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Κατάλογος Εγκεκριμένων Σχεδίων Βασικής Δράσης 2

Ανώτατη Εκπαίδευση
Επαγγελματική Εκπαίδευση
& Κατάρτιση
Εκπαίδευση Ενηλίκων

2014

Κατάλογος Εγκεκριμένων Σχεδίων
Βασικής Δράσης 2

ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ
ΕΠΑΓΓΕΛΜΑΤΙΚΗ
ΕΚΠΑΙΔΕΥΣΗ & ΚΑΤΑΡΤΙΣΗ
ΕΚΠΑΙΔΕΥΣΗ ΕΝΗΛΙΚΩΝ
2014





ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ,
ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ



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Η υποστήριξη της Ευρωπαϊκής Επιτροπής για την παραγωγή της παρούσας έκδοσης δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντανακλά τις απόψεις μόνον των δημιουργών και η Ευρωπαϊκή Επιτροπή δεν φέρει ουδεμία ευθύνη για οποιαδήποτε χρήση των πληροφοριών που εμπεριέχονται σε αυτή.

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ΒΑΣΙΚΗ ΔΡΑΣΗ 2 / ΚΑ2

Συνεργασία για Καινοτομία και Ανταλλαγή Καλών Πρακτικών: ΣΤΡΑΤΗΓΙΚΕΣ ΣΥΜΠΡΑΞΕΙΣ

Περιγραφή Δράσης

Η Δράση **Στρατηγικές Συμπράξεις** ΚΑ2 στο πλαίσιο του Προγράμματος Erasmus+ στοχεύει στην ανάπτυξη και ενίσχυση διακρατικών συνεργασιών μεταξύ φορέων/οργανισμών/ιδρυμάτων προκειμένου να παράξουν, στη βάση ενός κοινού οράματος, παραδοτέα προϊόντα που θα αφορούν θέματα κοινού ενδιαφέροντος και θα καλύψουν εκπαιδευτικές ανάγκες για όλους τους τομείς της εκπαίδευσης της κατάρτισης και της νεολαίας.

Βασικό χαρακτηριστικό μιας Στρατηγικής Σύμπραξης είναι να αποδίδει έμφαση στο αντικείμενο και στις δραστηριότητες του σχεδίου με στόχο την προώθηση της καινοτομίας, την ανάπτυξη και επικύρωση δεξιοτήτων, την ενθάρρυνση του ενεργού πολίτη και της επιχειρηματικότητας κ.ο.κ. μέσω της ανάληψης κοινών πρωτοβουλιών και την ανταλλαγή τεχνογνωσίας και καλών πρακτικών. Πρακτικά ενθαρρύνονται διατομεακές συνεργασίες φορέων που ανήκουν σε διαφορετικούς χώρους και τομείς της οικονομίας υπό την προϋπόθεση ότι καθένας από αυτούς, μέσα από την εμπειρία και το θεσμικό και επιχειρησιακό του ρόλο, μπορεί να συμβάλει με αποτελεσματικότητα στην ευόδωση των στόχων του σχεδίου.

Οι Στρατηγικές Συμπράξεις

Έχουν διεθνικό χαρακτήρα και πρέπει να αποτελούνται από **τρεις** τουλάχιστον φορείς/οργανισμούς/ιδρύματα από **τρεις** διαφορετικές συμμετέχουσες στο πρόγραμμα χώρες. Φορείς από χώρες-εταίρους μπορούν να εμπλακούν σε μία διακρατική συνεργασία (ως εταίροι) αρκεί η συμμετοχή τους να επιφέρει ουσιαστική προστιθέμενη αξία στο σχέδιο.

- // Η διάρκεια μιας στρατηγικής σύμπραξης μπορεί να κυμαίνεται από **2 έως 3** χρόνια με μέγιστο ποσό χρηματοδότησης από **300.000 ως 450.000** ευρώ αντιστοίχως.
- // Ένας εκ των συμμετεχόντων φορέων αναλαμβάνει τον ρόλο του συντονιστή και οι υπόλοιποι αποτελούν τους εταίρους του σχεδίου.
- // Μία σύμπραξη μπορεί να παράξει πνευματικά προϊόντα που αφορούν έναν συγκεκριμένο τομέα (πχ Ανώτατη Εκπαίδευση, Εκπαίδευση Ενηλίκων, Επαγγελματική Εκπαίδευση, Σχολική Εκπαίδευση) ή διατομεακά προϊόντα που να απευθύνονται σε παραπάνω από έναν τομέα. Στην περίπτωση ενός διατομεακού σχεδίου πρέπει να επιλέγεται από τη Στρατηγική Σύμπραξη ένας τομέας ως ο κυρίαρχος τομέας που επικεντρώνεται το σχέδιο και να ορίζεται στην υποβληθείσα αίτηση.
- // Το μέγεθος και η δομή των στρατηγικών συμπράξεων μπορεί να ποικίλλει ανάλογα με τους στόχους που έχουν τεθεί, τους συμμετέχοντες φορείς, τον αναμενόμενο αντίκτυπο και άλλα στοιχεία. Έτσι, μία στρατηγική σύμπραξη μπορεί να έχει τη μορφή ενός απλού σχεδίου μεταξύ φορέων μικρής κλίμακας ή ενός πιο σύνθετου σχεδίου μεγάλης κλίμακας με στόχο την παραγωγή υψηλής ποιότητας καινοτόμων προϊόντων.

- Οι Στρατηγικές Συμπράξεις είναι ανοιχτές σε ένα ευρύ φάσμα οργανισμών/φορέων, δημόσιων και ιδιωτικών, που δραστηριοποιούνται στους τομείς της Εκπαίδευσης και Κατάρτισης ή σε άλλους κοινωνικοοικονομικούς τομείς και διαθέτουν τα απαιτούμενα χαρακτηριστικά, πείρα και εξειδίκευση ώστε να φέρουν σε πέρας κάθε πτυχή του σχεδίου.

Ποιές δραστηριότητες ενισχύονται στο πλαίσιο μιας στρατηγικής σύμπραξης;

Οι Στρατηγικές Συμπράξεις υποστηρίζουν ένα ευρύ φάσμα δραστηριοτήτων με σκοπό την εφαρμογή καινοτόμων πρακτικών, την προώθηση της ανάπτυξης των οργανισμών και την ενίσχυση των πολιτικών εκπαίδευσης, κατάρτισης και νεολαίας σε ευρωπαϊκό, εθνικό και περιφερειακό επίπεδο.

Στο πλαίσιο της Δράσης ΚΑ2 οι δραστηριότητες που υποστηρίζουν οι Στρατηγικές Συμπράξεις χρηματοδοτούνται μέσω ενός μενού επιλέξιμων δαπανών που προτείνεται στις χώρες-εταίρους της σύμπραξης να επιλέξουν για το σχέδιο τους και είναι οι εξής:

Project Management (Διαχείριση και Υλοποίηση του σχεδίου)

Ένα ευρύ φάσμα δραστηριοτήτων, όπως η εκπόνηση σχεδίου ποιότητας (quality plan), εκθέσεων προόδου, ενδιάμεσων και τελικών εκθέσεων, η πιλοτική εφαρμογή, η οργάνωση τοπικών δραστηριοτήτων κατάρτισης και διάχυσης, η δημιουργία ιστοσελίδας, η έκδοση φυλλαδίων, η δημιουργία μικρής κλίμακας εκπαιδευτικού, κ.α. καλύπτονται από την κατηγορία project management. Οι συντονιστές του σχεδίου και το διοικητικό προσωπικό (administrative staff) που εμπλέκεται στην ποιοτική διαχείριση του σχεδίου, αποζημιώνονται με βάση τη συμμετοχή τους στις παραπάνω δραστηριότητες. Η κοινοτική επιχορήγηση υπολογίζεται με βάση μοναδιαίο κόστος ανά φορέα/ίδρυμα/οργανισμό ανά μήνα.

Transnational Project Meetings (Διεθνικές συναντήσεις για το σχέδιο)

Συμμετοχή σε διεθνικές συναντήσεις μεταξύ των εταίρων που διοργανώνονται από συμμετέχοντες στη σύμπραξη οργανισμούς για σκοπούς διαχείρισης και υλοποίησης του προγράμματος. Η ανάγκη πραγματοποίησης της συγκεκριμένης δραστηριότητας, η συχνότητα των συναντήσεων και ο αριθμός των συμμετεχόντων θα πρέπει να καθορίζονται από τις ανάγκες του συγκεκριμένου σχεδίου με βάση τους στόχους που έχουν τεθεί και θα τεκμηριώνονται επαρκώς. Ο τόπος διεξαγωγής των Διεθνικών Συναντήσεων για το Σχέδιο πρέπει να βρίσκεται στην περιοχή στην οποία εδρεύει ο εκάστοτε δικαιούχος, σύμφωνα με τα προβλεπόμενα στην αίτηση επιχορήγησης και όπως αυτή εγκρίνεται από την Εθνική Μονάδα. Τυχόν εξαιρέσεις πρέπει να τεκμηριώνονται από το δικαιούχο και να εγκρίνονται επισήμως από την Εθνική Μονάδα πριν από τη διεξαγωγή της σχετικής συνάντησης.

