

Application for support

1.1 General

Project name: A Collaborative Network for Intercultural Competence and Interaction in Preschool and Early Childhood Education and Care

Application id: 584330

Case id: 20369323

Application call: 4.1 Cross-border capacity building

Responsible organisation: Interreg Aurora

1.2 Lead partner EU

Name: Ab Yrkehögskolan vid Åbo Akademi
Wolffskavägen 31
65200 VAASA
Finland

Org. No: 2059910-2

Employees: 0

Workplace

Name: Enheten för forskning och utveckling
Postal address:
Wolffskavägen 33
FI-65200 Vasa

Workplace No.: 0

Visitors address:

Wolffskavägen

FI-65200 Vasa

Region: Vasa

33

Name of legal representative

Johanna Liinamaa, Head of Research

VAT-number (Optional)

FI20599102

Is your organisation entitled to recover VAT based on national legislation for the activities implemented in the project?

No

Lead partner motivation and contribution

The Novia University of Applied Sciences is highly motivated to take on the role of Lead Partner EU in this project, as the project closely aligns with the university's strategic goals. One of the goals in Novia's Strategy 2030 is to increase Nordic cooperation for welfare and resilience. Moreover, Novia is a working life oriented and international university that supports sustainable societal development, competence supply and public services in the Swedish language in Finland. Novia works to strengthen Finland's ties to the Nordic community and promote Nordic working life cooperation. Novia is committed to fostering intercultural competence and promoting inclusive educational practices. As the lead partner, Novia will leverage this experience to ensure that the project is executed efficiently and achieves its intended outcomes. Novia is located in the bilingual region of Ostrobothnia and it operates in a unique cultural context that also naturally fosters intercultural interaction.

1.3 Project partner EU

Name: LULEÅ TEKNISKA UNIVERSITET

Org. No: 202100-2841

Employees: 1999

Postal address:

971 87 LULEÅ
Sverige

Workplace

Name: LULEÅ TEKNISKA UNIVERSITET

Workplace no: 19065036

Postal address:

971 87 LULEÅ

Visitors address:

UNIVERSITETSOMRÅDET PORSÖN

977 54 LULEÅ

Region: Luleå

Name of legal representative

Maria Johansson, Head of Department

VAT-number (Optional)

SE202100284101

Is your organisation entitled to recover VAT based on national legislation for the activities implemented in the project?

Yes

Partner motivation and contribution

At preschool teacher education at Luleå University of Technology (LTU), we have engaged in developing knowledge in the area of intercultural perspectives and how preschool teachers can create rich interactions to and among children. In the northern parts of Sweden, we have representations of the national minority cultures. Still, globalization has made our societies, universities and preschool groups multicultural in a wider sense. It is therefore important to embrace these perspectives in teacher education and courses for professionals, especially since these questions are connected to inclusion and equity-urgent aspects for education of today. We have conducted a small research project, presented at international conferences, and have had international collaborations and master students exploring the subject, but are keen to explore these questions further, and exchange knowhow with colleagues from the northern parts of Finland and Norway by using digital tools.

1.4 Lead partner Norway

Name: UNIVERSITETET I TROMSØ - NORGES
ARKTISKE UNIVERSITET

Org. No: 970422528

Postboks 6050 Stakkevollan
9037 TROMSØ
Norge

Employees: 4999

Workplace

Name: UiT Norges arktiske universitet
Postal address:
Postboks 6050
9037 Tromsø

Workplace No.: 0

Visitors address:

Postboks

6050

9037 Tromsø

Region: Tromsø

Name of legal representative

Frode Larsen, Faculty Director

VAT-number (Optional)

970 422 528

Is your organisation entitled to recover VAT based on national

legislation for the activities implemented in the project?

No

Lead partner motivation and contribution

The early childhood teacher education at the Arctic University of Norway (UiT) has a long tradition of including diversity and indigenous perspectives in teaching and syllabi. In the last years, we have seen increased interest from students and also preschool teachers on topics revolving indigenous perspectives. Due to Tromsø's diverse population, questions of social sustainability, inclusion and equity are topical in the kindergartens, and thus also in the early childhood teacher education. UiT is eager to promote diverse as well as indigenous perspectives in education and research. Through participating in a small-scale project such as this, UiT can contribute with competence on perspectives on social sustainability in diverse contexts. As participants in this project, we are looking forward to exchanging intercultural ideas, practices and knowledge with the other partners, hopefully to create dynamic learning synergies together.

