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(2015-3320)

Sustainability and Dissemination

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Executive summary

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Sustainability and Dissemination Strategies¹

The ECOIMPACT project will implement Dissemination and Exploitation (Sustainability) Plan to create awareness among various stakeholder groups about the project and to ensure optimal uptake and use of its results, being strongly linked with the following main objectives:

- To develop educational content for the learning environment on economic and societal impacts of local weather, air quality and climate targeted at university students, hydrometeorology professionals, and managers at weather-sensitive enterprises and public bodies
- To develop hardware and software components of the learning environment and integrate them with educational content
- To test the integrated learning environment in a university, professional update, and sectoral settings
- To design a commercialisation strategy for the adaptive integrated learning environment system.

In order to achieve these objectives the project makes a particular emphasis on dissemination, involving all partners in the completion of the project tasks. The dissemination work package is not an accessory package but it is a full relevance design phase.

Within the project the results will be exploited during the 3rd and the 4th year, when the developed learning environment will be tested in various settings. These tests will provide an input for Dissemination Plan to put special focus on engaging stakeholders likely to uptake and further use the results.

After the project exploitation of the results will be sustained in university and professional development settings by the consortium members, commercial exploitation by PC consortium universities is foreseen.

The Sustainability Plan and the Dissemination Plan are interdependent concepts and require joint activities.

The Dissemination Plan is composed of actions aimed at spreading knowledge about the project outputs to all those interested and all that may be involved.

These actions must be developed in **times**, **places** and **modalities** suitable to allow the broadest diffusion, and must therefore be part of a strategic project taking into account the following *strategic axes*:

- awareness of the project identity and of its outputs
- target users and project stakeholders
- analysis of current socio-cultural context
- available resources and existing constraints
- available tools and instruments
- priorities set out by project members, target users, and stakeholders
- critical factors in project development
- strengths and weaknesses
- perspectives
- necessary verifications and changes.

In this view, the Sustainability Plan concerns the strategies aimed at ensuring a good impact of project results and at guaranteeing a sufficient duration for their effects.

This Sustainability Plan is an integral and fundamental part of the overall project, and has the goal of keeping all the planned actions in touch with the concrete and real environment, according to an accurate analysis.

Such criteria, that will be studied and developed in the project, are a fundamental element for a positive comparison and interchange among the actors in the variety of proposed learning paths, and, at the same time, represent a fertile ground for post-project dissemination and enrichment of the project.

From the methodological point of view, there is a need to distinguish between the objectives and the instruments. The paragraphs above suggest the general objectives for Dissemination and Sustainability, and such notions are largely independent on the specific project. On the other hand, specific actions need to be planned according to specific instruments, specially developed within each project.

In this plan, two classes of instruments are distinguished: 'information collection instruments' and 'analysis instruments'. The first class of instruments is composed of methodologies and tables able to help the project partners take an accurate picture of their environment, along all the mentioned strategic axes; these instruments act mainly at the local level of each partner's institution. On the other hand, the analysis instruments make it possible to consolidate, compare, understand, and present the collected information in a comprehensive form, following detailed analysis and discussion between all project partners, at the International level.

To further identify the difference between collection and analysis instruments, in the following the term of *factor* is to be used to refer to objective, bottom-up, information (the data, "what"), while *criterion* is to be used for the elaborated information, stemming from the comparison of situations in different territories (the interpretation, "how").

The plans for Sustainability and Dissemination activities in the ECOIMPACT project are detailed as follows:

- this section of the workplan (in the following subsections) sets out the specific objectives, the overall activity flow, the general methodologies to be adopted at each step; the Dissemination activities are seen as one of the steps in the more general Sustainability plans
- a detailed report will be done at the end of each public event planned during the meetings
- according to the mentioned Sustainability Plan and Dissemination Plan, specific planned action will be undertaken by all involved partners, and the documentation specified in the Plans will be produced, analyzed and made available in the project reports.

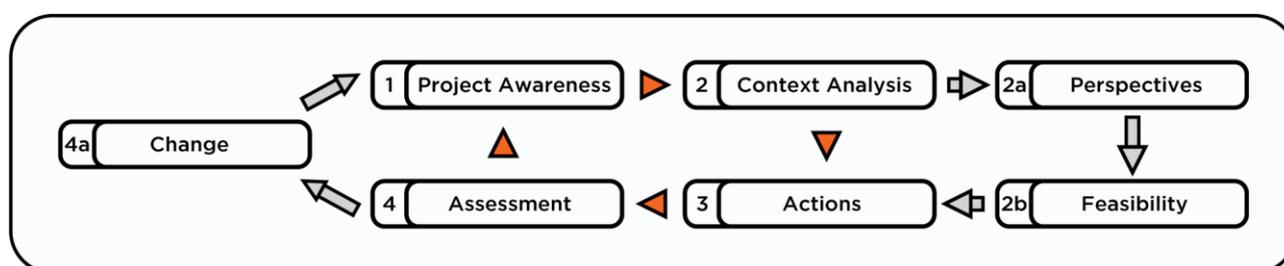
It is believed that such “step-by-step” approach is essential to be able to react and adapt to specific local constraints and opportunities, that cannot be fully taken into account at the time of development of this workplan.

Sustainability Plan

The Sustainability Plan is developed according to a sequence of analysis steps that, starting from the awareness of project identity and its outputs, passing through the contexts, the perspectives, the feasibility study, the actions, the verifications, and the required changes, comes back to the starting point, to begin a new iteration with a view that, with respect to the first iteration, was modified by the experiences gathered in the meantime.

Time and space are the variables to define the horizons of these flows and that frame their progress, according to the general workplan of the project.

The following diagram reports the overall organization of the Plan, and the following subsections detail each of the points.



Phase 1: Awareness of Project Identity and Its Outputs

The awareness phase requires a careful identification and analysis of Actors, Objectives, Actions, and Outputs.

Actors

In this first phase of the Sustainability Plan, it is necessary to know and understand the possibility, on the author's sides, to involve and work directly and effectively in the later Dissemination Plan.

Evaluation of the following aspects is to be done:

- the relevance of individual curricula with goals, roles, actions and outputs
- the position within their representing institutions and the relationships with stakeholders
- the delegations (of powers and responsibilities) received in the context of the project
- time, space, resources and tools available to everyone.

Such pieces of information are collected by a series of instruments (see table 1a, 1b, 1c) and will be organized around the following principles:

1. Identification of actors: name, institution, role in the project, specific objectives, actions, outputs
2. Curriculum: education (general, specific), work experiences (general, specific), experience at the European level (previous project, EU-funded activities), teaching experience (in presence, DL), research activity, representation activity, institutional role
3. Involvement in ECOIMPACT: delegations specific to the ECOIMPACT project, involvement in the project (days), EU (ECOIMPACT) resources, other resources (EU and non-EU), tools and instruments.

