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EcoMinds

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Project Management Handbook

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Eco Minds

Enhancing Environmental Data Collection through Machine Learning and Database Systems

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Identification Sheet

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Abstract	<p>This document provides comprehensive guidelines for managing the Eco Minds project, including project summary, target groups, participating organizations, activities, budget, and financial reporting. It outlines the project's objectives to enhance environmental data collection through machine learning and database systems and offers detailed plans for training, curriculum development, and cross-sectoral collaboration. The handbook ensures effective project management by defining roles, responsibilities, timelines, and budget allocations, thereby facilitating the successful implementation and sustainability of the project's goals.</p>
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1. PROJECT SUMMARY

The Eco Minds project aims to address the European Commission's twin challenges of making Europe greener and more digital. By focusing on advancements in technology, particularly data analytics and machine learning, the project seeks to balance economic progress with environmental sustainability. This initiative responds to the growing need for data-driven decision-making in environmental protection. It aims to bridge the gap in the demand and supply of skilled business analysts and environmental scientists.

Motivated by the rapid increase in data creation and the corresponding need for advanced data analytics and machine learning to extract value from this data, the project targets the potential of these technologies to solve global issues such as climate change and global warming. However, there is a substantial gap in the availability of skilled labor in these fields, which hinders socio-economic development and the transition to a green economy. By enhancing digital and green skills among educators and students, the project aims to overcome these obstacles and promote sustainable development.

The project will enhance the digital and green competencies of educators in higher and vocational education through targeted training and expertise exchange. It will equip undergraduate students with digital and green skills, increasing their employability through the development of joint course curricula on machine learning and environmental data analysis. By making higher education more inclusive and accessible through cross-sectoral partnerships and flexible course formats, the project aims to improve the integration of higher education institutions in local communities and enhance their social and environmental impact.

Key outcomes include improved digital and green skills of 15 educators and increased employability of 90 undergraduate students, 10 pupils, and 2 NEETs (Not in Education, Employment, or Training). The project will also create two new multidisciplinary courses and a digital seminar focusing on machine learning and database design in environmental data analysis. It will also develop a blended learning model through cooperation among five higher education institutions, a secondary vocational school, a large IT employer, and an NGO.

The project is innovative both technologically and socially. It introduces new multidisciplinary courses aligned with labor market trends and community needs, providing flexible and competency-based learning opportunities. The project's use of original local environmental data



and its emphasis on inclusion and accessibility, with free and open learning materials, sets it apart from other initiatives. The involvement of NEETs and the integration of state-of-the-art knowledge and technologies further enhance its innovative character.

Eco Minds builds on previous collaborations and projects undertaken by the participating institutions, enhancing their curricula, human resource capacities, and international cooperation. It complements ongoing initiatives in green data analytics, cloud computing, and sustainable education, creating a synergistic effect that amplifies the project's impact. The project also leverages the established cooperation between educational levels, facilitating curriculum convergence and knowledge progression.

The project will strengthen intra- and inter-institutional cooperation between the faculties of IT and natural sciences, leading to the development of new multidisciplinary courses and skills. By engaging in parallel and joint activities across more than one EU country, the project acknowledges the global nature of the IT labor market and the interconnectedness of local and global challenges such as environmental protection and sustainability. This transnational, multidisciplinary, and cross-sectoral cooperation will lead to an exchange of expertise and best practices, expand the knowledge of teaching staff, and connect students with employers and future colleagues across Europe.

The project aligns with the new Digital Education Action Plan (2021-2027) by laying the foundations of a digital education ecosystem at the EU level. It aims to increase employment, economic growth, and environmental protection through the modernization of IT curricula in higher education, cross-sectoral and cross-departmental cooperation, and support for environmental sustainability. Eco Minds is a model for finding global solutions to local challenges through international horizontal and vertical collaboration, seeking and creating international best practices and pooling resources. The project will provide educators and students with opportunities to expand their local perspective into a global one, learning to thrive in a multinational and multilingual environment and creating solutions, insights, and benefits that transcend national boundaries.



2. TARGET GROUPS

The following target groups will be reached:

- Fifteen (15) IT and aquaculture professors, lecturers, postgraduate teaching assistants and teachers will participate in training and expertise exchange throughout the project, specifically in a 5-day summer program on environmental data collection, modeling and data analysis. Educators will be selected locally based on their expertise, experience and interest. All would speak English and possess complementary expertise, as the objective of the project is capacity building through collaborative work & expertise exchange. Educators will volunteer to participate in activities and will need to submit an application explaining their interest in the project and the expertise they will bring in.
- Nineteen (90) bachelor-level students registered in undergraduate programs at five higher education institutions (20 x 4 higher education institutions and 10 x 1 higher education institution) will participate in 2 piloted elective courses on machine learning and database design (45 students x course) using environmental data from the sea and freshwater sources. Students will not need to have previous IT knowledge or be enrolled in IT programs. They will register for the courses based on their academic and professional interests. The courses will develop their technical skills in data modeling and analysis. Because of the importance of environmental issues for their generation, students will also be educated about the impact of the environment on the quality of life in their communities and how analytical modeling could be used to resolve environmental issues.
- Ten (10) secondary vocational IT school pupils and two young people (18 to 29 years old) who are not in employment, training or education (NEET) will be included in the project as supplementary target groups. They will complete the digital seminar on machine learning independently online. The vocational secondary school Vegova will coordinate the selection process of pupils and NEET participants.



3. PARTICIPATING ORGANISATIONS

4.1. Polytechnic of Šibenik

Since its establishment in 2006, the Polytechnic of Šibenik has been a vital part of the community, shaping the future by educating students in social and technical sciences. With a focus on information technology, tourism, organization, and transport, the Polytechnic has become a cornerstone of education in the region, currently serving 1100 students and employing 53 dedicated staff members.

It offers undergraduate professional study programs in management, tourism, business informatics, public administration, traffic, logistics, transportation, and nursery. Professional study programs last for 6 semesters (180 ECTS), and upon their successful completion, students acquire a professional degree or baccalaureate in economy, tourism, informatics, nursery, traffic or administration. The Polytechnic of Šibenik also offers specialist graduate professional study programs that last for two years (4 semesters), namely the Graduate Professional Study of Management (120 ECTS) and the Graduate Professional Study of Public Administration (120 ECTS).

