



Application

Programme	Erasmus+
Action Type	KA210-VET - Small-scale partnerships in vocational education and training (KA210-VET)
Call	2024
Round	Round 2

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Context

Field	Vocational Education and Training			
Project Title	RISE - Readiness for Interview Skills and Employability			
Project Acronym	RISE			
Project Start Date (dd/mm/yyyy)	Project Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
03/03/2025	18 months	02/09/2026	PT01 - Agência Nacional Erasmus+ Educação e Formação	English
Project lump sum	60 000,00 €			

For further details about the available Erasmus+ National Agencies, please consult the following page: [List of National Agencies](#).

Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

Please select the most relevant priority according to the objectives of your project.

HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

If relevant, please select up to two additional priorities according to the objectives of your project.

HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport

VET: Increasing attractiveness of VET

Please select up to three topics addressed by your project.

Artificial Intelligence (AI) and data usage

Employability

Digital skills and competences

Project description

Description

What are the concrete objectives you would like to achieve and 'outcomes or results you would like to realise'? How are these objectives linked to the priorities you have selected?

RISE - Readiness for Interview Skills and Employability aims to develop an AI-driven employment interview simulator, focusing on digital readiness, resilience, and capacity-building. The platform's immersive and supportive environment will serve young people, including NEETs (Not in Employment, Education, or Training), students, and VET providers across Europe. By simulating real-world interview scenarios, the project intends to address the critical gap between academic education and job market requirements, thus fostering employability through advanced digital tools.

The project's core focus is addressing the challenges of digital transformation by enhancing digital skills, building resilience, and improving readiness for the labour market. Building an AI-driven simulator, VET students will develop an artificial intelligence platform, gaining digital skills and promoting AI literacy and data usage, ensuring better preparedness and adaptability in an increasingly digital economy.

Alongside digital transformation, the project targets the employability of young people by developing transversal skills (communication, teamwork, emotional resilience). These competencies are increasingly important in modern workplaces, where digital and soft skills are essential for success.

The platform's direct users will include VET providers, educators, and students, particularly NEETs, migrants, and individuals with special needs. Additionally, it will benefit employers seeking to streamline hiring by accessing a pool of better-prepared candidates. The project will actively engage educational institutions and career services, offering a scalable, accessible tool for job interview preparation, aligned with modern educational frameworks and providing feedback tailored to industry-specific scenarios and diverse cultural contexts.

This project will contribute to the digital transformation of VET systems by providing an innovative tool that bridges the gap between education and employment, ensuring a sustainable impact on youth employability across Europe.

The expected outcomes are Enhanced employability for youth through repeated, real-time practice of job interview scenarios, supported by AI feedback. Inclusive and adaptable learning through a multilingual, culturally sensitive platform that considers the needs of special groups like migrants and students with disabilities. Development of critical transversal skills, improving communication, teamwork, and emotional resilience. Increased confidence among users, particularly those with limited experience in professional environments.

Please outline the target groups of your project

VET Students (Primary Target Group) will be the primary drivers of the project, responsible for developing and refining the AI-driven employment interview simulator. They will actively engage in both the technical development and the creation of interview content, gaining hands-on experience in the areas of digital transformation, AI usage and integration, data management, digital platform development and employability skills making them the key beneficiaries of the project's learning outcomes.

VET Providers and Educational Institutions - Schools can offer a more inclusive educational environment, especially for students with learning difficulties or those who struggle with traditional interview training. The project will integrate the simulator into existing curricula, offering a scalable and innovative tool that supports job market preparation across different industries. This will allow educators to enhance their programs with technology that provides practical and interactive learning experiences, directly aligned with the digital transformation. Institutions will benefit from having a comprehensive solution that not only teaches technical skills but also develops transversal skills, preparing students for a broader range of professional environments.

Career Services and Job Placement Agencies - The simulator will provide career services and job placement agencies with a powerful resource for preparing clients for job interviews, track progress, identify areas of improvement, and ensure that their clients are not only interview-ready but also possess transversal skills. Career counselors can better equip their clients with the skills needed to navigate interviews successfully, making them more competitive in the job market.

Employers and Industry Partners - The simulator will help employers and industry partners by providing a talent pool of candidates who have demonstrated their ability to communicate effectively, handle interviews with confidence, and show resilience under pressure. By contributing to the project, employers can help shape the content and structure of the simulator to ensure it meets industry standards.

Youth - The project will provide youngsters and NEETs with a safe, interactive environment to practice and enhance their interview skills. The simulator will allow them to simulate real-life job interviews and receive tailored, AI-driven feedback that focuses on improving communication skills, emotional resilience, and confidence. This will lead to improved readiness for the job market, increase employability and reduce youth unemployment.

For young people with Special Needs or from Migrant backgrounds, the simulator will offer tailored support to accommodate their specific challenges. The inclusion of multilingual support and culturally sensitive content ensures that language barriers and cultural differences are respected, promoting a more inclusive and diverse learning experience.

Please describe the motivation for your project and explain why it should be funded

The VET partner organizations face the pressing need of bridging the gap between their academic learning and employment readiness. This gap, also pronounced in many of European countries, leaves many young people inadequately prepared for the job market, struggling to transition from education to employment and unprepared for job interviews. By simulating real-

world interview scenarios through an AI-powered platform, the project offers a practical, scalable solution to this challenge. This way, it should be funded because:

It directly aligns with Erasmus+ priorities, particularly around digital transformation, employability, and innovation in education. By integrating state-of-the-art technologies like AI and large language models (LLMs), the platform promotes digital readiness and resilience. Furthermore, the focus on developing transversal skills like communication, teamwork, and emotional resilience supports the creation of a job-ready workforce. This holistic approach addresses both immediate and future labour market demands, making it highly relevant to the Erasmus+ mission.

Youth unemployment and underemployment remain critical concerns in many European countries, especially among NEETs (Not in Employment, Education, or Training). This project seeks to combat these issues by providing an innovative tool that prepares young people for interviews, enhancing their confidence and increasing their chances of securing employment.

The AI-driven platform is designed to be accessible and adaptable to diverse user needs, making it a scalable solution that can benefit a broad audience across Europe. The platform will include multilingual support and culturally sensitive content, ensuring that no group is left behind.

By equipping young people with the skills needed to succeed in job interviews, the platform will have a long-lasting impact on youth employability. The potential for widespread adoption across European educational institutions makes it a valuable and sustainable resource that can be continually updated and improved based on user feedback.

It will empower VET providers and other educational organizations to fulfil their mandate of preparing students for the labour market. The platform will serve as a powerful tool to complement existing curricula, providing a modern, technology-driven method of career preparation.

It demonstrates a strong commitment to leveraging technology for social good. It sets a precedent for using digital tools to address pressing societal challenges such as youth unemployment, social inclusion, and skill gaps. By preparing students for the realities of the modern job market, this project contributes to economic growth, social stability, and the creation of a skilled, confident workforce ready to meet the demands of a rapidly changing economy.

How does the project address the needs and goals of the participating organisations and the identified needs of their target groups?

As already mentioned, the vet partner schools struggle every day with the need of meeting the business needs. RISE Project is strategically designed to meet the needs and objectives of the participating VET institutions, as well as address the challenges faced by their diverse target groups. By focusing on digital transformation and employability, the project directly supports the goals of the involved organisations while providing tailored solutions to the specific needs of VET students, NEETs, and educators across Europe.

VET Partner Schools aim to equip their students with both technical and soft skills that are essential for today's job market. The development of the AI-powered employment interview simulator allows these schools to provide students with a hands-on, practical tool that improves job interview readiness and boosts employability. This directly supports the schools' mission of bridging the gap between education and professional life.

VET Students benefit from gaining essential skills in platform development, AI integration, and job interview preparation. By taking part in the creation and testing of the simulator, students enhance their digital literacy, transversal skills, and workplace readiness, ensuring that they are competitive in the labour market. SEN Students are often disadvantaged in accessing quality career preparation resources. The project specifically addresses their needs by offering an inclusive platform that adapts to diverse learning abilities and backgrounds.

Pleasant Mountain, better known as Marabunta and from now on mentioned as such is committed to leveraging advanced technologies like AI to create solutions that enhance learning outcomes. Through the collaboration on this project, these partners will advance their goal of integrating AI-driven tools into education, promoting innovation in the way employability skills are developed and assessed.

By focusing on the development of digital tools and skills, the project directly contributes to the Erasmus+ priority of promoting digital transformation in education and that of the VET partner organizations. It fosters resilience and adaptability in students, preparing them for a rapidly evolving digital economy. The project tackles youth unemployment by preparing a skilled and confident workforce, particularly focusing on young people who face significant barriers to employment, such as migrants, NEETs, and students with special needs. By addressing their employability through repeated interview practice, the project aligns with EU goals to reduce youth unemployment and improve social inclusion. In addition to technical preparation, the project incorporates training in crucial skills such as communication, teamwork, and emotional resilience. These are competencies essential for thriving in modern workplaces and are increasingly demanded by employers.

What will be the benefits of cooperating with transnational partners to achieve the project objectives ?

The RISE project leverages the expertise and resources of transnational partners from diverse cultural, linguistic, and educational backgrounds. This international collaboration is vital to the success of the project, offering numerous benefits that enhance both the quality and impact of the project's outcomes:

Transnational cooperation brings together partners from various European countries, each contributing unique cultural and linguistic perspectives. This diversity ensures that the project is truly multicultural and multilingual, which is critical for the AI-

driven interview simulator. By incorporating different communication styles, interview practices, and workplace expectations from across Europe, the platform becomes adaptable and relevant for a broad audience. This cultural richness also promotes social inclusion by providing tailored support for students with diverse backgrounds, such as migrants and individuals with special needs.

Working with partners from different educational and professional systems allows for the exchange of best practices and innovative solutions that might not be available in a single country. Partners can bring their expertise in areas like AI technology, employability skills, and educational methodologies, enriching the project with fresh ideas and approaches. This diverse input strengthens the project's capacity to develop a robust and adaptable platform, tailored to different regional needs while maintaining high educational standards.

Cooperation with international partners ensures that the project aligns with global education and employment standards. This is especially important for VET students and young professionals who may seek job opportunities across borders. By collaborating with partners in different countries, the project ensures that the interview simulator prepares users for the realities of the global job market, enhancing their competitiveness internationally.

The involvement of transnational partners helps ensure the long-term sustainability and scalability of the project. Each partner can contribute valuable insights into how the platform can be adapted to different regional contexts, increasing its relevance and adoption across Europe. Additionally, the exchange of resources, tools, and knowledge between partners helps build a strong foundation for the platform's future growth, allowing it to evolve and expand beyond the project's initial scope.

By working with partners from various countries, the project can tap into a wider pool of resources, including specialized knowledge, tools, and methodologies. This allows for the development of a more comprehensive and effective interview simulator with features that might not be achievable through local resources alone. Transnational cooperation also provides access to different funding sources and networks, further enhancing the project's impact and reach.

Participating Organisations

To complete this section you will need your organisation's identification number (OID).

If you have an OID number please introduce it in this section.

If you are not sure if you have OID number, you can check here: [Organisation Registration System](#)

If you do not have OID number, you can create one here: [Register New Organisation](#)

Whenever an OID has reached the limit agreed of appearances in drafts and submitted forms, a notification by email will be sent to the Authorized person of that OID. We can include in the email a list of projects where that OID is encoded providing all the information necessary for him to act if he needs to: Form ID, Name of the applicant organization, National agency. If we don't have the NA and the applicant organisation filled in the form **we don't count this form** to the value which triggers the email notification.

According to the Programme Guide, each organisation (OID) can apply only once as applicant organisation and can be included in a total of 10 Small-scale partnerships in the fields of vocational education and training, school education, adult education and youth per application round. The maximum number includes all applications in the listed fields, regardless of whether the organisation is a coordinator or a partner. Once this limit is reached, it will not be possible to submit further applications with the same organisation (OID).

Applicant - Lycee Professionnel Jacques Le Caron (E10200878 - FR)

Organisation ID	Legal name	Country
E10200878	Lycee Professionnel Jacques Le Caron	France

Applicant details

Legal name	Lycee Professionnel Jacques Le Caron
Country	France
Region	Nord - Pas-de-Calais
City	ARRAS
Website	http://lycee-lecaron.fr/

Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	Yes
Type of organisation	School/Institute/Educational centre – Vocational Training (secondary level)

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

Our vocational school is the supporting institution of the Campus of Trades and Qualifications, Building and 3.0 Intelligent Energy Systems. <https://campus.hautsdefrance.fr/bsei/#/search@50.2921320,2.7436050,12.00>
It has different certification labels: Lycée des Métiers, level 2 Equality for Girls and Boys and level 3 – E3D Sustainable Development.
It provides basic education and training from year 10 classes to higher education, as well as apprenticeship. Students specialise in different building trades: bricklaying, tiling, roofing, electricity, stonecutting, architecture, painting, plumbing and heating, sales, built heritage and building envelope.
We deliver levels 3 and 4 diplomas: Vocational Certificates, Vocational Baccalaureates and Higher National Diplomas. Besides general and vocational education, students and apprentices are provided with specific classes: First Aid and Occupational Risks Prevention classes with the R408 certification (risk related to working at heights).