Intellectual Outputs (Παραγωγή Πνευματικών Προϊόντων)

Στο πλαίσιο μίας Στρατηγικής Σύμπραξης επιχορηγείται η παραγωγή πνευματικών προϊόντων, απτών δηλαδή παραδοτέων του σχεδίου. Τα πνευματικά προϊόντα θα πρέπει να είναι ουσιαστικά σε ποσότητα και ποιότητα, να αποδεικνύουν τη δυναμική τους για την ευρύτερη αξιοποίηση τους και τον αντίκτυπο τους σε περιβάλλοντα διαφορετικά από αυτό που αναπτύχθηκαν και μετά το πέρας του σχεδίου, διασφαλίζοντας έτσι τη βιωσιμότητα του έργου.

Τα πνευματικά προϊόντα, τα ολοκληρωμένα τελικά αποτελέσματα μίας προσπάθειας ανίχνευσης και ικανοποίησης συγκεκριμένων αναγκών στα πλαίσια μια διακρατικής συνεργασίας, μπορεί να ποικίλουν ανάλογα με τον τύπο και τις ομάδες-στόχους του σχεδίου. Ενδεικτικά κάποια παραδείγματα:

- // Εκπαιδευτικό υλικό
- // Προγράμματα σπουδών
- // Έρευνες-Μελέτες-Αναλύσεις
- // Ανοικτοί εκπαιδευτικοί πόροι (OER)
- // Εργαλεία διδασκαλίας με χρήση ΤΠΕ
- // Μέθοδοι μάθησης μεταξύ ομοτίμων κ.ο.κ.

Η εκπόνηση ακαδημαϊκών εργασιών (papers), η διοργάνωση workshops και δραστηριοτήτων πιλοτικής εφαρμογής προγραμμάτων καθώς και η δημιουργία ιστοσελίδας δεν αποτελούν πνευματικά προϊόντα.

Multiplier events (Πολλαπλασιαστικές Εκδηλώσεις)

Οι Πολλαπλασιαστικές Δράσεις μπορούν να διοργανωθούν από τους συμμετέχοντες σε μία Στρατηγική Σύμπραξη υπό την αίρεση ότι συνδέονται με συγκεκριμένο/α πνευματικό/ά προϊόν/τα. Στόχος των ενεργειών διάχυσης (τοπικά και διεθνικά συνέδρια, σεμινάρια, εκδηλώσεις κοκ) είναι η διάδοση και η γνωστοποίηση των πνευματικών προϊόντων σε δυνητικούς χρήστες, μεμονωμένα άτομα και οργανισμούς εκτός εταιρικής σχέσης, πέραν δηλαδή των άμεσα επωφελουμένων του έργου. Η ποιότητα, το αντικείμενο των εκδηλώσεων, η εναρμόνιση τους με τα διάφορα στάδια του σχεδίου και η αξιολόγηση τους από τους ίδιους τους συμμετέχοντες θα πρέπει να ληφθούν υπόψη από τους εμπλεκόμενους στη σύμπραξη. Επισημαίνεται ότι οι εκδηλώσεις διάδοσης έχουν πολύ συγκεκριμένο σκοπό και πλαίσιο υλοποίησης που αποκλείει τη διοργάνωση focus groups, workshops, pilot activities, evaluation activities κοκ.

Transnational Training, Teaching and Learning Activities (Διεθνικές δραστηριότητες μάθησης, διδασκαλίας και κατάρτισης)

Στο πλαίσιο μιας Στρατηγικής σύμπραξης μπορούν να διοργανωθούν Διακρατικές Δραστηριότητες Εκπαίδευσης, Διδασκαλίας και Μάθησης με την προϋπόθεση ότι προσδίδουν προστιθέμενη αξία στην ευόδωση των στόχων του σχεδίου.

Οι διεθνικές δραστηριότητες μάθησης, διδασκαλίας και κατάρτισης πραγματοποιούνται στις χώρες στις οποίες εδρεύουν οι δικαιούχοι και οι συμμετέχοντες στις δραστηριότητες αυτές είναι άτομα που συνδέονται άμεσα με δικαιούχο-οργανισμό.

Προϋπόθεση για να θεωρηθεί επιλέξιμη η συμμετοχή ατόμων σε διεθνικές δραστηριότητες μάθησης, διδασκαλίας και κατάρτισης, οι οποίες πραγματοποιούνται στη χώρα των εν λόγω συμμετεχόντων είναι να λαμβάνουν μέρος συμμετέχοντες προερχόμενοι από οργανισμούς-δικαιούχους από δύο τουλάχιστον διαφορετικές χώρες που συμμετέχουν στο Πρόγραμμα, ενώ η χιλιομετρική απόσταση μεταξύ του τόπου αναχώρησης και του τόπου άφιξης είναι τουλάχιστον 100 χλμ. βάσει του υπολογισμού που πραγματοποιείται από τον online μετρητή απόστασης.

Στην έκδοση αυτή μπορείτε να βρείτε τα εγκεκριμένα από το ΙΚΥ σχέδια της **Βασικής Δράσης 2 για το 2014** για τους τομείς της Ανώτατης Εκπαίδευσης, της Επαγγελματικής Εκπαίδευσης και Κατάρτισης και της Εκπαίδευσης Ενηλίκων.

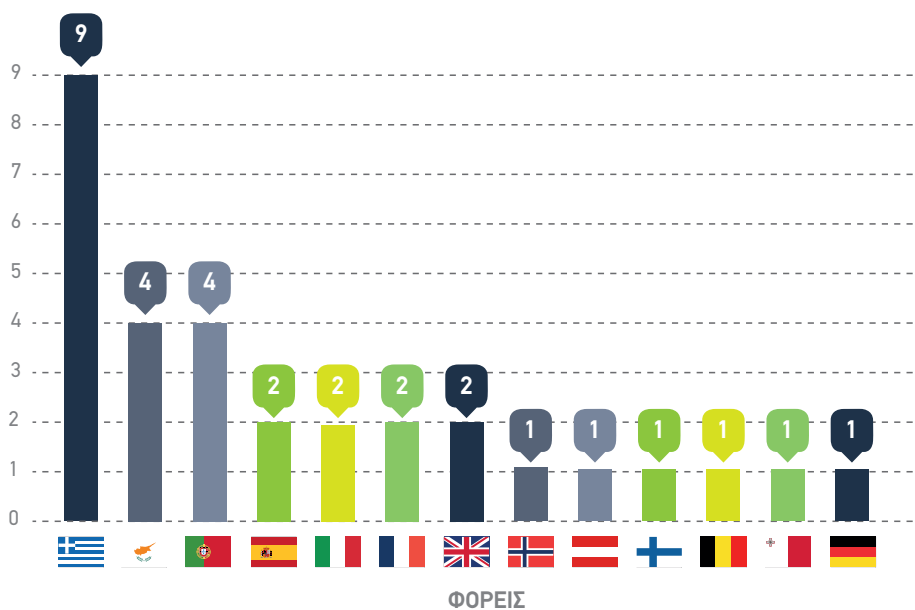
**Οι περιλήψεις των σχεδίων είναι στην Αγγλική γλώσσα όπως κατατέθηκαν με την αίτηση.*

Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2

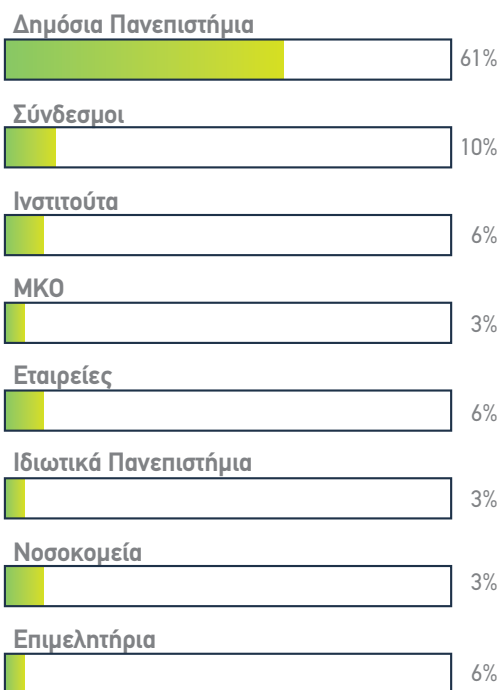
στον τομέα της **Ανώτατης Εκπαίδευσης**



Συμμετέχουσες Χώρες στις Συμπράξεις



Νομική Μορφή Συμμετεχόντων Φορέων



Συνολική
Χρηματοδότηση
€ 923.169,00



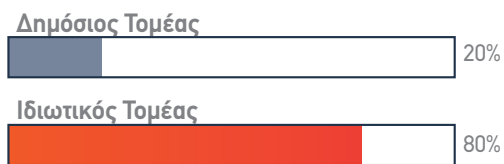
Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2

