



**SMA
CITE**

Enhancing skills
for smart city tech

SMACITE

Boosting the technical
and non-technical skills
and competences
of smart cities technicians
and engineers

**WP6: Quality Assurance, Risk
Management, and project evaluation**

D6.3: Project evaluation plan

Version 1.0



Co-funded by the
European Union

DELIVERABLE FACTSHEET

Project Number:	101052513
Project Acronym:	SMACITE
Project Title:	Boosting the technical and non-technical skills and competences of smart cities technicians and engineers
Work Package:	WP6: Quality Assurance, Risk Management, and project evaluation
Task:	T6.3: Evaluation of project outputs and impact
Deliverable:	D6.3: Project evaluation plan
Version:	1 st version
Editor(s):	Vasileios Gkamas, Maria Rigou

DELIVERABLE HISTORY

Version	Name	Partner	Date	Comments
0.1	Vasileios Gkamas, Maria Rigou	UPATRAS	11/10/2022	Structure of the deliverable
0.2	Vasileios Gkamas, Maria Rigou	UPATRAS	08/11/2023	Deliverable sent for review
0.3	Polina Kontodiakou. Teresa Papagiannopoulou	OTC	10/11/2023	Review deliverable
1.0	Vasileios Gkamas, Maria Rigou	UPATRAS	27/11/2023	Final edition

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.

TABLE OF CONTENTS

DELIVERABLE FACTSHEET	2
DELIVERABLE HISTORY	2
TABLE OF CONTENTS	3
LIST OF FIGURES	4
LIST OF TABLES	5
PROJECT SUMMARY	6
1 Introduction	7
1.1 Structure of the deliverable	7
1.2 Target audience	7
1.3 Dependencies with other WPs and deliverables	7
1.4 Key terms	8
2 Project evaluation plan	9
2.1 Methodology	9
2.2 Evaluation of project outputs	11
2.2.1 Indicators	12
2.2.2 Method and sources of information	13
2.3 Evaluation of project impact	14
2.3.1 The theory of change	15
2.3.2 Indicators	18
2.4 Project evaluation tools	18
3 Conclusions	19
References	20

LIST OF FIGURES

Figure 1: The four level of criteria of the Kirkpatrick Model	9
Figure 2: The elements of the theory of change	16

LIST OF TABLES

Table 1: Evaluation actors and tools	14
--	----

PROJECT SUMMARY

The project aims to address the skills gap of Smart Cities technicians and engineers, by designing and testing a vocational education and training program that is based on a novel and multi-disciplinary curriculum combining digital skills on Smart Cities enabling technologies, with soft, entrepreneurship and green skills.

The expected project outputs are:

- A Smart Cities competences map and ESCO-compliant Smart Cities job profiles.
- A Smart Cities curriculum combining both technical and non-technical skills and competences and promoting personalized learning pathways.
- Learning resources for Smart Cities enabling technologies and for building the soft, entrepreneurship and green skills of Smart Cities technicians and Engineers.
- A diagnostic tool to identify personalized learning pathways.
- A MOOC for Smart Cities enabling technologies.
- Virtual Worlds for building the soft, green and entrepreneurship skills of Smart Cities technicians and engineers.

The main project beneficiaries are Smart Cities technician and engineers either from the public sector (i.e. municipalities) or enterprises providing Smart Cities solutions, as well as HEI and VET students interested in Smart Cities.

The curriculum will be tested through 4 national pilots in Greece, Bulgaria, Spain and Italy with at least 160 trainees. The certification of the skills and competences will follow a two-fold approach: (a) using micro-credentials to recognize the knowledge and skills gained through the successful completion of each online training module at the MOOC and Virtual Worlds and (b) designing the “Smart Cities Specialization Certification” that will be awarded to those passing online certifications exams with e-proctoring after the completion of the training modules.

The project will create an ecosystem for the co-design and co-development of an innovative curriculum and technology-enhanced learning tools for the upskilling/reskilling of Smart Cities technicians and engineers.