What are the organisation's activities in the field of this application?

We have been working on digital skills for 15 years: in 2008, the brand new “B2i” (IT) certification was created, assessing the students abilities to use computer and internet tools; it has now become the Pix certification and includes media

education.

Now, our librarian works on media education and fact checking with half of our 1st year students.

We have been hosting migrant students since 2004 and we have implemented French as a 2nd language. Special classes were gradually set up for them, basic literacy and numeracy skills, aiming at improving migrant students level and, integrating them in regular classes. Some need to learn or improve their French and are sent to one of our 3 support structures:

“MLDS parcours allophone” when they’ve never attended school: they learn the basics

“UPE2A” for A1-A1+ levels: French and basic maths,

“Micro-Dispositif” for A2 to B1 levels.

The last 2 groups are integrated in regular classes and prepare for the French Language national exam (DELF).

What profiles and age groups of learners are concerned by the organisation’s work?

Our 900 students/apprentices are 14-19 years old, and over 18 in higher education (HND):

Young people from social and occupationally disadvantaged categories: around 60% scholarship students; some students start an apprenticeship for economic reasons.

Many “EBEP”, SEN: in 2023, 53 students with learning disabilities – dyslexia, dysorthographia, cognitive issues; a few deaf students.

Heterogenous educational levels with students who failed in secondary school or did not choose their courses. They often lack motivation.

50 non-French speaking or writing students coming from varied African ou Asian countries.

Increasing number of girls trying to fit in a building technical school.

A lot of students come from afar: they sleep in our boarding school; the others prefer (or have) to take 2 or 3 means of transport to go to school.

Our staff strive for the future of their students and show willingness and kindness. They also encourage them to continue their studies and/or find a job.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example ‘10’

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Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Newcomer organisation			Yes	
Less experienced organisation			Yes	
First time applicant			Yes	

Would you like to make any comments or add any information to the summary of your organisation’s past participation?

The school participated in several EU granted projects with 2-week internships in Sweden, Malta and Portugal. Those mobility internships concerned vocational baccalaureate students and apprentices.

- Sweden: 4 groups of 3 to 5 students specialising in plumbing and heating
- Malta: 3 groups of 4 or 5 students specialising in masonry/bricklaying, joinery/woodworking or built heritage,
- Portugal: 1 group of 3 apprentices tile setter.

Regarding Sweden, we developed a partnership with Refis apprenticeship center (Stockholm): its principal helps our students to find Swedish companies for their trainings, and so do we for their apprentices! So far, 7 groups of Swedish apprentices worked in French companies and discovered our school.

As for Malta, our trainees completed their internship at Azzopardi Construction, a large construction company. We chose this island because it gathers UNESCO World Heritage buildings.

Word of mouth and social networks led to increasing requests from students and teachers, leading to new mobility projects:

- in April 2024, a group of apprentices (Professional Certificate) tilers went to Aveiro, Portugal.
- In October 2024, we will a group of 4 “Bac Pro” Carpenters and Fitters to Malta

Finally, we intend to offer our HDN students mobility opportunities since we were awarded the Erasmus Charter for Higher Education (ECHE).

We are eager to go further in European cooperation and looking forward to coordinated this project.

Partner Organisations

Organisation ID	Legal name	Country
E10201599	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO	Portugal
E10330362	Tehnicka skola Zrenjanin	Serbia
E10371772	Pleasant Mountain Unipessoal, Lda	Portugal

AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (E10201599 - PT)

Partner organisation details

Legal name	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO
Country	Portugal
City	AVEIRO ,
Website	www.epa.edu.pt

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	Education

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

AEVA was founded in 1998 as a non-profit organisation to meet the needs of local businesses in tackling skills mismatch by bringing education & the working world closer together. It employs 159 qualified professionals & operates within different brands, including a vocational school – Escola Profissional de Aveiro – founded in 1992 and is the largest private VET school in Portugal with 70 permanent teachers. AEVA-EPA has 2 units in Aveiro Region, located in urban and rural areas and offers several IVET, CVET and TVET qualifications targeting per year around 750 learners (14–21 years old), most of them with fewer opportunities, migrant background and dropout history. The learning path is based on learner-centred approaches and principles of inclusive education. Most of the VET programmes (services, IT & industry areas) are based on the national dual system with a strong component of apprenticeship & work-based learning aiming to meet the needs of the labour market & boost employability

What are the organisation's activities in the field of this application?

Our association is future-oriented, & it is constantly seeking for ways to innovate and to improve the learning process. The classrooms have interactive boards, and it is assigned a personal computer to all our learners and teachers, so that they can use it also at home.

We focus on helping our students, most from disadvantaged backgrounds (migrants, SENS, etc.) to get a qualification and/or find employment & solve obstacles. We develop and implement inclusive, educational, and motivating programs that effectively support qualification, employment and integration of different students in the society and labour market. Apart from offering the above-referred EQF courses in different sectors, from services to more technological, we provide career guidance services, develop and implement integration modular programs for disadvantaged groups, organize educational courses and programs, including the courses that help to start and run own small business, and provide psychological counselling.

What profiles and age groups of learners are concerned by the organisation's work?

Our learners are 14-21 years old and many of them come from less favoured socioeconomic backgrounds and have already

experienced some problems at previous schools. Some have also faced some kind of problem involving the authorities and want to drop out before they complete compulsory education. Therefore, our mission is to teach them how to love school again or start loving it. Also, in the last years, we have received many migrants who left their country for safety and/or economic reasons and are trying a new life in a completely different country.

We have a strong team of highly qualified teachers, psychologists and other educational staff who work together in order to identify, monitor and accompany students at risk (either at risk of early dropout, social exclusion or delinquency). When students apply to one of our courses, they have an interview with trained psychologists in order to understand students' drives, motivations and the reasons why they chose our school.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

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Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in school education (KA210-SCH)	0	0	2	0
Small-scale partnerships in vocational education and training (KA210-VET)	0	0	3	2
Small-scale partnerships in adult education (KA210-ADU)	0	0	1	1
Newcomer organisation	No			
Less experienced organisation	No			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

We have over 20 years of project management experience and are often requested to help and support other schools in their internationalization process. On the other hand, over the past few years, we have actively engaged in various projects aimed at promoting the well-being and social integration of young people. Our efforts have focused on addressing challenges such as early school dropouts, addictions, and the evolving digital landscape, ensuring that our primary target group receives the support they need. For instance, the current project, "AMOR - Advanced Measurements of Responses to the Challenges of Social Skills Development in a Digital Era" (2022-2-DE04-KA220-YOU-000098221), leverages digital tools to enhance the development of social skills in a rapidly changing environment.

In addition, our project "Agile DT - VET Schools Solve Real-Life Challenges with Innovation Techniques" (2023-1-IE01-KA220-VET-000157588) recognizes the significance of digital transformation and aims to adapt VET programs to meet the evolving needs of the labour market. This project promotes innovation and fosters an agile response to contemporary challenges through the integration of cutting-edge methodologies, including Design Thinking, Rapid Prototyping, Agile Development, and Design Sprint. Furthermore, we are exploring the potential of Artificial Intelligence (AI) to personalize learning experiences, identify at-risk individuals early on, and provide targeted interventions that support both academic and personal growth.

Our focus also extends to supporting individuals facing difficult life circumstances, helping them overcome social and emotional barriers. As highlighted, we employ non-formal and informal learning methods, such as organizing boot camps and workshops that utilize innovative approaches, including AI-driven tools for adaptive learning and engagement. These methods collectively create a dynamic learning environment that fosters creativity, active participation, and initiative among learners.

Tehnicka skola Zrenjanin (E10330362 - RS)

Partner organisation details

Legal name	Tehnicka skola Zrenjanin
Country	Serbia
City	Zrenjanin

Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	Yes
Type of organisation	School/Institute/Educational centre – Vocational Training (secondary level)

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

The Technical School Zrenjanin was founded in 1933 in Petrovgrad, which is now known as Zrenjanin. It has 690 students. It offers education to students in various technical profiles at the fourth and third-degree levels. In the school year of 2024/2025, they educate students on the profiles of mechanical technician for computer engineering, technician for computer control (CNC) machines, mechanical technician of motor vehicles, mechatronics technician (VAT), and road traffic technician. At the third-degree level, the school offers education in the profiles of the driver of motor vehicle operators or of oil and gas extraction facilities, and locksmith-welder (dual). Practical training is based on real-world training through internships and apprenticeships with local businesses and industries, and workshops. School activities are designed to ensure that students are well-prepared to enter the workforce with theoretical knowledge, practical experience, and industry-relevant skills.

What are the organisation's activities in the field of this application?

The school has modernised its teaching methods by acquiring computers, projectors, as well as other teaching aids and equipment for both theoretical and practical teaching. The school has a track record of producing successful students who have excelled at regional and national competitions in mechanical engineering schools. The school aims to continue this trend of success and improve on it in the future.

Research and Projects:

- Encouraging students to engage in digital and AI research projects and practical applications of their studies.
- Participation in science and technology fairs, competitions, and exhibitions.
- Sports and recreational activities to promote overall student development
- Collaborative projects with local industries and community organisations.
- Workshops and seminars for skill enhancement

Practical Training:

- Hands-on laboratory work and workshops.
- Real-world training through internships and apprenticeships with local businesses and industries.

What profiles and age groups of learners are concerned by the organisation's work?

Many students come from low-income families with limited financial support for their education, forcing them to work while studying. They often commute from rural areas with restricted access to urban resources & face multiple forms of marginalization, such as socio-economic disadvantages & limited exposure to educational opportunities, which can lead to self-destructive behaviors. This sometimes result in lack of diligence, yet many students remain actively involved in sports, demonstrating strong teamwork skills, positively contributing to group activities despite their challenges. Other students face more severe issues, including a lack of family support, discrimination, and mental health struggles, further hindering their motivation/success.

Students who perform well at school often participate in local programs to develop soft skills like conflict resolution, creativity, & communication, building their self-confidence and prepared them for future professional development.

How many years of experience does the organisation have working in the field of this application? Please reply with a

number of years of experience, for example '10'

4

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Newcomer organisation			Yes	
Less experienced organisation			Yes	

Pleasant Mountain Unipessoal, Lda (E10371772 - PT)**Partner organisation details**

Legal name	Pleasant Mountain Unipessoal, Lda
Country	Portugal
Region	Centro (PT)
City	Ourondo
Website	marabunta.ai

Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	No
Type of organisation	Small and medium sized enterprise

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

Marabunta.ai is a consultancy firm specialising in AI-driven solutions, digital transformation, and branding. Its key activities include the creation of interactive AI avatars and digital personas used in education, branding, and customer engagement. These avatars simulate human-like interactions, offering real-time feedback for training and educational platforms. The company excels in branding, crafting digital identities through data-driven strategies. They also support businesses in adopting advanced technologies, offering tailored solutions and consultancy in AI and data analytics. Marabunta also develops immersive experiences using augmented and virtual reality. Their expertise in platform development & user experience design ensures scalable, user-friendly digital environments. They also provide training in new technologies and creates educational tools like AI-powered interview simulators, aimed at improving employability through interactive, personalized learning experiences.

What are the organisation's activities in the field of this application?

Marabunta is a digital consultancy firm based in Portugal, focusing on the development of AI-driven solutions. In the context of this application, the organisation is engaged in activities directly aligned with the project's goals, particularly in the fields of digital transformation and AI development. Specifically, Marabunta designs interactive AI avatars and digital platforms, which can enhance user experiences in diverse industries. For example, their work on AI avatars is highly relevant to the project's aim of creating an AI-powered interview simulator, offering real-time feedback and mock interview sessions. Their expertise in data analytics allows them to personalise user experiences, aligning perfectly with the goal of tailoring the platform to individual needs, including students with special needs or those from vocational training backgrounds. In addition, the organisation's experience with immersive technologies contributes to creating a dynamic learning environment.

What profiles and age groups of learners are concerned by the organisation's work?

Marabunta.ai's work engages a wide range of learner profiles & age groups, addressing the needs of both young people and adults. Their solutions cater to diverse learners, including students in VET, professionals seeking upskilling or reskilling opportunities, and adult learners pursuing career changes or professional development. Their platforms are designed to offer tailored experiences to learners of all ages and backgrounds, from young graduates looking to enter the workforce, to experienced professionals seeking to adapt to new technologies or industries. Marabunta's focus on personalised, data-driven learning ensures that learners with varying needs—including those with special requirements—can benefit equally. By leveraging AI, immersive technologies, and digital transformation tools, the company provides learning environments that are adaptable and accessible, making their solutions relevant to a broad spectrum of learners, from younger individuals to seasoned professionals.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

20



Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Newcomer organisation			Yes	
Less experienced organisation			Yes	

Cooperation arrangements

How was the partnership formed? What are the strengths that each partner will bring to the project?