In information technology, the Polytechnic of Šibenik (VUS) has been one of the most innovative institutions in Croatia. It has successfully introduced modern digital tools and services to its educational process, facilitating learning and teaching and increasing the inclusivity of its academic offer by developing open-access resources and recognizing informal and individual learning. It has also adopted incremental innovation in creating its curriculum, which is continuously changing according to industry trends and community needs. As information technology is a practical field of study, project work and case studies are crucial parts of the curriculum, and the Polytechnic has successfully cooperated with employers to generate real-life examples. Acquired competencies are thus based on practical programming training that is oriented toward managing IT projects and products. Students can perform managerial and organizational tasks, run IT projects, manage and implement informational business systems, plan and work in teams, and organize different functions within a company in IT.

4.2. LUISS Guido Carli

LUISS Guido Carli is a private, independent university that evolved from the earlier Roman



institution Pro Deo, which existed from 1974 to 1978. The university is dynamic and committed to educating students both culturally and professionally, promoting and organizing research activities, and fostering innovation in the economy and society. Luiss currently has 9,950 students at both undergraduate and graduate levels.

The campus of LUISS Guido Carli is designed to host world-class events and is equipped with state-of-the-art teaching facilities. For over 30 years, Luiss has continually adapted to meet the changing needs of its students and remains at the forefront of economic development. The university takes pride in strengthening its ties with national and international business communities.

LUISS consists of four departments: Business and Management, Economics and Finance, Law, and Political Science, and five schools: the Business School, School of Journalism, School for the Legal Profession, School of Government, and Writing School. The university offers a wide array of academic, extracurricular, and support resources. It has made significant academic contributions in the fields of Economics, Law, and Political Science through its research centers. Luiss is ranked 22nd in the QS World University Rankings for Political Science and is in the top 100 for Business and Law.

LUISS provides education opportunities at undergraduate, graduate, and doctoral levels, as well as professional training and lifelong learning. The university complies with the European reform process, the Bologna Process, aimed at creating a European Higher Education Area. Within this framework, LUISS aligns with the Italian university system established by Ministerial Decrees No. 509 (03/Nov/1999) and No. 270 (22/Oct/2004). Although the primary language of instruction at LUISS is Italian, an increasing number of degree programs and courses are offered in English. In recent years, Luiss has enhanced its international standing with 58 double degrees and structured exchanges, partnerships with 315 universities from 62 countries, and more than 2,000 exchange students annually.

LUISS stands out for its advanced educational model aimed at instilling flexibility and competence in students, necessary for success in the labor market. The university has a dense network of international exchanges with about a hundred European and non-European universities, actively cooperates on international research projects, seminars, and panel discussions, and collaborates with over 200 public, private, and multinational corporations. Luiss is committed to enhancing its liaison with companies and the professional world and has a well-developed system for quality



assurance of its educational programs.

LUISS provides students with the opportunity to have a custom-made education, and the Luiss Business School plays a unique role in this process. The Business School, a division of Luiss Guido Carli University, is globally recognized as a knowledge hub, offering several educational programs for executive, professional, and graduate students. Recent efforts have focused on improving the Business School to maintain its competitive edge in a rapidly changing world.

The research activities at Luiss are rigorous and relevant, with a particular focus on ethics and internationalization, making its programs models of excellence in teaching methods. The Department of Business and Management, which hosts the two key figures in this project, has received the prestigious EQUIS accreditation, awarded to only 1% of business schools offering management training. This accreditation allows the Luiss Department of Business and Management to access the main rankings for education.

4.3. University of Zadar

The University of Zadar (UNIZD) is a higher education institution based in Zadar, Croatia. Zadar has a centuries-old university tradition, which can be traced back to 1396 and the establishment of the Studium Generale. The modern development of higher education in Zadar began in 1955 with the establishment of the Faculty of Philosophy in Zadar. The University of Zadar, in its current form, was founded by a legal decision of the Parliament of the Republic of Croatia in 2002. In 2003, the formal work of the new university began. Today, the University of Zadar is the largest fully integrated university in the Republic of Croatia, with 27 university departments and several scientific and teaching centers.

The University of Zadar's educational and scientific activities are focused on the following scientific fields: technical, biomedicine and healthcare, biotechnical, social, humanistic, and interdisciplinary. Departments perform studies on three levels: undergraduate, graduate, and postgraduate.

About 5,100 students study at the university, which employs 644 employees, of whom 440 are teachers. 204 employees work in the university's services and 38 work in the Student Standards Agency. Most of the scientific and teaching work takes place in Zadar at the old and new university campuses, which include restaurants for student meals and a student dormitory.



The University of Zadar cooperates with numerous Croatian and foreign institutions and academic associations through membership in international university associations and communities and cooperation agreements with universities. It is a member of the EU-CONEXUS university alliance.

The inclusion of university members in international competitive projects, incoming and outgoing mobility of students, academic, administrative and technical staff, joint studies with foreign universities, contacts, and meetings with representatives of academic, political and economic domestic and foreign communities are actively encouraged. For the University, cooperation with the local and regional community and international academic institutions is essential for preparing and executing joint projects, participating in the drafting of strategic development documents, encouraging the development of civil society, arranging various activities with the aim of popularizing science, encouraging research in the field of environmental protection, and valorizing cultural and natural heritage and sustainable development.

4.4. National Technical University of Ukraine Igor Sikorsky Kyiv Polytechnic Institute

Founded in 1898, the Kyiv Polytechnic Institute (since 2016, the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”) is a leading technical university in Ukraine. Today, the University is an autonomous, fully accredited research institution at level IV. It offers a wide range of BSc, MSc, Ph.D., and DSc programs.

Over 22,000 students, including international students, are currently attending the University, whose staff consists of over 500 professors and 1,300 associate professors. Over 230,000 engineers have graduated from the University, and more than 6,000 graduates are working in 112 countries.

According to the Development Strategy of the Igor Sikorsky Kyiv Polytechnic Institute for 2020-2025, the University's vision is to be a world-class technical research university dedicated to preparing highly skilled professionals who can contribute modern scientific knowledge and innovative technologies for the benefit of humanity. We strive to secure Ukraine's rightful place in global cooperation. Our mission is to help shape the future of society based on the principles of sustainable development through the internationalization and integration of education, cutting-edge scientific research, and innovative developments. Our goal is to create an environment that supports comprehensive professional, intellectual, social, and creative development, aiming for



the highest levels of excellence in an academic and scientific setting.