Project partner Norway**1.5 Payment information**

Type of payment method: BIC/IBAN

Account number: HELSFIHH FI75 4055 5920 0108 60

1.6 Project information**Project title**

A Collaborative Network for Intercultural Competence and Interaction in Preschool and Early Childhood Education and Care

Project type

Small-scale project

Project start date

2024-12-31

Project end date

2025-12-30

Programme sub-area

Aurora

What are the common territorial challenge(s) that will be tackled by the project?

By promoting cross-border cooperation of educators providing training on early childhood education and care (ECEC) in the Aurora area, the projects ambition is to increase the capacity of ECEC professionals to support childrens learning of cultural competence and intercultural interaction. The project is based in Vaasa (Ostrobothnia, FI), Luleå (Norrbotten, SWE), and Tromsø (Troms fylke, NO), regions that are becoming more diverse due to societal changes

such as migration and the development of information technology. For example, Vaasa, while already being the most significant cultural centre for Swedish-Finns (24% of the city population), has become a major hub for migrants in Finland: over 10% of the population was born abroad, a share higher than the national average. In Luleå and Norrbotten, approximately 13 % were born abroad. The Tromsø area has always been diverse, as the region has been inhabited by people with Norwegian, Sapmi and Kven origin. Due to increased migration, Tromsø is now the home of inhabitants from over 130 nations, over 16% of the population.

Increasing diversity is present in everyday work in ECEC. National curricula set requirements for certain competences among ECEC professionals in regard to diversity. In Finland, the National Core Curriculum for ECEC requires teachers to build children's cultural competence, interaction, and multiliteracy. In Sweden, the national minority cultures, e.g. the Sapmi, are highlighted in the national curriculum as cultural diversity, urging preschools to work with an intercultural understanding. Still, many preschool teachers ask for more knowledge. Intercultural competence, understanding, and sensitivity among teachers is crucial as it concerns a sustainable and ethical education. Research shows that it is crucial that teachers and teacher students learn to examine and come to understand their own cultures and norms, values, privileges and positions, in order to develop intercultural competence.

Why is cross-border cooperation needed to achieve project objectives and results?

The project establishes a cross-border network for cooperation between higher education institutions on the theme of intercultural collaboration in ECEC. Cross-border cooperation is a necessity for this project because developing intercultural interaction among professionals cannot be similarly executed in a national setting. The project partners share a common language - Swedish/Norwegian - which enables an efficient exchange of information and knowledge. Additionally, while facing similar broader societal challenges as outlined above, the regions where the partner institutions are located each have their unique social and cultural environments, also in the field of ECEC. Therefore, it is important that the professionals in ECEC share knowledge, research, methods, and best practices that are used in the different regions to support children's intercultural competence across these regions. ECEC is an important environment in which values and identities are built through interaction.

Moreover, intercultural competence focuses on how cultures interact and enrich each other, and, therefore, it relates closely to cross-border interaction. Cross-border cooperation provides opportunities for staff to learn not only from each other's educational practices but also cultural experiences. In a rapidly changing world, intercultural collaboration equips educators with the skills to adapt to new challenges and changes in the educational landscape, making them more resilient and flexible. It is important to be able to provide future professionals with a good basis for working with social inclusion and mastering intercultural collaboration.

Select the project's main target group

Public sector

Specification of the target group and their involvement in project planning

The main target group of the project is educators who provide teaching in the field of ECEC. Educators are responsible for developing teaching methods that are culturally responsive, ensuring that all children's cultural identities are acknowledged and valued. Hence, educators need knowledge about intercultural competence to be able to educate students who will be future professionals at daycare centers. This need has been firmly established in our professional exchanges and teaching experiences.

Similar needs have been identified by students and professionals operating in ECEC. For example, students at Novia have brought forward during their internship periods, as well as in thesis studies, that ECEC staff aspire for skills to work in the multicultural environment, and see that their role could extend to preventing bullying, discrimination, and racism in schools and society. Thus, the project's ambition, to be achieved in the next steps of the project (see Exit Strategy), is to promote the ECEC professionals' capacity to foster children's understanding of

diversity, and provide each child with the prerequisites to develop openness and solidarity. The knowhow provided to ECEC professionals by the partners is in line with the educational goals set for daycare centers in the national curricula.