The partnership consists of 2 VET schools from France and Serbia, respectively, a NGO owning a VET school and a SME, from Portugal. Except for AEVA, all the other organizations are newcomers to the programme. AEVA met the Applicant by organizing together internships for their students in enterprises, in Portugal. AEVA also visited the French school last April. The Serbian school also hosted AEVA's representatives in a job shadowing activity related to organization and mentoring of internships in enterprises. Marabunta and AEVA work closely together in activities and projects involving students and Marabunta has a crucial role in their preparation for the labour market.

The project has been built on the collaboration of partners who share a common goal: improving youth employability and addressing the digital transformation in education. The partnership brings together organisations with complementary skills and expertise, ensuring a well-rounded and effective project implementation.

The Applicant brings deep knowledge of VET education with a particular focus on cross-cultural communication and inclusion. They contribute expertise in designing interview scenarios that are culturally relevant and adaptable across different European contexts. The school also ensures that the project content reflects the needs of multicultural students, ensuring that the platform is not only inclusive but also effective in various cultural environments.

AEVA has a great experience in managing Erasmus+ projects, supporting the applicant in the administrative and financial issues, ensuring compliance with guidelines, timelines, and quality standards. With its strong background in VET, AEVA provides strategic direction, ensuring that the project aligns with Erasmus+ priorities. Additionally, AEVA has vast experience in creating inclusive learning environments, which ensures that the platform will cater to diverse groups, including students with special needs and NEETs. They will also care for the dissemination, evaluation and quality management issues.

Marabunta is a specialist in AI and digital technologies. They contribute with expertise in AI integration, particularly in developing interactive, AI-driven tools. Their experience in digital platforms development, AI, large language models and prompt engineering ensures that the platform provides meaningful, personalised interview preparation for users.

Marabunta's close collaboration with schools in Portugal further strengthens their ability to develop tools that support digital and soft skills education.

The Serbian partner offers strong technical capabilities in software development and platform design. Their role in developing the platform's backend and frontend infrastructure ensures that the project delivers a user-friendly, scalable solution. Additionally, Serbia's VET school has experience in integrating digital tools into education, providing a solid foundation for the technical aspects of the project.

How will you ensure sound management of the project and good cooperation and communication between partners during project implementation?

A clear project management structure will be established, including regular meetings and an online communication platform to ensure efficient collaboration. The involvement of young people in the development and testing phases will be emphasized, ensuring the simulator meets their needs and preferences.

English will be the working language of the project and all partners have excellent spoken and written English language skills. This will help to ensure that communication difficulties through misunderstandings are kept to a minimum and that quality project outputs can be produced.

AEVA, being responsible for the Communication plan, will develop a dedicated partner repository as a communication hub. This hub will be used by partners for collaborative work, to share best practices, to liaise about ongoing development work, to plan future events; and to schedule all project actions foreseen. Coupled with email this hub will constitute the main internal communication channel for partners.

The quality assurance guidelines set out by AEVA will outline correct communication procedures to be adhered to by all partners including agreed response times to requests for information; communication etiquette in online environments; etc. E-mail will be the primary communication channel used by partners on a daily basis during the project life-cycle. AEVA will establish a group email to ensure that all relevant members of the consortium are receiving the required communication. Partners will use communication tools like TEAMS for the monthly online meetings and bilateral partner meetings if required. A WhatsApp group will be created for faster and real time communication.

The frequency of online communication – the Project Steering Group (PSG) will meet every month through TEAMS to discuss the stages of the project. The coordinator is in charge to ensure the terms are respected and will notice all partners about the dates/hours for the TEAMS meeting, getting the approval from everybody.

Each partner has a contact person responsible for the overall activities within their organization. This person will be a member of the PSG.

Survey Monkey and/or Google/Office 365 Forms will be used for conducting quality assurance; surveys Doodle will be used for scheduling partner meetings.

To mitigate risks and address challenges proactively, a risk management plan will be in place, identifying potential risks and outlining strategies to overcome them. This plan will be regularly reviewed during the monthly PSG meetings, allowing the consortium to adapt to changing circumstances or emerging challenges.

Have you used or do you plan to use Erasmus+ platforms for preparation, implementation or follow-up of your project? If yes, please describe how.

We plan to use Erasmus+ platforms for the preparation, implementation, and follow-up of the project, including sharing best practices and results. This will facilitate the broad dissemination of project outcomes.

Partners will fully utilise the Erasmus+ online platforms available during the project implementation as follows:

- (1) If selected for funding, details about the project will be uploaded to the Erasmus+ Project Results Platform. Partners will provide regular updates on project progress at appropriate times to ensure that all interested parties can follow developments throughout the project life-cycle. Updates will include information about the work with local stakeholders; links to outputs developed by the consortium; information about successes achieved by the project partners.
- (2) The Project and the activities held at local level will be promoted in the European School Education Platform, EPAL and in E-twinning. The project will be promoted in these platforms at several intervals - at the start to launch the project, throughout to record progress, and at the end to highlight achievements. This will maximise the further exploitation and multiplication of the project's impact. As open-membership community for tutors, teachers, trainers, education managers, policy makers, researchers and academics these platforms provide opportunities to attract the interest of target groups and actors at all stages of the project development. All intellectual outputs will be packaged for sharing with documentation to assist re-use.
- (3) Although this project is a VET project the tools and resources will also be of considerable use in youth work environments therefore project outcomes will be promoted through the SALTO-YOUTH network which comprises a large number of youth centres that provide non-formal learning resources for youth workers and youth leaders. The SALTO-YOUTH network centres also organise training and networking activities to support organisations and National Agencies active in the Erasmus+ programme. Promoting all project outputs through this important youth channel will significantly enhance exploitation potential.

Please describe the tasks and responsibilities of each partner organisation in the project.

Marabunta, applicant and AI Consultant, will provide expertise in UX Design, Web Development and AI and Large Language Models (LLMs), particularly in the integration of models like LLaMA. They'll focus on prompt engineering, optimizing AI for real-time feedback during interviews. Additionally, Marabunta will support the development of data collection tools and ensure that AI-driven feedback is adaptive, contextually accurate, and tailored to user needs. As applicant, they'll control administrative and financial management and settle the online and f2f meetings.

AEVA will support the applicant managing overall organization and coordination, ensuring project alignment with Erasmus+ guidelines, timelines, and communication across partners. They'll be responsible for dissemination of results, evaluation and quality. They'll contribute to the question bank and transversal skills modules, ensuring content is inclusive and culturally adaptable, fulfilling Erasmus+ objectives of inclusion and digital transformation. They will also hold the 2nd f2f meeting in Portugal.

French VET school, given their expertise in multicultural education, they will ensure that the simulator reflects a broad range of cultural perspectives, making it adaptable to various European contexts. They will lead the development of a multicultural knowledge base, contributing to the question bank with culturally sensitive content. They will focus on cross-cultural communication and ensuring that the transversal skills modules are comprehensive and relevant for diverse users. Their expertise will ensure that the AI provides culturally appropriate feedback and aligns with the project's goal of fostering inclusion and diversity. They will organize the kick-off meeting, in France.

The Serbian School, leveraging their expertise in software development and their proficiency in English, which is the base language for the platform and many programming frameworks, will handle the technical development of the platform, including both backend and frontend programming. They will integrate the AI models, optimize performance, and ensure the platform is user-friendly, scalable, and secure. Their focus on technical infrastructure will ensure smooth operation across devices, with continuous updates based on user feedback and needs. They will organize the final f2f meeting.

Together, all partners will collaborate on content retrieval and organization, developing AI technology, and adapting the simulator to meet the inclusion, employability, and digital transformation goals. In addition to their individual tasks, all partners will work collaboratively to ensure that the project's content and technical solutions are well-integrated. This includes contributing to the question bank, developing modules on transversal skills adapted to the national and cultural contexts of the users. All partners will disseminate the project activities and results according to the project dissemination plan.

Activities

All the activities of a Small-scale Partnership must take place in the countries of the organisations participating in the project. In addition, if duly justified in relation to the objectives or implementation of the project, activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution.

In the following sections, you are asked to provide details about each project activity.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please include in the section below all planned activities and indicate the grant amount allocated to each one. Keep in mind that the total amount should be equal to the Project lump sum requested.

Activity Title	Estimated start date	Estimated end date	Activity duration (in days)	Grant amount allocated to the activity (EUR)
Initial Planning and Project Definition-Communication and global Dissemination	03/03/2025	02/09/2026	549	11 960,00
Creation of Training Materials for Platform Development	10/03/2025	10/06/2025	93	4 000,00
Teacher Training on Platform Development	19/05/2025	18/08/2025	92	4 960,00
Development and Validation of Multicultural Knowledge Base and Question Bank	02/06/2025	30/12/2025	212	11 130,00
Platform Architecture Design and Development	09/06/2025	30/12/2025	205	12 710,00
Pilot Testing and Feedback Collection	15/12/2025	27/02/2026	75	3 960,00
Platform Launch and Dissemination	09/03/2026	02/09/2026	178	3 780,00
Final Evaluation and Impact assessment Report	11/05/2026	02/09/2026	115	7 500,00
Total			1519	60 000,00

Activity Details (Initial Planning and Project Definition- Communication and global Dissemination)

Please complete the following table

Activity Title	Initial Planning and Project Definition- Communication and global Dissemination
Venue	Virtual activity
Estimated start date	03/03/2025
Estimated end date	02/09/2026
Leading Organisation	Lycee Professionnel Jacques Le Caron
Participating Organisations	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (Portugal) Tehnicka skola Zrenjanin (Serbia) Pleasant Mountain Unipessoal, Lda (Portugal)
Grant amount allocated to the activity	11 960,00 €

Describe the content of the proposed activity.

Each partner will designate a Project Manager responsible for supervising the project's development. The primary focus of this activity includes organizing, monitoring, and evaluating processes and outcomes; financial management; establishing contracts; communication and project results/activities dissemination procedures. A1 will also establish monthly online meetings among the partners and create the respective minutes and will serve for the overall discussion of the simulator content, including transversal skills modules, and cultural inclusivity, and alignment of expectations.

A1.1 Month 1-2:

Signing of the grant agreement

Online kick-off meeting: Refreshing project introduction and objectives; Reviewing and clarifying roles and responsibilities; Identifying tasks and activities to be undertaken; Exploring the organization of Microsoft TEAMS digital proposals/creation of a project Drive; Confirming timelines and milestones (Gantt chart); Identifying necessary resources; Approving the eco-friendly consortium commitment; Presenting the dissemination and communication strategies and plans; Elaboration of a dissemination schedule, attributing responsibilities to each partner); Presenting and discussing the project evaluation and Impact plans (tools and methods).

A1.2 Month 2 - 18 – Monthly online meetings:

Providing progress updates

Addressing challenges and obstacles

Analyzing tasks and deadlines

Discussing partner collaborations

Planning next steps

Conducting assessments

Checking the dissemination events/activities

Checking financial and administrative issues.

A1.3 – Month 17-18 – f2f dissemination events

Organization of workshops/seminars/meetings with stakeholders to disseminate project results.

Application of surveys for project evaluation and impact assessment

A1.4 – Month 18 – Reports elaboration

Writing reports with project conclusions, including dissemination, impact, and evaluation of the activities.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

Project Managers and Coordinators: Jacques le Caron will be responsible for the general project management with the support of AEVA. All partner organizations will benefit from the results.

All partners will involve, at least 2 members of each organization, in all the activities of this set of tasks. All partners will benefit from transparent and equitable project management.

Administrative/financial Staff from all organizations will be involved in developing their responsibilities related to guaranteeing best practices in these processes. They will ensure that payments are made and that the project stays within budget. Everyone will benefit from it, as it is equitable and the responsibilities guaranteed.

AEVA will be responsible for the dissemination, evaluation, risk and impact plans. Each partner will appoint a responsible person for each process, ensuring a reliable reach of the project objectives.

All Partners: Using management tools such as Gantt charts for planning and monitoring project activities, dissemination and

impact plans for monitoring dissemination activities and analyse the project impact, risk management plans, and templates for regular technical and financial reports will benefit all partners. These tools will help in effective project management, monitoring progress, and ensuring accountability.

Beneficiaries: the expected quantitative/qualitative results, including administrative, pedagogical, and evidence-based outcomes, will benefit the project's ultimate beneficiaries which include not only the partner organizations, their students and staff, but also other (VET) schools, youth organizations, career counsellors and services, which will attend the dissemination events at country level.

Partnership and Funding Organizations The detailed accounting proposal will strengthen the co-financing status of the project. Partners & NAgency will benefit from a clear and thorough accounting of project expenses and outcomes, ensuring transparency & account

Explain how is this activity going to help to reach the project objectives.