The University is enhancing its role in international relations by deepening its internationalization efforts and bolstering the international aspects of its activities. It aims to direct its research and educational approaches, including dual education technologies, to prepare professionals who are competitive in the global markets of education, science, and innovation. This effort is part of our ongoing transformation into a research university recognized for its leadership and adhering to internationally recognized standards.

As we see an increase in the international mobility of students, young faculty, and researchers, we are also intensifying the training of a new generation of educators, scientists, and administrative staff. This training is grounded in the principles of global European thinking and European integration efforts, with a strong emphasis on English proficiency.

In the field of international relations, the Igor Sikorsky Kyiv Polytechnic Institute aims to further its international presence, enhance the global aspect of its activities, and apply research and educational methodologies, including dual education technologies. This strategy is designed to cultivate internationally competitive professionals. Moreover, the University is dedicated to adopting the best practices from universities worldwide and integrating them into all aspects of its operations.

The University boasts numerous collaboration agreements with institutions around the globe, particularly with European universities. In terms of academic mobility, we have established partnerships with over 70 entities within the Erasmus+ (ICM) EU Programme. Additionally, the Igor Sikorsky Kyiv Polytechnic Institute has engaged in a variety of other international programs. Notably, we have participated in several Jean Monnet Actions projects, Erasmus KA2 (CBHE) projects, Horizon 2020 projects, and the NATO "Science for Peace and Security Programme," among others.

We also successfully participate in different international networks (EDNES, IAU, IEEE, Guangdong- CIS international technological cooperation union, EUA, BSUN, ESU, SDAS) and cooperate with the following international organizations: EU, UNDP, UNESCO, UNIDO, WIPO, NATO, ICSU, CODATA, KOICA and JICA.



4.5. Ss. Cyril and Methodius University in Skopje

Ss. Cyril and Methodius University in Skopje (UKIM) is the first state university in the Republic of N. Macedonia, founded in 1949, initially with three faculties: the Faculty of Philosophy, the Faculty of Medicine and the Faculty of Agriculture and Forestry. At the moment, UKIM is a functional community of 23 faculties, 5 research institutes, and other associate members. UKIM develops study programs in all scientific fields - natural sciences and mathematics, medical, biotechnical sciences, social, technical and arts.

The University has around 30,000 students across all faculties and cycles of studies. Over 2.000 academic personnel carry out the teaching and research processes. Up to the present day, around 135.000 students have graduated from the University, 13.800 have received master's degrees, and over 4.000 have become doctors of philosophy, technical sciences and other areas. The latest data shows that in recent years, more than a thousand scientific manuscripts have been published annually.

UKIM has extensive experience in international programs such as FP6, FP7, Horizon 2020, Erasmus+, NATO Science for Peace and Security Program, CEEPUS and other academic projects. As the oldest and biggest university in the country, UKIM has served as a pillar of our educational system, scientific work and economic development for 70 years.

The Faculty of Electrical Engineering and Information Technologies (FEEIT), as a higher educational institution part of UKIM, has a long tradition in the fields of electrical engineering and IT education, research, and know-how transfer to Macedonian industry. In our 60-year period of scientific and educational work, more than 6,000 students and professionals have obtained BSc in EE, MSc and PhD diplomas. FEEIT consists of 10 institutes, 15 laboratories, and a research center that works in the fields of electrical engineering and new technologies. The total number and structure of the faculty employees is 35 full-time professors, 20 associate professors, 10 assistant professors, 20 teaching and research assistants, and 28 technical and other administrative staff. FEEIT has very vibrant academic and research activities, having at least 10 national and international research projects ongoing at every moment, as well as at least 150 papers published each year, most of which are in International Impact Factor Journals.

The studies at FEEIT are organized according to the Bologna Agreement and the European Credit Transfer System at undergraduate, master and doctoral levels. The study programs are frequently modernized and adapted according to the latest technology developments, trends, and standards



in the world, as well as in accordance with the modern labor market demands. Well-equipped laboratories and computer rooms provide a good working environment for students, which enables them to solve complicated practical tasks. Attractive study programs meet domestic as well as international academic criteria, while the European ECTS gives students an opportunity to continue their studies at foreign universities.

FEEIT is the first and only higher education institution in North Macedonia to receive international accreditation for its seven study programs in the first cycle of studies. ASIIN, a German agency for accreditation of study programs in technical sciences, information technology (IT), natural science and mathematics, has conducted the international certification of FEEIT's study programs.

The Faculty opened the Centre for Technology Transfer and Innovations (INNOFEIT) in 2018 to support the development of a knowledge economy based on innovation, specifically by undertaking activities that will increase tangible knowledge transfer from academia to the business community at the national, regional and international levels.

4.5. The Upper-Secondary School of Electrical and Computer Engineering and Technical Gymnasium Ljubljana

The Upper Secondary School of Electrical and Computer Engineering and Technical Gymnasium Ljubljana (Vegova) is rooted in a rich tradition since it was founded in 1851/52 as the first school (K. k. Unter-Realschule in Laibach) on Slovenian territory to feature German as the language of instruction. The school is named after the street on which it is located, Vegova Street, which takes its name from Jurij Vega, an important Slovenian mathematician and physicist. Nowadays, Vegova operates simultaneously as a technical gymnasium and a vocational electrotechnical and computer engineering secondary school. It also offers adult learning classes, and because of that, we have experience working with NEET.

It employs 90 people staff and has more than 900 enrolled pupils, which means that, by Slovenian standards, Vegova is a large school. There are approximately 45 classrooms; some are modified to suit the needs of certain subjects (e.g., computer labs, Biology and Chemistry classrooms). The school's mission "to discover talent in the technical area and pave the way for its further improvement at technical institutes" has been unchanged for 65 years. We provide education in vocational areas such as information and communication systems, web design, algorithm programming, multimedia systems, automation, and system electronics. New forms and methods



of work, the development of crucial and professional competencies, cooperative teaching and learning, in particular alongside a foreign co-teacher teaching vocational modules, connecting theory with practical experiences in vocational modules, and personalized education and tutoring are among some of Vegova's strengths. They have been instrumental in improving pupils' motivation and changing their attitude towards work, academic achievement, and personal development, making Vegova one of the best secondary schools in Slovenia. Vegova pupils excel at competitions in various fields on both national and international levels and achieve good average scores on the vocational and general Matura exams.