στον τομέα της **Επαγγελματικής Εκπαίδευσης & Κατάρτισης**

Αιτήσεις και Εγκεκριμένα Σχέδια



Δημόσιος VS Ιδιωτικός Τομέας



Non Profit VS Profit



Βασικά Στοιχεία Σχεδίων

Γεωγραφική Περιφέρεια



- Αττική (70%)
- Δυτική Ελλάδα (20%)
- Βόρειο Αιγαίο (10%)

Είδος Οργανισμού



- Πανεπιστήμια (17%)
- Εταιρείες (33%)
- ΚΕΚ (17%)
- ΜΚΟ (17%)
- Δημόσιος Φορέας (17%)

Προϋπολογισμός

Μέσος όρος χρηματοδότησης

Ανά έτος για 2 χρόνια

121.272,00 €

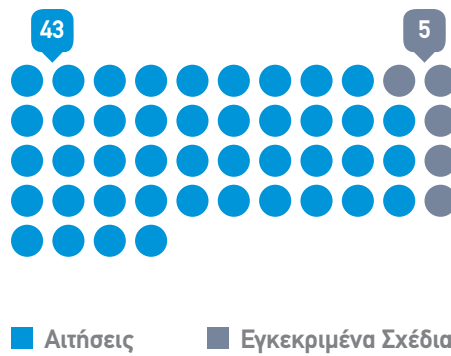
Ανά έτος για 3 χρόνια

116.571,72 €

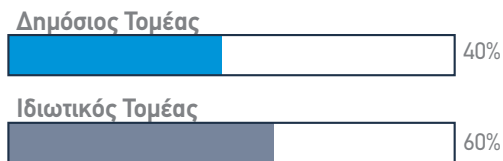
Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2

στον τομέα της **Εκπαίδευσης Ενηλίκων**

Αιτήσεις και Εγκεκριμένα Σχέδια 2014



Δημόσιος VS Ιδιωτικός Τομέας



Non Profit VS Profit



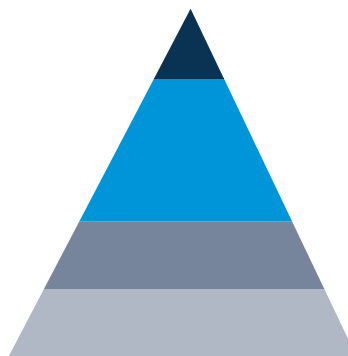
Βασικά Στοιχεία Σχεδίων

Γεωγραφική Περιφέρεια



- Ανατ. Μακεδόνια, Θράκη (20%)
- Αττική (40%)
- Θεσσαλία (40%)

Είδος Οργανισμού



- ΜΚΟ (20%)
- Σχολεία (20%)
- Εταιρείες (40%)
- Πανεπιστήμια (20%)

Προϋπολογισμός

Μέσος όρος χρηματοδότησης

Ανά έτος για 2 χρόνια

297.898,00 €

Ανά έτος για 3 χρόνια

308.438,47 €



ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ
Higher Education

Περίληψεις Σχεδίων Στρατηγικών
Συμπράξεων Erasmus+
2014
Erasmus+ KA2/Higher Education
Directory

E+ Link number:	2014-1-EL01-KA200-001373
Φορέας:	ΠΑΝΕΠΙΣΤΗΜΙΟ ΙΩΑΝΝΙΝΩΝ
Τμήμα:	Προσχολικής Εκπαίδευσης
Συντονιστής:	Αικατερίνη Πλακίτση (Αν. Καθηγήτρια)
Τίτλος Σχεδίου:	Environmental PORTfolio for Quality in University Education / EPOQUE
Διάρκεια Σχεδίου:	24 μήνες
Email:	kplakits@cc.uoi.gr

Περίληψη σχεδίου

The project ÉPOQUE promotes a smart specialisation of prospective teachers, scientists and engineers through an environmental portfolio ready to be integrated into the university syllabuses. It creates a new generation of green teachers, green scientists, green engineers in the context of higher education modernisation agenda connected to SMEs and organisations (including schools). This project aims to change the European policies about the connection of higher education and also adult learning. The ÉPOQUE project builds on the ERASMUS INTENSIVE PROGRAM LIGHT carried out at the coordinating institution for three years. Due to the previous experience, the project has a great impact to the regional development using tertiary education as a vehicle to achieve the Epirus regional priorities for convergence. The project produces a set of courses, comparative studies, teaching manuals and an EnMS for schools.

Εταίροι:

- // INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AUSTRIA
- // PROJECTS IN MOTION LIMITED, MALTA
- // UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II, ITALY
- // ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ, ΕΛΛΑΔΑ
- // HELSINGIN YLIOPISTO, FINLAND

E+ Link number:	2014-1-EL01-KA203-001612
Φορέας:	ΑΡΙΣΤΟΤΕΛΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ
Τμήμα:	Αρχιτεκτονική Σχολή
Συντονιστής:	Κων/νος-Βίκτωρ Σπιριδωνίδης (Αν. Καθηγητής)
Τίτλος Σχεδίου:	Shaping the Architect's profile(s) for the Mediterranean and European South / ARCHIMEDES
Διάρκεια Σχεδίου:	36 μήνες
Email:	spirido@arch.auth.gr

Περίληψη σχεδίου

ARCHIMEDES project is an experiment. It is an initiative to (re)consider, through the collaboration among schools of architecture, professional bodies and interdisciplinary teams, the education of the architects in the Mediterranean and European South (MEDES). Taking into account the competitive internationalization of higher (architectural) education, the project has as its main aim to develop strategies and policies for sustainable academic and professional growth, enhancement of quality and excellence, based upon local strengths and particularities.

Εταίροι:

- // Universidade da Beira Interior, PORTUGAL
- // ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ, ΚΥΠΡΟΣ
- // ΕΝΩΣΗ ΚΥΠΡΙΩΝ ΑΡΧΙΤΕΚΤΟΝΩΝ, ΚΥΠΡΟΣ
- // ΕΝΩΣΗ ΕΛΛΗΝΩΝ ΑΡΧΙΤΕΚΤΟΝΩΝ, ΕΛΛΑΔΑ
- // Education in an Interdependent World (EDIW), BELGIUM
- // UNIVERSITAT POLITECNICA DE CATALUNYA, SPAIN
- // UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA, ITALY



E+ Link number:	2014-1-EL01-KA200-001365
Φορέας:	ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
Τμήμα:	ΤΕΦΑΑ
Συντονιστής:	Αναστασία Μπενέκα (Αν. Καθηγήτρια)
Τίτλος Σχεδίου:	Therapeutic Exercise at the Work Space / THEWS
Διάρκεια Σχεδίου:	24 μήνες
Email:	ampeneka@phyed.duth.gr

Περίληψη σχεδίου

Musculoskeletal disorders (MSDs) such as neck/back pain or upper limb disorders remain the most common occupational disease in the European Union and workers in all sectors and occupations can be affected. Strength and conditioning professionals, athletic trainers, and physical therapists often come across ongoing or recurrent complaints of neck pain. While the etiology of musculoskeletal pain symptoms is multi-factorial, there is a general consensus about the beneficial effect of therapeutic exercise. The partnership has come together because of the common purpose and belief that health promotion and well-being in the workplace is one of the most pressing problems facing European economies. The common goal and vision amongst the partnership members is that, there needs to be a learning program (focused on transforming 'ideas into action' in line with Europe 2020 recommendations) for exercise and health specialists, which will act as a catalyst for their own professional development and that will enhance well-being and quality of life in the Work Space.

Εταίροι:

- // HOGSKOLEN I BUSKERUD OG VESTFOLD, NORWAY
- // ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ, ΚΥΠΡΟΣ
- // ALBA, Κολλέγιο Διοίκησης Επιχειρήσεων, ΕΛΛΑΔΑ
- // INSTITUTO PEDRO NUNES, ASSOCIACAO PARA A INOVACAO E DESENVOLVIMENTO EM CIENCIA E TECNOLOGIA, PORTUGAL
- // Center for Orthopaedics and Traumatology, St. Anna Hospital Herne, GERMANY



E+ Link number:	2014-1-EL01-KA203-001613
Φορέας:	ΤΕΙ ΑΘΗΝΑΣ
Τμήμα:	Ενεργειακής Τεχνολογίας
Συντονιστής:	Πέτρος Αξαόπουλος (Καθηγητής)
Τίτλος Σχεδίου:	Development of an open access remote photovoltaics laboratory and associated open educational resources for online training and education / HELIOSLAB
Διάρκεια Σχεδίου:	36 μήνες
Email:	pax@teiath.gr

Περίληψη σχεδίου

This project suggests the development of an open access remote PV laboratory for educational purposes. The remote PV laboratory will be installed outdoors at the facilities of the TEI of Athens - Greece, which is in a geographical region characterized by a large number of annual sunshine hours, allowing the users to perform real-world tests and experiments with photovoltaic panels over the internet, in real time. At the same time, the student can have a live view of the systems through a web camera, offering him/her a sense of personal presence in the place where the experiment takes place. The system should be accessible by everyone on the planet with an internet access and will be offered in at least five different languages. It also should be accompanied by appropriate educational material, for several target groups, such as students, postgraduates, professionals and educators, allowing it to be used by a broad variety of users directly. Moreover, the remote laboratory could help students with disabilities, to increase their participation in a laboratory environment.