Ultimately, the project cooperation will benefit children and their families, and, thereby, the civil society. In ECEC, it is important to emphasize diversity as a common characteristic for the whole group, so that the focus is not on the individual child. The professionals in ECEC play a key role in the inclusion process and must therefore recognize and respond to children as multifaceted individuals with different resources and needs. This increases the child's sense of belonging in the group and society. The risk of exclusion is a reality, and professionals need different methods to ensure all children's inclusion and positive conditions for creating their own identity.

Which synergies with past or current EU and other projects, initiatives, strategies and/or policies will the project make use of?

We build on lessons learned in projects that we have implemented or are currently part of. For example, Novia's project Resursstarka barn (2020-23) supported children's well-being at an early stage, developing methods and materials for ECEC that strengthen children's social and emotional skills. The visual materials created as part of this can be used and further developed in our work. The project Olika tillsammans (2023-25) fosters interprofessional collaboration among ECEC students in three educational institutions. It provides insights into what is important to consider when building cooperation between educators. We can also benefit from the lessons from the Nordplus network Resursstarka barn i Norden (Novia; UiT), where digital exchange, diversity, and intercultural perspectives are considered. UiT is a partner in the centre KINDknow - Kindergarten Knowledge Centre for Systemic Research on Diversity and Sustainable Futures. We can draw knowledge from the centre's experience with the use of digital tools in collaborative projects. LTU has conducted a project concerning how preschool student teachers develop intercultural understanding, competence, and sensitivity through getting involved in a multitude of pedagogical relationships. The project's findings, e.g., that affection is crucial for developing intercultural competence, will be crucial when we plan educational practices. LTU has also considered learning places and spaces from different viewpoints, scrutinizing both intercultural aspects and knowledge created in digital learning places. These perspectives will be relevant for this digital cooperation. LTU was one of the scientific leaders in the Erasmus+ project (2016-18) Education for Sustainable Development. The project built on digital and physical network meetings for teachers and students, and created a Teacher Guide. Experiences from this project are important for our cooperation, as it was built on digital interaction and emphasized sustainability.

Project overall objective

The aim of this project is to build a strong basis for co-creation of new knowledge and future cooperation in the field of intercultural interaction in ECEC in the participating regions. Specifically, the project objectives are to 1) create a well-functioning network for teachers at the partner institutions with a focus on early childhood pedagogy, and 2) develop a knowledge base about intercultural cooperation in early childhood pedagogy. Throughout the project, we will build professional relations and a theoretical and methodological knowledge base that can be used in education at the partner institutions. After completing the project, the network has a solid knowledge base and a plan to apply for funding for a regular project that develops a model for intercultural cooperation in ECEC. Ultimately, the project's ambition is to support children to develop an intercultural understanding and ability to interact, foster tolerance and solidarity, and work against exclusion in society.

Ecological sustainable development

The project sees that educators play a key role in promoting an ecologically, socially, and economically sustainable way of living. The values of ECEC are based on the general principles of the UN Convention on the Rights of the Child. ECEC is based on respect for life, human rights, the inviolability of human life, and a sustainable lifestyle. ECEC can promote hopeful and transformative learning spaces where children can adopt ecologically sustainable values,

attitudes, and behaviour. The project will pay particular attention to the impact of educational practices on the environment and promote ecologically sensitive practices and behaviours in multicultural ECEC settings. Project activities are organized with a keen eye on the ecological footprint. The partner institutions are committed to ecologically sustainable ways of working, and these principles apply to the project activities. Thus, the project contributes to the SDG12 Ensure sustainable consumption and production patterns.

Social sustainable development

Social sustainability is at the heart of this project, as promoting interpersonal trust, inclusion, equity, and intercultural understanding are key in ECEC. Through enhancing educational institutions' expertise in working with multicultural settings, the project fosters inclusive and equitable environments for the children (and the families) involved. The focus on intercultural encounters supports the educators' commitment to a reflective approach where the impact of one's cultural background on educational practices can be evaluated. This, in turn, further enhances learning environments where the equal participation of children of different backgrounds and genders can be safeguarded. Intercultural dialogues promote children's respect towards other cultures, mutual understanding, empathy, and global awareness. Thereby, the project promotes the SDGs 4 Quality education, 5 Gender equality, and 17 Partnership for the goals.