First of all, it will establish a solid foundation for the project, ensuring all participants, including young contributors, are aligned and informed about objectives and schedules.

Organising the activity, communication, dissemination, risk and impact plans, managing the project's administrative and financial mechanisms ensures the efficient utilisation of resources for project implementation and its success. This includes overseeing the financial aspects and timeline of all activities and establishing contracts with clear responsibilities and budgets to meet the project's objectives.

Communicating project implementation management procedures and utilising management tools, such as dissemination plans and risk management plans, facilitate the effective promotion of activities aimed at increasing social inclusion for immigrants. These tools aid in the planning and monitoring of activities, alongside developing a detailed accounting proposal to ensure transparency in resource allocation.

Continuous monitoring, payment, and evaluation processes enable ongoing assessment of the project's effectiveness. Regular technical and financial reports from all partners, including cash-flow plans and timesheets if necessary, provide valuable data for assessments. Ensuring the fulfillment of expected quantitative and qualitative results for continuous payments guarantees that the project's objectives related to research and assessment are achieved.

Strengthening the co-financing status of the project and emphasising partner contributions with work time, financial resources, and other benefits ensures the project's sustainability beyond its initial phase. Developing a detailed accounting proposal contributes to long-term impact and ensures that strategies for sustainable continuation are both feasible and well-planned.

Describe the expected results of the activity.

Detailed project plan, approved schedule, clarity in each partner's role, and initial input from young people.

Project Activity Plan, including dissemination, evaluation, and impact plans, will provide a clear roadmap for all project activities. This will lead to improved project management, efficient resource allocation, and timely completion of tasks. Clear Contracts and Responsibilities will result in better coordination among partners, defining roles, reducing misunderstandings, and ensuring equitable distribution of tasks and resources.

Effective Group Work Management will foster collaboration and synergy among team members. This will enhance productivity, creativity, and the ability to achieve project objectives collectively.

Improved Communication will ensure that all partners are well-informed about project activities, timelines, and expectations. This will promote transparency, reduce misunderstandings, and facilitate smoother project execution.

Utilization of Management Tools will enhance project monitoring and evaluation. This will result in better-informed decision-making, early identification of risks, and timely adjustments to project activities.

Continuous Monitoring and Evaluation will enable the project team to assess progress regularly. This will help in identifying any delays or issues early on, allowing for prompt corrective actions.

Achievement of Expected Results will lead to the achievement of project objectives and evaluation of the impact. This includes meeting targets for activities, outputs, and outcomes as outlined in the project plan.

Strengthening Co-Financing ensures the project's sustainability beyond its initial phase.

Efficient financial management focuses on the effective use of funds through proper budgeting, timely payments, and adherence to financial timelines.

A detailed accounting proposal will enhance transparency, accountability, and compliance by providing a clear overview of project expenses and financial management.

Please describe how you determined the grant amount attributed to this activity.

TOTAL –11.960 €

Project Management and Coordination by France:

● Hours Allocated: 120 hours

● Cost: 2.400 €

● This cost covers the time and expertise required for project coordination, which includes organizing meetings, managing communication among partners, and ensuring that the project objectives are being met. France is also responsible for managing the financial aspects of the project, ensuring proper budget allocation, financial reporting, and compliance with financial regulations. These efforts are crucial for keeping the project on track, its financial integrity, ensuring the efficient use of resources, and maintaining a clear direction.

Project Management Contributions by AEVA, Serbia, and Marabunta:

- Each partner (AEVA, Servia, Marabunta) has allocated 72 hours for project management tasks.
- Cost per Partner: 1.440 €
- The involvement of these partners is essential to support the project manager in handling various administrative tasks, coordinating efforts across different countries, and contributing to decision-making processes. This ensures a collaborative approach and effective management of the project.

Project Communication Design by Marabunta:

- Hours Allocated: 100 hours
- Cost: 2.000 €
- This involves designing the project communication strategy and materials, which is essential for effective dissemination of the project's progress and results. It includes creating promotional materials, designing the website, and managing communication channels to ensure consistent messaging and outreach.

Project dissemination activities:

- Hours Allocated: 72 hours minimum per partner school
- Cost: 1400 €
- This involves contributions for newsletters, posts on social media (Project and schools'), regular updates on the project and school websites, articles released in local press, organization of open days or info sessions to share the results with students, parents, local community, stakeholders, other schools, etc.

Project Monitoring and Evaluation by AEVA:

- Hours Allocated: 90 hours
- Cost: 1.800 €
- AEVA takes the lead in monitoring and evaluating the project's progress, including the development of evaluation tools and methods, conducting assessments, and ensuring that project objectives are being met. This role is vital to ensure quality and adherence to the project's goals.

All partners have agreed on the cost per hour (20€).

Activity Details (Creation of Training Materials for Platform Development)

Please complete the following table

Activity Title	Creation of Training Materials for Platform Development
Venue	Virtual activity
Estimated start date	10/03/2025
Estimated end date	10/06/2025
Leading Organisation	Pleasant Mountain Unipessoal, Lda (Portugal)
<u>Grant amount allocated to the activity</u>	4 000,00 €

Describe the content of the proposed activity.

Pleasant Mountain will develop comprehensive training materials that will equip both teachers and students with the necessary knowledge and skills to contribute effectively to the development of the AI-driven employment interview simulator. The materials will serve as a foundational resource, guiding participants through the technical and educational aspects of the project.

Content Development:

- Textual Guides: Detailed written documentation will be created, covering the fundamental concepts and methodologies required for platform development. This will include explanations of AI concepts, large language models (LLMs), prompt engineering, and integration strategies specific to the simulator.
- Visual Aids: Graphs, charts, and infographics will be designed to visually represent complex ideas, such as the architecture of AI models, workflow diagrams for platform development, and data flow for user feedback mechanisms.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

Marabunta, the leading organization for this activity, will be responsible for developing all the training content. This will involve collaboration with subject matter experts from partner organizations to ensure that the materials are accurate, comprehensive, and accessible.

The development process will include several iterations, incorporating feedback from reviews by all partner organizations to ensure the materials meet the project's needs.

Beneficiaries:

Teachers from VET partner schools: The materials will be used to train teachers, enabling them to guide students through the platform's development process. Teachers will gain a thorough understanding of the technical components and how to teach them effectively to students.

Students: The training materials will serve as a learning resource for students involved in the project, helping them to build the necessary skills to contribute to the platform's development, particularly in areas like AI integration and user interface

design.

Explain how is this activity going to help to reach the project objectives.

By ensuring that all participants WILL BE well-prepared and informed, this activity directly supports the project's objectives of developing an inclusive and innovative employment interview simulator, while also contributing to the broader goals of digital transformation and skills development within the Erasmus+ Programme.

By developing comprehensive training materials, this activity ensures that both teachers and students acquire the necessary knowledge and skills to engage in the project effectively. The materials will cover essential topics such as AI integration, LLMs, and platform development, which are crucial for the successful creation of the employment interview simulator. They will standardise the knowledge and methodologies used across all partners, essential for maintaining high-quality outputs across different development phases and minimise the risk of discrepancies or misunderstandings that could spoil progress, thus supporting the objective of delivering a high-quality and reliable platform.

They are designed to empower educators with the tools they need to effectively guide their students through the technical aspects of the project. This empowerment is directly linked to the project's objective of fostering digital skills and competencies among young people, especially in cutting-edge areas like AI and machine learning. This way, the project ensures that students receive the support they need to contribute meaningfully to the platform's development.

The skills and knowledge imparted through these training materials will have a lasting impact beyond the immediate project. As teachers and students develop expertise in AI and platform development, they are likely to apply these skills in future projects, contributing to the broader objectives of digital transformation and employability. This aligns with the project's goal of creating long-term benefits for participants, helping them to remain competitive in the evolving job market.

Describe the expected results of the activity.

The primary result of this activity will be the creation of a complete set of training materials, including textual guides, visual aids (graphs, charts, infographics), video tutorials, and interactive content. These materials will comprehensively cover the necessary knowledge and skills required for the project, from AI integration to platform development, ensuring that all participants are well-prepared to contribute effectively.

Teachers and students involved in the project will gain a solid understanding of the technical aspects of the platform development process. This increased competency will enable them to engage more deeply with the project, leading to more innovative and high-quality contributions to the platform's design and functionality.

The training materials will help to standardise the understanding and approach across all partner organisations. This will ensure that all participants, regardless of their location, are aligned in their knowledge and methods, leading to cohesive and consistent project outputs.

With a shared knowledge base and clear guidance from the training materials, teachers and students will be better equipped to collaborate effectively. This will foster a more innovative and problem-solving-oriented environment, essential for overcoming challenges during the platform's development.

The skills and knowledge gained through these materials will have lasting benefits, extending beyond the immediate project. Participants will be able to apply their new skills in future endeavours, contributing to their professional growth and the broader goal of enhancing digital literacy and employability.

The successful completion of this activity will ensure that all participants are ready to engage in the subsequent phases of the project, including content creation, technical development, and pilot testing. This readiness will help maintain the project's momentum and ensure that deadlines and objectives are met efficiently.

Please describe how you determined the grant amount attributed to this activity.

TOTAL – 4.000 €

Content Research by Marabunta:

- Hours Allocated: 100 hours

- Cost: 2.000 €

- Marabunta is responsible for conducting thorough content research to develop comprehensive training materials. This involves gathering and organizing educational content related to AI integration, large language models (LLMs), and platform development. The research phase is crucial for ensuring that the training materials are accurate, relevant, and effectively support both teachers and students in understanding the technical aspects of the project.

Technical Development by Marabunta:

- Hours Allocated: 50 hours

- Cost: 1.000 €

- This aspect covers the technical development necessary to structure the content within the manuals and other educational materials. Marabunta will work on integrating the researched content into a cohesive, user-friendly format, ensuring that the materials are easily accessible and useful for the participants. This includes setting up the structure for manuals, integrating visual aids, and ensuring that the materials align with the technical requirements of the project.

Graphic Design by Marabunta:

- Hours Allocated: 50 hours

- Cost: 1.000 €

- The graphic design component involves designing the manuals and enhancing the learning experience by making the

materials visually appealing and easy to understand. Marabunta will create infographics, diagrams, and other visual aids to complement the textual content, facilitating a more engaging and effective learning process. This step is crucial to ensure that complex ideas are presented in an accessible manner, aiding comprehension and retention.

Activity Details (Teacher Training on Platform Development)

Please complete the following table

Activity Title	Teacher Training on Platform Development
Venue	Virtual activity
Estimated start date	19/05/2025
Estimated end date	18/08/2025
Leading Organisation	Pleasant Mountain Unipessoal, Lda (Portugal)
	Lycee Professionnel Jacques Le Caron (France)
Participating Organisations	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (Portugal)
	Tehnicka skola Zrenjanin (Serbia)
<u>Grant amount allocated to the activity</u>	4 960,00 €

Describe the content of the proposed activity.

This activity will equip teachers with the necessary knowledge and skills to effectively guide their students in the development of the AI-driven employment interview simulator. This training will ensure that teachers can confidently lead the technical and educational aspects of the project, making the most of the training materials developed in Activity 1. Marabunta will conduct a series of workshops, both in-person and remotely for partners in France and Serbia. These workshops will focus on the practical application of the training materials, providing teachers with hands-on experience in using AI tools, integrating large language models (LLMs), and understanding the technical requirements for platform development.

During the training sessions, teachers will participate in interactive demonstrations that will showcase how to apply AI in real-world scenarios. This will include how to set up development environments, use prompt engineering techniques effectively, and integrate AI models into the platform's architecture.

The training will also cover pedagogical strategies for teaching complex technical concepts to students. This will include how to break down AI and platform development concepts into manageable lessons, how to use the developed training materials effectively in the classroom, and how to assess student progress.

Following the workshops, Marabunta will offer ongoing support through Q&A sessions and an online forum where teachers can ask questions and share experiences as they begin to implement the training materials in their classrooms. This continuous support will help teachers to feel confident and capable as they guide their students through the project.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

Teachers:

The teachers who participate in the training will benefit from an increased understanding of AI technologies, platform development, and how to teach these concepts effectively. This training will empower them to lead their students confidently through the technical aspects of the project. Participation in this training will also contribute to the professional growth of the teachers, equipping them with cutting-edge knowledge and skills that are increasingly relevant in the modern educational landscape.

Students:

While students are not the direct participants in this activity, they will significantly benefit from the improved competence and confidence of their teachers. As teachers apply the knowledge gained from the training, students will receive higher-quality instruction, which will enhance their learning experience and better prepare them to contribute to the project.

With well-trained teachers guiding them, students are more likely to engage deeply with the project, understand complex concepts, and successfully apply what they learn to the development of the employment interview simulator.

Participating Schools:

By having a team of teachers who are well-versed in AI and platform development, the participating schools will enhance their institutional capacity to deliver innovative and technologically advanced educational programs. This will not only benefit the current project but also position the schools as leaders in incorporating advanced digital tools into education.

