25-40

*Timetable*

**Timetable (projects up to 2 years)**

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

**Note:** Use the project month numbers instead of calendar months. Month 1 marks always the start of the project. In the timeline you should indicate the timing of each activity per WP.

ACTIVITY	MON THS																							
	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16	M 17	M 18	M 19	M 20	M 21	M 22	M 23	M 24
Task 1.1 - Project coordination and monitoring																								
Task 1.2 - Quality assurance and reporting																								
Task Development of Digital History teaching modules																								
Task 2.2 – Delivery of lectures and seminars																								
Task 2.3 – Academic workshops and round tables																								
Task 2.4 – Preparation of academic outputs and publications																								

**Timetable (projects of more than 2 years)**

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.





access to learning opportunities for all participants.

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## 5.2 Security

### Security

Not applicable.

The project does not involve activities that raise security concerns. All planned actions are academic in nature and are implemented within a higher education environment. No security risks are identified, and no specific security measures are required.

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## 6. DECLARATIONS

<b>Double funding</b>	
<b>Information concerning other EU grants for this project</b> <i>Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).</i>	<b>YES</b>
We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.	<b>YES</b>
We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.	<b>YES</b>

**Financial support to third parties (if applicable)**

*If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/ Programme Guide, justify and explain why this is necessary in order to fulfil your actions objectives.*

Insert text

Not applicable. The project does not provide financial support to third parties. All activities are implemented directly by the beneficiary institution within the framework of academic teaching, research and dissemination in line with the Jean Monnet Programme.

**Seal of Excellence (if applicable)**

*If provided in the Call document, proposals that pass the evaluation but are below the budget threshold (i.e. pass the minimum thresholds but are not ranked high enough to receive funding) will be awarded a Seal of Excellence.*

*In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.*

Do you agree that your proposal (including proposal data and documentation) is shared with other EU and national funding bodies to find funding under other schemes?

[YES]

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## ANNEXES

### LIST OF ANNEXES

#### Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain Jean Monnet Lump Sum Grants (see [Portal Reference Documents](#))*

CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Annual activity reports (annex 3 to Part B) — *not applicable*

List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

#### Special

Other annexes (annex 5 to Part B) — *mandatory, if required in the Call document/Programme Guide*

### LIST OF PREVIOUS PROJECTS

<b>List of previous projects</b>  <i>Please provide a list of your previous projects for the last 4 years.</i>					
Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
Oriental University	No relevant international or EU-funded projects in the	Not applicable	Not applicable	Not applicable	Not applicable

	last 4 years				
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<b>HISTORY OF CHANGES</b>		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).
2.0	15.12.2021	Update for calls 2022.
	01.06.2022	Consolidation, formatting and layout changes. Tags added.