Εταίροι:

- // THE OPEN UNIVERSITY, UK
- // BRUNEL UNIVERSITY, UK
- // UNIVERSITE DE BORDEAUX, FRANCE
- // UNIVERSITE DE SAVOIE, FRANCE
- // ΤΕΧΝΙΚΟ ΕΠΙΜΕΛΗΤΗΡΙΟ, ΠΑΡΑΡΤΗΜΑ ΔΥΤΙΚΗΣ ΚΡΗΤΗΣ



E+ Link number:	2014-1-EL01-KA203-001558
Φορέας:	ΤΕΙ ΘΕΣΣΑΛΙΑΣ
Τμήμα:	Τεχνολογίας Τροφίμων
Συντονιστής:	Όλγα Γκορτζή (Αν. Καθηγήτρια)
Τίτλος Σχεδίου:	Design, Development and Pilot Testing of Freely Accessible Online Educational Material, for a Common Group of Modules Intended for “Food Science” Students
Διάρκεια Σχεδίου:	36 μήνες
Email:	ogortzi@teilar.gr

Περίληψη σχεδίου

The general objectives of this project are:

1. enhancing the quality and relevance of the learning offer in education by developing new and innovative education approaches and supporting the dissemination of best practices in food science and technology education
2. promoting innovative practices in education by supporting personalised learning approaches, collaborative learning and critical thinking, strategic use of Information and Communication Technologies (ICT), open educational resources (OER), open and flexible learning, virtual mobility and other new pedagogies
3. increasing labour market relevance of learning provision and qualifications and reinforcing links between education with the world of the food industry
4. improving the capacities of the participating universities in the areas of strategic development, quality of learning provision and internationalization

Εταίροι:

- // UNIVERSIDADE CATOLICA PORTUGUESA, PORTUGAL
- // ΤΕΙ ΑΘΗΝΑΣ, ΕΛΛΑΔΑ
- // ΑΝΩΝΥΜΗ ΕΤΑΙΡΕΙΑ ΕΡΕΥΝΑΣ ΚΑΙ ΑΝΑΠΤΥΞΗΣ ΣΥΣΤΗΜΑΤΩΝ ΚΑΙ ΥΠΗΡΕΣΙΩΝ, ΕΛΛΑΔΑ
- // ΤΕΧΝΟΛΟΓΙΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ, ΚΥΠΡΟΣ
- // ΑΝΑΠΤΥΞΙΑΚΗ ΚΑΡΔΙΤΣΑΣ, ΕΛΛΑΔΑ
- // UNIVERSIDAD DE LEON, SPAIN





ΕΠΑΓΓΕΛΜΑΤΙΚΗ
ΕΚΠΑΙΔΕΥΣΗ & ΚΑΤΑΡΤΙΣΗ
Vocational Education
and Training

Περίληψεις Σχεδίων Στρατηγικών
Συμπράξεων Erasmus+
2014
Erasmus+ KA2/Vocational Education
and Training Directory

E+ Link number:	2014-1-EL01-KA202-001397
Φορέας:	ΤΕΧΝΙΚΗ ΕΚΠΑΙΔΕΥΤΙΚΗ Κ.Ε.Κ. Σ.Α.
Τίτλος Σχεδίου:	Digital skills and tools for Young Female Entrepreneurs
Διάρκεια Σχεδίου:	36 months

Περίληψη σχεδίου

The project contributes to the efforts for reduction of youth unemployment especially among women and for recognition and certification of skills developed in environments of non-formal and informal training/ education that can be adapted to different work needs and environments.

Through the production of a structured product Digi Fem accompanied by MOOC courses, women will be enhanced to start up businesses, in a qualitative and quantitative rich frame of further personal development. The project seeks to connect dynamic areas of research, surveys, vocational training, dissemination and create a new professional framework on female business entrepreneurship for recognition and certification of learning outcomes, skills and competences in non formal/informal learning environments. Main objective is to offer to young women the possibility to be in contact with a supportive low cost mechanism and investigate in a simple way the needed steps for setting up a business, maintain established and find.

Achievement of objectives: through the development, of ICT products, development of training curriculum based on profess framework, production of an innovative model for the recognition, development and certification of fem-entrepreneur skills, targeting unemployed young women or professionals wishing to develop new skills that enable them to respond more adequate to modern requirements of the labor market and business, in Europe.

Activities: testing courses under which participants will use all products during preparation phase, under the guidance of experienced trainers, professors. Surveys for the provision of data in order to develop the prof framework, focusing on the initiation of a tool for european institutionalization of female entrepreneurship. Women Participants face and cope with real challenges in a business world under a continuous process of transformation, on which knowledge, skills and competences are contested due to the lack of recognition and validation of skills and competences referring to professional framework. Young women will use projects products for job creation, job enhancement and acquisition of new job places, as well as for an unofficial self - assessment of competencies and skills in a virtual process.

The certification of learning outcome will be, compatible with the EQF and ECVET. Each beneficiary after completing the training / testing will receive a certificate which will identify/recognize their experience and capacities in business. In this way, the students will have the opportunity to present and use with confidence new competencies and improve their professional profile, claiming appropriate / matching for the same jobs in the labor market of their country and abroad.

The project is structured so that results directly benefit three target groups:

1. The final users: young unemployed women and other NEETs and fewer opportunities young women interested in mobility, women needing support through new skills for the modern labor market and entrepreneurial activity, low cost. The project is expected to have a participation minimum of 240 people in each country.
2. Researchers / trainers / experts of the VET and educational sector: educational staff, HEIs, educational institutions, mentors to participating to production of outputs, surveys, professional framework and for the elaboration of results, factors of failure/risks/assumptions, consultants and more supporting staff from all partners. Expected to train, minimum 60 people in each country.
3. Partner organisations and cooperating stakeholders, at local, regional and national level: It is expected to reach at least 50 bodies, both from the participating countries and other countries of Europe.

Intellectual outputs

- A. Digi-Fem: Research for the development of project's tools (definition of the objectives, parameters of business success, business param)
- B. Experimental development of educational methodology MOOC and more software tools. Also development of training curriculum, educational material, methods, techniques and tools, based on professional frame, evaluation procedures
- C. Transnational courses train the trainer one in Greece and one in Austria
- D. National Surveys and development of a system of certification of female skills/competences, (based on EQF and ECVET), production of professional framework on female entrepreneurship
- F. Pilot (at least 12), training testing courses for all ICT products in all European countries
- G. Development communication platform for networking in local - national - European networks of beneficiaries as well as stakeholders (creation of virtual environments to exchange ideas, knowledge, practices, proposals, involving key persons from the VET, business, universities' sectors)
- H. Dissemination activities: awareness of more different social groups
- I. Evaluation activities

Six organizations are involved from GR, RO, GE, AT, IT.

Εταίροι:

- // TECHNOLOGΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ ΑΘΗΝΑΣ, Greece
- // AJOFM COVASNA, Romania
- // Staff Consult S.r.l., Italy
- // BERUFSFORDERUNGSINSTITUT OBEROSTERREICH, Austria
- // UNIVERSITAET DUISBURG-ESSEN, Germany

E+ Link number:	2014-1-EL01-KA202-001592
Φορέας:	EUROTRAINING EDUCATIONAL ORGANIZATION
Τίτλος Σχεδίου:	Training in community mental healthcare
Διάρκεια Σχεδίου:	36 months

Περίληψη σχεδίου

Support mental health professionals in entrepreneurial activities and provide them with advanced clinical, social and management skills required for sustainable evidence-based mental healthcare innovation across Europe. Provide support for shifting partner countries' hospital based models to community based models in mental health. The project will bring together higher education bodies and active mental healthcare professionals across 6 partner countries. A dedicated platform implemented by the leading vocational training centre will provide transnational joint e-training and mentoring programme.

E-training will provide a robust introduction to entrepreneurial principles and best practices in the mental healthcare sector. It will foster collaborative learning activities on mental health care innovation with hands-on sessions performed simultaneously in all partner countries in English.