Vegova offers 4-year educational programs in general technical education, electrical engineering and computer engineering. We are cooperating closely with all stakeholders involved in vocational-technical education in Slovenia: public institutions (The Institute of the Republic of Slovenia for Vocational Education and Training, The National Education Institute Slovenia), universities, including the University of Primorska, and representatives of the economy (The Chamber of Commerce and Industry of Slovenia, The Chamber of Craft and Small Business of Slovenia, as well as individual companies). Some extracurricular activities our teachers and pupils have been involved with are the Days of Electrical and Computer Engineering, cooperation with elementary schools during technical and natural science-themed excursions, summer schools, the festival Videomanija for young filmmakers, collaboration with companies and employers, including Oracle, building and programming realistic and functional models of vehicles with LEGO Mindstorms, and running of workshops in astronomy, research activity and natural sciences for visiting elementary school students. The school also participates in international school exchanges, particularly in Europe.

4. PROJECT ACTIVITIES

4.1. WP1: Project Management

The expected results of WP1 include the effective and timely completion of project activities and milestones, efficient utilization of project funds, high-quality outputs meeting the set standards, proactive identification and management of risks, clear and consistent communication among partners, and comprehensive and accurate reporting of project progress and outcomes. Polytechnic of Šibenik leads this work package, with active participation from other project partners.



The EUR 50,000 allocated to this activity ensures robust project management and facilitates the achievement of the project's objectives through coordinated efforts, efficient resource management, and adherence to high-quality standards.

To ensure proper budget control and time management in our project, the applicant organization will appoint a Project Manager responsible for overseeing these aspects across the entire project. At the same time, partners will designate Local Project Coordinators for their respective institutions. These coordinators will collaborate with their financial and accounting departments, leveraging their Erasmus+ project experience. Permanent online communication will be established via email, project management software, and team collaboration tools.

Budget control will involve dedicated planning, with a well-defined project budget and timeframe developed collaboratively by all partners. Costs will be regularly recorded and analyzed, with actual activity costs tracked against planned expenditures to monitor the budget throughout the project's phases. Periodic budget reviews will be conducted, with any anticipated changes communicated in advance by the relevant Local Project Coordinator. The project manager will provide regular financial reports to ensure budget adherence and address any issues promptly.

Time management will be facilitated through a detailed Gantt chart prepared by the Project Manager, with any changes or delays communicated via project management software. Tasks will be clearly scheduled with defined responsibilities, and the software will notify team members if a task is running late. Continuous online communication between the Project Manager, Project Coordinators, and other team members will ensure responsibilities are clearly delineated, progress is tracked using digital tools, and time worked is logged and easily analyzed. All partners will contribute to reporting, with the Project Manager responsible for producing aggregate reports.

All partners are stable institutions with secure annual budgets and sufficient staff, so the project is not at risk of failing. However, specific challenges might arise, typically falling into three main categories: quality, administrative, and financial.

For the first category, which involves the quality of project results, the project is designed to ensure consistent quality of work and outputs across the team. This will be achieved by selecting team members with recognized expertise and a proven track record of high-quality academic and professional work and by appointing a Quality Assurance Team to oversee quality assurance.

The second category pertains to communication and organizational issues. The lead partner will



be responsible for addressing these issues using project management software and tools to ensure the timely completion of activities, submission of reports, and clear communication among team members. In the unlikely event of a conflict, consultations will be conducted with all partners, and the dispute will be resolved in a conciliatory manner, with moderation by partners not directly involved. All activities and services will be completed internally, eliminating risks associated with outsourcing. Considering the involvement of a Ukrainian partner, potential delays due to the ongoing war will be managed through consultations and reorganization of work to adhere to the original timeline.

The third category relates to the project's financial management. During the planning phase, consultations with partners resulted in a realistic budget projection. If planned expenses are exceeded during implementation, partners will cover the excess costs for their staff.

4.2. WP2: Transnational Project Team Meetings

Work Package 2 (WP2) aims to build a robust and high-performance project team and ensure the successful completion of all other work packages. The primary objectives of this work package are to create a cohesive project team and facilitate regular collaboration, which is crucial for achieving the project's overall goals. These meetings are essential for planning and preparing the outputs of other work packages, and they mainly support the third general objective of establishing a successful cross-sectoral partnership among members from Italy, Slovenia, Croatia, Ukraine, and North Macedonia across four sectors: higher education, civic sector, secondary vocational education, and business.

The transnational project team meetings will enable team members to fulfill their project responsibilities collaboratively, enhancing the capacities of partner institutions by internationalizing their work and fostering continuous knowledge exchange. Professors, lecturers, postgraduate teaching assistants, and teachers participating in these meetings will work directly with students and other educators, disseminating project information at institutional and community levels to maximize the project's impact locally and across the EU.

The main results of WP2 include the establishment of a 12-member team with a strong team culture and effective communication, successful and timely project completion within budget, and achievement of all project results and indicators. Other outcomes include the preparation and implementation of an Internal Communication Plan, a Dissemination Plan, and a strategy for



stakeholder engagement and civic participation. Regular knowledge exchange, effective collaboration on planning and implementing work packages, and the establishment of international and cross-sectoral cooperation will also be achieved. Additionally, timely and realistic internal reporting and evaluation of WP2 activities and outcomes are planned.

Quantitative indicators for this work package include the number of physical (4) and online (5) transnational project team meetings, the participation of 12 project team members and 2 associated partners, the preparation of 9 meeting minutes, 2 communication and dissemination plans, and 1 strategy for stakeholder engagement and civic participation. Qualitative indicators will assess the positive evaluations of meetings by team members, the quality assessment by the Quality Assurance Team, and requests for further cooperation.

Twelve people from the six partner organizations will participate in this work package, with additional representatives from associated partners Oracle and Coalition for Perspective Prespa joining some meetings. Each partner institution will organize physical and online meetings. All partners, except the National Technical University of Ukraine, will host one physical meeting. The Polytechnic of Šibenik and the University of Zadar will jointly organize the meeting in Croatia. All partners, except Vegova, will also organize one virtual meeting, totaling four physical and five virtual transnational project team meetings.

The organizing partner institution will be responsible for preparing the meeting agenda, sending invitations, organizing facilities and equipment, preparing attendance lists, and recording meeting minutes. Sending institutions will cover their team members' transport and accommodation expenses. The Project Manager will lead meetings, report on project progress and collect indicator information. Minutes will be made at each meeting to ensure clear and cooperative communication. Associated partners will keep up with project progress and support implementation. A detailed list of activities can be found in the following table.