1 Introduction

This deliverable concerns the project evaluation plan and tools that will be utilized during the project to evaluate the project outputs and impact. The evaluation plan specifies the steps and instruments necessary to evaluate the project. We would like to emphasize that this is a living document that will be considered during the project progress to fine tune the evaluation tools once concrete outputs of the project are produced.

1.1 Structure of the deliverable

This deliverable is divided into 3 main chapters.

- **Section 1** introduces the deliverable. More specifically, Section 1.1 describes the structure of the deliverable, Section 1.2 outlines the target audience, Section 1.3 outlines the dependencies with other WPs and deliverables and finally, Section 1.4 provides the definition of the key terms used in the deliverable.
- **Section 2** describes the project evaluation plan. More specifically, Section 2.1 presents the methodology adopted for project evaluation, Section 2.2. deals with the evaluation of the project outputs, Section 2.3 deals with the evaluation of the project impact, and finally, Section 2.4 provides the project evaluation tools.
- Finally, **Section 3** concludes the deliverable.

1.2 Target audience

The target audience of the plan includes the following stakeholders:

- The SMACITE granting authority.
- The SMACITE participating organizations (the project coordinator and the project partners).
- Key SMACITE project stakeholders.
- Any other stakeholder that is interested in developing an evaluation plan to assess a project/intervention.

1.3 Dependencies with other WPs and deliverables

Deliverable D6.3 has direct connections with the following WPs and deliverables:

- **D1.1** “Project management Handbook” under WP1.
- **D6.1** “Quality Assurance Plan” under WP6. This deliverable describes in detail: (a) the peer review system for quality control of project results, (b) the quality standards and review criteria of project results and (c) the project quality assurance procedures for transparency, continuous improvement, and effective communication between partners.
- **D7.8** “Project impact assessment report” under WP7. This deliverable is the project impact assessment report. This report will utilize the methodology and tools defined in D6.3 for the evaluation of the project impact.

1.4 Key terms

The key terms used in the project evaluation plan are the following.

Impact

The consequences or changes that are directly attributed to the activities of the project. The results in terms of target group benefits.

Indicators

Measurable indicators that will show whether objectives have been achieved at the three highest levels of the log frame (process, output, outcome). Indicators shall be objectively verifiable.

Performance measures

Indicators that provide information (either quantitative or qualitative) on the extent to which the results of a project have been achieved. Evaluation is often confused with measures used to evaluate. Any activity which aims at interpreting results, or data obtained from measures, are part of an evaluation. To assure that the evaluation process leads to good decision-making, it must rest on correct and precise measures.

Evaluation plan

Common set of standards, indicators, procedures and tools, together with indication of sample and control groups, evaluation methods and data collection procedures.

Evaluation tools

Specific methods and templates (questionnaires, focus groups etc.) that each implementing partner will use to collect the information that feeds the evaluation.

Theory of Change

The chain of hypotheses about how the resources allocated to the intervention are expected to enable the development of activities whose fruit will be certain products (outputs), which, in turn, will generate short-, medium- and long-term benefits for society as a whole or for the target population of the policy or program (impacts or outcomes).

2 Project evaluation plan

To assess the project outputs as well as project impact on main target groups, we will use a **Participatory Evaluation** [1] approach. This approach is in general, a partnership approach to evaluation in which all participating countries and partners of the project will be actively engaged in developing the evaluation and all phases of its implementation. This method values the knowledge and experience of participants, uses learning and education to promote reflection and critical analysis, and exploits participatory methods for obtaining data and generating knowledge. The Participatory Evaluation will be activated during the planning as well as the implementation of the pilots and the dissemination events and hence will involve trainees, trainers, and key stakeholders as active partners in designing, conducting, and analyzing research, so that they can have a voice in the process of knowledge production, especially as it concerns issues that impact their lives or organizations.