Name	
Institution	
Role in the project	
Specific objectives	
Actions	
Outputs	

Tab. 1 a

Education	
- in general	
- specific	
Work experiences	
- in general	
- specific	
European level experiences	
- previous EU projects	
- other activity financed by EU	
Teaching	
- in presence	
- DL	
Research activities	
Representation activity	
Institutional role	

Tab. 1 b

Delegations specific to the ECOIMPACT	
Involvement in the project (days)	
EU (ECOIMPACT) resources	
Other resources (EU and non-EU)	
Tools and instruments	

Tab. 1 c

Objectives

The objectives of the ECOIMPACT project must be clear to all actors, and they must include the explicit willingness to diffuse the results and to collaborate in an open way.

Such objectives must be linked to specific sustainability criteria, and to the actions of the dissemination plan for post-project period.

The analysis instruments will allow us to:

- set out the general and the specific objectives of ECOIMPACT (analysis of the workplan and specific discussions among the partners)
- for each objective, descriptor and indicators for its success and implementation degree are to be given
- for each objective, indicate the required sustainability criteria
- for each objective, specify the planned actions for dissemination.

Objective	Descriptors / Indicators	Sustainability Criteria	Diffusion Actions
1
1.1
2

Tab 1 d

Actions

The planned actions must be compatible, in space and time, with the Dissemination Plan and must be consistent with the objectives and with the Sustainability Plan.

For all the actions that may be analyzed, the following is to be specified:

- description of the action
- objective(s) of the project to which this action contributes, and how
- modalities for execution of the action
- times
- responsibilities
- envisaged outputs.

Referring objective	Action	Modality of execution	Times	Responsibility	Output
1
1.1
2

Tab 1 e

Outputs

The project outputs must be thoroughly integrated with the objectives, the aims and the actions of both the ECOIMPACT project and of each partner institution.

Outputs will be classified as physical products, know-how, and ideas for policy making. Each output may be a final product or an intermediate product.

The analysis of the outputs will be conducted according to the following categories:

- identification of the output
- classification of the output
- relevance for the institution
- sustainability factors and relevance for the project
- relevance for dissemination.

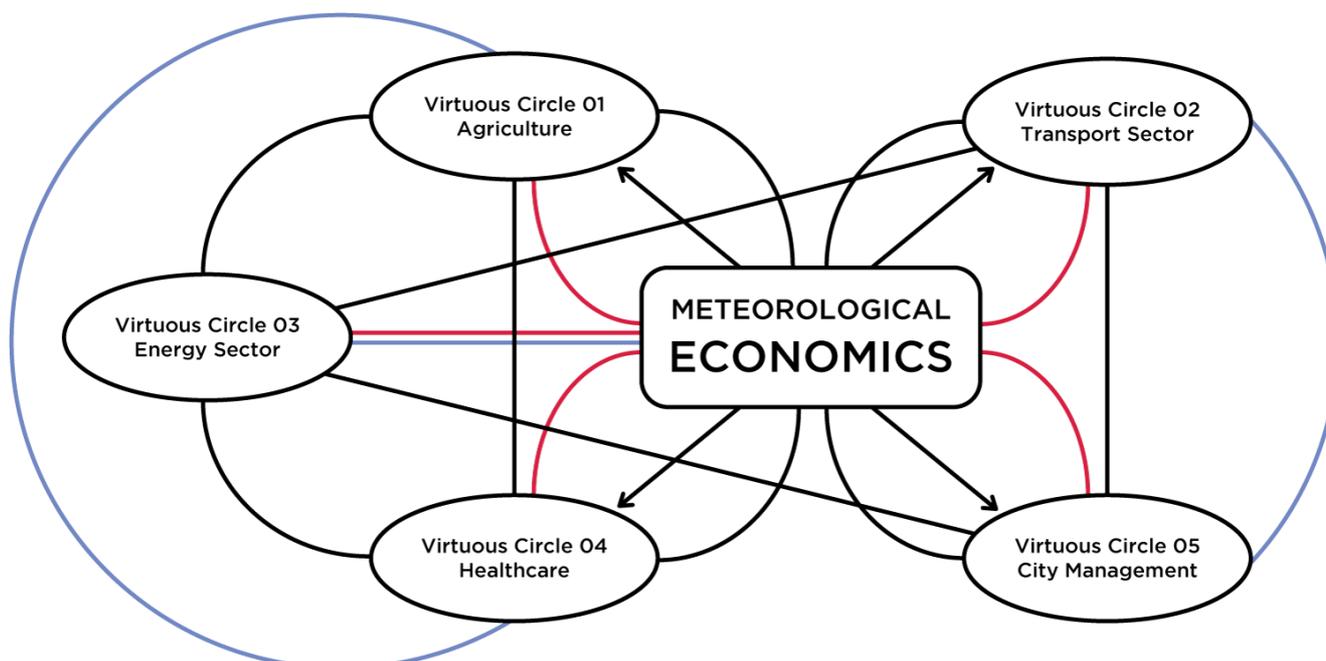
	Identification of the output	Classification of the output	Relevance for the institution	Sustainability factors and relevance for the project	Relevance for dissemination
Physical products					
Know-how					
Ideas for policy making					

Tab 1 f

Phase “2”: Context analysis

The context must be analyzed on the basis of the local relationships and of the intended target users.

Local relationships require to describe each local situation in relation with the realized products, with the activated virtuous circles (01 Agriculture, 02 Transport Sector, 03 Energy Sector, 04 Healthcare, 05 City Management), with their relevance to the general project aims. Such relationships explain, synthetically but completely, the individual points of view, and how these interact with each other, integrate each other, and reciprocally sustain each other in the project. The following picture suggests the dynamics of such relationships.



Concerning the **intended target users**, a special attention is to be devoted to revision of the needs that are satisfied by the project, and all the persons involved at all levels, with the resultant data used in the feasibility analysis. In this phase, all outputs will be analyzed, and their relevance will be assessed in terms of: primary target users, secondary target users, other people involved.

Phased implementation of all the work packages and introduction of the deliverables will initiate several interconnected self-sustained cycles (virtuous circles), which will ensure persistently improved quality of the project outcomes/outputs, stimulate the innovation network, guarantee its cost effectiveness and sustainability.

Cooperation of policy-makers and society with the project consortium on issues related to Meteorological Economics will form several external virtuous circles covering all levels of the society's functioning, namely provision of:

- training courses for government agencies and administration of weather sensitive enterprises which could result in improved and well-developed strategies for the climate change adaptation and mitigation at the national and the regional levels as well as facilitate sustainable development of the country (region). The eventual positive effect will serve as a motivation for taking further consultations and trainings.