Activity no.	Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
2.1.	Kick-off meeting	Croatia	1.11.2024	23.12.2024	Applicant - Veleuciliste u Sibeniku (E10070906 - HR)	All partners	8.720	planned and implemented kick-off meeting, initiated project, confirmed project team, aligned expectations and distributed tasks, prepared internal Communication Plan, prepared meeting minutes and report
2.2.	Transnational project team meeting 2	Virtual activity	3.3.2025	25.4.2025	LUISS LIBERA UNIVERSITA INTERNAZIONALE DEGLI STUDI SOCIALI GUIDO CARLI (E10209217 - IT)	All partners	600	planned & implemented 2nd transnational project team meeting, carried out internal reporting & shared project progress, separated further tasks & responsibilities, planned training & exchange of expertise, prepared strategy for stakeholder engagement
2.3.	Transnational project team meeting 3	Virtual activity	20.6.2025	31.7.2025	SVEUCILISTE U ZADRU (E10182730 - HR)	All partners	600	planned and implemented 3rd transnational project team meeting, carried out internal reporting and shared project progress, separated further responsibilities, planned development of course curricula, prepared meeting minutes



Activity no.	Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
2.4.	Transnational project team meeting 4	Slovenia	1.10.2025	21.11.2025	The Upper-Secondary School of Electrical and Computer Engineering and Technical Gymnasium Ljubljana (E10021842 - SI)	All partners	8.720	planned & implemented 4th transnational project team meeting, carried out internal reporting & shared project progress, planned creation of learning & teaching materials, prepared Dissemination Plan, prepared minutes
2.5.	Transnational project team meeting 5	Virtual activity	20.2.2026	31.3.2026	NATIONAL TECHNICAL UNIVERSITY OF UKRAINE IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE (E10200141 - UA)	All partners	600	planned and implemented the 5th transnational project team meeting, carried out internal reporting and shared project progress on work with students, separated further responsibilities, planned development of digital seminar, prepared meeting minutes
2.6.	Transnational project team meeting 6	Italy	11.5.2026	19.6.2026	LUISS LIBERA UNIVERSITA INTERNAZIONALE DEGLI STUDI SOCIALI GUIDO CARLI (E10209217 - IT)	All partners	10.840	planned and implemented the 6th transnational project team meeting, carried out internal reporting and shared project progress on the development of digital seminar, coordinated and joint work on activities, prepared meeting minutes
2.7.	Transnational project team meeting 7	Virtual activity	1.9.2026	16.10.2026	Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE (E10207970 - MK)	All partners	600	planned and implemented the 7th transnational project team meeting, carried out internal reporting and shared project progress on courses and digital seminar piloting, planned multiplier events and updated the Dissemination Plan, prepared meeting minutes



Activity no.	Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
2.8.	Transnational project team meeting 8	North Macedonia	1.12.2026	15.1.2027	Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE (E10207970 - MK)	All partners	8.100	planned and implemented the 8th transnational project team meeting, carried out internal reporting and shared project progress on multiplier events, shared progress on quality assessment, prepared meeting minutes
2.9.	Transnational project team meeting 9	Virtual activity	1.3.2027	31.3.2027	Applicant - Veleuciliste u Sibeniku (E10070906 - HR)	All partners	600	planned & implemented final transnational project team meeting, carried out final internal reporting, including such related to quality assessment & stakeholder engagement, made a summary of evaluations, planned further cooperation, prepared minutes
Total (EUR)							39.380	

4.3. WP3: Training and Exchange of Expertise for Educational Staff

Work Package 3 (WP3) aims to enhance the teaching skills and applied knowledge of 14 higher education professors, lecturers, and postgraduate teaching assistants, as well as one vocational school teacher, in IT and aquaculture protection, focusing on machine learning, database design, and environmental data collection and analysis. This objective directly supports the first general project objective by developing the digital and green competences of educators in higher and secondary vocational education. Training will cover data structures, environmental data analysis using statistical and machine learning techniques, and the application of these analyses to address local environmental and sustainability challenges. The educators themselves will provide the training, sharing their expertise in IT or aquaculture disciplines. This collaborative training approach will equip educators with the necessary tools and methodologies to develop curricula, teaching materials, and practical exercises for diverse student groups in a blended learning environment. This work package also indirectly supports the second and third general objectives



by enhancing educators' capacities to work with various learner groups and ensuring the sustainability of project results, as trained educators will continue to mentor colleagues and develop digital and green competencies beyond the project's duration.

The expected results of WP3 include increased knowledge in machine learning, data structures, and environmental data analytics for 14 higher education educators and one vocational school teacher. These educators' professional development will be formally recognized with a digital, shareable certificate detailing the training content, learning goals, and outcomes, along with 2 ECVET points to acknowledge their lifelong learning. The work package aims to improve transnational and trans-sectoral connectivity among the participating institutions through collaboration with the business and civic sectors and the utilization of project partner resources and data. Internal and external evaluations will be conducted to ensure the quality and effectiveness of the training, laying the foundation for developing partner institutions' overall capacities to build students' digital and green competencies.

Quantitative indicators for this work package include organizing one training session over five days, with participation from 14 higher education educators and one vocational school teacher. Support from one associated partner from the business sector and one from the civic sector will be secured, with the aim of achieving a positive evaluation from at least 80% of the participating educators. Qualitative indicators will assess the positive evaluations by project team members and the Quality Assurance Team, as well as educators' continued commitment to lifelong learning and interest in follow-up consultations.

The University of Zadar will coordinate and host WP3, which will be responsible for organizing the training, providing facilities and equipment, and preparing training materials and reports. All partner organizations will actively participate, contributing their expertise and engaging in follow-up activities. The National Technical University of Ukraine will provide environmental data analytics, and the University of Zadar will lead aquaculture training, Ss. Cyril and Methodius University will offer training on data preparation and governance, LUISS Guido Carli will focus on big data algorithms and visualization, and the Polytechnic of Šibenik will demonstrate advanced AI and ML models in environmental data analysis. Vegova will provide methodologies for working with diverse vocational learners.

WP3 costs cover the preparation, organization, and follow-up activities of the intensive training in



Zadar, Croatia. Expenses include planning, organizing, and delivering training sessions, producing digital training materials, conducting evaluations, and issuing certificates and ECVET points. Travel, accommodation, and per diem costs for 12 educators are included, with particular consideration for higher travel costs from Ukraine. The selected location in Zadar aims to minimize costs and environmental impact, utilizing local travel options like walking or public transport. Training materials will be in digital format, and sustainable practices will be emphasized throughout the training period.