The main project outputs that will be evaluated during this process by project partners, and other key stakeholders are the following: (1) The pilots, (2) The online courses at MOOC, (3) The online training at Virtual Worlds, (4) The train-the-trainers training, (5) The online certification exams and (6) The workshops and final conference.

2.1 Methodology

For the evaluation of the above-mentioned outputs, the selected project evaluation methodology is based on the **Kirkpatrick Model** [2]. The Kirkpatrick Model is a globally recognized method of evaluating the results of training and learning programs. It assesses both formal and informal training methods and rates them against four levels of criteria.

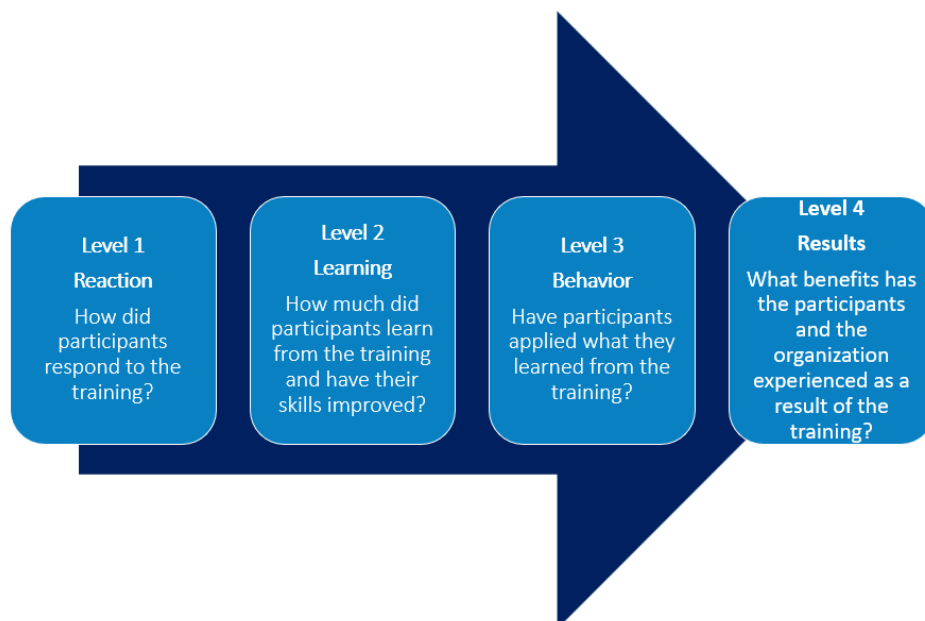


Figure 1: The four level of criteria of the Kirkpatrick Model

Those criteria are the following:

1. Reaction

This level addresses the satisfaction of the learners and trainers about the learning tools and resources, (e.g. their quality, usefulness for their job, clarity, relevance) both with quantitative and qualitative data. This level is most commonly assessed by a post-training survey that asks participants to rate their experience. A crucial component of Level 1 analysis is a focus on the learner versus the trainer. While it may feel natural for a facilitator to fixate on the training outcome (such as learning tools or resources), the Kirkpatrick Model encourages survey questions that concentrate on the learner's takeaways.

2. Learning

The learning level measures the learning of each participant based on whether learners acquire or have improved the intended knowledge, skills and competences. Learning can be evaluated through both formal and informal methods and should be evaluated through pre-training and post-training assessments to identify accuracy and comprehension.

3. Behaviour

The behaviour level examines whether participants were impacted by the learning and if they're applying what they learn (e.g. application of learning on the job). Assessing behavioral changes makes it possible to know not only whether the skills were understood, but if it's logistically possible to use the skills in the workplace. We would like to stress that a lack of behavioral change may not always mean that the training was ineffective, but that the organization's current processes and cultural conditions aren't fostering an ideal learning environment for the desired change.

4. Results

The results level is dedicated to measuring direct results (i.e. impact). This level should provide information that a positive impact on the professional lives of the participants has occurred, these refer to the impact on professionals.