- advanced training courses for specialists in Hydrometeorology related to Meteorological Economics will contribute to better adaptation of the named economic sectors to the expected aspects of the climate change, which will lead to a large-scale positive economic effect and motivate entrepreneurs to further receive consultations and trainings.

- training for the representatives of local communities on Meteorological Economics and the related issues will result in a broader outlook and sustainability awareness of the public and, consequently, to a more sustainable use of natural resources which will reduce the anthropogenic load on the climate system and improve its condition. The positive effect of learning will encourage representatives of the wider public to continue their education.

Internal virtuous circles are determined by interaction of the academic institutions and national hydrometeorological services with the project consortium and will imply the following:

- close connection of weather-dependent business organizations with the project consortium will contribute to increased interest and enrolment of more students to acquire profound practical skills. The knowledge gained by the students will be applied as introduction of innovations and building start-ups which will result in further development of weather-dependent business organizations and improvement of the quality of education within the Innovation network to be formed

- improved quality of training at the project consortium HEIs increases a specialist's competitiveness and adaptability to new challenges at the labour market, which will serve as both an example and incentive for other professionals to receive training. The funds received for provision of educational services (training and advanced training) will make it possible to enhance and upgrade the equipment of the Innovation network, which will lead to a further improvement in the quality of education

Phase "2a": Perspectives

Sustainability cannot be discussed without foreseeing an estimate balance concerning medium- and long-term likely scenarios (short-term scenarios are already taken into account in the project description).

The adaptability of the realized actions to new environments directly depends on what modifications were forecasted, what opportunities were suggested.

Also in this phase a synthetic report is needed starting from the description of the local situations and relating the actors, the targets, the resources, the specific instruments in the project with the ampler social, cultural and economic contexts in which the project will develop in the future.

For this phase, importance also lies in the reciprocal help and sustained actions, that must follow a phase of knowledge and comparison between the partners.

In this phase, for each output the sustainability factors will be identified and analyzed, both in the medium period and in the long period.

The following factors will be considered as priorities in order to assess project sustainability:

- Cost-effectiveness of the system, from the point of views of implementation, maintainability, fruition, technological and pedagogical compatibility with respect to the context in which it is used (flexibility)
- Results validation.
- Usability
- Accessibility
- Effectiveness with respect to the needs of the user groups (gathered through practice examples, learning monitoring and external contributions such as those defined in the previous section).

Output	Primary target user	Secondary target user	Others persons involved

Tab 2 a

Phase “2b”: Feasibility

Feasibility analysis directly follows the hypotheses of future scenarios and forces to *select*, among the many perspectives, the only ones that may offer higher guarantees of successful realization.

In this Sustainability Plan, this phase is centered on the decisional and organizational aspects of the priorities, in relation to the available resources, that will likely be very limited.

Sustainability criteria will then be discussed according to various outputs and to the identified target users.

Sustainability criteria will also include all the analysis and the results elaborated in previous phases (including synergies among partners, and synergies with other projects).

All outputs will therefore be analyzed according to the intended (direct and indirect) targets, and of the specific sustainability criteria.

Output	Target	Sustainability criteria	Priority

Tab 2 b

Results

1.1 Actors / institutions

The following table will show the number of people directly involved in the project. The data will be subdivided in 3 main areas:

The first area (grey) will show the number of people involved in the meetings or only in the local institutions.

The second area (blue) will be a subdivision by kind of competence (technical/computer – pedagogical/didactic – administrative – other)

The third area (yellow) the role in each organization – All curricula have been subdivided in four main categories (Professors, Associate Professors – with senior experience, experts – not Associate Professors but with senior experience in research and/or management, trainers – with low experience in research and/or management).

Partner	Tot.	Meetings	Locally	Technical	Pedagogical	Administrative	Oth	Prof.	Assoc.Prof	Experts	Trainers
UH	17	12	5	2	5	7	3	2	6	6	3
AUP											
UCEU											
KSAU	20	11	9	6	9	4	1	5	11	1	3
OSENU	30	18	12	7	15	8	0	6	14	6	4
TSNUK	17	11	6	3	13	1	0	5	8	3	1
ATI	9	8	1	2	5	2		1	5	1	2
UNN	15	3	12	2	5	3	2	1	8	3	3
RSHU	26	21	5	2	12	7	5	0	11	10	5
Tot col.											
Tot/area											

Tab. 1 a – Workgroup component Identification

The green area shows the international previous experiences and the last (orange) the kind of didactical approach.

Partner	European previous experiences		Didactical / research previous experiences		
	Low	High	Face to face	DL	Research
UH		X	X	X	X
AUP					
UCEU					
KSAU		X	X	X	X
OSENU		X	X	X	X
TSNUK		X	X	X	X
ATI		X	X	X	X
UNN		X	X	X	X
RSHU		X	X	X	X

Tab. 1 b – Previous experiences of each institution

Partner	N° of persons	Involvement	
		Partner role	Main activities
UH	17	Project coordinator, Leader of WP8	Overall coordination, financial management
AUP		Leader of WP 6	Quality Assessment
UCEU		Partner in WP.2	Development of the sectoral course in Energy
KSAU	20	Partners WP.3, WP.4, WP.6, WP.7	Formation of training courses “Zoometeorology” and the course “Sheep breeding” for the sectoral course “Agriculture” at the level of Bachelor, Master, PhD, business and advanced training. Testing virtual learning environment.
OSENU	30	Leader of WP 2, co-leader of WP 7	Virtuous circles, formation plans, internal training on e-learning
TSNUK	17	Leader of WP 5	Commercialization Strategy Development
ATI	9	Leader of WP 1	End-user survey, development of the course on economic meteorology, delivering training on economic meteorology
UNN	15	Leader of WP 3	Development of PLE hardware-software system
RSHU	26	Leader of WP 4, partner WP.1, WP.2, WP.3, WP.6, WP.7	Formation of training courses “City Management”, “Biometeorology” and “Energy”, training on PLE, testing PLE