Mentoring activities will couple mental health professionals with matching mentors from an existing pool of experts on community based mental health care and entrepreneurship, providing support tailored to their specific entrepreneurial aspirations and their particular needs and intentions. Learning pathways will be defined through the e-training and mentoring sessions in order for trainees to be able to follow a curriculum tailored to their needs and interests.

Actions:

- ▶ ECVET learning outcomes will be agreed among all partners
- ▶ Introduction to current mental health care interventions - comparative review between partner countries
- ▶ Profiling of mental health professionals, presentation of their existing activities and identification of skills candidate for reinforcement/development
- ▶ Methodology for developing innovative mental health interventions fostering transnational collaboration
- ▶ Task based learning of social entrepreneurial skills - mental health professionals will engage in collaborative activities with their peers across all participating countries
- ▶ Universities will provide the know-how and the training material will be jointly created with the vocational training centre
- ▶ Higher education institutions will provide a pool of experts on community mental health model and entrepreneurship

Results

- ▶ Transnational joint e-learning programme for mental health professionals that will originally be offered in groups and progressively become tailored to each participant's particular needs
- ▶ An e-learning curriculum that will be available both through the e-training program as well as through self paced learning
- ▶ Two cycles of e-training that will take place in four months each and will be based on synchronous participation and interactive sessions
- ▶ An on line validation tool that will assess trainees' knowledge and understanding on the training topics and will motivate them to study/participate in the training activities or follow self paced learning based on their identified matching learning pathways by the tool
- ▶ Knowledge flow based on mentoring activities
- ▶ A pairing of health professionals and experts will take place in the second phase of the project when a "matching" mentor will be allocated to a subset of the original trainees based on particular needs and goal set in the course of the e-training

Εταίροι:

- // EUROPEAN ALLIANCE AGAINST DEPRESSION EV, Germany
- // UNIVERSITAET KLAGENFURT, Austria
- // KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU, Greece
- // Medical University of Sofia, Bulgaria
- // COVENTRY UNIVERSITY, United Kingdom
- // PARC SANITARI SANT JOAN DE DEU, Spain



E+ Link number:	2014-1-EL01-KA202-001610
Φορέας:	HELLENIC MANAGEMENT ASSOCIATION
Τίτλος Σχεδίου:	Social Keys for Social Entrepreneurship
Διάρκεια Σχεδίου:	36 months

Περίληψη σχεδίου

Social Economy is one of the most important economic sector in Europe, with a significant occupational relevance. Based on available evidence, it is estimated that the social economy in Europe – measured as the aggregate of cooperatives, mutuals, associations and foundations – engages over 14.5 million paid employees, equivalent to about 6.5% of the working population of the EU-27. The social economy has increased more than proportionately between 2002-03 and 2009-10, increasing from 11 million to 14.5 million jobs. The significant contribution of the social economy to economic development and wellbeing has been confirmed by the recent economic crisis that has highlighted social economy and entrepreneurship generate new employment and help preserve existing jobs, as in the case of the conversion of existing corporations into social economy organisations. The facts demonstrate how social economy and social entrepreneurship respond to emerging social needs, for example, in Italy between 2007 and 2011 employment in cooperatives increased by 8% while it decreased in the economy as a whole by 1.2% and in private enterprises by 2.3%. Furthermore, social economy organisations effectively foster entrepreneurship and business creation; bringing economic activity in areas that are neglected due to low profitability and by bringing an entrepreneurial culture in sectors that were traditionally considered outside of the scope of entrepreneurial behavior.

Among the key challenges for social economy organisations there is the lack of specialized training and education in the sector. To overcome this challenge is necessary a better capacity building for social economy organisations, starting with specialized programmes. Several universities, often in partnership with social economy organisations, are launching new research centres devoted to social economy issues like social enterprise management or social innovation. However, it is also worth mentioning that most social entrepreneurs generally are not university graduates and if they have had a training, more often it was a VET or adult training. The very large and diversified range of activities and professional figures related to social economy across European countries and regions often are not clearly defined in terms of learning outcomes but also frequently regulated, in terms of access to training and qualification opportunities, in a way that in fact is very limiting the mobility beyond the VET systems “edges”- confines of national and regional VET systems, barriers to the mobility within a particular VET system, obstacle to mobility outside the formal education. For the EU to strengthen its social economy sector, it requires knowledgeable workers in the field. However, workers within the social economy sector are at present finding obstacles to pursue further training due to lack of recognised qualifications in this field. Besides, workers within the social economy sector are unable to reap the full benefits from their work experiences as these are also not being recognised.

Moreover, many European VET providers offer learning opportunities in the concerned professional field, but these VET courses are based on knowledge rather on competences, and the assessment of them is often not conducted on the field of related performances. This lack of competences needed by the labour market make more difficult the employment of the trainees, and the employees in keeping their job and improve their employability.

Considering this situation and particularly the labour market needs and the limitations to learning and work opportunities, and to mobility across European VET systems, several VET providers (in particular those offering learning opportunities in social economy professional field, enterprises operating in social economy, their representative organisations and the sectoral trade unions, and also public institutions having regulatory competence on VET and social economy) considering this situation and particularly the limitation to learning and work opportunities and to mobility beyond the VET systems, sustain together this Erasmus+ Strategic Partnership aimed to develop and test in different European countries, starting from the shared design at European level of common competence standards (utilising the competences/skills/knowledge approach established by the EQF – European Qualification Framework) according to learning outcomes (formalised by means of a Memorandum of Understanding ECVET), coherent common VET curricula and courses (to be supported through transnational learning activities during the project, also adopting Learning Agreements ECVET and Europass Certificate Supplement to sustain transparency and recognition of learning outcomes) focused on work based learning, virtual mobility, open educational resources and virtual laboratories/workplaces adapted to labour market needs, for the qualifications in the social economy sector.

Εταίροι:

- // Scuola Nazionale Servizi Foundation, Italy
- // Regione Umbria - Direzione Programmazione - Servizio Istruzione, Italy
- // Caritas Archidiecezji Gdanskiej, Poland
- // DIESIS COOP, Belgium



E+ Link number:	2014-1-EL01-KA20 2-001658
Φορέας:	MARIA TSAKOS FOUNDATION
Τίτλος Σχεδίου:	Taming the Sea of Fisher's Knowledge, Skills and Competences
Διάρκεια Σχεδίου:	36 months

Περίληψη σχεδίου

The proposed project aims to contribute to the improvement of the quality and attractiveness of the Continuing VET for fishers and to address existing needs of the fisheries and the CVET sectors. The fisheries sector is recognized as one of the pillars of development at national, European and international level. The extent of its contribution to sustainable development, economic growth and food security highly depends on the knowledge, skills and competences of fishers. Continuing Vocational Education and Training (CVET) has a central role in responding to the changing training needs and new challenges this target group faces. Through CVET, knowledge, skills and competences are improved and updated, new ones are acquired allowing adaptation to the changing requirements and new developments.

In the E.U. agenda and strategy, investment in human capital through training and improvement and adaptation of CVET systems to the ongoing developments is a priority.

The objective of the project is to identify the IVET needs in knowledge, skills and competences of fishers and subsequently develop an enhanced and updated open source Training Course Curriculum. Moreover, in countries (like Greece) where no form of VET for fishermen exists, through the Pilot implementation and the Project's publicity, it will help in popularizing and spreading such activities.

A consortium of seven partners from five countries, Greece, Turkey, Malta, Spain and Ireland is formed utilizing individual and collective expertise. The Project consists of 11 Work Packages covering in well thought detail Project Management and Implementation and Intellectual Outputs issues. More specifically: Project, Quality & Financial Management, Design and Development of a Portal and Transfer of Innovation and Best Practices in Fisheries and CVET website, Identifying Fishers' Needs in Knowledge, Skills and Competences Development of the CVET program and guides, Design and Development of an E-learning Platform, Development of Short Courses' Learning Material, Learning/Teaching/Training Activities, evaluation and review of the CVET program and guides, Implementation, monitoring and evaluation of Dissemination Activities, Development of policy recommendations.

The Project covers a well-identified need in CVET in a region and sector not well versed in those principles. It aims to have a lasting contribution to the field by establishing and popularizing the best standards for those who gain their livelihood in the fisheries sector.

The benefits will penetrate local and regional communities (Greece-Turkey), since a special attention will be paid to **a.** map local needs in knowledge, skills and competences, **b.** test and evaluate the curricula by getting feedback from the local target groups, **c.** paying special attention to fortifying the community capacity building and the regional development.

In addition, the aim is to contribute to the understanding of, and implementation of the E.U. policies and recommendations (e.g. Mediterranean fisheries policies, ICVET policies etc), while furthering the E.U efforts by mapping the current situation in the sectors involved and give feedback on the way forward based on the outcomes of the project. Lastly, but not least, it will assist in engaging relevant stakeholders to promote such activities.



