

ANNUAL EDUCATION CALL 2026/2027

Training Proposals

INGENIUM Staff Academy

Guidelines and FAQs for proposing training and pedagogical development for staff across the INGENIUM European University.

September 2026



Co-funded by
the European Union

Contents

Executive summary	3
1. The Staff Academy Training Hub	5
1.2 Recognition	6
2. What INGENIUM is looking for	6
2.2 Themes from the stakeholder dialogue	6
3. What you can propose	7
3.1 Training anchored in an educational format	7
3.2 Training anchored in a pedagogical methodology	7
3.3 Training anchored in a topic	7
3.4 Sharing existing materials	7
3.5 Where your proposal lands	8
4. How to apply	9
4.1 The two routes	9
4.2 The dates that matter	9
4.3 Applying alone, and finding partners	10
4.4 What the application asks	10
4.5 Where to get support	10
5. How to build an impactful proposal — evaluation system	11
5.1 Relevance	11
5.2 Quality & Pedagogical value	12
5.3 Impact	12
5.4 How proposals are assessed	12
5.5 Who decides, and when	13
6. Resources and delivery format	13
7. After selection	14
7.1 Design with the Academy	14
7.2 Delivery and recognition	14
7.3 What the training leaves behind	14
8. Roles and responsibilities	14
9. Frequently asked questions	15
10. Related documents	16

Executive summary

These Guidelines explain how to propose a training activity or a pedagogical development idea for the INGENIUM Staff Academy through the INGENIUM Annual Education Call. They are addressed to everyone at the ten partner universities who teaches, supports teaching, or has expertise that colleagues elsewhere in the Alliance would benefit from.

The Staff Academy is the Alliance's shared hub for pedagogical innovation and development. It brings together three things: structured pedagogical development for staff building joint educational offerings, a library of learning materials for independent study, and the Education Lab, where new practice is tested. Training materials and programmes developed anywhere in the Alliance are compiled under the Staff Academy umbrella and made available to staff across INGENIUM.

This category is how the community shapes what the Academy teaches. A proposal may come from **one person or from a team**, and it may be anchored in an educational format, in a pedagogical methodology, or in a subject where INGENIUM needs shared capability. If you have an idea but no partner, the expression of interest route puts you into the matchmaking phase. Selected proposals are then either built into one of the Academy's tracks or offered as standalone training open to all staff.

The first edition of the Pedagogical Development Programme runs from February to June 2027. Proposals submitted through the fast track feed it directly; proposals arriving through the general call are reviewed on a rolling basis once the fast track closes, and may still reach that first edition where the timing allows.

Who can propose	Any staff member at an INGENIUM partner university — academic, technical or administrative. Individually or as a team. Students and stakeholders may be involved.
What to propose	Training anchored in an educational format, in a pedagogical methodology, or in a subject area. Or simply share existing learning materials with the Alliance. Pedagogical themes should be aligned with the INGENIUM Education strategy (or explain why they deviate from it). Topics aligned with stakeholder priorities (as promoted in the call website, or coming from any other consultation) will receive higher scoring.
Partners	Not required. A single proposer is welcome. Use the expression of interest route if you would like to find colleagues to build it with.
Two routes	Fast track: apply directly by 16 October 2026. General call: expression of interest by 13 November 2026, application by 18 December 2026, then rolling review.
Assessment	Relevance (3) + Quality (4) + Impact (3) = 10 points. Minimum 6 to pass.
Where it lands	You indicate where you think the proposal fits. The Academy makes the final placement so that the programme holds together as a whole.

Recognition	Completion of Academy components is recognised through a digital badge or a certificate.
Who decides	Technical review by the mixed transition group for collaborative teaching, teaching innovations and training. Endorsement by the Innovation Committee (fast track) or by the Education Council with the Innovation Committee (general call).

Table 1. *The call for Staff Academy training proposals, 2026/2027 edition.*

Read alongside the *INGENIUM Annual Education Call 2026/2027* guide and the *INGENIUM Teaching Innovations (Education Lab)* guidelines. Questions about the Staff Academy: INGENIUM@xamk.fi.

1. The Staff Academy Training Hub

The INGENIUM Staff Academy is a training hub for pedagogical innovation and development. Its purpose is practical: to help colleagues develop their pedagogical skills while building real joint educational offerings, rather than to deliver training in the abstract. Participation is open to all staff, and all training materials and programmes for staff across the Alliance sit under the Staff Academy umbrella.