The key points of the proposed project evaluation methodology are depicted below.

A. What is going to be evaluated and why?

- The main project outputs.
- The impact of the project activities and outputs on the different stakeholders.

B. How will the information/data needed for the evaluation be gathered?

The information identified as necessary for evaluation of project outputs and impact will be gathered by the following means: (a) surveys using specially designed questionnaires customized for each group of beneficiaries, (b) focus groups with the participation of relevant stakeholders and (c) focused observations.

C. Where and by whom will the data collection take place?

The overall evaluation process will be coordinated by the Project Coordinator who will ensure that the evaluation will take place in a timely manner using the correct tools. Each participating organization will appoint a contact person who will have the responsibility of implementing the evaluation activities at local/regional level according to this project evaluation plan. This person will deal with a) the translation of the evaluation tool at national languages (if this will be considered necessary), b) the engagement of different

stakeholders with the evaluation process and c) the timely implementation of the evaluation activities. Moreover, this person would be responsible for monitoring the participants during the completion of the surveys.

The surveys are expected to be compiled online. It is however extremely important not to assign the compilation of the questionnaires as homework or a free-time activity, since this step is crucial for the evaluation process. In the case of the MOOC and online training of Virtual Worlds, the completion of the survey will be a pre-requisite for the students in order to receive the certifications of attendance.

D. Where and how the data will be stored?

The data collected through the online surveys will be stored at the Google Drive of the project in an excel file automatically generated by Google Form. To avoid unexpected losses of information in case of a technical malfunction, the partners are advised to download the excel files once they have been generated. Once the data has been analyzed and put into an evaluation report by each partner, the evaluation reports will be uploaded on the project's google drive. For the case of the online surveys performed at the MOOC, the data collected will also be stored at the Google Drive of the project in an excel (or CSV) file automatically generated by the learning management system. Finally, we would like to emphasize that no personal data will be collected for evaluation purposes.

E. Data processing and output

The data collected will feed the different evaluation reports. These reports will summarize the gathered comments, recommendations, and information about the performance of activities and results against specific criteria.

2.2 Evaluation of project outputs

The project evaluation plan adopts a two-fold approach. The project evaluation will be carried out at two different levels and by different stakeholders.

Level 1: Internal evaluation by SMACITE partners

The project outputs will be produced following a planning/implementation/evaluation and review phase. A peer review system composed by partners experts will be established for the evaluation of project outputs. The criteria towards which the project deliverables will be evaluated (where they are applicable) are the following: clarity of the deliverable, compliance with defined work plan, quality of evidence and analysis, uniformity, quality of writing and presentation, potential impact to the target groups. Deliverable "D6.1 Quality Assurance Plan" provides more detailed information about the internal evaluation of the project by SMACITE partners.

In addition to the criteria already identified under the Quality assurance plan, through the evaluation process the final outputs will be assessed in terms of effectiveness and efficiency.

Level 2: External evaluation by key stakeholders and an independent expert on education and training

The main project outputs (such as the learning resources, MOOC and Virtual Worlds) will be evaluated by direct beneficiaries and key stakeholders (such as trainees) at various phases of the project using various tools as depicted in Table 1 of Section 2.2.2.

Moreover, in addition to the formal interim and final project evaluation by EACEA, the project will be evaluated (on M18 and M36) by an external and independent to the consortium, expert on education and training.

Finally, as part of the evaluation of project impact, an impact assessment report will be developed under WP7 (Deliverable “D7.8: Project impact assessment report”) to measure the impact of the project on trainees, education and training providers, enterprises, and public organizations. The impact assessment report will be published online to highlight the project impact and encourage relevant stakeholders to exploit the project outputs and results.