It will produce added value in three dimensions:

1. At the educational-training level: The research team will draw together and incorporate the innovative intellectual output developed in relevant Lifelong Learning E.U. Programmes and other EU funded projects, as well as the practices successfully implemented at the European context, while adapting them to the new developments and requirements of the E.U. fisheries, education (VET) and economic sector. A learning outcomes approach will be used, based on the principles of European Credit System for Vocational Education and Training (ECVET) to enable the development of a Sectoral qualifications framework within the framework of European Qualifications Framework (EQF) and future recognition and accreditation.
2. At the operational level: A special emphasis and care is given to quality assurance of processes, deliverables and communication/sustainability strategies by a. setting a quality assurance framework based on E.U. requirements, b. testing and assessing the deliverables through a pilot training in the participating countries, and c. by creating a web-network of stakeholders through a web-platform for communicating the need for empowering fishermen/women and the deliverables of the project, while setting the ground for the sustainability of the initiative.
3. At the policy-making level: Policy recommendations on Continuing Vocational and Education Training (CVET) for fishermen will be developed in view of supporting the policy-making at the E.U. and national level and assisting its implementation.

Εταίροι:

- // EGE UNIVERSITESI, Turkey
- // HELLENIC CENTRE FOR MARINE RESEARCH, Greece
- // AGENCIA ESTATAL CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS, Spain
- // PANEPISTIMIO AIGAIΟΥ, Greece
- // AquaTT UETP Ltd, Ireland
- // RISE, Greece
- // CHIOS CHAMBER OF COMMERCE, Greece
- // UNIVERSITA TA MALTA, Malta

E+ Link number:	2014-1-EL01-KA20 2-001564
Φορέας:	MANPOWER EMPLOYMENT ORGANISATION
Τίτλος Σχεδίου:	Develop Innovative Apprenticeship Network of Vocational Schools and Very Small Enterprises in the Metal Construction Sector
Διάρκεια Σχεδίου:	36 months

Περίληψη σχεδίου

Context/background of the project

For several years the European Commission has stressed in each of its communiqués the importance of vocational education and training (VET) for the employability of (young) people as well as for the competitiveness and growth of the economy. In many countries strategies to foster VET focus, however, largely on initial VET.

The project covers a wide range of European Life Long Learning objectives and priorities that are related to the core philosophy of Erasmus+.

Contributing to Lifelong Learning

Apprenticeship is one of the key issues in Lifelong Learning and thus a flexible dual education system specialised for SME's is going to be huge improvement. Not only from the perspective of education, but mainly from the perspective of individuals on the labour market: migrants, workers who want to improve their skills and/ or people who are looking for a (new) job.

Contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field:

The development of an innovative flexible certificated standard of apprenticeship system under European cooperation is going to set the foundations for the development of high quality apprenticeship systems. Additionally, project's results and dissemination activities will promote the development of common European and national policies related to apprenticeship and will enhance attractiveness of VET and Life Long Learning at European level.

Lack of apprenticeship certification discourages young people to become apprentices. Additionally, lack of regulation framework discourages firms to benefit from apprenticeship programs. An innovative flexible certificated standard of apprenticeship system will improve the quality, accessibility and attractiveness for VET and lifelong learning opportunities.

Support improvements in quality and innovation in vocational education and training systems, institutions and practices.

The project concerns an innovative apprenticeship system with improved quality due to its involving all interested parties.

To enhance the attractiveness of vocational education and training and mobility for employers and individuals and to facilitate the mobility of working trainees.

An innovative apprenticeship system integrating work-based and school-based learning promotes the mobility of employers, individuals and working trainees.

Sector Skills Alliances

The project will bring together bodies with metal construction companies' specific expertise in three complementary fields: the world of vocational education and training, the labour market, and VET policy makers with the help of a more flexible education system in order to identify skills needed by the energy sector and to integrate sectorial skills.

Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

Εταίροι:

- // INSTITUTE OF THE HELLENIC CONFEDERATION OF PROFESSIONALS CRAFTSMEN AND MERCHANTS AE, Greece
- // ASSOCIATION EUROPEENNE POUR LA FORMATION PROFESSIONNELLE, Belgium
- // INSTITOUTO ERGASIAS, Greece
- // CJD Maximiliansau, Germany
- // BERUFSFORDERUNGSINSTITUT OBEROSTERREICH, Austria



E+ Link number:	2014-1-EL01-KA20 2-001352
Φορέας:	UNIVERSITY OF PATRAS
Τίτλος Σχεδίου:	Training to Farmers Through Serious Games
Διάρκεια Σχεδίου:	24 months

Περίληψη σχεδίου

The increasing worldwide demand for agricultural products - which is attributable to population growth - has a twofold impact, affecting on the one hand the value of the aforementioned commodities and securing on the other the real agricultural income per labour unit according to Eurostat. Agricultural trade data confirm the specific trends as they showed a net trade of €14.3 Bn for the year 2012. Meanwhile, farmers' role is demanding as he has to face challenging environment issues as the climate change and natural resources degradation and a stringent regulatory context which assures food quality. It's worth to be mentioned that economic returns from farming are not satisfying and many farms are too small to survive as businesses.

The plethora of concerns that have risen have created the obvious need for the amelioration of farmers' decision making skills. Current's project objective is the development of an innovative e-learning platform which would efficiently satisfy farmers' agricultural and business information needs. The specific platform will materialize the transition to a new model of learning through gamification mechanisms which will enable farmers' voluntary engagement for the achievement of knowledge acquisition. E-Learning initiatives based on adult education theories and distance learning methods are monopolizing the interest of various parts of society (education, enterprises etc.) because they can reciprocate to user personalized demands. The proposed platform will pose e learning under a new context enhancing its inventory with innovative tools and approaches.

Project's partnership perceives that gamification implementation combined with usable interfaces will contribute to the improvement of content conveyance and syllabus attractiveness. Project's partners believe that our project could potentially contribute to a market reform resulting in both higher output product and quality. Furthermore, our project intends to promote agricultural development, to commercialize farmer innovation with environmental friendly solutions and to improve food quality creating new opportunities to the labor market. A section of the platform will be dedicated to end users (farmers). The latter will have a dedicated customized digital space in order to set up their own business initiatives, such as selling products in fixed price or in auction). The acquired knowledge will be put directly into practice having immediate results. Each member of the partnership network envisions a framework of sustainable business development combining lifelong learning process and a state-of-the-art educational method such as gamification applications.

The proposed project brings together 7 partners from 4 countries composing a team with academic and enterprising competencies.

More specifically it combines two higher education institutes with proven expertise in communication systems, agricultural entrepreneurship and project management; One agricultural cooperation company SME with great hands-on experience in agricultural sector having 6.000 members (farmers) an association of young farmers representing 5000 members, and an innovative SME (IT) in serious game development and an NGO specialized in farming (NL). All partners employ experts in VET and dissemination to support the proposed project for impact maximization on a national and European level.

Εταίροι:

- // ΠΑΝΕΠΙΣΤΗΜΙΟ ΙΟΑΝΝΙΝΩΝ, Greece
- // Agricultural Cooperatives Union Aeghion SA, Greece
- // UNION OF YOUNG FARMERS ACHAIA, Greece
- // Stichting International Foundation for Sustainable Agriculture Training, Netherlands
- // IMAGINARY SRL, Italy
- // NGO MY WORLD ASSOCIATION, Bulgaria



E+ Link number:	2014-1-EL01-KA20 2-001601
Φορέας:	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIES ASTIKI ETAIRIA
Τίτλος Σχεδίου:	Strategic Partnership for the development of a VET course on water efficiency technologies for water technicians
Διάρκεια Σχεδίου:	36 months

Περίληψη σχεδίου

NEEDS AND CONTEXT

The improvement of energy efficiency of buildings creates a strong growth in the demand for “green” water technologies. “Green” skills are in shortage among water technicians, requiring digital competences, literacy on device embedded software and technical skills combined with environmental knowledge. Modern water technicians should possess customer consultation “soft” skills promoting environmental sustainability and cost effectiveness. Training in new water efficiency technologies skills is necessary to enable water companies, construction companies, employers and employees in the water industry to respond to the modern sector challenges, improving employability and mobility within the EU.