The Hub has three pillars. They are separate routes into the same body of practice, and a proposal may feed any of them.

Pillar	What it is	What it contains
Independent Study	Self-directed learning, available at any time to any member of staff	INGENIUM learning materials, materials shared by partner universities, and materials produced by the Knowledge Ecosystems
Pedagogical Development Programme	The structured programme, running twice a year, in which staff develop joint educational offerings with pedagogical support	A Guided Track, following the full programme, and a Peer-Learning Track focused on individual pedagogical development
Education Lab	The experimental pillar, where new teaching practice is tested and documented	Teaching innovations, stakeholder collaboration and independent working — covered by the companion guidelines

Table 2. *The three pillars of the Staff Academy Training Hub.*

1.1 The Pedagogical Development Programme

The Pedagogical Development Programme is the core of the Academy. It combines online and on-site learning with peer support, networking and practical pedagogical guidance, and it is modular: the content varies according to what participants are building. A team designing a micro-credential needs a different combination of support from a team designing a Pathway, a Blended Intensive Programme, a collaborative course or a challenge-based mobility activity. The common purpose is to help staff collaborate and deliver a concrete educational offering, with pedagogical support provided as needed.

The Guided Track is for staff who have an idea for a joint educational offering and want structured pedagogical support, coaching and sparring while developing it. Participants follow the full programme, develop their idea and their teaching materials throughout, and receive recognition on completion.

The Peer-Learning Track is for individual pedagogical development. It is for colleagues who want to strengthen their own teaching practice in dialogue with others across the Alliance, without necessarily bringing a specific product to develop.

The first edition runs from February to June 2027. Proposals may focus on creating joint courses aimed at students, stakeholders, working life or faculty development; micro-credentials, which award ECTS, and micro-courses, which do not but may carry a digital badge; Blended Intensive Programmes; challenge-based projects such as hackathons; or any other joint educational offering.

1.2 Recognition

Completion of individual training components and of the full programme is recognised through a **digital badge or a certificate**, so that what a colleague has done is portable and visible. The Alliance is also working, through the revision of the Education Strategy, on how teaching development can be recognised in academic career progression at each partner university.

2. What INGENIUM is looking for

Training proposals should be aligned with at least one of the 4 pedagogical pillars included in the INGENIUM Innovation in Education Strategy. The Alliance sees educators as co-creators of the revised version of this strategy, which will be revised in the first half of 2027.

2.1 The INGENIUM Innovation in Education Strategy

The Innovation in Education Strategy is the Alliance's pedagogical framework, adopted in the first phase under the heading “Committed to a forward-looking higher education for a changing world”.

Direction	What a proposal in this direction might address
Student-centred education	Active and experiential learning, assessment for and as learning, feedback practice, inclusive and accessible design, learner autonomy, student co-creation
Excellent teaching	Curriculum and constructive alignment, teaching in international and multilingual classrooms, supervision, work-integrated learning, evaluation of teaching
Co-operation and co-creation	COIL and virtual exchange, team-based learning, co-teaching across institutions, challenge-based learning with stakeholders, joint programme and Pathway design
AI and digitalisation in education	Generative AI in teaching and assessment, academic integrity, digital tools and learning environments, immersive and simulation-based learning, learning analytics

Table 3. The four directions of the INGENIUM Innovation in Education Strategy, with indicative topics.

Your proposal helps rewrite the Strategy

The Innovation in Education Strategy is being revised through Next INGENIUM, and the revision will be written with the educators who take part in the Staff Academy. A training proposal is therefore not only a request for the Academy to teach something; it is a contribution to what the Alliance decides its pedagogical priorities are.

2.2 Themes from the stakeholder dialogue

A proposal may alternatively respond to one of the themes raised by stakeholders and associate partners in the Alliance's engagement meetings:

- applied and challenge-based collaboration, including workplace and societal challenges;
- cross-sector partnerships and innovation ecosystems;
- digital transformation and future-oriented competence;
- resilience and preparedness for societal transitions.

Proposals may also draw on local and regional development needs identified at your own university. Where a stakeholder has asked for something, say so: it is the clearest possible evidence of relevance.

3. What you can propose

There are four ways into this category. They are not mutually exclusive, and a single proposal may combine them.