Economical sustainable development

Fostering sustainability in ECEC aims to create an enduring and impactful educational experience that benefits current and future generations. Based on the results of this project, the partners will apply for funding to create a model for intercultural collaboration in ECEC. Thus, the project will ultimately promote economic sustainability by committing to developing high-quality educational programs that do not place undue financial burden on families or educators, making sure that children and families of different economic backgrounds can benefit from the project. While the project focuses on early childhood, the intercultural know-how that it creates among children, families, and educators can transcend to other areas of life. Greater intercultural understanding brings creativity, innovation, and resilience to societies, contributing to economic sustainability in the long term. Thus, the project contributes to the SDG 8 Decent work and economic growth and 10 Reduced inequalities.

Exit strategy

The consortium is set up with a clear vision that this small-scale project is the first step towards a more extensive and substantial collaboration. The project results, the well-functioning network and the knowledge base on intercultural cooperation in ECEC, will form a solid starting point for the next steps.

These involve, firstly, the development of a regular project funding application to Interreg Aurora. If granted funding, the ambition of the future project is to create, test, and evaluate a model for intercultural cooperation in ECEC, developed in collaboration with teachers, students, and partner daycare centers. The focus of the model is to enhance children's intercultural and digital competence, as the latter is an important skill in learning and in the digitalizing society, and a transversal skill highlighted in the national curricula. This will involve creating possibilities for children in the partner daycare centers to interact with each other digitally across borders. The methods and materials for teaching intercultural competence among student teachers and professionals in ECEC will be compiled into a teacher guide.

The knowledge base gathered during the small project will form the basis for this work. It will be first, during the small project, utilized by the consortium only, but in the larger project, it will be made permanently and openly accessible to higher education institutions operating in the field of ECEC, stored in the Novia online Kompetensbanken.

Finally, the network created as a result of the small project will enable further future cooperation, for example, in the area of teacher and student mobility. During the larger project, the network will be expanded to interested stakeholders in the programme area, enabling the network participants to create connections needed, e.g., to apply for mobility grants in the Erasmus and Nordplus programs, thereby enhancing cross-regional cooperation and exchange of information and best practices.

Project summary

The aim of this project is to build a strong basis for co-creation of new knowledge and future cooperation in the field of intercultural interaction in ECEC in the participating regions, Vaasa (Ostrobothnia, FI), Luleå (Norrbotten, SWE), and Tromsø (Troms fylke, NO). The primary objectives are to create a well-functioning network among ECEC educators at the partner institutions and develop a comprehensive knowledge base on intercultural cooperation in early childhood pedagogy. By fostering cross-border cooperation, the project seeks to enhance the capacity of ECEC professionals to support children in developing intercultural competence, tolerance, and solidarity, addressing challenges posed by increasing societal diversity.

The project emphasizes the importance of educators in shaping culturally responsive teaching methods that acknowledge and value children's diverse identities. It highlights the necessity for ECEC professionals to gain intercultural competence, as outlined in the national curricula of the participating countries, to ensure sustainable and ethical education. The project also recognizes the unique cultural and social environments of each region and the shared need for cross-border cooperation to effectively develop and exchange best practices in ECEC.

After the small-scale project, the plan is to apply for regular project funding from Interreg Aurora to develop a model for digital intercultural cooperation in ECEC. This model will aim to enhance both intercultural and digital competencies among children by creating cross-border interactions. The regular project's outputs will include a teacher guide and an open access knowledge base for educational actors in the field of ECEC.

Ultimately, this initiative will strengthen the role of ECEC professionals in promoting social inclusion and preventing exclusion, benefiting children, their families, and broader society.

How will the project partnership be structured?