Tab. 1 c – Involvement in the project

1.2 Objectives

Objective	Descriptors / Indicators	Sustainability Criteria	Diffusion Actions
1 - Information collection and analysis	Analytical review of modern software is published online and online services are available. Synopsis on possible commercialisation models of educational software products and services is distributed among consortium members. End-user needs analysis is distributed among consortium members	Compatibility and diffusion of the methodology in the partner organizations. Positive acceptance and sustaining by the staff and the stakeholders	Specific reports. Meetings with all actors involved in / yet to be involved. Informal communication / moments Net relevance
2 - Development of educational materials and human resources	Sectoral professional development courses and academic course for three levels (BSc, MSc & PhD) are available and recognized by consortium institutions	Evidence of the results. Multi-years prospective	Public events. Specific reports. Meetings with all actors involved in / yet to be involved. Informal communication / moments Net relevance
2.1. Internal system of categories	System of meta-information tags is available in form of structured knowledge bases	The metadata is used to organize educational materials in structured knowledge bases	Net relevance
2.2. Short-term "sectoral" courses	Five new "sectoral" courses are developed and approved by academic councils of PC universities	Course descriptions, teaching aids and lecture notes are available at consortium members; resolutions of academic councils	Specific reports. Meetings with all actors involved in / yet to be involved. Net relevance
2.3. Algorithm for building individual learning tracks	Guide for lecturers reflecting algorithms for building individual learning tracks	Guide for lecturers is published	Specific reports. Net relevance
2.4. University course on meteorological economics	Three new syllabi for various levels are developed and approved by academic councils of PC universities	New syllabi are available at consortium members; resolutions of academic councils	Specific reports. Meetings with all actors involved in / yet to be involved. Net relevance
2.5. Professional update course	The professional update course is developed and included in annual plans of relevant PC training institutions.	The prof. update course programme is available at consortium members, course schedules are published on project website and websites of relevant training institutions	Specific reports. Meetings with all actors involved in / yet to be involved. Net relevance
2.6. Textbooks and teaching aids	Six new textbooks and teaching aids are written, approved and published	Evidence of the results. Six published textbooks	Net relevance

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2.7. Academic staff ready to teach using the new learning environment	The retrained staff uses new tool.	Evidence of the results. Staff mobility evaluation reports	Public events. Specific reports. Meetings with all actors involved in / yet to be involved. Informal communication / moments Net relevance
3 - Development of hardware, software, and methodological components of the learning environment	The learning environment is deployed; staff and learners are trained to use it	Evidence of the interaction between technical and methodological aspects. Evidence of the results	Specific reports. Net relevance
3.1. Specifications of equipment and software	Technical and functional requirements for hardware and software are available in form of a report	The report is distributed among the PC consortium members	Specific reports.
3.2. Hardware component of the learning environment	Hardware is installed and operational	Proof of purchase, records from institutional registries, photos of the equipment	Net relevance
3.3. Specification of personal learning environment (PLE) for various categories of learners	Report on PLE specification for various categories	The report is distributed among consortium members	Specific reports. Net relevance
3.4. Software component of the learning environment	Software is installed and running	Software installation is available online	Net relevance
3.5. Methodological support system for the learning environment	User guides to use PLE are developed for teachers and learners	User guides are published and distributed among the PC consortium members	Specific reports. Net relevance
3.6. Adaptive integrated learning environment	The environment is populated with teaching materials and user guides and is operational	Software installation and teaching materials are available online	Net relevance
4 - Testing the integrated learning environment	PC member institutions have taught the developed courses at least once	Real transference of practices. Effectiveness of the studies (terms, costs...). Evidence of the results	Specific reports. Meetings with all actors involved / to be involved. Net relevance
4.1. Pilot year of the new learning-environment-based teaching completed at consortium PC universities	Learning process in economic meteorology is organized through the new learning environment	Learning materials available online. Feedback from learners	Meetings with all actors involved / to be involved. Net relevance
4.2. Pilot update courses for hydrometeorology professionals delivered in PC	Professional update courses are organized in RU and UA	Lists of learners, course programme, copies of certificates	Meetings with all actors involved / to be involved. Net relevance

4.3. Pilot sectoral courses for weather-dependent enterprises delivered	Five sectoral courses are delivered to target audiences in RU and UA	Lists of learners, course programmes, copies of certificates	Meetings with all actors involved / to be involved. Net relevance
4.4. Tested prototype of the learning environment ready for the business plan	Learning environment is up and running	Learning environment is accessible online. LE satisfaction report	Specific reports. Meetings with all actors involved / to be involved. Net relevance
5 - Designing a commercialisation strategy	Business plan is developed	Real transference of practices. Evidence of the results	Public events. Specific reports. Meetings with all actors involved / to be involved. Informal communications / moments. Net relevance
5.1. Intellectual property rights strategy	IPR Strategy document is elaborated and signed by consortium universities in PCs	Signed agreements on IPR are available on the project website	Meetings with all actors involved / to be involved. Net relevance
5.2. Set of recommended business models	Recommendations on business models	Recommendations on business models are distributed among PC institutions (PCIs)	Meetings with all actors involved / to be involved. Net relevance
5.3. Analysis of market and competitors	Market analysis report	Market analysis report is distributed among consortium members	Specific reports
5.4. Business plan	Business plan is available	Business plan is distributed among consortium PCIs	Meetings with all actors involved / to be involved. Net relevance
5.5. Updated knowledge transfer and commercialisation skills of academic and administrative staff	Staff retrained	Staff mobility evaluation reports. Real transference of practices.	Public events. Specific reports. Meetings with all actors involved / to be involved. Net relevance
6 - Quality assurance and monitoring	Developed courses approved by Academic Councils, Roshydromet and professional associations. Peer-reviews of new textbooks and teaching aids. Evaluation reports on staff retraining. The learning environment satisfaction report	Resolutions on courses approval from relevant bodies. Evidence of the results. Partner's satisfaction	Specific reports. Meetings with all actors involved / to be involved. Informal communications / moments. Net relevance
7 - Dissemination and exploitation of results	Project website. Fulfilled recruitment plan for the pilot year. Stakeholders acquainted with the new adaptive integrated learning environment	Project website online. List of learners, feedback. Self-increasing circulation. Real transference of practices	Public events. Specific reports. Meetings with all actors involved / to be involved. Informal communications / moments. Net relevance

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8 – Project management	Project runs smoothly. Consortium Agreement. Meeting reports. Project log book, mid-term and final report. Status reports	Analysis budget – work – goals. Progress reports, final report. Partner’s satisfaction	Specific reports. Sharing and clarification of the methodology among partners
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Tab 1 d – Shared general and specific objectives (ex post analysis).