3.1 Training anchored in an educational format

Training that helps colleagues build a specific kind of educational offering. This is the most direct way to strengthen the Alliance's delivery capacity, because it turns a bottleneck into a shared competence. Examples of the shape such a proposal takes: how to set up a doctoral co-tutelle across two national systems; how to design a micro-credential that meets the European Approach; how to run a Blended Intensive Programme, from the BIP code to the social half-day; how to build the international learning component of a Pathway; how to supervise a collaborative thesis across two universities.

3.2 Training anchored in a pedagogical methodology

Training in a way of teaching, rather than in a format. Collaborative Online International Learning, team-based learning, problem- and challenge-based learning, simulation and gamification, co-teaching, peer assessment, inclusive assessment design. Proposals here often come from colleagues who have already made a method work at their own university and are willing to teach it to others.

3.3 Training anchored in a topic

Training in a subject where INGENIUM needs shared capability across the Alliance: research ethics and integrity, generative AI and academic integrity, accessibility and universal design for learning, multilingual teaching, sustainability in the curriculum, working with industry partners. Topics raised through the stakeholder dialogue are particularly welcome.

3.4 Sharing existing materials

The lightest route. If you have training materials, a recorded session, a toolkit or a guide that colleagues elsewhere could use, you can offer them to the Independent Study pillar without proposing to deliver anything. The application for this route is short: what the material is, who it is for, what language or languages it is in, and any conditions on its

reuse. Materials shared this way are compiled under the Staff Academy Training Hub and made available across the Alliance.

3.5 Where your proposal lands

The application asks where you think your proposal fits — for example, “training on intercultural learning, aimed at joint programme and BIP coordinators, suitable for the Guided Track”. That indication is genuinely useful, because you know your material better than anyone.

The final placement, however, is made by the Academy. A proposal may be built into the Guided Track, offered within the Peer-Learning Track, delivered as a standalone training session open to all staff, or turned into a resource for independent study. This is not a judgement on the proposal: it is how the Academy makes a coherent programme rather than a list of unrelated sessions. The Academy may also combine two related proposals, or ask a proposer to work with a colleague who has proposed something adjacent.

Alongside proposals from the community, the Academy management may add complementary training where a gap in the programme becomes apparent. This does not affect how your proposal is assessed.

4. How to apply

4.1 The two routes

The fast track is for proposals that are clear and ready to develop. Applications go straight to the application form, with no expression of interest, and the deadline is 16 October 2026. Assessment is rolling, and approvals are communicated in early November, which gives the Academy time to build the proposal into the first edition of the Pedagogical Development Programme running from February to June 2027.

The general call opens with an expression of interest between 14 September and 13 November 2026, continues through the networking and matchmaking phase, and closes with an application on 18 December 2026. For training proposals specifically, review continues on a rolling basis once the fast track has closed. Because the operationalisation period for training is short, a proposal arriving through the general call may still be built into the February–June 2027 edition where the timing allows; otherwise it feeds the following edition.

4.2 The dates that matter

Milestone	When	What happens
Call opens	14 September 2026	Both routes open. Fast-track applications and expressions of interest can be submitted from day one
Information sessions	From mid-September 2026	General sessions, fast-track sessions and sessions grouped by topic
Fast-track deadline	16 October 2026	Applications for training to be built into the first edition of the Pedagogical Development Programme
Networking and matchmaking	Late October to early December 2026	Networking sessions across the Alliance and keyword-based matching, drawing on the expressions of interest received
Fast-track approvals	Early November 2026	Communicated on a rolling basis
Expressions of interest close	13 November 2026	Concepts received feed the remainder of the matchmaking phase
General call deadline	18 December 2026	Applications submitted; review continues on a rolling basis
Selection and feedback	From late January 2027	Validation and selection, with student representation. Feedback provided to all applicants
First Academy edition	February–June 2027	The Pedagogical Development Programme runs, incorporating selected proposals
Review	June–July 2027	Pilot evaluation, feeding refined criteria and the revised Innovation in Education Strategy

Table 4. Timeline for Staff Academy training proposals in the 2026/2027 edition.

4.3 Applying alone, and finding partners

A training proposal does not need a partner. One person with something worth teaching is a complete proposal, and many of the Academy's most useful sessions will come from exactly that.