2.2.1 Indicators

The evaluation process concerns the implementation of assessment exercises so as to monitor the performance of the project against specific indicators. The indicators foreseen to verify the outputs of the project are both quantitative and qualitative and they will be used for the development of informed monitoring questions to be collected from several sources. These indicators are as follows:

QUANTITATIVE INDICATORS INCLUDING TARGET VALUES

- Deviation from the schedule (5%), workplan (5%) and budget (0%).
- Number of stakeholders involved in the design of Smart Cities Competences Map and emerging job profiles (50).
- Number of resources consulted for the design of Smart Cities Competences Map and emerging job profiles (15).
- Number of the curriculum training modules (15) and learning outcomes (200) of the curriculum.
- Number of learning resources developed (200).
- Number of MOOCs developed for Smart Cities enabling technologies (10)
- Number of virtual worlds developed (3).
- Number of participants in the pilots (160).
- Number of registered trainees in the MOOC (300).
- Number of project meetings evaluations (30).
- Score achieved at the external interim and final project evaluation (>80).
- Number of visitors to the project website (5,000).
- Number of followers on social media (300).
- Number of participants in the national workshops (320).
- Number of participants at the final conference (80).
- Number of participants in the European workshops (150).

- At least 80% of workshop (national and European) participants are satisfied or very satisfied with the workshops.

QUALITATIVE INDICATORS INCLUDING TARGET VALUES

- Profile of stakeholders involved in the design of Smart Cities Competences Map and emerging job profiles (education and training providers, enterprises, public sector, research).
- Diversity of competences covered by the curriculum (technical, soft, entrepreneurial, and green).
- Diversity of learning resources (documents, short videos, and presentations).
- User Friendliness, User Experience, User Interface of the diagnostic tool (high).
- Satisfaction of learners from the curriculum and learning resources (high).
- Satisfaction of learners from the MOOC and Virtual Worlds (high).
- Profile of trainees in the pilots (Smart Cities technicians and engineers, HEIs and VET students).
- Profile of organizations participating in the pilots (enterprises, public sector organizations and HEIs and VET providers).
- Satisfaction of participants in the pilots (high).
- Profile of stakeholders evaluating the project outputs (education and training providers, public organizations, enterprises, research organizations, policy makers, others).
- Profile of participants in the national and European workshops and the final conference (education and training providers, enterprises, public sector organizations, research organizations and policy makers).
- Number of follow-up activities defined towards the sustainability of the project after its end (3).

2.2.2 Method and sources of information

A series of evaluation methods are applied each time, depending on the subject matter of the evaluation, e.g. observation, cooperation – communication, continuous monitoring and monitoring of indicators and post-monitoring (post-evaluation). In terms of sources of information and evaluation tools, depending on the evaluation subject, are used:

- Focus groups.
- Record keeping (e.g. feedback reports, semiannual reports, etc. - particularly in internal evaluation).
- The performance review against the identified project KPIs.
- Direct observations.
- Third-party evaluation through surveys and questionnaires.
- Combination of two or more techniques.

The following table provides an indicative overview of the timing of the different activities that will take place for evaluating the project outputs.

WP connected	Which output will be evaluated	Who will make the evaluation	Which evaluation tool will be used	When the evaluation will take place
WP2 and WP3	Curriculum and learning resources	Trainees	Survey	At the end of each course
WP4	Online courses at MOOC	Trainees	Survey	At the end of each course
WP4	Online training at Virtual Worlds	Trainers and trainees	Survey, observations	At the end of the training
WP5	Train-the-trainers training	Trainers and trainees	Survey, observations	Survey: at the end of the training; Observations: during the implementation of the training
WP5	Certification exams	Trainees	Survey	At the end of the certification exams
WP5	Pilots	Trainees and their organizations	Survey and focus groups	Post-training: No later than 1 week before the start of the pilots Pre-training: No later than 1 week after the end of the training Focus groups: In 2 weeks after the end of the training
WP7	Project national workshops	Participants in the workshops (including project partners)	Survey	Survey: At the end of the workshops
WP7	European level workshops	Participants in the workshops (including project partners)	Survey and focus groups	Survey: At the end of the workshops Focus groups: During the workshops
	Project final conference	Participants in the conference (including project partners)	Survey and focus groups	Survey: At the end of the conference Focus groups: During the conference