A detailed list of activities can be found in the following table.

Activity no.	Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
3.1.	Preparation of the training and exchange of expertise for educational staff	Croatia	29.1.2025	27.6.2025	SVEUCILISTE U ZADRU (E10182730 - HR)	All partners	6.450	<ul style="list-style-type: none"> planned and prepared training and exchange of expertise on machine learning, database design and environmental analytics prepared event agenda coordinated cooperation between 15 educators made traveling plans and arrangements
3.2.	Intensive training and exchange of expertise on machine learning, database design and environmental analytics	Croatia	14.7.2025	29.8.2025	SVEUCILISTE U ZADRU (E10182730 - HR)	All partners	17.900	<ul style="list-style-type: none"> carried out 5-day long intensive training for professors, lecturers, postgraduate training assistants and teachers on machine learning, database design and environmental analytics in the equivalent of 2 ECVET increased knowledge of 15 educators



Activity no.	Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
3.3.	Follow up	Virtual activity	1.9.2025	31.10.2025	LUISS LIBERA UNIVERSITA INTERNAZIONALE DEGLI STUDI SOCIALI GUIDO CARLI (E10209217 - IT)	All partners	2.800	<ul style="list-style-type: none"> • evaluated the training and exchange of expertise by educators • completed additional ad hoc consultations between educators on the topics covered by the training and exchange of expertise • prepared internal work package report
Total (EUR)							27.150	

4.4. WP4: Development and Piloting of 2 Bachelor's Level Elective Courses and a Digital Seminar

The specific objectives of Work Package 4 are to enhance the knowledge of undergraduate students, vocational pupils, and NEETs in machine learning, database design, and environmental data analytics and to create a comprehensive pool of knowledge and resources in higher education focused on digital and green competences. These objectives contribute directly to all three general objectives of the project by increasing digital and green competencies among educators and learners. The jointly developed resources, including elective course curricula, learning and teaching materials, a digital seminar, case study, and academic article, will allow partner institutions to create and share resources, fostering modular, multidisciplinary, cross-sectoral, and blended education that reflects diverse learning preferences. The increased employability of students, pupils, and NEETs will be achieved through partnerships with the business sector and local communities, ensuring the use of relevant digital tools and local data. Both associated partners will support the creation of course curricula and materials by providing digital tools, labor market insights, and local needs assessments. This work package ultimately contributes to the project's goal of advancing the digital and green transformation of higher education through cross-sectoral transnational cooperation and IT curriculum modernization.

The main results of WP4 include increased knowledge in machine learning, database design, and environmental data analytics for 90 undergraduate students, 10 vocational IT school pupils, and 2 NEETs. The work package will develop digital and green competencies for 15 educators and 102 learners, strengthen cooperation between higher education institutions, a secondary



vocational IT school, an IT corporation, and a regional NGO, and introduce novel methods for blended learning. Additional outcomes include the creation of two new undergraduate elective courses, learning and teaching materials in multiple languages, and a digital seminar with multilingual subtitles. Pilot testing of these courses and the seminar will be completed, along with the creation of a case study on sustainable management of aquatic ecosystems and a joint academic article on machine learning and environmental protection. Evaluations by educators, students, pupils, and NEETs will also be conducted.

Quantitative indicators for WP4 include the development of two undergraduate elective courses, two localized sets of learning and teaching materials, one digital seminar, and enrollment and completion targets for students, pupils, and NEETs. The work package also targets the preparation of an academic article and a case study, with positive evaluations from project team members, students, pupils, NEETs, and the Quality Assurance Team.

The Polytechnic of Šibenik will coordinate the creation and piloting of the digital seminar and learning materials, leveraging its expertise in EU project management and technical knowledge in machine learning and database design. The University of Zadar will generate original environmental data for course development, focusing on sea studies and aquaculture. The National Technical University of Ukraine will coordinate the development and piloting of elective courses and provide environmental data analytics. Ss. Cyril and Methodius University will create a case study on sustainable aquatic ecosystem management and coordinate local cooperation with the Coalition for Perspective Prespa. LUISS Guido Carli will handle quality assessment, peer evaluations, and the writing of the joint academic paper. Vegova will pilot the digital seminar with vocational school pupils and NEETs. Oracle, the Coalition for Perspective Prespa, and Vegova will contribute to educational outputs by incorporating perspectives from employers, local communities, and secondary schools.

The budget for WP4 covers human costs for preparing, piloting, and following up on activities, including wages for educators working on curricula, materials, digital seminar content, technical development, case study creation, and academic writing. No expenses for facilities or accommodation are included, as activities will take place at partner institutions or online. Oracle will provide necessary digital tools and software free of charge. Travel expenses are minimized by selecting a central location and using environmentally friendly transportation methods. Learning and teaching materials will be digital, and green activities will offer hands-on environmental data



collection experiences. The costs are based on standard wage rates and realistic workload predictions, ensuring cost-effectiveness and sustainability beyond the project's duration.

A detailed list of activities can be found in the following table.

Activity no.	Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
4.1.	Development of 2 undergraduate level elective courses on machine learning and database design	Virtual activity	1.9.2025	27.2.2026	NATIONAL TECHNICAL UNIVERSITY OF UKRAINE IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE (E10200141 - UA)	All partners	31.720	Developed undergraduate-level elective course curricula for 2 courses on machine learning & database design comprising lectures, practical exercises, assessments, exams and independent learning in the equivalent of 3 ECTS each.
4.2.	Development of 2 sets of learning and teaching materials for the elective courses on machine learning and database design	Virtual activity	3.11.2025	30.6.2026	Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE (E10207970 - MK)	All partners	16.000	Developed learning and teaching materials for 2 elective courses on machine learning and database design in English with translations in 5 additional project languages
4.3.	Development of a digital seminar for independent work on machine learning and green data analytics	Virtual activity	3.11.2025	30.6.2026	Applicant - Veleuciliste u Sibeniku (E10070906 - HR)	All partners	23.000	Developed a digital seminar on machine learning to be used for independent learning by interested learners within and outside of higher education. The seminar will be in English with subtitles in Ukrainian, Croatian, Slovenian, Macedonian and Italian.