In this project, Novia acts as the Lead Partner EU, being responsible for the overall management and coordination of the project and leading WP1. Novia is in charge of the project management, making sure the timely delivery of the project reports. Novia also acts as the main contact for the Joint Secretariat. Novia has experience of successfully leading and participating in international and national collaborative projects, including many Interreg funded projects. At Novia, the project is based at the Faculty of Health and Welfare, which has extensive experience in coordinating or being a partner in EU-funded projects (e.g., ESF, Interreg, Leader, Interreg BSR). Novia is also in charge of coordinating the project meetings (see Steering Group) and setting up a digital channel as a platform for weekly communication.

LTU acts as the Project Partner EU and leads WP2, focusing on creating the knowledge base. They are the ideal partner for this because of their extensive expertise in intercultural aspects and digital learning in ECEC. UiT acts as the Lead Partner Norway, and they manage their own financial reporting and claims of payment. They have been in charge of a number of research and collaborative projects, both in smaller and larger scales, and nationally and internationally, and, therefore, are institutionally prepared to take this role.

The consortium has an internal Steering Group (SG) composed of a key person from each partner institution. SG is the highest decision-making body in the consortium. It oversees the development and functioning of the project with the overall responsibility for decision making. SG will address any problems which may arise during the project and make necessary changes. Key decisions, updates, and outcomes from SG meetings are documented and shared on a Teams platform so that all project-related documents can be easily accessed by the members.

How will the financial management of the project be handled?

The financial management of the project is led by the Lead Partner EU and the Lead Partner Norway. The financial management consists of the overall accounting and reporting tasks in close cooperation with the Managing Authority (MA). The Lead Partners make the payment applications following the MAs approval of project reports.

Moreover, the Lead Partner EUs tasks include helping the Project Partner EU with questions related to the project finances and reporting. When the payment decision and EU funding share have been received from MA, the Lead Partner EU makes the payment to the Project Partner EU without delay. The Norwegian partner manages their own financial reporting and claims of payment, since they are the only non-EU partner.

The resources will be distributed as planned in the budget. The financial resources are allocated in a way that allows the efficient implementation of each task. All institutions involved in this project have correct and transparent accounting practices. The project will follow the budget plan already created at the application phase. All partners perform financial monitoring of the project in order to keep the project costs within budget. The budget will be reviewed and monitored regularly by the Lead Partners EU and Norway. The Project Partner EU meticulously follows the reporting timeline and provides the financial information to the Lead Partner EU when necessary.

The Lead Partners' financial offices provide the framework for the financial management. All partners are responsible for establishing a separate cost pool for the project to their organizations' bookkeeping. When needed, in order to ensure the best value for money, we will use competitive bidding processes to identify the best service providers for our activities.

How will you communicate your project?

Internal project communication

Effective internal communication is crucial for ensuring that everyone involved is aligned with the project's goals, understands their roles and tasks, and can collaborate efficiently. Most project meetings are conducted via Teams. Joint project and development work take place on electronic collaboration platforms. Active participation is the common strategy in the project and there will be opportunities for all members to contribute, whether through presenting their work, leading discussions, or participating in collaborative workshops. A culture of mutual learning and support is fostered. A Teams channel will be used by the members to keep up the dialogue and for continuous joint work with building the network and gathering material for the knowledge base. Regular online meetings will be organized in order to compile the knowledge base and for the staff to work together to find best practices for future work in the network. The communication strategies can be adjusted during the project based on the needs of the team.

External project communication

At the small project stage, the focus is on internal communication to create a fully operational network with mutual trust. External communication focuses on the partners' connections with local partner daycare centers. The partners will arrange meetings in each locality with professionals from the daycare centers to share their experiences, challenges, and best practices pertaining to working in multicultural settings. This information will be used for the knowledge base. At the end of the project (Dec 2025), the partners will organize an open seminar where the knowledge base is introduced to relevant stakeholders, including higher education institutions, leaders of ECEC in municipalities, and daycare centers. A robust dissemination and communication plan will be created in the later phases of the cooperation, when the network is expanded among professionals and practitioners in ECEC.