Broader Educational Community:

As the trained teachers share their experiences and methodologies within their schools and broader educational networks, there will be a ripple effect, spreading the benefits of this activity beyond the immediate participants. This dissemination of best practices will contribute to the wider goal of promoting digital literacy and AI education in the broader community.

Explain how is this activity going to help to reach the project objectives.

This activity provides specialized training to ensure teachers are well-equipped to guide students in both the technical and educational aspects of the project. By mastering AI tools, LLM integration, and platform development, teachers will help achieve the project's goal of developing a high-quality AI-driven employment interview simulator.

The platform's success depends on students' contributions, which are enhanced through teachers' knowledge and skills. Well-trained educators can create a supportive learning environment where students can excel, directly contributing to the development of a user-friendly, cutting-edge platform.

Standardizing knowledge and teaching methods across participating schools ensures consistent quality and coherence in the project's outputs. This uniformity supports the goal of delivering a cohesive platform that works effectively for users, regardless of location or background.

The training also promotes innovation and problem-solving. Teachers will guide students in addressing real-world employment challenges creatively and critically, helping to develop a simulator that is both technically robust and innovative in its approach.

Aligned with the Erasmus+ digital transformation priority, this training enhances the digital literacy of both teachers and students. By integrating advanced digital tools into education, the project contributes to building a more digitally proficient workforce, supporting broader Erasmus+ objectives.

The skills gained through this training will not only benefit the current project but also ensure its long-term sustainability. Teachers will continue applying and sharing their knowledge beyond the project's timeline, fostering lasting educational benefits and ongoing innovation in classrooms.

Describe the expected results of the activity.

Teachers from the VET partner schools will gain a deep understanding of AI integration, platform development, and the application of large language models (LLMs) which will enable them to guide their students effectively through the technical aspects of the project, ensuring that the educational objectives are met. They will also be equipped to introduce advanced digital tools into their teaching, enhancing overall classroom instruction. They will gain confidence in their ability to lead the project's technical aspects which will lead to more effective classroom management and instruction, helping to ensure that the project's development stays on track and that students remain engaged and motivated.

The training will standardise teaching methodologies in the schools, ensuring consistency in how the platform development process is taught which is crucial for maintaining the quality and coherence of the project's outputs, as all students will receive the same level of instruction and guidance, regardless of their location.

Students will benefit from more informed and capable teachers, leading to higher-quality student contributions to the platform's development, being better prepared to engage with complex technical concepts, ensuring that the final product is technically sound and meets the project's goals.

The schools will benefit from having a team of well-trained educators who are proficient in cutting-edge digital technologies which will enhance the schools' ability to deliver innovative educational programs. Trained teachers will continue to apply and disseminate their knowledge, ensuring the sustainability of the project results.

The ongoing support and Q&A sessions provided after the workshops will foster a community of practice among the teachers which will enable teachers to collaborate, exchange ideas, and address challenges collectively, further enhancing the quality of the project's outputs and their professional development.

Please describe how you determined the grant amount attributed to this activity.

TOTAL – 4.960 €

Training Preparation by Marabunta:

● Hours Allocated: 50 hours

● Cost: 1.000 €

● Marabunta is tasked with preparing the training sessions, which involves developing the curriculum, creating training materials, and organizing the structure of the sessions. This preparation is essential to ensure that the training is comprehensive, well-structured, and aligned with the project's objectives, providing teachers with the knowledge and skills needed to guide their students effectively.

Training Sessions:

● Marabunta:

○ Hours Allocated: 24 hours

○ Cost: 480 €

● France:

○ Hours Allocated: 24 hours

○ Cost: 480 €

● AEVA:

○ Hours Allocated: 24 hours

○ Cost: 480 €

- Serbia:
- Hours Allocated: 24 hours
- Cost: 480 €
- These sessions involve Marabunta, France, AEVA, and Serbia conducting training for teachers, providing hands-on experience with the platform and AI integration. The sessions are crucial for ensuring that educators are well-equipped to support students in developing the AI-driven employment interview simulator, focusing on practical application and effective teaching methods.
- Support Session by Marabunta:
- Hours Allocated: 12 hours
- Cost: 240 €
- Marabunta will provide additional support sessions to address any questions or challenges that teachers may encounter as they begin to apply the training in their classrooms. This support is important to reinforce the training, clarify any uncertainties, and ensure that teachers feel confident in using the platform.

Study and Independent Learning:

- France:
- Hours Allocated: 30 hours
- Cost: 600 €
- AEVA:
- Hours Allocated: 30 hours
- Cost: 600 €
- Serbia:
- Hours Allocated: 30 hours
- Cost: 600 €
- These hours are dedicated to self-study, allowing the teachers to explore the platform in-depth and familiarize themselves with the tools and concepts. This independent learning phase is crucial for teachers to fully understand the platform's capabilities and how to best utilize it in their instruction.

Activity Details (Development and Validation of Multicultural Knowledge Base and Question Bank)

Please complete the following table

Activity Title	Development and Validation of Multicultural Knowledge Base and Question Bank
Venue	France
Estimated start date	02/06/2025
Estimated end date	30/12/2025
Leading Organisation	Lycee Professionnel Jacques Le Caron
Participating Organisations	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (Portugal) Tehnicka skola Zrenjanin (Serbia) Pleasant Mountain Unipessoal, Lda (Portugal)
<u>Grant amount allocated to the activity</u>	11 130,00 €

Describe the content of the proposed activity.

This activity will create a comprehensive multicultural knowledge base & question bank that will serve as the core content for the AI-driven employment interview simulator. This content will be designed to reflect diverse cultural contexts and industry-specific requirements across different European regions, ensuring that the simulator is relevant and effective for a broad range of users.

The French School will lead the development of a knowledge base that includes a wide array of interview scenarios, practices, and expectations from various cultural perspectives. This knowledge base will be informed by extensive research into hiring practices across different countries and industries, ensuring that the content is both accurate & culturally sensitive.

This base will incorporate specific insights into how different cultures approach aspects like communication styles, body language, & decision-making processes during interviews. This will ensure that the simulator can adapt to various user backgrounds, making the tool inclusive and effective for users from diverse cultural settings.

A key component of this activity is the creation of a question bank that covers a broad spectrum of industries, job roles, and interview types. The question bank will include both general interview questions & those specific to particular sectors, such

as technology, healthcare, education, etc.

Questions will be tailored to reflect the complexities and nuances of different job markets, ensuring that users are exposed to realistic and challenging scenarios. This will help users prepare effectively for real-world interviews in various fields. The question bank will be organised into different levels of difficulty, allowing the simulator to cater to users with varying levels of experience and proficiency.

The 1st TPM will be held in France in June for partners to meet each other & to facilitate in-depth discussions and collaborative work on the development of the multicultural knowledge base.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The primary target group for this activity is the students at France School, who are directly responsible for developing the multicultural knowledge base and question bank. These students will engage in extensive research and content creation, focusing on diverse cultural perspectives and industry-specific requirements for job interviews across Europe. Their work will form the core content of the AI-driven employment interview simulator, making their role critical to the project's success. This experience will also provide these students with valuable skills in research, content development, and cross-cultural communication, enhancing their educational outcomes and future employability.

The secondary target group includes teachers and students from AEVA's VET School (EPA) and the Serbia School who will contribute to the development of the content. These participants will assist by adding, refining, and validating the content created by the French students, ensuring that it is accessible, culturally relevant, and pedagogically sound. Their involvement will also include providing additional insights and perspectives to enhance the quality and inclusivity of the knowledge base and question bank. Through this collaborative process, Portuguese and Serbian students will gain experience in cross-cultural collaboration and content development, while teachers will enhance their instructional skills and ability to integrate multicultural content into their teaching.

Two project members from each partner organization will attend the meeting in France.

Explain how is this activity going to help to reach the project objectives.

One of the key objectives of the project is to create an AI-driven employment interview simulator that is culturally sensitive and relevant across different European contexts. By engaging students at France School in the development of the multicultural knowledge base and question bank, this activity ensures that the content is deeply informed by diverse cultural perspectives. This approach helps achieve the objective of making the platform inclusive and adaptable to the needs of users from various cultural backgrounds, enhancing its effectiveness and usability across Europe.

The involvement of students and teachers from Serbia School in refining and validating the content contributes to the objective of ensuring that the knowledge base and question bank are not only culturally relevant but also pedagogically sound. By incorporating insights from multiple educational perspectives, the activity enhances the quality of the content, making it a valuable educational resource. This aligns with the project's goal of providing a high-quality learning tool that supports the development of crucial interview and employability skills among young people.

The collaborative nature of this activity, which involves students from France and Serbia, supports the objective of fostering cross-cultural collaboration and learning. By working together to develop and refine content, students gain valuable experience in teamwork and cultural exchange, which are essential skills in today's globalized job market. This collaboration also reflects the broader Erasmus+ objective of promoting European cooperation and intercultural understanding.

The knowledge base and question bank developed in this activity will form the core content of the AI-driven simulator which is critical to the simulator's ability to prepare users effectively for real-world job interviews, improving the employability of young people across Europe.

Describe the expected results of the activity.

A fully developed multicultural knowledge base will be created, reflecting diverse cultural perspectives and industry-specific requirements across Europe. This resource will cover various aspects of job interviews, including communication styles, decision-making processes, and cultural norms. The knowledge base will ensure that the AI-driven employment interview simulator is equipped to handle a wide range of user backgrounds, making it an effective tool for interview preparation across different cultural contexts.

The question bank tailored to various industries and job roles will be a key outcome of this activity. It will include a wide array of interview questions, organized by difficulty level and sector, allowing users to practice and prepare for interviews in a realistic and challenging way. It will be central to the simulator's ability to prepare users for real-world interviews, enhancing their readiness and confidence.

Students from France School will gain valuable experience in research, content development, and cross-cultural communication through their involvement in this activity, enhancing their educational outcomes, and providing them with practical skills that are directly applicable to their future careers. The collaboration with students and teachers from Serbia and Portugal will further develop their abilities in teamwork and cultural exchange, promoting a deeper understanding of global perspectives.

The knowledge base and question bank will serve as a high-quality educational resource for teachers and students across the participating schools, being able to enhance their instruction on interview preparation and employability skills, benefitting the students from access to a structured, comprehensive tool that helps them develop the skills needed to succeed in the job market.

Please describe how you determined the grant amount attributed to this activity.

TOTAL – 11.130 €

Management and Coordination by Marabunta:

● Hours Allocated: 24 hours

● Cost: 480 €

● Marabunta is responsible for overseeing the overall management and coordination of the activity, ensuring that all tasks are aligned with the project's objectives. This includes organizing workflows, monitoring progress, and facilitating communication among partners to ensure a smooth development process.

Coordination Meetings:

● France:

○ Hours Allocated: 12 hours

○ Cost: 240 €

● AEVA:

○ Hours Allocated: 12 hours

○ Cost: 240 €

● Serbia:

○ Hours Allocated: 12 hours

○ Cost: 240 €

● These coordination meetings involve the key partners (France, AEVA, and Serbia) participating in discussions to ensure effective collaboration and progress tracking. These meetings are essential for synchronizing efforts, sharing updates, and addressing any challenges that arise during the development of the knowledge base and question bank.

Development by France:

● Hours Allocated: 220 hours

● Cost: 4.400 €

● France is leading the development of the multicultural knowledge base and question bank. This work involves extensive research, content creation, and validation to ensure that the materials are culturally sensitive and relevant for diverse European contexts. This development phase is critical to the success of the AI-driven employment interview simulator, as it forms the core content that users will engage with.

France Meeting Preparation and Attendance:

● Preparation by France:

○ Hours Allocated: 40 hours

○ Cost: 800 €

● Meeting Attendance:

○ France:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ Serbia:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ Marabunta:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ AEVA:

■ Hours Allocated: 16 hours

■ Cost: 320 €

● The preparation involves organizing the logistics and agenda for the meeting in France, ensuring that it is well-structured and productive. The meeting itself is crucial for discussing progress, refining the knowledge base, and coordinating the next steps among all partners.

France Meeting Expenses:

● Serbia:

○ Cost per Person: 575 €

○ Total Cost: 1.150 € (for 2 people)

● Marabunta:

○ Cost per Person: 575 €

○ Total Cost: 1.150 € (for 2 people)

● AEVA:

○ Cost per Person: 575 €

○ Total Cost: 1.150 € (for 2 people)

These expenses cover the travel and accommodation costs for partners attending the meeting in France. This meeting, as already mentioned, is an essential component of the project, facilitating in-depth discussions and collaborative work on the development of the multicultural knowledge base.

Activity Details (Platform Architecture Design and Development)

Please complete the following table

Activity Title	Platform Architecture Design and Development
Venue	Other
Estimated start date	09/06/2025
Estimated end date	30/12/2025
Leading Organisation	Tehnicka skola Zrenjanin (Serbia)
Participating Organisations	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (Portugal) Pleasant Mountain Unipessoal, Lda (Portugal)
<u>Grant amount allocated to the activity</u>	12 710,00 €

Describe the content of the proposed activity.