Activity no.	Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
4.4.	Piloting undergraduate-level elective courses on machine learning and database design in all project countries	Ukraine	20.2.2026	31.7.2026	NATIONAL TECHNICAL UNIVERSITY OF UKRAINE IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE (E10200141 - UA)	All partners	27.950	Included 90 students in the testing (course enrollment and completion) of the developed curricula and learning and teaching materials. Increased knowledge of all participants in machine learning, database design and environmental data analytics.
4.5.	Piloting the digital seminar on machine learning and green Data Analytics	Slovenia	20.2.2026	31.7.2026	The Upper-Secondary School of Electrical and Computer Engineering and Technical Gymnasium Ljubljana (E10021842 - SI)	All partners	5.100	Ten secondary vocational IT school students and 2 NEET were included in the testing, through its independent completion, of the developed digital seminar, which increased the knowledge of all participants in machine learning and environmental data analytics.
4.6.	Creation of a case study on the use of data analytics for the sustainable management of aquatic ecosystems	Virtual activity	3.8.2026	17.11.2026	Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE (E10207970 - MK)	All partners	3.000	Created case study by all partners on the use of data analytics for the sustainable management of aquatic ecosystems. The case study will use original data collected by the project team.
4.7.	Writing an academic article on the intersection of machine learning and environmental protection	Virtual activity	3.8.2026	17.11.2026	LUISS LIBERA UNIVERSITA INTERNAZIONALE DEGLI STUDI SOCIALI GUIDO CARLI (E10209217 - IT)	All partners	2.200	Written and published a joint academic article on the intersection of machine learning and environmental protection, using the project's findings and experiences as its foundation



Activity no.	Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
4.8.	Follow up	Virtual activity	1.12.2026	29.1.2027	LUISS LIBERA UNIVERSITA INTERNAZIONALE DEGLI STUDI SOCIALI GUIDO CARLI (E10209217 - IT)	All partners	3.900	Carried out evaluations and quality assessments of all activities; made improvements in all WP outputs
Total (EUR)							112.870	

4.5. WP5: Multiplier Events

The specific objectives of this work package are to promote the project results and outputs, encourage their wider use across various sectors and actors, and ensure their adoption and sustainability at local, national, and EU levels. Additionally, the events aim to subject project outputs to peer review by colleagues in the higher education sector. These objectives directly contribute to the project's third general objective by enhancing the capacities of the six partner institutions to work with diverse groups of learners (including higher education students, NEETs, and secondary pupils) and to establish cross-sectoral transnational cooperation. They also support the first general objective by fostering the development of digital and green competencies among educators through peer review and knowledge exchange. The multiplier events will extend the reach of project outputs to a larger audience of educators both within and outside the consortium, identify new opportunities and partners for future collaborations, and promote the project's contributions to digital and green education. The digital seminar on machine learning and environmental data analytics, translated into local languages, is especially suitable for independent learning. It allows vocational school pupils and NEETs to develop new digital skills on their initiative. These events will also provide a platform for students, pupils, and NEETs directly involved in the project to disseminate information about its results and activities, thus promoting the development of digital and green competencies among young people at various levels.

The main results of this work package include increased awareness of the project's activities and results at local, national, and EU levels, heightened interest in using the project outputs by other higher education institutions and educators, and greater interest from institutions such as secondary vocational schools, NEET academies, businesses, and adult learning institutions. These results will lead to enhanced cooperation and expansion of project activities. The work package will utilize quantitative indicators such as the number of secondary and vocational school



pupils and teachers reached, the number of business community members and environmental organization representatives engaged, the number of organized multiplier events, and the number of requests for project outputs. Qualitative indicators will include positive evaluations from project team members, Quality Assurance Team members, and peer reviews, as well as participants' interest in the multiplier activities and future collaboration.

Each partner will plan and implement local multiplier events, coordinated transnationally by Ss. Cyril and Methodius University to ensure cohesion and impact. Common materials will be prepared and localized, and similar agendas will be set for these events—the Polytechnic of Šibenik, Ss. Cyril and Methodius University and Vegova will each organize meetings with secondary school teachers, pupils, local business community members, and representatives of environmental organizations. Luiss University will arrange meetings with pupils and presentations to the business community and environmental organizations. The National Technical University of Ukraine will organize meetings with pupils and teachers, which may be moved online if necessary for safety reasons. The University of Zadar will organize meetings with pupils and presentations to the local business community. Luiss University will also be responsible for evaluating and ensuring the quality of all multiplier events.

The work package costs are related to the preparation, organization, and follow-up of 19 events, with no expenses for facilities or equipment, as events will be held at consortium members' premises. The project team will prepare digital materials, and local travel will prioritize environmentally-friendly options. The grant will cover expenses such as the organization of meetings and presentations, refreshments, local travel for team members and socially disadvantaged participants, and wages for project team members. The cost-effective implementation of activities will be ensured by choosing the best value options for external services.

A detailed list of activities can be found in the following table.



5. PROJECT BUDGET

8.1. Budget Summary

The following table provides a summary of the estimated project budget. The table is automatically completed, taking into account the described work packages and their estimated cost.

Budget Items	Allocated amount (EUR)
Work package n°1 'Project Management'	50 000,00
Work package n°2 - Transnational project team meetings	39 380,00
Work package n°3 - Training and exchange of expertise for educational staff	27 150,00
Work package n°4 - Development and piloting of 2 bachelor's level elective courses and a digital seminar	112 870,00
Work package n°5 - Multiplier events	20 600,00
Total	250 000,00

8.2. Distribution of the grant amount among participating organisations

The following table presents the budget allocation for various work packages across six partner institutions involved in the project, detailing the financial contributions of each institution towards specific project components.

WP	VUS	LUISS	UNIZD	KPI	UKIM	VEGOVA	Total (EUR)
Work package n°1 - Project Management	15.000	8.700	7.200	7.200	7.200	4.700	50.000
Work package n°2 - Transnational project team meetings	7.883	6.458	4.923	8.083	6.110	5.923	39.380
Work package n°3 - Training and exchange of expertise for educational staff	3.800	5.800	8.000	4.100	3.800	1.650	27.150
Work package n°4 - Development and piloting of 2 bachelor's level elective courses and a digital seminar	23.070	21.710	20.030	20.030	20.030	8.000	112.870
Work package n°5 - Multiplier events	3.500	3.000	2.600	2.500	5.500	3.500	20.600
Total (EUR)	53.253	45.668	42.753	41.913	42.640	23.773	250.000



6. FINANCIAL REPORTING

9.1. Beneficiary Module

Beneficiary Module is the information system that allows Erasmus+ beneficiary organizations to manage their project information, request individual participants' reports and submit final reports to their National Agencies. The Agency for Mobility and EU Programs (Croatia) will use the Beneficiary Module to monitor and validate project information.