Table 1: Evaluation actors and tools

2.3 Evaluation of project impact

The impact assessment evaluates the degree to which the objectives of the project/intervention have been achieved considering 3 main principles:

- a. Effectiveness: The extent to which the project achieved its specific objectives and goals, considering the identified problem and needs.
- b. Utility: The extent to which the project has a potential impact on the main target groups identified.
- c. Sustainability: The extent to which the project has led to sustainable changes or benefits that will last after the project's end.

The overall objective is to evaluate whether the SMACITE project can have a positive impact on the implementing areas, both on the direct and indirect participants, including the (VET and HEI) educational ecosystem. The main questions that address the impact evaluation methodology are the following.

1. Does the project activities and products have a positive impact on the upskilling and reskilling of different kind of learners? Does the project achieve its goals?
2. What kind of impact does the project have on different stakeholders?
3. Has the impact of the project the potential to be sustained over time?
4. Does the project have any side effects (positive or negative) on the beneficiaries or society?
5. Does the impact vary according to the type of stakeholder or according to the place, the different activities took place, or another component of the programme?

2.3.1 The theory of change

The proposed impact evaluation plan considers the theory of change. A theory of change [3] explains how the activities undertaken by an intervention (such as the SMACITE project) contribute to a chain of results that lead to the desired or observed impacts. A theory of change is often developed during the planning stage, but among others, it can be useful for monitoring and evaluation. A good theory of change is considered helpful to identify key indicators for monitoring and evaluation, prioritize additional data collection, and provide a structure for data analysis and reporting towards evaluation.

The key elements of the theory of change are depicted in the following figure.

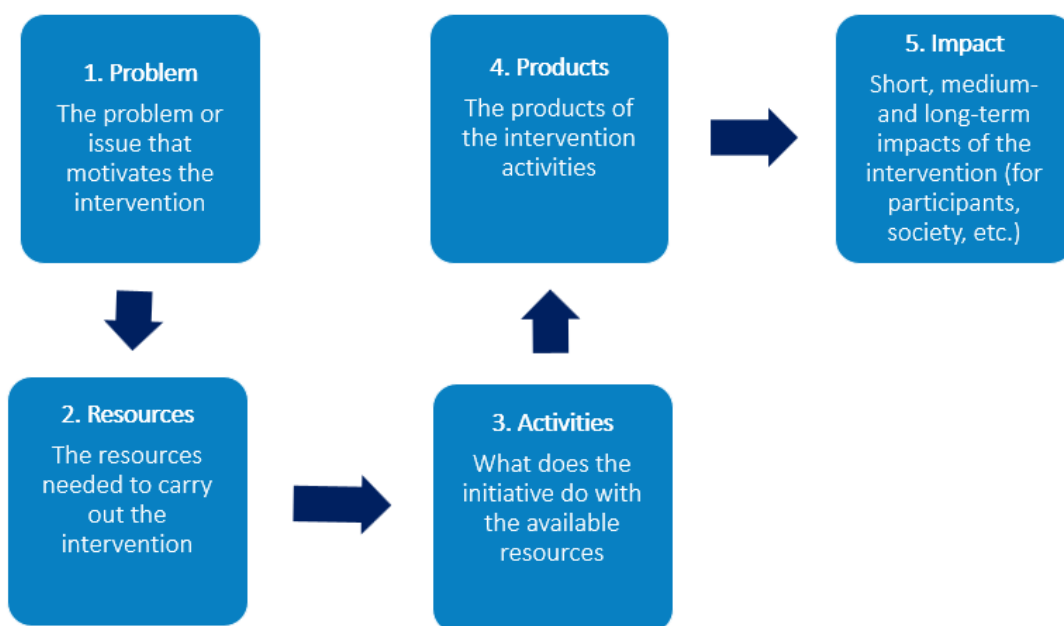


Figure 2: The elements of the theory of change

Within this impact evaluation methodology of the SMACITE project, the theory of change has been applied in the following way:

1. Problem

The lack of digital skills is the biggest barrier to effectively using big data and other digital technologies for city management. According to a recent survey of 3,000 tech leaders, conducted by KPMG and IT outsourcingers Harvey Nash, 65% of the responding companies declared challenges to hire professionals with data and analytics skills. A recent survey also showed that 76% of companies felt like they needed more higher-level Internet of Things specialists. Moreover, the public sector’s digital skills shortages put brakes on its digital transformation with 40% of public sector organizations not having the right digital skills in place.

Helping the Smart City face its economic, environmental, and social challenges also requires a continuous update of knowledge and skills that go far beyond the technical field and cover a wide range of non-technical/transversal areas. There is a need for Smart Cities technicians and engineers equipped with soft skills, like critical thinking/problem solving, communication, and leadership. Such skills are also in short supply with Cedefop emphasizing the need for a better match between education and training and what industry requires in the field of personal competences.

Moreover, to seize the entrepreneurial opportunities generated by the infusion of technology into the urban space, the development of entrepreneurial skills is essential. Last but not least, developing green skills to meet the needs of the transition into a carbon-neutral and circular economy and design effective ways of tackling urban development issues, (e.g. air pollution, congestion, sustainable living) is another challenge that the Smart Cities technicians and engineers are facing.

2. Resources

The SMACITE project will bring together 12 partners from 5 EU countries (Greece, Bulgaria, Spain, Italy and Belgium), as well as 19 Associated Partners, representing a strong engagement between higher education, vocational education and training, associations of IT and technology enterprises, the public sector and certification bodies. The SMACITE partnership represents organizations that complement each other and have the required expertise as well as resources to achieve the project objectives and produce high quality results. This expertise covers project management, risk management, quality assurance as well as the implementation of communication and promotion measures and events. Moreover, it covers expertise with cutting-edge technologies for Smart Cities, (such as IoT, Artificial Intelligence and Cybersecurity), competences frameworks and development, learning resources development, as well as technology-enhanced learning tools and educational technologies.

3. Activities

The core project activities are around the design and testing of a multi-disciplinary curriculum for Smart Cities Technicians and Engineers. The curriculum will support personalized learning pathways and combine a blend of technical and non-technical skills and competences.

4. Products

The main products that are planned in the project are the following: a) a Smart Cities competences map and ESCO-compliant Smart Cities job profiles, b) a Smart Cities curriculum combining both technical and non-technical skills and competences and promoting personalized learning pathways, c) Learning resources for Smart Cities enabling technologies and for building the soft, entrepreneurship and green skills of Smart Cities technicians and Engineers, d) a diagnostic tool to identify personalized learning pathways, e) a MOOC for Smart Cities and f) virtual Worlds for building the soft, green and entrepreneurship skills of Smart Cities technicians and engineers.

5. Impact

The SMACITE project is expected to positively impact different stakeholders. Smart Cities professionals and HEI/VET students will improve their technical and non-technical knowledge, skills, and competences, as well as their future employability in the Smart Cities sector through upskilling and reskilling. Education and training providers will build further their capacity to provide enterprises and the public sector with high-skilled Smart Cities technicians and engineers and thus meet their demand, increase their visibility and competences on Smart Cities and becoming more attractive to future students. Enterprises operating in the Smart Cities industry, as well as public organizations will build further their capacity to co-develop sustainable Smart Cities solutions and meet the daily needs of citizens. Finally, the SMACITE project will strengthen the closer cooperation among enterprises, public organizations, higher education and vocational education and training organizations for the creation and consolidation of a knowledge flow ecosystem.