The activity will design and develop the technical architecture of the AI-driven employment interview simulator. It will establish the underlying infrastructure that ensures the platform's scalability, security, & functionality, making it adaptable to a wide range of users and contexts.

Serbian School (SS), as the lead organization, will be responsible for designing the platform's overall architecture. This will involve creating a robust backend and frontend system capable of handling real-time data processing, user interactions, and AI-driven functionalities. It'll include a modular design to allow for scalability and future updates, ensuring that the platform can easily accommodate new features, integrations, and content updates. It will be user-friendly interface that is accessible across various devices (desktops, tablets, and mobile phones).

Core features such as user authentication, session tracking, & data management should be integrated into the design, with a focus on maintaining high performance and data security.

Marabunta will work closely with SS to integrate AI components into the platform. This includes the integration of large language models (LLMs) such as LLaMA and the development of AI-driven feedback mechanisms that provide users with personalized, real-time responses during interview simulations.

The development process will include several rounds of testing and optimization. SS, in collaboration with Marabunta and other partners, will conduct usability testing with sample users to identify potential issues & improve the platform's performance.

A significant part of the platform development will be ensuring that it complies with GDPR and other relevant data protection regulations. SS will design secure systems for managing user data, including encryption & secure storage solutions.

The 2nd TPM will be held in Serbia in December to facilitate collaborative development, in-depth discussions and hands-on coordination of platform architecture design

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

Technical Development Team (Serbia School), including students and staff specialised or studying software development, AI integration, and platform design. These individuals will take an active role in designing the platform's architecture, developing the backend and frontend, and ensuring that all systems are integrated effectively.

Marabunta's AI experts and technical consultants will also be key participants in this activity. They will provide specialized knowledge in large language models (LLMs) and assist with integrating the AI components into the platform's architecture in close cooperation with the Serbia School.

Educators and advisors from AEVA and French School will contribute to the platform's usability testing and optimization. They will provide feedback on the user interface and ensure that the platform is accessible and intuitive for non-technical users, particularly students and educators.

The main beneficiaries of this activity will be the students who use the platform. By incorporating AI feedback, students will receive personalized suggestions to improve their performance, ultimately boosting their employability and confidence. For the Educators and career counselors who will use the platform to guide students through interview simulations, it will serve as a valuable teaching tool, allowing them to tailor their guidance based on individual student performance and progress.

Employers will indirectly benefit from the platform as it helps prepare a more skilled and confident pool of job candidates. Two project members from each partner organization will attend the meeting in Serbia.

Explain how is this activity going to help to reach the project objectives.

A key project objective is to develop a scalable and reliable platform that can accommodate a large number of users, including students, career counselors, and educators, ensuring that the platform can handle multiple users simultaneously, without performance degradation. This scalability is essential for reaching the project's goal of offering the platform to diverse user groups across Europe, allowing them to benefit from its features without technical issues. The platform will also

be intuitive and accessible for a wide range of users, including students with varying levels of digital literacy and individuals with special needs.

Another key objective of the project is to integrate AI-powered feedback mechanisms to provide users with real-time, personalized responses during interview simulations. Through the collaboration with Marabunta, this activity focuses on integrating advanced AI models (such as LLaMA) into the platform's backend. This AI functionality will enhance the platform's effectiveness by offering customized interview feedback based on the user's responses, directly improving the learning outcomes for students and helping them to better prepare for real-life job interviews.

The project's alignment with the Erasmus+ priority of digital transformation is reinforced through this activity, by developing a platform that leverages the latest AI technologies and digital tools.

Ensuring data privacy and compliance with GDPR and other data protection regulations is another project objective. This approach will protect user privacy, building trust in the platform and aligning with the project's commitment to ethical and legal standards.

The modular and scalable architecture developed in this activity will allow for the future expansion and enhancement of the platform. This aligns with the project's long-term objective of ensuring that the platform can evolve over time, integrating new features, content, and AI advancements as needed.

Describe the expected results of the activity.

The primary result of this activity will be the creation of a scalable and modular platform architecture capable of supporting multiple users simultaneously. This architecture will provide the foundation for the AI-driven employment interview simulator, ensuring that it can handle the real-time demands of AI feedback and user interactions. It will foster effective collaboration between the technical development team at Serbia School and the AI specialists at Marabunta, as well as the educational teams at AEVA and France School, ensuring that the platform is not only technically sound but also aligns with the educational and pedagogical goals of the project.

The successful integration of AI models (such as LLaMA) into the platform's backend will allow the simulator to provide personalized, real-time feedback to users during interview simulations, being crucial for enhancing the user experience and meeting the project's goal of preparing users for real-world interviews.

The platform will feature a highly intuitive and accessible user interface (UI) that is easy to navigate and adaptable to various devices, including desktops, tablets, and mobile phones.

The platform will undergo load testing and performance optimization to ensure that it can handle large-scale usage without compromising user experience. The architecture will incorporate robust data security measures, ensuring that the platform complies with GDPR.

The results of usability testing will provide critical insights into how the platform performs in real-world scenarios. These tests will lead to iterative improvements in the platform's functionality, UI, and AI integration, ensuring that the final product is optimized for all user groups, including students, educators, and career counsellors.

The modular design of the platform's architecture will allow for future expansion and updates, ensuring that new features and content can be added as needed.

Please describe how you determined the grant amount attributed to this activity.

TOTAL – 12.710 €

Management and Coordination by Marabunta:

● Hours Allocated: 24 hours

● Cost: €480

● Marabunta is responsible for overseeing the management and coordination of the platform development activity. This includes organizing tasks, facilitating communication between partners, and ensuring that the project is progressing according to plan. Effective coordination is crucial for integrating technical elements and aligning them with the project's objectives.

Coordination Meetings:

● France:

○ Hours Allocated: 16 hours

○ Cost: 320 €

● AEVA:

○ Hours Allocated: 16 hours

○ Cost: 320 €

● Serbia:

○ Hours Allocated: 16 hours

○ Cost: 320 €

● These meetings involve key partners participating in discussions to coordinate efforts, share updates, and resolve any challenges during the platform's design and development. Regular meetings are essential to maintain project alignment and ensure that all partners contribute effectively to the development process.

Platform Development by Serbia:

● Hours Allocated: 220 hours

● Cost: 4.400 €

● Serbia is leading the technical development of the platform, which involves designing and building the architecture to

support real-time data processing, user interactions, and AI-driven functionalities. This extensive development work is crucial for creating a scalable, user-friendly platform that meets the project's objectives.

Servers and Other Digital Costs with the Platform by Marabunta:

● Cost: 1.000 €

● This budget covers the costs associated with servers and other digital infrastructure required for hosting and running the platform. Reliable server infrastructure is necessary to ensure the platform's stability, security, and performance during and after the project's implementation.

Serbia Meeting Preparation and Attendance:

● Preparation by Serbia:

○ Hours Allocated: 40 hours

○ Cost: 800 €

● Meeting Attendance:

○ Serbia:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ France:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ Marabunta:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ AEVA:

■ Hours Allocated: 16 hours

■ Cost: 320 €

● The preparation involves organizing the logistics and content for the meeting in Serbia. The meeting itself is essential for reviewing progress, discussing technical details, and coordinating the next steps in the platform's development.

Servia Meeting Expenses:

● France:

○ Cost per Person: €575

○ Total Cost: 1.150 € (for 2 people)

● Marabunta:

○ Cost per Person: €720

○ Total Cost: 1.440 € (for 2 people)

● AEVA:

○ Cost per Person: €720

○ Total Cost: 1.440 € (for 2 people)

● These expenses cover travel and accommodation costs for partners attending the meeting in Servia. This meeting, as already mentioned, is a key component for collaborative development, facilitating in-depth discussions and hands-on coordination of platform architecture design.

Activity Details (Pilot Testing and Feedback Collection)

Please complete the following table

Activity Title	Pilot Testing and Feedback Collection
Venue	Other
Estimated start date	15/12/2025
Estimated end date	27/02/2026
Leading Organisation	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (Portugal)
	Lycee Professionnel Jacques Le Caron (France)
Participating Organisations	Tehnicka skola Zrenjanin (Serbia)
	Pleasant Mountain Unipessoal, Lda (Portugal)
<u>Grant amount allocated to the activity</u>	3 960,00 €

Describe the content of the proposed activity.

This activity will conduct pilot testing of the AI-driven employment interview simulator with real users to assess its effectiveness, usability, and educational impact, ensuring that the platform functions as intended and meets the needs of its

target audience before it is widely implemented.

The pilot testing will involve students from participating schools in France, Serbia, and Portugal. These students represent a diverse range of users, including VET students, NEETs, and individuals with special needs, all of whom are primary beneficiaries of the project.

The participants will be divided into groups based on their experience level and background, allowing for comprehensive testing across different user profiles. This ensures that the simulator is evaluated by a representative sample of its intended audience.

During the pilot phase, students will engage in simulated interview sessions using the platform. These sessions will test various aspects of the platform, including the effectiveness of the AI-driven feedback, the quality of the content in the knowledge base and question bank, and the user interface's accessibility.

Students will complete multiple interview scenarios, receive real-time feedback from the platform, and track their progress using the platform's dashboard.

During the pilot testing, quantitative and qualitative data will be collected, including:

- User performance metrics, such as improvements in interview skills, confidence levels, and the ability to answer industry-specific questions.
- User feedback, focusing on their experience with the platform's AI-driven feedback, ease of navigation, and overall satisfaction.
- Teacher feedback, evaluating the platform's role in enhancing employability training.

The results from the pilot testing will be compiled and analyzed by the project team, with a focus on identifying areas for improvement in both the platform's technical functionality and educational effectiveness.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The primary participants in the pilot testing are VET students from the partner schools, including students with special needs. These students will use the platform during simulated interview sessions to evaluate its effectiveness, usability, and educational impact.

This group represents the platform's core user base as the primary beneficiaries of the AI-driven employment interview simulator. Their feedback will be crucial in identifying areas where the platform can improve in helping them develop employability skills and prepare for real-world job interviews. The students' participation ensures that the platform is tailored to the specific needs of young job seekers from diverse backgrounds.

The development teams from Serbia School and Marabunta will play a significant role in monitoring the platform's performance during the pilot testing. They will gather user data, analyse the system's technical performance, and identify any bugs or issues that need to be resolved.

These teams will benefit from direct feedback on the platform's usability and functionality, allowing them to make targeted improvements based on real-world user experience.

The primary beneficiaries of this activity are the students who will eventually use the finalised platform for job interview preparation. By participating in the pilot testing and providing feedback, they will help shape the platform into an effective tool that meets their needs and prepares them for the job market.

Teachers and Career Counsellors will benefit from having a refined, user-friendly tool to incorporate into their career preparation programs. The platform will serve as a valuable teaching aid that can be easily integrated into classrooms and career services.

In the long term, employers will benefit from having a pool of candidates who are better prepared for interviews and have received personalised training through the platform. This can lead to more successful hiring outcomes and reduced onboarding time.

Explain how is this activity going to help to reach the project objectives.

The project's primary goal is to create a functional, user-friendly platform that enhances students' interview skills and employability. Pilot testing plays a crucial role in validating this by testing the platform with real users, such as students, teachers, and career counsellors. This process helps the project team evaluate the effectiveness of the platform's AI-driven features, interview content, and user interface.

Hands-on testing allows users to assess the accuracy of AI feedback, the relevance of the question bank for industry-specific interviews, and the accessibility of the design. By identifying technical or usability issues, the project team can ensure the platform adequately prepares students for the job market.

Feedback from students interacting with the platform's personalized AI feedback will determine how well the system boosts their confidence and readiness for real-world interviews. This data will provide insight into the platform's impact on employability and its effectiveness in enhancing practical skills.

Incorporating feedback from diverse users, including students from various backgrounds, enables the project team to refine key elements such as AI algorithms, the question bank, and the user interface. The goal is to create an inclusive and

comprehensive tool for interview preparation that meets the needs of a broad range of users. Input from teachers and career counselors will help improve how the platform integrates into educational settings and employability training programs. The pilot testing will also assess the platform's scalability and adaptability across different regions, ensuring it is inclusive, sustainable, and aligned with the Erasmus+ goals of promoting inclusion and diversity.

Describe the expected results of the activity.

Refined AI-Driven Interview Simulator

After pilot testing, the AI-driven employment interview simulator will be further refined based on feedback from real users (students, teachers, and career counsellors). Any technical issues or usability challenges identified will be resolved, ensuring that the platform is stable, intuitive, & meets the needs of its users.

Increased Engagement of Special Target Groups

The platform will show adaptability/effectiveness in supporting students from special target groups, such as NEETs and SEN individuals. Tailoring feedback and interview scenarios to meet diverse needs, will demonstrate inclusivity, ensuring that all students, regardless of background, can benefit from the platform.