9.2. Exchange Rate

All claims and requests for payment shall be made in euros (EUR). Any costs incurred in a currency other than the euro shall be converted into euro at the exchange rates published in the euro foreign exchange reference rates published at the European Central Bank, determined on the day when the partner will receive the respective payment.

9.3. Payments

The Polytechnic of Šibenik (applicant) will make payments to the partners according to the achievement of the tasks and according to the following schedule:

- The first pre-financing payment: 40% upon signing of the internal contract and after the National Agency releases the first pre-financing payment to the Coordinator (which is 80% of the total amount or 200.000,00 EUR)
- The second pre-financing payment is 40% upon completion of agreed tasks and outputs in the work program at the end of the first project year and after the National Agency approves the interim report and releases the second pre-financing payment to the coordinator.
- Final payment: Up to 20% of the remaining subsidy—the balance based on approved costs will be paid once the partner's contractual duties have been fully met and all the necessary supporting documentation has been received, and after the National Agency approves the final report and releases the balance payment to the coordinator.

All payments shall be regarded as advances pending explicit approval by the National Agency for the final report, the corresponding cost statement, and the quality of the project's results.



9.4. Budget Categories

Eligible costs must be:

- incurred by beneficiaries,
- incurred during the project lifetime,
- indicated in Project Budget (or eligible following budget transfers),
- necessary for the project implementation,
- identifiable and verifiable = supported by relevant documentation.

No overlap is permitted between unit costs and actual costs. VAT may be eligible if not recoverable under national legislation.

Ineligible costs include:

- debt and debt service charges,
- interest owed,
- exchange losses,
- costs of opening and operating bank accounts,
- costs declared within another project receiving a grant from the EU budget,
- VAT, when it is recoverable under the applicable national VAT legislation.

9.4.1. Project management & implementation

Activities and outputs should be developed and produced as planned, fully reported and approved by the National Agency.

Applies to the management of the project by the Partners:

- general project management, e.g., planning, finances, coordination,
- liaising with partners, including the organization of partner meetings,
- developing approaches, local work on the project, producing reports, etc.

Applies to dissemination:



- meetings with stakeholders,
- preparation and promotion of dissemination materials,
- online dissemination (e.g., project website),
- promotional meetings (local and/or international).

Unit costs of:

- 500 € per month for the Applicant
- 290 €, 240 € and 156,67 € per month for Partner

Supporting documents:

- description of activities undertaken and outputs produced in the final report.
- outputs uploaded on the MS Teams project homepage, depending on nature, are available for checks and audits at the beneficiaries' premises.
- keep evidence of all costs incurred (e.g., photos, invoices, receipts, etc.).

9.4.2. Transnational project meetings

Eligible Costs:

- directly related to participation in meetings between project Partners for implementation and coordination purposes
- contribution to travel and subsistence costs
- the evident direct and formal link between the Partner organizations and individuals attending the meetings on behalf of Partners (whether individuals are staff or learners)

Financing is calculated on a unit cost basis according to the distance of travel for each participant per meeting.

Supporting documents:

- Proof of attendance of the activity abroad in the form of a declaration signed by the receiving organization that includes the name of the participant, start and end dates of the activity, purpose of the activity



- The signed attendance list for each meeting includes the date, place, agenda, and purpose of the meeting.
- The actual travel itinerary, travel tickets, or other original documents that specify the place of departure and arrival

Additional notes: Beneficiary's participation in a transnational project meeting in their own country is eligible only when:

- The meeting is attended by participants representing Partners from at least two other Programme Countries
- The distance between departure and arrival is at least 100 km (as per the distance calculator). In this case:
 - place of departure is a place of residence of the participant
 - place of arrival is a place where the receiving organization is located

9.4.3. Intellectual outputs

Definition and rules regarding staff involved in the intellectual outputs:

- A person involved in education, training, or youth non-formal learning on a professional or voluntary basis
- A formal link between the staff members and relevant Partner organizations must be evident.
- Staff working for the beneficiaries based on a service contract cannot be reported under this budget category.
- A person can be reported as staff in only one staff category per intellectual output. That staff category does not have to match their professional status within their organization.
- A person can be reported as staff in different categories for different intellectual outputs but only one category per one intellectual output.

Eligible Costs are associated with developing any tangible deliverables (substantial in quality and quantity) of the project by eligible staff members (on a professional or voluntary basis) of relevant Partners. Financing is calculated on a unit cost basis per day, according to the role of individuals



in the project and the country of the participating organization whose staff is involved. Intellectual Outputs should be produced as planned and with an acceptable quality level.

Supporting documents:

- Proof of the intellectual outputs produced (available for checks on-site and uploaded onto relevant MS Teams project homepage)
- Proof of the staff time spent on developing project outputs – signed timesheets
- Proof of the relationship between the staff member and the beneficiary (e.g., employment contract, voluntary agreement, payslips, etc.)

9.4.4. Multiplier events

Eligible Costs:

- Contribution to the costs linked to the organization of national and transnational conferences/seminars/events aimed at sharing and disseminating the intellectual outputs realized by the project
- Taking place in beneficiaries' Programme or Partner Countries
- National Agency must approve multiplier events

Financing is calculated on a unit cost basis according to the type and number of participants:

- 100 € per local participant where multiplier events are held
- 200 € per international participant

Eligible participants cannot be from a partner institution organizing the multiplier events. The multiplier event has to occur as planned, at an acceptable quality level, and be attended by eligible participants. Relevant intellectual outputs should be fully developed before the multiplier event.

Supporting documents:

- description of the multiplier event in the final report
- proof of attendance of the multiplier event – originally signed list of participants (name, date and place of the multiplier event) and the participant's data (their name, e-mail, signature, name of the sending organization)



- detailed agenda and any additional documentation used or distributed at the event (e.g., minutes)
- satisfaction survey data provided by participants from each event

9.4.5. Budget transfers

All changes or budget transfers require prior approval of the amendment to the agreement with the National Agency.

9.4.6. Keeping financial documentation

All documents must be submitted to the Polytechnic of Šibenik (coordinator). Furthermore, all partners must keep all original documentation appropriately for a minimum period of five years after completing the project. Original documents from all Partners will be required in the event of any checks or audits.

Each partner is obliged to report the costs to the coordinator according to the agreed deadlines. The partners are expected to submit scanned documentation by e-mail. After the coordinator reviews and approves the reports, the partners will send the original documentation by post.