1.3 Actions

Referring objective	Action	Modality of execution	Times Planned / experimented (in month)	Responsibility Main / shared	Output
1	Information collection and analysis	Participative planning involving of all actors subdivided in: <ul style="list-style-type: none"> • Teaching staff • Students • Trainees Qualitative and quantitative analysis	1 – 5 5 – 8	ATI / All	Specific reports.
1.1	Making analytical review		1 – 2 5 – 6	ATI / All	The review published online
1.2	Making synopsis on possible commercialisation models		1 – 2 5 – 6	ATI / All	The synopsis distributed among consortium members
1.3	Carrying out end-user survey		2 – 4 7 – 8	ATI / All	The report distributed among consortium members
2	Development of educational materials and human resources	Educational content for the learning environment on economic and societal impacts of local weather, air quality and climate developed targeted at university students, hydrometeorology professionals, and managers at weather-sensitive enterprises and public bodies. Specific work groups. Focused discussion groups and brain storming	3 – 24 7 – 39	OSENU / All	Educational materials and human resources
2.1	Developing structure of educational materials		3 – 4 7 – 8	OSENU / All	System of meta-information tags available in form of structured knowledge bases
2.2	Developing short-term "sectoral" courses		5 – 12 9 – 15	OSENU / All	Five new "sectoral" courses developed and approved by academic councils of PC universities
2.3	Developing algorithm for building individual learning tracks		6 – 9 12 – 13	OSENU / All	Guide for lecturers reflecting algorithms for building individual learning tracks
2.4	Developing university course		13 – 16 15 – 23	OSENU / All	Three new syllabi for various levels developed and approved by academic councils of PC universities
2.5	Developing professional update course		13 – 16 15 – 23	OSENU / All	The professional update course developed and included in annual plans of relevant PC training institutions.
2.6	Publishing textbooks & teaching aids		17 – 23 17 – 39	OSENU / All	Six new textbooks and teaching aids written, approved and published
2.7	Updating / training acad. staff in the context of new learning environment (LE)		18 – 21 17 – 23	OSENU / All	The retrained staff uses new tool.
3	Development of hardware, software, and methodological components of the learning environment	Hardware, software and methodological components of the learning environment developed and integrated with	4 – 24 5 – 36	UNN / All	Hardware, software, and methodological components of the PLE

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3.1	Refining structure & requirements to hardware & software components of LE	educational content to make the system ready for testing. Specific work group.	4 – 4 5 – 19	UNN / All	Technical and functional requirements for hardware and software
3.2	Building hardware component of LE	Qualitative and quantitative analysis	19 – 20 19 – 36	UNN / All	Hardware installed and operational
3.3	Developing structure & functions of personal LE (PLE) for various categories of learners		17 – 18 16 – 22	UNN / All	Report on PLE specification for various categories
3.4	Tuning software component of LE according to developed PLE structure		19 – 20 19 – 36	UNN / All	Software installed and running
3.5	Developing methodological support system for LE		13 – 23 13 – 36	UNN / All	User guides to use PLE developed for teachers and learners
3.6	Integrating hardware, software & methodological components of LE & populate it with created educational materials		21 – 23 21 – 36	UNN / All	The environment populated with teaching materials and user guides and operational
4	Testing the integrated learning environment		Individual, group and joint (mutual) learning scenarios using the developed educational environment implemented in a university, professional update and sectoral settings in PC. Feedback collected allowing introduce corrections to educational materials. Combined use of the technical and educational tools.	24 – 34 24 – 47	RSHU / KSAU, OSENU, TSNUK, ATI, UNN
4.1	Testing LE in consortium PC universities	Professional update courses organized in RU and UA	24 – 33 24 – 33	KSAU, OSENU, TSNUK, RSHU, ATI, UNN	Learning process in economic meteorology organized through the new learning environment
4.2	Testing LE in ATI & Centre for Professional Advancement at OSENU		26 – 28 26 – 28	ATI, OSENU	Professional update courses organized in RU and UA
4.3	Testing LE on selected weather-dependent enterprises		26 – 31 26 – 31	KSAU, OSENU, TSNUK, RSHU, ATI, UNN	Five sectoral courses delivered to target audiences in RU and UA
4.4	Introducing corrections based on collected feedback		27 – 34 27 – 47	RSHU / KSAU, OSENU, TSNUK, ATI, UNN	Learning environment up and running
5	Designing a commercialisation strategy	Providing the consortium PC universities with a plan on commercialisation of the adaptive learning environment system. Focused discussion groups and brain storming. Specific work group	19 – 36 25 – 36	TSNUK / All	ECOIMPACT commercialisation strategy
5.1	Defining IPR strategy	Focused discussion groups and brain storming. Specific work group	25 – 26 25 – 26	TSNUK / All	IPR Strategy document elaborated and signed by consortium universities in PCs
5.2	Developing set of business models for commercialisation		26 – 29 26 – 29	TSNUK / All	Recommendations on business models
5.3	Carrying out market research & analysis of competitors		28 – 33 28 – 33	TSNUK / All	Market analysis report
5.4	Drawing up business plan		34 – 36 34 – 36	TSNUK / All	Business plan available

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5.5	Updating skills of academic & administrative staff in area of knowledge transfer & commercialisation of university research		19 – 32 31 – 32	TSNUK / All	Staff retrained
6	Quality assurance and monitoring	Quality plan includes measures to ensure both the quality of the project results and of the project implementation. A special tool for assessing the quality of learning developed under WP2. Qualitative and quantitative analysis. Shared evaluation	17 – 34 8 – 34	AU-P / All	Specific reports.
6.1	Ensuring quality of developed courses		17 – 23 16 – 23	AU-P / All	Developed courses approved by Academic Councils, Roshydromet and professional associations.
6.2	Ensuring quality of textbooks & teaching aids		17 – 23 17 – 34	All	Peer-reviews of new textbooks and teaching aids.
6.3	Ensuring quality of staff update & retraining		18 – 21 8 – 33	AU-P / All	Evaluation reports on staff retraining.
6.4	Monitoring quality of LE design & implementation		26 – 33 24 – 33	AU-P / All	The learning environment satisfaction report
7	Dissemination and exploitation of results	Dissemination and exploitation plan includes a set of measures to create awareness among various stakeholder groups on the project, its progress and results and to ensure optimal uptake and use of the project results. Specific work group	1 – 36 1 – 47	KSAU, OSENU / All	Dissemination Strategy. Events and reporting on them.
7.1	Promoting project visibility at institutional, wide professional & public levels		1 – 36 5 – 47	OSENU / All	Project website.
7.2	Promoting adaptive LE in order to ensure comprehensive testing		17 – 23 16 – 35	All	Fulfilled recruitment plan for the pilot year.
7.3	Engaging stakeholders likely to uptake & use LE		31 – 32 5 – 47	KSAU / All	Stakeholders acquainted with the new adaptive integrated
8	Project management	Management, monitoring and controlling procedures to ensure cost efficiency, timeliness and quality of deliverables. Equipment purchase. Participative planning involving of all actors. Focused discussion groups (brain storming). Qualitative and quantitative analysis	1 – 36 2 – 47	UH / All	Project runs smoothly.
8.1	Developing & ensuring conclusion of the Consortium Agreement		1 – 1 2 – 3	UH / All	Consortium Agreement.
8.2	Organising & holding project meetings		1 – 36 5 – 47	UH / All	Meeting reports.
8.3	Purchasing required equipment & software		4 – 18 5 – 36	UH / KSAU, OSENU, TSNUK, RSHU, ATI, UNN	Required equipment & software purchased to be used beyond the project lifetime
8.4	Ensuring efficient overall & local coordination of project activities		1 – 36 5 – 47	UH / All	Project log book, mid-term and final report.
8.5	Implementation of financial management		1 – 36 2 – 47	UH / All	Status reports