PROJECT OBJECTIVES

The AQUAVET project forms a Strategic Partnership to promote long term cooperation of sectoral stakeholders connecting the world of employment and the world of VET providers with main objectives to:

1. Provide a validated curriculum on the mastery of water efficiency technologies for water technicians
2. Re-skill and up-skill water technicians on “green” skills with open access innovative instructional resources and model on-line training
3. Develop pedagogical resources and guidelines for VET providers to address current and emerging water efficiency technologies training needs
4. Contribute to the implementation of EU policies on mobility and transparency in qualifications within the water technicians sector

PROFILE OF PARTICIPANTS

The Strategic Partnership consists of 5 partners from 4 countries (GR, UK, ES, NL):

1. The Hellenic Society for the Promotion of Research & Development Methodologies (PROMEIA, GR) is an entity with experience in the development of new technologies for pedagogical purposes and in the coordination of EU co-funded research and cooperation
2. The National Skills Academy for Environmental Technologies (NSAET, UK) coordinates a wide national network of training providers that deliver accredited training and qualifications in low carbon & renewable energy within the built environment
3. The Spanish Association of Plumbing, Gas, Heating and Air Conditioning Constructors (CONAIF, ES) is a non-profit association that represents 90% of the Spanish Plumbing Enterprises

4. The Wateropleidingen (WWA, NL) is the leading VET institution in the Netherlands specialised in water technicians' training needs
5. The National Institute of Labour and Human Resources (NILHR, GR) is the main public body advising the Ministry of Labour, Social Security and Welfare on national human resources' policies and actions

DESCRIPTION OF ACTIVITIES AND RESULTS

The project consists of 5 intellectual outputs, 7 multiplier events (3 training pilots, 4 infodays) and 2 train-the-trainer seminars-L/T/T activities).

The main project's results will be:

1. Recommendations and specifications on how to respond to the modern training needs of water technicians on water efficiency technologies
2. A validated vocational training course on the 'mastery of new water efficiency technologies compiling learning outcomes and learning units regarding «hard» and «soft» skills
3. Instructional/pedagogical resources and assessment tools for water efficiency technologies VET
4. Validated open educational resources (AQUAVET MOOC) on «green» water efficiency technologies
5. Memorandum of Understanding, endorsed by key sector representatives and national authorities, on the mutual recognition of the AQUAVET training materials within the EU
6. Two "train-the-trainer" learning activities
7. Three training pilots to promote AQUAVET results and validate training materials
8. Four infodays in partners' countries to share and disseminate AQUAVET results

IMPACT ENVISAGED AND LONGER TERM BENEFITS

The project improves the skills of water technicians in Europe within the water and building installation sector, by meeting current and emerging workplace demands as regards water efficiency new «green» skills. Older and under-skilled water technicians reduce skill deficiencies to respond to new technological developments by adding modern digital skills to their portfolio. Longer term benefits are envisaged among VET providers, water and construction employers, employment-related public and private authorities and water industry stakeholders through the: a) integration of the AQUAVET learning units in existing and new training provisions, b) adaptation of the project's learning units and training methodologies, c) facilitation of the mutual recognition of water efficiency technologies qualification within EU on the basis of pedagogical resources harmonised with EU frameworks and tools (EQF, ECVET). It is expected that the 60 trainers trained in the context of the project's training activities have a potential to defuse the project's pedagogical resources to up to 60.000 trainees, in the context of their own full-time vocational training activities.

Εταίροι:

- /// ΕΘΝΙΚΟ ΙΝΣΤΙΤΟΥΤΟ ΕΡΓΑΣΙΑΣ ΚΑΙ ΑΝΘΡΩΠΙΝΟΥ ΔΥΝΑΜΙΚΟΥ, Greece
- /// CONFEDERACION NACIONAL DE ASOCIACIONES DE INSTALADORES Y FLUIDOS (CONAIF), Spain
- /// National Skills Academy for Environmental Technologies, United Kingdom
- /// Stichting Wateropleidingen, Netherlands

E+ Link number:	2014-1-EL01-KA20 2-001557
Φορέας:	ECOLOGICAL RECYCLING SOCIETY
Τίτλος Σχεδίου:	Local Authorities Waste Prevention Training
Διάρκεια Σχεδίου:	24 months

Περίληψη σχεδίου

LAWPreT is a project which seeks to provide the necessary vocational training to employees in local authorities (LA) for waste prevention, through the combination of short-term physical mobility with virtual mobility. This will be achieved by a strong partnership between seven partners that complement each other with their background, experience and expertise, in related EU and nationally funded projects. The objective of LAWPreT is to help LAs face the challenge of complying with Waste Framework Directive and the derivative EU legislation, that shift towards zero waste societies through waste prevention actions at a local, regional and national level, as can also be seen in the National Strategies for waste prevention of EU countries. All seven partners have experience in projects that aim to fulfill the aims of EU environmental policy on waste, either through pilot applications and studies or through their educational work in the sector. LAWPreT will create a set of outputs that will be accessible on-line. This will be: the platform that will hold all the educational and training material, an informative review on all national waste prevention strategies available from EU countries, a useful waste prevention guide for LAs with information and detailed steps for implementing waste prevention, a training package that will incorporate all the available information on waste prevention required for providing the long distance learning course and finally, the course itself, accompanied by its curriculum, that will be the guide to lead each trainee through the on-line training process. All the above are going to be in three languages, English, Greek and Slovenian. Modern pedagogical methodologies will be implemented in combination with Information and Communication Technologies, in order to achieve the maximum training level in parallel with the important sensitization that is required for the subject. More than 300 participants will take part in the dissemination activities of the project, mostly LA officials but from other important public and private sectors as well. 100 trainees from municipalities in Greece, Slovenia and Cyprus will attend the on-line course and the face-to-face overall short-term training. The trainees are expected to act as trainers in their place of work, by training their colleagues and the workers they are in charge of, hence the expected impact is going to grow in time. The shift of local waste management policies, so as to include waste prevention strategic planning with coherent and clearly specified goals is envisaged, with a benefit for the environment, the quality of life, the preservation of natural resources and the struggle against climatic change.

Εταίροι:

- /// CREATIVE THINKING DEVELOPMENT, Greece
- /// Up To date Training Ltd, Cyprus
- /// Znanstveno raziskovalno sredisce Bistra Ptuj, Slovenia
- /// Reuse and Recycling European Union Social Enterprises, Belgium
- /// EGTC EFXINI POLI - SOLIDARCITY NETWORK, Greece
- /// Dimos Athinaion, Greece

E+ Link number:	2014-1-EL01-KA202-001576
Φορέας:	OLYMPIC TRAINING & CONSULTING LTD
Τίτλος Σχεδίου:	Train Intercultural Mediators for a Multicultural Europe
Διάρκεια Σχεδίου:	24 months

Περίληψη σχεδίου

The project Train Intercultural Mediators for a Multicultural Europe (TIME) explores practices of training and employing intercultural mediators for immigrants (IMfI) throughout EU. It promotes the exchange of good practices in the field of intercultural mediation by proposing model training programmes for both intercultural mediators and their trainers. TIME also analyses existing structures in the partner countries and proposes recommendations for the validation of IMfI training.

Context/background of project: During the last years many interventions have been implemented in EU promoting interculturalism, i.e. the cohesive interaction within multicultural societies. Training and employing IMfI has been among the measures taken to promote migrant integration. In many cases such interventions have been short-lived, disconnected to other related projects or fragmented. As a result no clear picture exists so far of the current state of intercultural mediation for immigrants at European level, nor does transfer of practices exist between the partnership countries.

Objectives:

- ▶ To depict a European panorama/overview of IMfI training and employing practices
- ▶ To transfer good practices by embedding them into the project products
- ▶ To create comprehensive IMfI training programmes that correspond both to the established needs of the partnership countries and to academic standards
- ▶ To suggest assessment and evaluation tools for IMfI training and practice
- ▶ To promote the standardisation, validation and recognition of IMfI training and employment
- ▶ To raise awareness among policy makers, stakeholders and all those involved in immigration issues of the necessity for the systematic employment of well-trained IMfI
- ▶ To provide the groundwork for enhanced sustainability of future interventions for migrant integration
- ▶ To contribute to a more cohesive migrant integration policy in the EU

Number and profile of participants: The partnership consists of 8 partners from 7 different countries. 2 HEIs are involved (the Hellenic Open University, Greece, and the University Pope John-Paul II, Poland), 2 VET providers (Olympic Training, Greece, and BEST, Austria), 1 social cooperative (Programma Integra, Italy), 1 public service organisation (the Intercultural Mediation Unit of the Federal Public Service for Public Health, Belgium), 1 organisation for international cooperation, (BGZ Berlin International Cooperation Agency, Germany), and 1 local authority organisation (Lisbon Municipal Police, Portugal). Olympic Training is the coordinator of the project.

Activities: Research will be conducted in all partner countries on IMfl training and employment practices. A report will be published with research results and good practices will be highlighted. Based on research an outline of the desired IMfl and their trainers profile will be created, and subsequently comprehensive training programmes for IMfl and their trainers will be designed. These programmes will be aligned with NQFs, EQF, ECVET. Validation, certification and accreditation procedures in the partnership countries will be explored, and a report will provide recommendations for each country. Extensive dissemination activities are foreseen to reach all potential beneficiaries, such as a project webpage, workshops, conferences, leaflets, publications in media and specialised press, Open Educational Resources.