1.7 Project activities

Workpackages / Activities	Description	Start date - End date	Cost
1 - WP1 Collaborative Network for Intercultural Interaction in ECEC	The purpose of this WP is to build and solidify a network consisting of professionals working ECEC education in the participating institutions. The creation of the network is the foundation for future collaboration and cross-	2024-12-31 - 2025-12-30	36,000

Workpackages / Activities	Description	Start date – End date	Cost
	border capacity building, as described in Exit Strategy, and it also further builds trust between the project partners. A strong network facilitates the cross-border exchange of knowledge, knowhow, resources, and support among early childhood educators. The network will also form the basis for the expansion of the network in the future stages of this cooperation.		
1.1 - Network meetings	This activity comprises 2 tasks: T1. Network building: The goal is to 1) get to know each partners' key competencies and working methods and build trust between the partners; 2) plan how the knowledge acquired through cross-border cooperation will be distributed to students; and 3) plan the next steps of the project, incl. the network expansion, a plan for the regular project application, and other methods of cross-border capacity building. These may include, e.g., organizing pedagogical seminars for students where the knowledge base is utilized. Thus, the network building task also considers strategies for external project communication, when the network is expanded. Project management is tied in with these meetings: the SG meets in connection with these meetings to review the project's progress. Method: Monthly online meetings to reduce the project's ecological footprint. Participants: Personnel affiliated with the project, incl. members of the SG. Principal organizer: Novia. Output: Meeting notes; plans for future cooperation and regular project funding application. T2. Sharing pedagogical knowhow: The purpose is to 1) share pedagogical know-how and 2) further plan the project collaboration with a focus on	2024-12-31 - 2025-12-30	36,000

Workpackages / Activities	Description	Start date – End date	Cost
	planning and conducting digital intercultural meetings with children in daycare centers. The partners present how each works with intercultural themes in their educational programmes (e.g., teaching methods and content) and share reflections on challenges and opportunities with teaching intercultural competence. This knowledge sharing is crucial for building up the knowledge base in WP2. Method: Online meetings to reduce the project's ecological footprint. Altogether 6 meetings will be organized. Participants: Teaching personnel working with ECEC training at the partner institutions. Principal organizer: The responsibility of organizing the meetings will rotate among the partners. Output: This task will contribute to the output of WP2, the knowledge base.		
2 - WP2 Knowledge Base on Intercultural Interaction and Competence in ECEC	The purpose of this WP is to create the project's common knowledge base on intercultural competence and interaction in ECEC, based on research and best practices from daycare centers in each region and higher education institution. The level of knowhow may vary between countries and regions. Creating a knowledge basis on intercultural interaction involves gathering, organizing, and disseminating information. This knowledge base will first serve this consortium, as the model for intercultural interaction, developed in the later stages of the collaboration, will be based on it (see the Exit Strategy). Later, after it is published, it will serve as a valuable resource for educators, students, and professionals in ECEC, as well as other stakeholders with an interest in the topic.	2024-12-31 - 2025-12-30	24,000
2.1 - Collecting materials for the knowledge base	This activity entails one task, T1: The collection of an online library of resources, including research	2024-12-31 - 2025-12-30	24,000

Workpackages / Activities	Description	Start date – End date	Cost
	articles, concrete working methods collected in each partner institution in WP1, and examples of best practices from daycare centers that the partner institutions have connections with. Each partner institution will collaborate with local daycare centers (1-2 per region) to collect ECEC staff's best practices and experiences in working in multicultural environments. Thus, the materials in the knowledge base will include both theoretical and methodological information about intercultural competence in ECEC and practical insights from ECEC educators and professionals. The materials will be accessible for the project partners in the online Kompetensbanken maintained by Novia. The creation of the knowledge base will play a key role in the next steps of the project cooperation, as it will form the basis on which the model for intercultural cooperation in ECEC will be built. Therefore, during the small-scale project, information about the knowledge base will be disseminated only internally. However, at the end of the project, the partners will organize a seminar where the knowledge base is presented to educators, ECEC professionals, students, and other stakeholders operating in the participating regions. In the long term, it will function as an open access material base for professionals and practitioners in ECEC. Method: Online workshops where the materials gathered will be reviewed, discussed, and further developed. The meetings will also evaluate the status of the material gathering and make changes in the data collection plan if needed. SG participates to ensure the progress of the collection. Participants: Personnel affiliated		

Workpackages / Activities	Description	Start date – End date	Cost
	with the project in the partner institutions, including members of the SG. Principal organizer: LTU. Output: Knowledge base.		