Tab 1 e – Actions to be performed to reach each objective listed in tab. 1d

1.4 Outputs

	Identification of the output (referred to tab. 1e and reported into monitoring & management reports)	Classification of the output	Relevance for the institution	Sustainability factors and relevance for the project	Relevance for dissemination
Physical products	<p>1. New textbooks and teaching aids published:</p> <ol style="list-style-type: none"> 1) Stepanenko, S.M., Polovyi, A.M., Ed., 2018: Climatic Risks for Functioning of Economic Sectors in Ukraine under the Climate Change. A Monograph (100 copies, 548 p.) 2) "Methodological recommendations on practical works for students in Zoometeorology" (50 copies, 96 p.) 3) Prusov., Snizhko S. Methods for Applied Systems Analysis in Hydrometeorology. Textbook. (300 copies, 701 p.) 4) Shevchenko O., Snizhko S., Vitrenko A. Economical meteorology. Textbook (500 copies, 352 p.) 5) Shevchenko O., Snizhko S., Krukivska A. Practice training course in meteorology and climatology. Textbook. (100 copies, 117 p.) 	Textbooks and teaching aids	High (Instrument for training activities)	Usability Durability View impact Low Cost	High
Know-how	<ol style="list-style-type: none"> 2. Analytical reviews of commercialisation models and the end-user needs. 3. Short-term "sectoral" courses 4. Algorithm for building individual learning tracks 5. University course on economic meteorology 6. Professional update course 7. Specification of PLE for various categories of learners 8. Software component of the PLE 9. Methodological support system for the learning environment 10. Adaptive integrated learning environment 11. Reports on training events, workshops and testing the integrated learning environment 12. Intellectual Property Rights strategy 13. Business plan and related materials 14. Project website 	<p>Reports</p> <p>Educational materials</p> <p>Educational materials</p> <p>Educational materials</p> <p>Educational materials</p> <p>Reports</p> <p>Software</p> <p>User guides</p> <p>Web resources</p> <p>Reports</p> <p>Strategy documents</p> <p>Reports</p> <p>Web resources</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium</p> <p>Medium</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>	<p>Relevance generally High</p> <p>Factors:</p> <p>Compatibility and diffusion of the common methodology in the partner HEIs.</p> <p>Positive acceptance by the academic staff and the stakeholders.</p> <p>Proper use and diffusion of the documentation.</p> <p>Availability of qualified computer experts.</p> <p>Availability of both IT and academic experts.</p> <p>Evidence of the interaction between technical and educational aspects.</p> <p>Provoked interest by the reports</p>	<p>Medium</p> <p>High</p> <p>Medium</p> <p>High</p> <p>High</p> <p>Medium</p> <p>High</p> <p>Medium</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>

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Ideas for policy making	15. Dissemination and exploitation plan	Strategy documents	High	Relevance generally High	High
	16. Participation in public events	Reports	High	Factors:	High
	17. Organization of meetings	Reports	Medium	Compatibility with the timetable of the actors	Medium
	18. Public events coordination	Reports	High	Connection between administrative and development levels	High
	19. Quality Plan	Strategy documents	High	Maintenance of tools	Low
	20. Project Management Handbook	Strategy documents	High	Compatibility of logistic aspects Provoked interest by the publications and the events	Medium

Tab 1 f – Descriptions of the outputs mentioned in tab. 1e.

2 CONTEXT ANALYSIS

2.1 Target - persons involved

Output	Primary target user	Secondary target user	Others persons involved
1	Students, Trainees	Teaching staff	
2	Teaching staff, Students, Trainees	Administrative staff	
3	Trainees	Teaching staff	
4	Teaching staff, Students, Trainees		Any type of employers
5	Students	Teaching staff	
6	Trainees	Teaching staff	
7	Teaching staff, Students, Trainees		
8	Teaching staff, Students, Trainees		
9	Teaching staff, Students, Trainees		
10	Teaching staff, Students, Trainees		
11	Teaching staff, Students, Trainees	Administrative staff	
12	Teaching staff, Administrative staff		
13	Teaching staff, Administrative staff		Stakeholders outside consortium, potential investors
14	Teaching staff, Students, Trainees	Administrative staff, Technical staff, Librarians	Stakeholders outside the consortium, including private
15	Administrative staff, Technical staff	Teaching staff	
16	Stakeholders outside the consortium (weather sensitive enterprises, universities, etc.)	Students, Trainees	
17	Administrative staff	Teaching staff	
18	Stakeholders outside the consortium (weather sensitive enterprises, universities, etc.)	Students, Trainees	
19	Teaching staff, Students, Trainees, Administrative staff		
20	Administrative staff		

Tab 2 a – Perspectives (identify and describe the target groups/users for each output)

2.2 Feasibility Analysis

Output	Language	Countries	Priority
1	RU, UA, EN	UA, RU	High
2	RU, UA, EN	UA, RU	Medium
3	RU, UA, EN	FI, BG, SK, UA, RU	High
4	RU, UA, EN	UA, RU	Medium
5	RU, UA, EN	FI, BG, SK, UA, RU	High
6	RU, UA, EN	FI, BG, SK, UA, RU	High
7	RU, UA, EN	UA, RU	Medium
8	RU, UA, EN	UA, RU	High
9	RU, UA, EN	UA, RU	Medium
10	RU, UA, EN	UA, RU	High
11	EN	FI, BG, SK, UA, RU	Medium
12	RU, UA, EN	FI, BG, SK, UA, RU	Medium
13	RU, UA, EN	UA, RU	High
14	EN, UA, RU, BG	FI, BG, SK, UA, RU	High
15	EN	UA, RU	High
16	EN	FI, BG, SK, UA, RU	High
17	EN	FI, BG, SK, UA, RU	Medium
18	EN	FI, BG, SK, UA, RU	High
19	EN	FI, BG, SK, UA, RU	Low
20	EN	FI, BG, SK, UA, RU	Medium

Tab 2 b – Feasibility

Financial Sustainability

In a rapidly changing global environment, most start-ups find themselves in a very difficult financial situation. The current state of the economy demands improvement of production efficiency, efficient forms of management and sustainable management of the production process from enterprises. In order to achieve financial stability and effective implementation of the ECOIMPACT project in both the current and the future periods, maintaining financial sustainability proves a key task. It is formed throughout the entire production activity and is one of the most important characteristics to assess the financial status of the project, since it determines effective financial management.