If you would rather build the training with colleagues elsewhere in the Alliance, use the expression of interest route in the general call. The expression of interest is short, commits you to nothing, and describes what you want to teach and what kind of partner you are looking for. Your concept then enters the matchmaking phase, and you may be invited to host a networking session on your own topic — the most direct way to reach colleagues working closest to your field.

4.4 What the application asks

The application asks for the training topic and its rationale; whether it is anchored in a format, a methodology or a subject; who it is for and what they will be able to do afterwards; the proposed delivery mode, length and language; the direction of the Innovation in Education Strategy or the stakeholder theme it responds to; where you think it fits within the Academy; and any resources required. Proposals to share existing materials complete a shorter version of the form.

Formal institutional endorsement is not required. You are asked to confirm that your Head of Department or equivalent is aware of the proposal and of any workload implications.

4.5 Where to get support

Anything institutional — workload, use of funds, local approvals — goes to your own INGENIUM local office. Anything about the Staff Academy goes to INGENIUM@xamk.fi. General questions about the Annual Education Call go to the INGENIUM Secretariat at ingenium@uniovi.es. The FAQ published with the call is developed continuously as questions arrive.

5. How to build an impactful proposal — evaluation system

It helps to know what the assessment is measuring against. Next INGENIUM commits to progressing the development of the European inter-university campus, and within that the innovation and teaching work package sets an objective this category serves directly: to establish the Pedagogical Development Programme so that staff competences in student-centred learning, digitalisation and artificial intelligence, inclusive teaching and co-creation with stakeholders are developed and recognised, with participation explicitly linked to engagement in joint and collaborative educational delivery.

That last clause is the key to a strong proposal. The Academy is not a general professional development catalogue: it exists so that the Alliance can design and deliver joint education well. Training that removes a real obstacle to joint delivery — a format colleagues do not know how to set up, a method they cannot yet run across borders, a regulatory question that stops collaborations before they start — is worth more than training that is interesting in general terms.

A second commitment matters: learning resources produced through the Academy are to be **evidence-based and applied**, showing colleagues how to implement a practice rather than only introducing it. A proposal that leaves behind something usable — a guide, a template, a recorded session, a worked example — scores better than one that leaves behind only an experience.

Proposals are assessed against three complementary dimensions. The framework is common to the whole Annual Education Call, with the sub-criteria below adapted to training proposals. Points are allocated to the three dimensions rather than to individual sub-criteria; within each dimension, the sub-criteria that weigh most heavily are marked.

Evaluation criterion	Maximum score
Relevance	3
Quality	4
Impact	3
TOTAL	10

Table 5. The scoring framework for training proposals. A proposal must reach at least six points out of ten to qualify for selection.

5.1 Relevance

Maximum 3 points. This criterion asks whether the training addresses a real need of the Alliance.

- **The link to joint and collaborative educational delivery: whether the training removes an identified obstacle to designing or running joint education.** This weighs most heavily.
- **Alignment with a direction of the INGENIUM Innovation in Education Strategy, or with a theme raised in the stakeholder dialogue.** This weighs most heavily.

- Evidence that the need is shared across more than one partner rather than local to a single institution.
- Societal and labour-market relevance, including needs identified by stakeholders, associate partners or the Knowledge Ecosystems.
- The connection to an existing or proposed part of the INGENIUM educational offer.

5.2 Quality & Pedagogical value

Maximum 4 points. This criterion asks whether the training is well designed and can actually be delivered.

- **Clear learning outcomes: what participants will be able to do afterwards that they cannot do now.** This weighs most heavily.
- **The credibility of the proposer's expertise and the practical grounding of the content — applied rather than introductory.**
- Coherence of the delivery design: mode, length, sequence, and active rather than passive online components.
- Suitability for an international, multilingual and multidisciplinary group of colleagues.
- The use of evidence-informed, reflective or research-informed approaches to teaching and learning.
- The extent to which the proposal develops participants' capacity as educators, educational developers or facilitators of learning.
- The potential to improve learner experiences, outcomes, inclusion or engagement through changes in educational practice.
- Inclusion, accessibility and sustainability built into the design rather than added afterwards.

5.3 Impact

Maximum 3 points. This criterion asks what will change, and whether it will last.