Data Collection for Further Enhancements

Detailed data will be collected from the pilot testing, including user performance metrics (e.g., improvements in interview skills), feedback on the platform's usability, and the relevance of the AI-generated feedback.

Teacher/Career Counsellor Feedback on Pedagogical Integration

Teachers and career counsellors will provide valuable input on how the platform can be effectively integrated into educational settings and employability training. This will help ensure that the simulator is not just a standalone tool but a complementary resource that can be seamlessly included in school curricula and career guidance programs.

Clear Insights into Platform Effectiveness

The pilot testing will provide a clear understanding of the platform's strengths & areas for improvement. Insights gained from the pilot will help determine the platform's overall effectiveness in enhancing employability skills & preparing young people for the job market, ensuring that it is ready for broader dissemination and use.

Identification of Scalability Potential

The pilot phase will provide insights into how well the platform can be scaled and adapted for broader use across different educational institutions and career services in Europe.

Please describe how you determined the grant amount attributed to this activity.

TOTAL – 3.960 €

Management and Coordination by Marabunta:

● Hours Allocated: 24 hours

● Cost: 480 €

● Marabunta is responsible for overseeing the management and coordination of the pilot testing phase. This includes organizing the testing sessions, facilitating communication among partners, and ensuring that all aspects of the pilot testing are carried out effectively. Proper coordination is crucial to gather meaningful feedback and ensure that the platform meets the needs of its target users.

Coordination and collaborative working Meetings:

● France:

○ Hours Allocated: 8 hours

○ Cost: 160 €

● AEVA:

○ Hours Allocated: 8 hours

○ Cost: 160 €

● Servia:

○ Hours Allocated: 8 hours

○ Cost: 160 €

● These meetings involve key partners participating in discussions to plan and coordinate the pilot testing activities.

Regular meetings are necessary to ensure all partners are aligned on the testing procedures, timelines, and the methods for collecting and analysing feedback. This collaboration ensures a smooth testing process and helps in identifying areas for improvement in the platform.

Development by AEVA:

● Hours Allocated: 150 hours

● Cost: 3.000 €

● AEVA is responsible for developing the pilot testing framework, including designing test scenarios, preparing testing materials, and setting up the necessary tools for feedback collection. This development work is essential to ensure that the pilot testing is comprehensive and that the feedback gathered is valuable for refining the platform.

Activity Details (Platform Launch and Dissemination)

Please complete the following table

Activity Title	Platform Launch and Dissemination
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Venue	Portugal
Estimated start date	09/03/2026
Estimated end date	02/09/2026
Leading Organisation	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (Portugal)
	Lycee Professionnel Jacques Le Caron (France)
Participating Organisations	Tehnicka skola Zrenjanin (Serbia)
	Pleasant Mountain Unipessoal, Lda (Portugal)
<u>Grant amount allocated to the activity</u>	3 780,00 €

Describe the content of the proposed activity.

The AI-driven employment interview simulator will be formally launched and disseminated to key stakeholders, including educators, students, employers, and career counsellors. This activity aims to promote the platform's availability, encourage its adoption, and ensure it reaches its target audience. AEVA will lead a formal launch event at their headquarters in Portugal, with remote participation from partners in France and Serbia, showcasing the platform's key features, such as AI-driven simulations, personalised feedback, and cultural adaptability.

The event will engage stakeholders like educational institutions, government agencies, and employers, demonstrating how the platform can be integrated into various settings to support young people's career preparation. Similar local events will be organised by other country partners to further extend the platform's reach.

AEVA, along with all partners, will produce promotional materials, to highlight the platform's benefits. These materials will be distributed to schools, educational networks, job placement agencies, and employers across Europe, raising awareness and encouraging adoption of the platform.

A dedicated website and social media campaign will be launched to promote the platform, offering easy access to information and registration. These channels will provide resources for educators and career counsellors, including guides and training materials to ensure effective use of the platform in career preparation programs.

Workshops and webinars will be held in Portugal, France, and Serbia, targeting teachers, career counsellors, and employers, focusing on using the platform's features, integrating it into employability programs, and utilising AI feedback to guide students. Testimonials from students and educators involved in the pilot phase will offer real-world examples of the platform's benefits, while outreach efforts will promote the platform at educational conferences, career fairs, and employer events.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The primary participants in the platform launch and dissemination activities are educators, career counsellors, and students from the participating schools in Portugal, France, and Serbia. These institutions will be the first to adopt the platform and integrate it into their career guidance and employability training programs.

The platform is designed to directly support career services, particularly those working with VET students, NEETs, and students from diverse backgrounds. Career counsellors will use the platform to help students practise and refine their interview skills, with the goal of boosting their employability and confidence in professional settings.

These institutions will benefit from the platform's AI-driven features, gaining a practical tool that enhances their existing employability programs.

Employers and industry partners, particularly those interested in recruiting young talent, will be part of the dissemination efforts. By participating in workshops and webinars, employers will be introduced to the platform's capabilities, such as simulated interview feedback and job-readiness assessments.

Employers stand to benefit from a more prepared and skilled pool of candidates, who will have had the opportunity to practise through realistic interview simulations that improve their ability to perform well in actual job interviews.

The platform's ultimate beneficiaries are the students and young job seekers who will use it to prepare for job interviews and develop their professional skills. The students who participated in the pilot testing, as well as new users, will be key in spreading the platform's usage by sharing their positive experiences and encouraging others to use it.

These young people, particularly those from underrepresented or disadvantaged backgrounds, will benefit from an accessible and scalable tool that helps them overcome barriers to employment.

Explain how is this activity going to help to reach the project objectives.

The project aims to increase employability among young people by providing a scalable, AI-driven tool for interview preparation. Through the platform's launch and dissemination activities, the goal is to reach a wide audience across educational institutions, career services, and employers. Workshops, webinars, and promotional efforts will introduce educators, career counsellors, and employers to the platform, encouraging its integration into employability programs and maximising its impact on preparing job-ready candidates.

Marketing materials and a digital campaign will broaden the platform's reach beyond the initial project participants, ensuring

it becomes accessible to a larger European audience. These efforts align with the project's goal of making the platform valuable to a diverse range of users, enhancing employability across different sectors. Educators will be trained on how to integrate the platform into interview preparation courses, leveraging AI-driven feedback to support students with personalised guidance.

Involving employers in the dissemination activities bridges the gap between academic learning and employment readiness. Employers will benefit from candidates who have received AI-driven feedback on their interview techniques, improving the quality of hiring processes and fostering a more confident workforce. Encouraging employers to adopt the platform aligns with the project's aim of addressing youth unemployment by easing the transition from education to employment.

To ensure the platform's long-term sustainability, the final reporting activity will include a sustainability plan outlining how the platform will be maintained, updated, and scaled for future generations. These efforts, combined with lessons learned, will ensure the platform remains relevant and continues to support employability training and digital skills development, aligning with the broader objective of fostering digital literacy and job readiness among young people.

Describe the expected results of the activity.

The primary outcomes of the platform launch and dissemination activities will be the successful introduction of the AI-driven employment interview simulator to educators, career counsellors, employers, and students across Europe.

Educational institutions, career services, and employers will begin to integrate the platform into their interview preparation programs, helping students and job seekers use it to develop their interview skills, resulting in an increase in the number of users.

It will contribute to improving the interview and employability skills of students, particularly those from disadvantaged backgrounds. Students using the platform will feel more confident and better prepared for real-world interviews, leading to improved outcomes in their job search and career development.

Another key result will be the creation of stronger partnerships between educational institutions and employers through the dissemination efforts. Employers who participate in the launch events and workshops will be encouraged to adopt the platform to assess job candidates more effectively, contributing to the bridging of the gap between academic learning and the requirements of the job market.

Employers will benefit from a pool of better-prepared job candidates, resulting in smoother hiring processes and improved interview performance from young job seekers.

The workshops and webinars will provide teachers and career counsellors with practical training on how to integrate the platform into their employability programs. As a result, educators will have a new, innovative tool to support students in their career preparation.

Teachers and career counsellors will be better equipped to help students improve their interview skills, creating more effective and personalised training sessions using the platform.

Please describe how you determined the grant amount attributed to this activity.

TOTAL – 3.780 €

Coordination Meetings:

● Marabunta:

○ Hours Allocated: 6 hours

○ Cost: 120 €

● France:

○ Hours Allocated: 6 hours

○ Cost: 120 €

● AEVA:

○ Hours Allocated: 6 hours

○ Cost: 120 €

● Serbia:

○ Hours Allocated: 6 hours

○ Cost: 120 €

● These meetings involve key partners in discussions to plan and coordinate the launch of the platform and its dissemination activities. Regular meetings are necessary to ensure a unified strategy for promoting the platform, organizing events, and managing outreach efforts. Proper coordination is crucial for ensuring that the dissemination activities effectively reach the target audience and maximize the platform's impact.

Dissemination Activities:

● France:

○ Hours Allocated: 55 hours

○ Cost: 1.100 €

● AEVA:

○ Hours Allocated: 55 hours

○ Cost: 1.100 €

● Serbia:

○ Hours Allocated: 55 hours

○ Cost: 1.100 €

These activities include efforts to promote the platform through various channels, such as organizing launch events, creating promotional materials, conducting workshops, and engaging with stakeholders. Each partner is involved in these activities to ensure that the platform is widely disseminated and adopted by the target audience. The dissemination phase is essential to raise awareness about the platform, demonstrate its value, and encourage its use among educators, students, and employers.

Activity Details (Final Evaluation and Impact assessment Report)

Please complete the following table

Activity Title	Final Evaluation and Impact assessment Report
Venue	Other
Estimated start date	11/05/2026
Estimated end date	02/09/2026
Leading Organisation	AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (Portugal)
Participating Organisations	Lycee Professionnel Jacques Le Caron (France) Tehnicka skola Zrenjanin (Serbia) Pleasant Mountain Unipessoal, Lda (Portugal)
Grant amount allocated to the activity	7 500,00 €

Describe the content of the proposed activity.

The AI-driven employment interview simulator will be formally launched and disseminated to key stakeholders, including educators, students, employers, and career counsellors. This activity aims to promote the platform's availability, encourage its adoption, and ensure it reaches its target audience. AEVA will lead this activity and hold a formal launch event at their headquarters in Portugal, with remote participation from partners in France and Serbia, showcasing the platform's key features, such as AI-driven simulations, personalised feedback, and cultural adaptability.

The event will engage stakeholders – (VET)schools, policy makers, and employers, demonstrating how the platform can be integrated into various settings to support young people's career preparation. Similar local events will be organised by other country partners to further extend the platform's reach.

AEVA, along with all partners, will produce promotional materials, to highlight the platform's benefits. These materials will be distributed to schools, educational networks, job placement agencies, and employers across Europe, raising awareness and encouraging adoption of the platform.

In all partner countries, similar events will be held. Institutional emails will be sent to all partners' mailing list and stakeholders to promote the platform, offering easy access to information and registration for each event. The events will provide resources for educators and career counsellors, including guides and training materials to ensure effective use of the platform in career preparation programs.

These info days will be held in Portugal, France, and Serbia, targeting teachers, career counsellors, and employers, focusing on using the platform's features, integrating it into employability programs, and utilising AI feedback to guide students. Testimonials from students/educators involved in the pilot phase will offer real-world examples of the platform's benefits.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The main participants in this activity are the project partners who have contributed to the development, implementation, and success of the platform. Jacques le Caron, as the lead organization, will be supported by AEVA in the coordination of the final report, while Marabunta, and Serbia School will provide detailed input on their respective contributions and results. These partners will collaborate to ensure the final report accurately reflects the project's progress and outcomes. They will be involved in gathering data on platform development, pilot testing, dissemination efforts, financial spending, and the sustainability plan.

Stakeholders, including policymakers, educational authorities, and future Erasmus+ project leaders, will benefit from the insights and recommendations in the final report. These stakeholders will gain a clearer understanding of how similar projects can be structured and the lessons learned from this initiative.

Two project members from each partner organization will attend the meeting in Portugal.

Explain how is this activity going to help to reach the project objectives.

The Final Report Activity is pivotal in meeting the project's goals by ensuring accountability, assessing impact, and establishing a sustainability plan. It documents the entire process, from development to platform launch, in compliance with Erasmus+ standards. This ensures transparency in how the project was managed and demonstrates responsible use of

Erasmus+ funding, aligning with the program's broader objectives of promoting youth employability, digital skills, and educational inclusion.

A key project objective is improving young people's employability through an AI-driven platform that enhances interview skills. The final report will evaluate this by including data on how the platform impacted students, teachers, and career counselors. Feedback from pilot testing and dissemination phases will help assess the platform's effectiveness in preparing students for job interviews, demonstrating whether the goal of enhancing youth employability was met.

The report will also analyze challenges faced during the project, including technical, logistical, and educational hurdles, and document how these were resolved. This analysis offers valuable lessons for future projects, ensuring that similar obstacles can be avoided.

