# Part B Project description

Project title:

**1. Scientific excellence**

|  |
| --- |
| 1.1. Contribution of the project to the achievement of the programme’s overarching objective, target and thematic objectives |
| Description |

|  |
| --- |
| 1.2. Project goal, hypothesis, objectives, current situation (knowledge) in the field of science |
| Description |

|  |
| --- |
| 1.3. Contribution of the partners to the achievement of the project goal, and their complementarity, if applicable |
| Description |

**2. Impact**

|  |
| --- |
| 2.1. Impact of the project and its outcomes on the field education sciences, and their research community in Latvia |
| Description |

|  |
| --- |
| 2.2. Impact of the project and its results on policy makers and implementers in the education field in planning policy recommendations for the development of the education system and the achievement of strategic education development goals  |
| Description |

|  |
| --- |
| 2.3. The impact of the project and its results on students in the education process, through internships and work placements, and the project’s scientific results in higher education teaching, and capacity building for students and the research team |
| Description |

|  |
| --- |
| 2.4. Impact of the project and its results on society as a whole, through knowledge transfer and awareness raising of the role of research and contribution thereof to society, as well as through the development of societal resources |
| Description |

|  |
| --- |
| 2.5. Scientific results of the project and making them accessible |
| Description |

**3. Implementation**

|  |
| --- |
| 3.1. Applicant and scientific group |
| Description |

|  |
| --- |
| 3.2. Project activity plan |
| Description |

|  |
| --- |
| 3.3. Project management and risk plan |
| Description |

|  |
| --- |
| Risk assessment |
| No. | Risk | Risk description | Assessment | Risk prevention/mitigation measures |
| Probability | Impact |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| n |  |  |  |  |  |