- **What the training leaves behind: a guide, a template, a recording, a worked example, or other material that can be reused within the Hub.** This weighs most heavily.
- The prospect that participants will go on to design or deliver joint education as a result.
- The number and range of colleagues reached, including universities, faculties and staff categories new to INGENIUM collaboration.
- Transferability across disciplines and across partner universities.
- Whether the training can be repeated in later editions without the original proposer having to deliver it each time.

5.4 How proposals are assessed

Assessment in this edition is deliberately light and enhancement-oriented. The purpose is to help good ideas become deliverable, not to rank a competitive field. Where a proposal falls short on one dimension but is otherwise strong, the assessment records what would fix it, and that feedback is returned to the proposer.

Criterion	Excellent	Good	Needs improvement
Relevance	A clear, shared need directly linked to joint educational delivery and to the Strategy	Generally aligned, with minor weaknesses	Limited alignment or unclear rationale
Quality & pedagogical value	Clear outcomes, credible expertise, applied content, well designed for an international group	Deliverable but requiring refinement	Significant weaknesses in design or feasibility
Impact	Leaves reusable material behind and plausibly leads to joint delivery	Positive impact but limited evidence	Impact not clearly demonstrated
TOTAL	7.5 – 10	6.0 – 7.4	below 6.0

Table 6. Qualitative scoring rubric, used together with the sub-criteria above.

A proposal that scores below six does not qualify for selection as submitted. It may nonetheless receive a conditional approval where the assessment identifies specific changes that would make it deliverable and the proposer implements them.

5.5 Who decides, and when

Every proposal first undergoes a technical review by the mixed transition group responsible for collaborative teaching, teaching innovations and training proposals — the current work package paired with the incoming Next INGENIUM team — supported by the INGENIUM Secretariat and the Staff Academy team.

- **Fast track.** Review is rolling, and endorsement is given by the Innovation Committee, with approvals communicated in early November 2026.
- **General call.** Review continues on a rolling basis after the fast track closes. Validation and selection follow through the Education Council together with the Innovation Committee, with student representation, from late January 2027.

Feedback is provided for all proposals, whether selected or not. A proposal that is not selected may be resubmitted in a subsequent cycle.

6. Resources and delivery format

Applicants can request a budget as part of their application in line with the needs of their training proposal. Depending on the level of development of your proposal, you can propose a specific format and setting for the training (example: a week-long on site training, a set of three online sessions with individual work), and mention the initial resources associated with it. At the evaluation stage, applicants will be in touch with the Staff Academy team to agree on the precise format of each training proposal.

Proposals can take an on-site, online or hybrid format. At the application stage, educators can specify their preferred format and whether the proposals are adaptable to different format models.

Educators can request different resources, such as platforms, physical spaces, materials, and other related elements.

Compensation for the training should be agreed with the employer institution in full alignment with institutional rules.

7. After selection

7.1 Design with the Academy

Selection is the beginning of a design conversation, not the end of the process. Selected proposers work with the Staff Academy team to settle the placement, the length and the delivery mode, to align the content with the rest of the programme, and to avoid duplication with training already available. Where two proposals are close, proposers may be introduced to one another and invited to build the session together.

7.2 Delivery and recognition

Selected training is delivered within the Pedagogical Development Programme, as a standalone session open to all staff, or as a resource for independent study, according to the placement agreed. Participants receive a digital badge or a certificate for the components they complete. Associate partners, including the associate universities from EU accession countries, may be invited to particular training activities.

7.3 What the training leaves behind

Every selected proposal is expected to leave reusable material in the Hub: the slides and handouts, a recording where the session is delivered online, and a short practical guide or template where the topic allows it. This is what makes the Academy cumulative rather than repetitive, and it is what allows a session to run again in a later edition without the original proposer having to deliver it each time.

Participant feedback is collected after each component, and the INGENIUM Community Questionnaire asks staff across the Alliance about the Academy's applicability to their teaching practice. Both feed the revision of the Innovation in Education Strategy and the Alliance's quality assurance system.