A sustainability plan is another critical element of the report, outlining how the platform will be maintained and expanded post-project. This plan identifies potential funding, partnerships, and opportunities for new features, ensuring the platform remains adaptable and impactful in the long term. This supports the project's goal of having a lasting effect beyond its initial scope.

Lastly, the report will emphasize the project's contribution to promoting digital skills and digital transformation in education. It will document how the platform fostered digital literacy among students, showcasing how AI, personalized feedback, and digital interfaces were integrated into learning environments.

Describe the expected results of the activity.

The final report will provide a thorough and detailed account of all activities, milestones, and achievements throughout the project. This documentation will ensure that Erasmus+ and other stakeholders have a clear understanding of how the project met its objectives, especially in relation to improving youth employability and fostering digital literacy. The report will offer quantitative data (e.g., user numbers, performance metrics) and qualitative insights (e.g., feedback from students, teachers, and employers) to paint a full picture of the project's success.

The report will include a comprehensive impact assessment, evaluating the extent to which the project improved the employability of students and enhanced digital skills through the platform. This will include feedback from the pilot testing and dissemination phases, illustrating how well the platform prepared students for real-world job interviews. The key performance indicators (KPIs) outlined in the report will show measurable improvements in users' confidence, skills, and job readiness.

The final report will outline the challenges faced during the project, such as technical difficulties or engagement issues, and document how these were addressed. This will provide valuable lessons for future projects, ensuring that similar initiatives can benefit from the project's experiences. Identifying these challenges will help Erasmus+ and future project teams understand what worked well and what could be improved.

A critical result of this activity will be the development of a sustainability plan that ensures the platform remains operational and impactful after the project's formal conclusion. This plan will include strategies for maintaining the platform, updating content, integrating new features, and potentially expanding its reach to additional educational institutions and employers. This ensures the project's long-term success and scalability.

The final report will also provide recommendations for future impro

Please describe how you determined the grant amount attributed to this activity.

TOTAL – 7.500 €

Evaluation and Report:

● France:

○ Hours Allocated: 60 hours

○ Cost: 1.200 €

● AEVA:

○ Hours Allocated: 60 hours

○ Cost: 1.200 €

● France and AEVA are responsible for the evaluation and reporting of the project. This includes gathering data, analysing the impact of the project, assessing outcomes, and compiling a comprehensive final report. This evaluation is crucial to document the project's success, identify lessons learned, and provide insights for future initiatives.

Coordination Meetings:

● Marabunta:

○ Hours Allocated: 4 hours

○ Cost: 80 €

● France:

○ Hours Allocated: 4 hours

○ Cost: 80 €

● AEVA:

○ Hours Allocated: 4 hours

○ Cost: 80 €

● Serbia:

○ Hours Allocated: 4 hours

○ Cost: 80 €

● These coordination meetings involve discussions among all partners to plan the final evaluation process, prepare the final report, and organize the closing activities. Effective coordination ensures that the evaluation and reporting are comprehensive and that the final meeting is well-organized.

Final Meeting Preparation and Attendance:

● Preparation by AEVA:

○ Hours Allocated: 45 hours

○ Cost: 900 €

● Final Meeting Attendance:

○ AEVA:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ Marabunta:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ France:

■ Hours Allocated: 16 hours

■ Cost: 320 €

○ Serbia:

■ Hours Allocated: 16 hours

■ Cost: 320 €

● AEVA leads the preparation for the final meeting, which involves organizing the agenda, materials, and logistics. The meeting itself is crucial, as already mentioned, for reviewing the project outcomes, discussing the final report, and planning future steps or potential follow-ups. Attendance by all partners ensures a comprehensive evaluation and discussion of the project's achievements and future potential.

Final Meeting Expenses:

● France:

○ Cost per Person: 575 €

○ Total Cost: 1.150 € (for 2 people)

● Serbia:

○ Cost per Person: 720 €

○ Total Cost: 1.440 € (for 2 people)

● These expenses cover travel and accommodation costs for partners attending the final meeting. This meeting is an essential component for concluding the project, enabling partners to collaboratively review the final outcomes, provide feedback, and ensure a successful project closure.

Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described project activities and their estimated cost.

Activities	Estimated cost (EUR)
Initial Planning and Project Definition- Communication and global Dissemination	11 960,00
Creation of Training Materials for Platform Development	4 000,00
Teacher Training on Platform Development	4 960,00
Development and Validation of Multicultural Knowledge Base and Question Bank	11 130,00
Platform Architecture Design and Development	12 710,00
Pilot Testing and Feedback Collection	3 960,00
Platform Launch and Dissemination	3 780,00
Final Evaluation and Impact assessment Report	7 500,00
Total	60 000,00
Project lump sum	60 000,00 €

Impact and Follow-up

How will you know if the project has achieved its objectives? What tools or methods will you use?

We will employ a combination of tools and methods designed to assess the outcomes comprehensively. Our approach involves both quantitative and qualitative measures to ensure a thorough evaluation.

1. Pre- and Post-Project Assessments:

At the beginning and end of the project, participating students will undergo a digital skills assessment. This test will measure their abilities in areas like critical thinking, online safety, media literacy, and ethical content creation.

We will assess students' ability to critically analyse media content, including identifying misinformation and understanding the impact of media on society.

2. Surveys and Questionnaires:

Throughout the project, we will apply surveys to students. These surveys will focus on their perceptions of digital literacy, media literacy, online safety, and ethical digital behaviour.

Teachers involved in the project will provide feedback on students' progress and the effectiveness of teaching methods.

At the end of each mobility, we will collect feedback from both students and teachers regarding their overall satisfaction with the project and its activities.

3. Digital Artifacts and Portfolios:

Students will create digital artifacts such as videos, social media campaigns, and educational content during the project.

These artifacts will serve as tangible evidence of their digital literacy and media literacy skills. We will assess the quality and relevance of these creations.

Students will compile portfolios revealing their work and reflections on the project

4. Expert Evaluations:

Independent experts – the experts who will give seminars in schools during mobilities – in digital literacy and media literacy will be invited to assess students' work. Their evaluations will provide an external perspective of the project outcomes.

5. Focus Group Discussions:

As teachers we will focus on group discussions (the activities during the mobilities) will be held with students. These discussions will allow us to gather qualitative understanding into how the project has influenced their digital behaviour.

6. Key Performance Indicators (KPIs):

We will measure the number of students who demonstrate improved critical thinking skills or the number of students actively engaged in digital safety campaigns.

7. Reporting and Documentation:

Detailed reports will be generated after each mobility and at the project's conclusion. These reports will summarise the tools and methods used, highlight key findings, and provide recommendations for future projects.

By doing evaluation, we aim to comprehensively assess the project's impact on students' digital literacy and media literacy.

How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

Participation in this Erasmus project on digital literacy promises substantial long-term benefits for the involved organizations. The project's impact extends beyond its duration, and we have strategic plans to see the results and sustain the activities for future development.

The schools will develop enhanced expertise in digital literacy, media literacy, and online safety, positioning them as leaders in these crucial fields.

The collaborative nature of the project fosters strong partnerships between participating schools, enabling them to engage in future joint projects.

The project outcomes will facilitate the integration of digital literacy and media literacy into the regular educational curriculum of the schools.

We plan to create lesson plans, digital content, and best practices, which can be continually used in teaching.

Teachers involved in the project will become digital literacy ambassadors, imparting their knowledge and experience to colleagues and future students.

Students will continue to share responsible digital behavior in their communities.

The schools will continue to disseminate the project's results and lessons learned to a wider audience, influencing the digital literacy landscape.

We plan to launch awareness campaigns on digital safety, media literacy, and ethical online behavior, using the materials and campaigns created during the project.

The organizations will remain part of an international network of similar institutions, allowing for ongoing collaboration on various projects.

We intend to continue transnational activities, such as student and teacher exchanges, to provide long-term exposure to diverse perspectives.

The project's focus on environmental awareness will inspire organizations to implement sustainable practices within their institutions.

Social media campaigns initiated during the project will continue, promoting digital responsibility and environmental awareness.

Schools will commit to ongoing monitoring and evaluation of the impact of digital literacy initiatives, ensuring continuous improvement.

All in all, participation in this project will result in the development of a rich ecosystem of digital literacy, media literacy, and online safety to promote employability within the involved organizations with the RISE platform as the medium. We have comprehensive plans to continue using the project's results and share the knowledge. This long-term commitment ensures that the project's impact continues, benefiting not only the schools but also their neighbouring community.

Please describe your plans for sharing and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

We plan to establish a lasting impact for the project by making its outcomes accessible through permanent platforms like the eTwinning Portal and the European School Education Platform. Our goal is to encourage more schools to use these project results, thereby enhancing their long-term effectiveness.

Our plans for sharing and using the results of our Erasmus project on the preparation of youngsters for their integration in the labour market are comprehensive and strategic. We aim to ensure that the project's outcomes have a wide-reaching and lasting impact as follows:

Dissemination Within the Partnership:

Within the partnership, we will organise regular meetings and workshops to share project progress and results. These meetings will involve teachers, other staff, students, and project coordinators.

We will create a folder at MSTEams where project partners can access project materials, reports, and updates.

Teachers and students involved in the project will become ambassadors of AI and digital skills within their schools, sharing their knowledge and experiences with their peers.

Local Communities:

Each participating school will host events and workshops for local students, parents, and teachers to reveal project outcomes. These events will include practical workshops, debates, etc.

We will engage parent-teachers and youth associations to disseminate project results and involve parents in their children's digital education.

Wider Public:

We will issue press releases to share our project's achievements, activities, and events.

Using social media, project websites we will reach a wider online audience.

All project materials, mainly the AI Platform, and awareness campaigns, will be made available as open access resources for educators and organizations worldwide.

Main Target Groups:

Students: Our primary focus is on equipping VET students with essential AI and digital literacy skills.

Teachers: We aim to empower teachers and other educational staff, namely psychologists, tutors, coaches with the tools and training to effectively use AI, with better AI & digital skills and apter to career counselling.

Parents: We will provide resources and workshops to help parents understand and support their children in the digital landscape.

Local Schools and Educational Institutions: We will collaborate with local schools and educational institutions to integrate digital literacy into their activities.

Educational Organizations: Other schools, educational institutions and European associations, such as EfVET and INNOTECS (and respective associated VET schools) can benefit from our open access resources, adopting our practices to enhance their career counselling systems.

Project Summary

Project Summary

Please provide a short summary of your project. Please be aware that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

Objectives: What do you want to achieve by implementing the project?

The main objective of this project is to develop an innovative employment interview AI simulator aimed at enhancing the employability of students/young professionals. By providing a platform for practising interview scenarios, we seek to improve participants' communication skills, confidence, and readiness for the job market. The simulator will offer tailored feedback and support, helping users to refine their interview techniques & better understand the expectations of potential employers.

Implementation: What activities are you going to implement?

Development of an AI interview simulator. A detailed plan & definition of roles will be done, followed by the development of content, a comprehensive question bank and realistic scenarios. The technical work will often occur, with user feedback to refine functionalities. After testing, the simulator will be launched with training sessions for educators and students. An evaluation of its impact, the opening of the platform for community access and dissemination activities will be done too.

Results: What results do you expect your project to have?

A functional interview simulator that is accessible to students, young professionals, etc. It will not only provide practical interview practice but also include analytics tools for tracking user progress. It will be culturally and linguistically inclusive, making it a valuable resource across different European contexts. It will contribute to the long-term employability of its users, providing them with essential skills for navigating the job market and boosting their career prospects.

EU Values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

Subscribing to EU Values

☒ I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights

☒ I understand and agree that EU Values will be used as part of the criteria for evaluation of the activities implemented under this project

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
DOH -declaration-on-honour_signed.pdf	952
Total Size (kB)	952

Accession forms

Please download the accession forms, have them signed by the relevant legal representatives, and attach the signed forms here. You can attach a maximum of 90 documents.

Accession forms must be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
ACF -accessionForm_E10201599_signed.PDF	246
ACF -accessionForm_E10330362_signed.pdf	565
ACF -accessionForm_E10371772_signed.pdf	354
Total Size (kB)	1 166

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#).

File Name	File Size (kB)
OTH -Gantt_Chart__RISE.pdf	134
Total Size (kB)	134
Total Size (kB)	2 253

Checklist

Before submitting your application form to the National Agency, please make sure that:

- ☒ It fulfills the eligibility criteria listed in the [Programme Guide](#).
- ☒ All relevant fields in the application form have been completed.
- ☒ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: PT01 - Agência Nacional Erasmus+ Educação e Formação

Original content and authorship

- ☒ I confirm that this application contains original content authored by the applicant and partner organisations.
- ☒ I confirm that no other organisations or individuals external to the applicant and partner organisations have been paid or otherwise compensated for drafting the application.

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Submission History

Version	Submission time (Brussels time)	Submission ID	Submission status
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