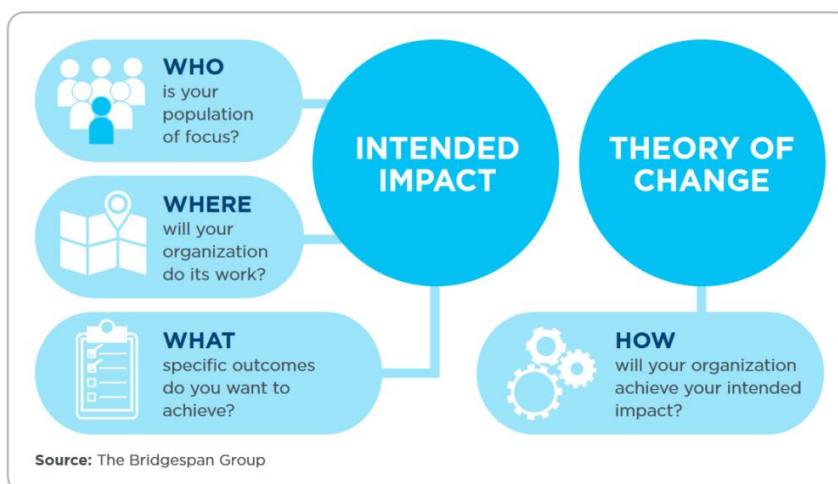


Figure 1: Relationship between the intended impact and theory of change (source <https://www.ncfp.org/knowledge/what-are-intended-impact-and-theory-of-change-and-how-can-nonprofits-use-them/>)

2.3.2 Indicators

SMACITE focuses on the evaluation of the impact on six different categories of stakeholders (Smart Cities professionals, HEI/VET students, education and training providers, enterprises, and public organizations) which is expected to be assessed through the analysis of the following indicators:

- Number of deliverables downloads from the project website.
- Learners' perspective on the improvement of their competences and employability in the Smart Cities sector.
- Enterprises and public sector perspective on the improvement of their capacity and competences in the Smart Cities sector.
- HEIs and VET providers perspective on the improvement of their education and training offerings.
- Number of synergies among education and training providers, enterprises, and the public sector.
- Intention of target groups for the exploitation of project results.

2.4 Project evaluation tools

Below are provided in google form format the indicative questionnaires that will be used for the evaluation of project outputs and impact. Those questionnaires are subject to slight changes to fit better with the progress of the project and the produced outputs.

- [Train the trainers training](#)
- [Online courses](#)
- [Virtual worlds](#)
- [Certification exams](#)
- [Pilots](#)
- [Workshops and Final Conference](#)

3 Conclusions

In conclusion, this evaluation plan is designed to provide a comprehensive framework for assessing the effectiveness of the project outputs, as well as the impact of the project. By gathering valuable feedback and data from various stakeholders, we aim to gain insights into our project's strengths and areas for improvement. The information collected will enable us to make informed decisions, refine our strategies, and ensure that our project aligns with its intended objectives. We will be using the insights gained from the evaluation of project activities to enhance the project's outcomes and better serve our target audience.

References

- [1] Jean A. King, *Making Sense of Participatory Evaluation*, New Directions for evaluation, No. 114, Wiley, 2007.
- [2] James D. Kirkpatrick, Wendy Kayser Kirkpatrick, *Kirkpatrick's Four Levels of Training Evaluation*, Association for Talent Development, Business & Economics, 2016.
- [3] James P. Connell, Anne C. Kubisch, *Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives*, Aspen Institute, 1998.



SMA
CITE

Enhancing skills
for smart city tech

www.smacite.eu

[Twitter: @SMACITEPROJECT](https://twitter.com/SMACITEPROJECT)

[Facebook: Smacite](https://www.facebook.com/Smacite)

[LinkedIn: SMACITE](https://www.linkedin.com/company/SMACITE)



Co-funded by the
European Union

“Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.”