8. Roles and responsibilities

Role	Responsibility
Proposer or lead proposer	Submits the proposal, works with the Academy at the design stage, delivers the training as agreed, and provides the reusable material afterwards
Co-proposers	Where a proposal is made jointly, share the design and the delivery. Not required: a single proposer is welcome
Staff Academy team	Places the proposal within the Hub, supports the design, organises the delivery and issues the recognition
Mixed transition group	Carries out the technical review and shapes the guidance for the category

Role	Responsibility
Innovation Committee	Endorses fast-track proposals, and validates general-call proposals together with the Education Council
INGENIUM Secretariat	Coordinates the call, publishes the FAQ, routes queries and organises networking and matchmaking
INGENIUM local offices	First point of contact at each partner for anything institutional: workload, use of funds, local procedures
Head of Department or equivalent	Aware of the proposal and of its workload implications. No formal endorsement signature is required at application stage

Table 7. Roles in the training proposals category.

9. Frequently asked questions

► Can I propose on my own?

Yes. A single proposer is a complete proposal. If you would prefer to build the training with colleagues elsewhere in the Alliance, use the expression of interest route and you will enter the matchmaking phase (Section 4.3).

► Do I have to be academic staff?

No. Academic, technical and administrative colleagues may all propose. What matters is that you have expertise colleagues elsewhere would benefit from.

► What is the difference between a training proposal and a teaching innovation?

A training proposal offers something you already know how to do to colleagues across the Alliance. A teaching innovation tests something whose outcome is not yet known and documents what happens. If you want to experiment, see the companion guidelines on teaching innovations.

► Can I decide which track my training goes into?

You indicate where you think it fits, and that indication carries weight. The final placement is made by the Academy so that the programme holds together as a whole (Section 3.5).

► I have materials rather than a training session. Is that useful?

Yes, and it is one of the four routes. Offer them to the Independent Study pillar using the short version of the form: what the material is, who it is for, the languages available, and any conditions on reuse (Section 3.4).

► Which route should I use?

If the proposal is clear and ready to develop, use the fast track, which is the surest way into the first edition running February to June 2027. If you are still shaping the idea or looking for partners, use the general call — training proposals are then reviewed on a rolling basis once the fast track closes, and may still reach the first edition where the timing allows (Section 4.1).

► **Does the training have to be in English?**

No. English is the most common working language, but training in other shared languages is welcome, and multilingual material counts positively under the quality criterion. State the language plainly so colleagues know before they register.

► **How long should the training be?**

There is no fixed length. A ninety-minute session, a half-day workshop and a component running across several weeks are all valid. Propose what the content needs; the length is settled with the Academy at the design stage.

► **Is there funding attached?**

The Academy holds the budget for delivery, so most proposals do not need a grant. Where specific costs arise they are described in the application and agreed at the design stage; the applicable ceiling is [TBC] (Section 6).

► **What do participants receive?**

A digital badge or a certificate, depending on the component. Recognition of teaching development in career progression is being worked on through the revision of the Education Strategy (Section 1.2).

► **Can stakeholders or associate partners take part?**

Yes. Associate partners, including the associate universities from EU accession countries, may be invited to particular training activities, and stakeholders may contribute to the design where the topic calls for it.

► **Do I need my Head of Department to sign the proposal?**

No formal endorsement signature is required. You are asked to confirm that your Head of Department or equivalent is aware of the proposal and of any workload implications.

► **What if my proposal is not selected?**

Feedback is provided for every proposal, and you may resubmit in a subsequent cycle. Where the assessment identifies specific changes that would make the proposal deliverable, a conditional approval is possible (Section 5.4).

What happens if force majeure prevents a proposal from going ahead?

Have a question that is not covered here? Contact INGENIUM@xamk.fi for the Staff Academy, or the INGENIUM Secretariat at ingenium@uniovi.es for the call as a whole.

10. Related documents

- **The INGENIUM Annual Education Call 2026/2027.** The overall structure of the cycle within which this call sits, including all categories of collaboration, the resourcing framework and the governance of selection.
- **INGENIUM Teaching Innovations (Education Lab): Guidelines and FAQs.** The companion category, for practice-based experiments in teaching.
- **INGENIUM Collaborative Teaching and Learning: Guidelines and FAQs.** The category for teaching collaborations delivered to students.
- **The INGENIUM Innovation in Education Strategy.** The Alliance's pedagogical framework, currently being revised through Next INGENIUM.

- **The INGENIUM Student Cycle and Student Calendar 2026/2027.** How the opportunities created through the call reach students.

Annexes. Annex 1 — Training Proposals: Expression of Interest Form. Annex 2 — Training Proposals: Application Form. Both are provided as separate documents.