By the financial sustainability of a project we mean the system of principles and methods for development and implementation of managerial decisions related to ensuring such state of financial resources, their formation and distribution, which would allow the project to develop on the basis of profit and capital growth while maintaining solvency and creditworthiness, as well as ensuring and maintaining the financial equilibrium of the enterprise. The project will be financially sustainable in case it is able, at its own expense, to secure inventories and costs, prevent unjustified accounts payable, maintain solvency under adverse circumstances, increase sales and gain profit.

As a complex concept, financial sustainability of the project is influenced by a variety of factors that should be taken account of when making a financial decision. Among the internal factors affecting financial sustainability special emphasis could be put on: low extent of technological support; lack of long-term planning; making unsubstantiated managerial decisions; poor staffing; inefficient financial and marketing management; high level of depreciation of fixed assets; a shortage of investment resources; high power intensity of production facilities, etc.

External influences include: inability to solve new management problems due to the insufficient experience gained from previous activities, financial instability in the country, changes in price levels, financial crises, etc.

The consortium participants are to implement activities in the three main directions to ensure financial sustainability: organizational and structural stability (adequacy of the enterprise structure to the selected development strategy and market conditions), stability of the resource base (dependence of the activity on the state of the economy; control of sectoral financial flows; content and level of cooperation of the enterprise with market infrastructure entities); commercial stability (development of relations with the state, other enterprises and clients, debtors and creditors).

The main areas to ensure financial sustainability of the project are:

- development of an effective cash flow management policy;
- improvement of management of the working capital, which is the most important factor for provision of an increase in financial sustainability;
- establishment of a financial control system at the enterprise;
- building a system for monitoring of financial performance;
- formation of a system of algorithms for eliminating deviations.

Thus, summarizing the above mentioned, it can be pointed out that the present time demands of the project to sustain competitiveness and ensure financial stability in a rapidly changing environment, a prerequisite for achievement of which is ensuring financial sustainability, as one of the most important functional areas of financial management system.

Phase “3”: Actions

Dissemination Plan

This phase involves all the specific actions, duly planned according to the project workplan and to their potential impact, sustainability potential, and priorities, that constitute the dissemination activities in the project and beyond the project lifetime.

In this sense, the Dissemination Plan becomes an integral part of the Sustainability Plan.

Specific dissemination activities will be planned and organized according to the analysis conducted in the previous phases. However, two different phases can be envisaged:

1. describing all the various types of actions, and the associated advantages and disadvantages for the project and for the partners

	Advantages	Disadvantages
Conferences and workshop		
Publications		
Exhibitions		
Training actions		
Shared databases		
Innovation networks		
Web sites		

Tab 3 a

2. building a detailed planning for actions. In this planning actions, actors, responsibilities, times, places are to be specified

Priority/ Output (From tab 2 b)	Dissemination Actions	Actors	Responsibilities	Times	Places	Advantages	Disadvantages

Tab 3 b

To build a detailed Dissemination Plan: following this document, all specific dissemination actions will be undertaken by the partner, they will be detailed in the project reports, and their impact and effectiveness will be analyzed.

Virtuous circles will carry out the first and most important task, by activating local networks of contacts in order to:

- Acquire sufficient skill on the ecoimpact-ple system use.
- Produce documentation following specified guidelines.
- Use the algorithm for building individual learning tracks and the educational materials developed in the project.
- Collaboratively build new methodologies.
- Involve other local realities / entities in the project.
- Increase the exchange of expertise, skill and information.
- Improve the quality of service for every participating institution.

To reach this level of interaction the partners will build real and virtual spaces on a truly open system. In order to achieve dissemination goals special relevance in the project is devoted to the study of the criteria for successful transmission of practice experiences to other partners, and the criteria for reproducibility of the proposed models for the use of the system, study levels and course modules.

Many other kinds of information diffusion and dissemination will be provided, such as:

- Workshops at users' sites, with the participation of local policy makers;
- Conferences on the results achieved during the project development phase. Contribution to the state-of-the-art both in the IT and educational fields will be presented in occasion of national and international conferences;
- Dissemination to non-participating countries through International Conferences;
- Dissemination through the project web site and other web sources;
- Dissemination through advertising and preview of results through Innovation networks;
- Dissemination through advertising and preview of results on topic related web sites;
- Production of deliverables, papers, guidelines, both on-line and off-line.

Type of event	
Date	
Place	
Authors	
Target	
Short description	
Attach	

A priority goal of the work group will be to involve the highest possible number of persons in the test introduction, for instance by means of:

- The network of international contacts that each partner already developed in the past years of activity.
- A suitable design of web pages to obtain positioning in search engines.
- A specific dissemination and awareness campaign of the project intermediate and final results.

All documentation, including learning materials and project documents, will be available through the official web sources. The most important technical results and social achievements will also be submitted for publication to the most relevant journals and/or conferences.

Local dissemination activities will mainly use the local language, while international dissemination activities will use English as the common language.

Results

3 Events

Type	Advantages	Disadvantages
Conferences and workshop (annual / biannual conferences, exhibitions etc.)	Estimated advantages: Direct involvement of people who do not possess sufficient knowledge about local environment and its impacts on their activities, discussion and synthesis, emotive involvement.	Estimated disadvantages: difficulty to involve people in a long-time network, logistic difficulties, high costs.
Publications (tutorials, study guides, online resources)	Printed publications can be used without computers or internet connection and respecting the times of the readers. Online courses can offer adjustable interactive content and complete set of materials required.	Printed materials are not interactive, difficult to update and require high costs.
Training actions in a DL mode	Interactive. Can be implemented respecting course takers' time, not depending by the distance and the weather. Can be analyzed and assessed by means of web-tools. Easy to update and store.	Requires a lot of time, specific resources and skills. Requires a client PC, access to internet and computer skills. Low emotive involvement and feedback. Difficulty to involve people in work groups.
Training actions in a b-learning mode	Interactive. Can be implemented respecting user's times, only partially depending by the distance and the weather. Can be analyzed by means of web-tools. Easy to update and store. High emotive involvement. Immediate not verbal communications and clear feedback. Reduces impact of logistic aspects.	Requires both technical and emotive skills and resources.
Innovation networks (HEIs, research institutions, production units etc.)	Can improve the single performances by involving people in a virtuous circle. Can reduce the time of tests and analysis using shared experiences and ideas. Can facilitate the learning and the adoption of successfully tested new methodologies and software.	Requires time and specific resources. Require specific skills and mentality.
Web site and other web sources	Immediate, complete, interactive	Requires long time to prepare the pages and involvement of experts in html. Requires a client PC, access to internet and specific skills to use properly.
Shared databases	Offers the possibility to store, analyze and compare a lot of documents. Saves the sequence of updates and modifications. Can be read and updated from various places in any time.	Requires a lot of skills and resources to be constructed and maintained.