1.8 Indicators

Output indicators

Solutions for legal or administrative obstacles across border identified		Startvalue: N/A Targetvalue: 0 Unit: Solutions
Strategies and action plans jointly developed		Startvalue: N/A Targetvalue: 0 Unit: Joint strategies or action plans
Organisations cooperating across borders		Startvalue: N/A Targetvalue: 0 Unit: Organisations

Result indicators

Joint strategies and action plans taken up by organisations		Startvalue: Targetvalue: 0 Unit: Joint strategies or action plans
Legal or administrative obstacles addressed or alleviated		Startvalue: Targetvalue: 0 Unit: Legal and administrative obstacles
Organisations cooperating across borders after project completion		Startvalue: Targetvalue: 0 Unit: Organisations

1.9 Budget EU

Costs

Cost categories	Ab Yrkeshögskolan vid Åbo Akademi	LULEÅ TEKNISKA UNIVERSITET								Total
Staff cost: Project coordinator	0	8,000								8,000
Staff cost: Project researcher	0	6,286								6,286
Staff cost: Communicator	2,106	0								2,106
Staff cost: Project leader	12,180	0								12,180
Other costs 40%	5,714	5,714								11,428
Sum costs	20,000	20,000								40,000
Deduction of project income										
Total deduction										
Total costs	20,000	20,000								40,000
Sum total costs	20,000	20,000								40,000

Co-financing

Financier	Ab Yrkeshögskolan vid Åbo Akademi	LULEÅ TEKNISKA UNIVERSITET								Total
Public co-financing										
Total public co-financing										0
Total all public co-financing methods										0
Private co-financing										
Novia UAS: Institution's own co-financing	7,000	0								7,000
LTU: Institution's own co-financing	0	7,000								7,000
Total private co-financing	7,000	7,000								14,000
Total all private co-financing methods	7,000	7,000								14,000
Total public and private co-financing	7,000	7,000								14,000

Support

Financing	Ab Yrkeshögskolan vid Åbo Akademi	LULEÅ TEKNISKA UNIVERSITET								Total
Total financing	13,000	13,000								26,000

Support and financing

	Ab	LULEÅ								Total
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	Yrkeshögskolan vid Åbo Akademi	TEKNISKA UNIVERSITET								
Total financing	20,000	20,000								40,000

Compilation

	Ab Yrkeshögskolan vid Åbo Akademi	LULEÅ TEKNISKA UNIVERSITET								Total
Sum total costs	20,000	20,000								40,000
Sum co- financing	7,000	7,000								14,000
Applied support	13,000	13,000								26,000
Support share	65.00%	65.00%								65.00%

Support share of actual costs	65.00%
Support share of total costs	65.00%
Support share of financing base for support	65.00%
Support share of total financing	65.00%
Support share of other public co-financing	0.00%
Support share of public co-financing	65.00%
Support share of private co-financing	35.00%

Costs

[illegible]

Financing

[illegible]

Support

[illegible]

Support and financing

	UNIVERSITETET I TROMSØ -								Total
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	NORGES ARKTISKE UNIVERSITET									
Total financing	20,000									20,000

Compilation

	UNIVERSITETET I TROMSØ - NORGES ARKTISKE UNIVERSITET									Total
Sum total costs	20,000									20,000
Sum co- financing	10,000									10,000
Applied support	10,000									10,000
Support share	50.00%									50.00%

Support share of actual costs	50.00%
Support share of total costs	50.00%
Support share of financing base for support	50.00%
Support share of total financing	50.00%
Support share of other public co-financing	0.00%
Support share of public co-financing	50.00%
Support share of private co-financing	50.00%

1.11 Contacts

Name: Annika Wentjärvi
Organisation: Ab Yrkeshögskolan vid Åbo Akademi
Phone:
Mobile phone:
E-mail address: annika.wentjarvi@novia.fi
Role: Contact person
Published in
Projektbanken:

1.12 Documents

File name: Handelsregisterutdrag_2024-08-20.pdf
Description: A document verifying the right to sign on behalf of Novia UAS
Date attached: 2024-09-05
File name: Handelsregisterutdrag_Engelsk översättning_2024-08-22.pdf
Description: A document verifying the right to sign on behalf of Novia, English translation
Date attached: 2024-09-05
File name: Originalansökan
Description: Inkommen originalansökan - Maskinläsbart format
Date attached: 2024-09-05