Tab 3 a – Planned events and dissemination strategy

Priority	Output (From tab 2 b)	Dissemination Actions	Actors	Responsibilities	Times (project month)	Places
High	1	Project public events Publication on web sites Network events	All partners	OSENU, TSNUK, KSAU, UNN, RSHU, ATI	23 – 47 and over	Meeting sites Local areas Web sites Innovation networks
	3	Project meetings Project public events Publication on web sites Network events Teaching materials diffusion	All partners	OSENU	15 – 47 and over	Meeting sites Local areas Web sites Innovation networks
	5	Project meetings Project public events Publication on web sites Network events Teaching materials diffusion	All partners	OSENU	23 – 47 and over	Meeting sites Local areas Web sites Innovation networks
	6	Project meetings Project public events Publication on web sites Network events Teaching materials diffusion	All partners	OSENU	23 – 47 and over	Meeting sites Local areas Web sites Innovation networks
	8	Project meetings Publication on web sites	All partners	UNN	19 – 36	Meeting sites Local areas Web sites
	10	Project meetings Project public events Publication on web sites Network events	All partners	UNN	36 – 47 and over	Meeting sites Local areas Web sites Innovation networks
	13	Project meetings Project public events Publication on web sites Network events	All partners	TSNUK	36 – 47	Meeting sites Local areas Web sites Innovation networks
	14	Project meetings Project public events On line communications Publication on web sites Network events	All partners	OSENU	5 – 47 and over	Meeting sites Local areas Web sites Innovation networks
	15	Project meetings On line communications Publication on web sites Network events	All partners	KSAU, OSENU	5 – 47 and over	Meeting sites Web sites Innovation networks
	16	Project public events On line communications Publication on web sites Network events	All partners	KSAU	5 – 47 and over	Local areas Web sites Innovation networks
Medium	2	Project meetings Project public events Publication on web sites Network events	All partners	ATI	5 – 8	Meeting sites Local areas Web sites Innovation networks
	4	Project meetings Publication on web sites Network events	All partners	OSENU	12 – 13	Meeting sites Web sites Innovation networks
	7	Project meetings Publication on web sites	All partners	UNN	16 – 22	Meeting sites Web sites
	9	Project meetings Publication on web sites	All partners	UNN	13 – 36	Meeting sites Web sites
	11	Project meetings Project public events On line communications Publication on web sites Network events	All partners	RSHU, ATI, UNN, KSAU, OSENU, TSNUK	17 – 47	Meeting sites Local areas Web sites Innovation networks

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	12	Project meetings Publication on web sites	All partners	TSNUK	25 – 26	Meeting sites Web sites
	17	Project meetings Project public events On line communications Publication on web sites Network events	All partners	UH	5 – 47	Meeting sites Local areas Web sites Innovation networks
	20	Project meetings Publication on web sites	All partners	UH	5 – 47	Meeting sites Web sites
Low	19	Project meetings On line communications Publication on web sites	All partners	AU-P	8 – 34	Meeting sites Web sites

Tab 3 b – Detailed planning and relevance to the outputs

Phase “4”: Assessment

The project, to reach its goals, will necessarily have to consider constraints and opportunities imposed by time, space, tools and modalities for action.

The series of actions described in the previous phases, is not sufficient, and will not be sufficient. Actions must be considered in the light of the relevant strategies and priorities (that were analyzed in the previous phase, too). Priorities and strategies are based on the analysis of strengths and weaknesses of the overall project and of each of the partners.

This issue was already taken into account when selecting the suitable partners for the project but must be better structured especially according to the continuously changing future scenarios already analyzed.

The role of the Sustainability Plan is to constantly interact with actions in the project, and specially actions in the Dissemination Plan, trying to adapt and mold their reciprocal modifications.

This path is far from linear, and we can't therefore define *a priori* all the analyzed variables and the analysis modalities, but we already may declare the guidelines for that process.

Such guidelines are:

- joint declaration and analysis of strengths and weaknesses of the project in general (including roles and relationships between partners) and of the specific components (objectives, actions, actors, resources, instruments and tools, verification and validation, ...), classified as internal or external to the project (as individuated during the context analysis phase)
- analysis of deviations from the aimed targets and the attained targets (this implies adopting and using specific collection and analysis instruments)
- analysis of the impact of outcomes and outputs (modifications realized by the dissemination phase to the project context, and possible follow-ups)
- analysis of the follow-up of the project on the actors.

The proper evaluation phase is organized in two separate phases:

- relation between quantitative and qualitative variables (with suitable methodology for each of the two categories) looking for causal links, inferences, similarities, motivated perceptions, ...
- study of strategies able to improve the performance according to the priorities set out in the previous phases.

The strategy adopted in order to grant external accessibility to module material will ensure that:

- all module materials will be available on the web for free
- a user guide for the PLE-system will be compiled and published on the web
- course design criteria will be clarified
- references and links to project web sources will be provided
- new software created will be made available under an open source license.

To ensure the availability of the materials in Europe and in the world the ECOIMPACT system will be easily accessible also from the authors' point of view. Interested educational institution, with the coordination of the ECOIMPACT partnership, will be allowed to insert new case studies, new theoretical material, and contribute to the dynamic development of the project specific domain.

The network of international contacts that each partner already developed in the past years of activity will be the starting point for this long-term dissemination and exploitation activities.

The Sustainability strategy of ECOIMPACT will be strictly related to production of real and usable material. The developed material will be available on the project web sources. Project partners will seek synergies from the outset of the project, using virtuous circles, the EU institutional networks and local networks. Such synergies will become operative in the second phase of ECOIMPACT. The task / WP 7 of ECOIMPACT will address the definition of a strategy of enlargement to partners with proved expertise.

The initial workgroup enlargement will interact in all work packages. A report will be produced.

Finally (Phase 4a), some actions will follow the evaluation path, and will impact future development of the project and the proper conception on planning of future activities:

- reformulation of the Dissemination Plan
- experimentation of alternative modalities
- full implementation of the new Dissemination Plan.

Acronyms and Abbreviations

<i>Acronym</i>	<i>Description</i>
ATI	Roshydromet Advanced Training Institute
AU-P	Agricultural University – Plovdiv
DL	Distance learning
ECOIMPACT	Adaptive learning environment for competence in economic and societal impacts of local weather, air quality and climate
EU	European Union
IPR	Intellectual property rights
KSAU	Kherson State Agricultural University
LE	Learning environment
OSENU	Odessa State Environmental University
PC	Partner country/-ies
PLE	Personal learning environment
RSHU	Russian State Hydrometeorological University
TSNUK	Taras Shevchenko National University of Kyiv
UCEU	University of Central Europe in Skalica
UH	University of Helsinki
UNN	N.I. Lobachevsky State University of Nizhni Novgorod