Methodology: Throughout the project, project management methodology is employed, for proper time and budget control, risk handling, effective communication and coordination. For the design and implementation of the project activities, academic research along with adult training methodology and networking tools are used. A targeted communication strategy is employed for the submission of recommendations for policy formulation. A comprehensive monitoring and evaluation methodology ensures quality and achievement of objectives and results.

Results and impact: The project products will provide ready-to-use tools for training IMfl and mediator trainers, establishing high quality standards and corresponding to actual needs. Best practices from all over Europe will be integrated into the products and transferred through them. Standardisation, validation and certification of IMfl training will be actively promoted through close cooperation with policy-makers and stakeholders. Large numbers of institutions, professionals and individuals concerned with migrant integration issues will be reached through dissemination activities and connected through a forum. TIME will contribute significantly to the systematisation of knowledge and methodology in the field of intercultural mediation for immigrants.

Longer term benefits: TIME will provide a milestone to research of intercultural mediation for immigrants in EU. The overview and training programmes to be created will facilitate systematic European, national, regional and local interventions in migrant integration practices and policy.

Εταίροι:

- /// Programma integra società cooperativa sociale, Italy
- /// HELLENIC OPEN UNIVERSITY, Greece
- /// BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, Austria
- /// Uniwersytet Papieski Jana Pawla II w Krakowie, Poland
- /// BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH, Germany
- /// CAMARA MUNICIPAL DE LISBOA, Portugal
- /// Federale Overheidsdienst Volksgezondheid, Veiligheid van de Voedselketen en Leefmilieu, Belgium

E+ Link number:	2014-1-EL01-KA200-001599
Φορέας:	ASSET ΤΕΧΝΟΛΟΓΙΚΗ ΕΠΕ
Τίτλος Σχεδίου:	Invest in Innovation
Διάρκεια Σχεδίου:	24 months

Περίληψη σχεδίου

In the context of rapid globalization and the re-balancing of the world economy, EU recognizes that innovation is essential to ensure the continuing ability of Europe's businesses to compete in the marketplace. European Commission expects to create an Innovation Union by increasing investment in knowledge, promoting better funding for innovation and effective use of resources. Although in theory the importance of innovation for competitiveness and business growth is very clear and stated in several documents, in practice the processes of innovation development and management are successfully implemented in some large enterprises and only very few SME's are involved in the process. Those SMEs that are un-tapping their innovation capacity and focus on issues beyond creating and using technology, create breakthroughs in areas ranging from basic business planning and marketing to new product introduction, organisational development, financing and 'soft technologies'.

The main objective of In2In project is to facilitate more effective provision of collective business and innovation support services for SMEs, so as to ensure the increase of innovation within the SME's. It will attempt to become a tool that will support the growth of innovation within SME's and it will be focused to SMEs staffs that need to know the basics of a successful innovation practice.

In order to achieve the above it has been created a well-balanced consortium of 6 actors with complementary mix of skills and knowledge: work and training/education involved in skills, Innovation, e-learning, quality and dissemination and of course strong project management experiences:

- Grafia has been helping enterprises in developing competences, skills and creative and innovation potential in their human resources for 21 years
- Learning Light has worked with a number of businesses to improve their performance by introducing new innovative technologies including e-learning and other technologies designed to support learning and development
- Asset Technology is a know-how transfer enterprise with extensive experience in implementing transnational projects, while offering a vast variety of services focused on and off the job training
- Consorzio abn focusses on existing social business models and designs and implements researches and interventions that allow SMEs to innovate their social business
- EOLAS has easy and direct access to the target public on regional and national level for the needs analysis and piloting phases of the project and extensive expertise at quality and exploitation
- Synthesis offers training aiming to inspire and empower participants. It gives special attention to learning for personal growth and view life-long learning as a natural element of a person's life and has proved experience in dissemination activities

The main results of the project are three guides focused on SME staff along with a social and collaborative learning platform and accompanied e-courses. The three areas are a) Innovation - Creativity Generator at the work place, creativity enhancing SMEs and more in detail micro-enterprises and finally Knowledge Management for Innovation which will help SME owners/ decision makers and staff to identify key knowledge in their company.

To ensure a common understanding is achieved by the consortium and in order to meet the aims and objectives, the Project Management Methodology has been built around the principles relating to the European Quality Assurance Reference Framework (EQARF) for VET constituted of four axis:

1. Planning: Provide the most up-to-date information to the way innovation can be boosted within SMEs through creativity and knowledge management
2. Implementation through the creation of guides for 3 Innovation Modules and an online platform to support the diffusion of the Innovation models through further e-learning opportunities
3. Assessment & Evaluation via piloting testing on SMEs employees
4. Feedback based on project findings, for future work in the field which will help to improve SMEs staff way of thinking and operating at the working environment

The outputs of the project will increase the competences of EU SMEs staff and introduce them to innovation thinking and innovation boosting. It is expected skills building on SME staff, acquired capacity to analysis, problem solving, decision making, technical skills and increased offering of services in the area of building innovation potential in micro SMEs. Additionally, cultivating within local societies innovative way of thinking and exploitation of a model to inspire experienced SME owners to support young initiative (intergenerational approach) and the development of new policies focused on promotion of SME innovation.

Εταίροι:

- /// EOLAS S.L., Spain
- /// SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LTD, Cyprus
- /// Learning Light Limited, United Kingdom
- /// Consorzio abn a&b network sociale, Italy
- /// Grafia, společnost s rucenim omezenym, Czech Republic





ΕΚΠΑΙΔΕΥΣΗ ΕΝΗΛΙΚΩΝ
Adult Education

Περίληψεις Σχεδίων Στρατηγικών
Συμπράξεων Erasmus+
2014
Erasmus+ KA2/Adult Education
Directory

E+ Link number:	2014-1-EL01-KA200-001603
Φορέας:	NOSIS BUSINESS CONSULTANTS LTD
Τίτλος Σχεδίου:	Innovative Mindsets: Bridging the Skills Shortage of the European Printing Industry
Διάρκεια Σχεδίου:	36 months

Περίληψη σχεδίου

InMinds project aims to stimulate the capacity of the printing (publishing) sector human resource towards lifelong learning practices in order to become more competitive, productive and adaptive to the constant developments of the ICT sector affecting it in a dire manner. The skills gap and the demand of knowledge and knowhow on digital printing techniques that were not previously required, are the new challenges of the European printing industry.

The project addresses the printing sector' workers, employers & SMEs, National agencies involved in Vocational Education and Training and Continuous Vocational Education and Training (VET/CVET), Employment services, Policy makers at a local, regional, national and European level, Training providers, Educational institutions and Lifelong Learning Institutes.

Aim of the InMinds project is to develop an innovative methodology and training toolkit that will assist printing companies to achieve transformation from traditional operations to new media era.

Objectives of the InMind project are:

- ▶ Create a standard of profile of the printing industries that best changed their operations to new media
- ▶ Develop a more marketing mindset to support the transition / adaptability that changing operation will demand from people who are confronted with this need (training program)
- ▶ Create a unique and innovative monitoring ICT system to track people's new learning -after training- in the field and assist them to the shifts they have to implement in order to reach success (Barometer)
- ▶ Build a knowledge bank with the data gathered from questionnaire / barometer / projects, in order to be able to estimate the degree of probability of the desired changes
- ▶ Provide stakeholders and policy makers with input on the skills needed in the modern printing industry and contribute to the creation of standards regarding those skills
- ▶ Produce a Replication Guide which will be used by other industries that face similar challenges with the printing industry

InMinds project will establish an innovative methodology on skills development that will offer important advantages and self-awareness to people seeking to shift job positions (soft skills: leadership, open minded and adaptive to the new needs / conditions) and on the other hand training material to close the gap between the required skills of the sector nowadays and the skills already acquired but are becoming obsolete. Moreover, InMinds will offer a useful and practical tool for employers seeking to employ new personnel or even more re-skill the existing human capital.

At the end of the project will have:

- ▶ New training content and methodology. A new training program based on an innovative management concept developed from real life inputs and totally customized (new content – interactive case studies, and new methodology – prototyping and Mood Explosion simulator).
- ▶ Database and benchmarking. A knowledge bank structure with previous jobs transitions allowing new trainees to determine the success probability of their job mobility.
- ▶ Online real time feedback through the Barometer that will track individual's performance / choices on the field after the training, in order to reinforce new habits, refreshing training contents through online real time feedback.
- ▶ Policy recommendations and contribution to standards of skills needed specifically for the European printing industry of the future.

The profile of the core partners of the project are the following. **P1:** Nosis Ltd is an experienced in managing European projects with a strong reputation in the field of Vocational Training in Greece, offering training to more than 100 companies. **P2:** Crystal Clear Soft is a strong technological partner, with experience in e-learning applications and mobile apps development. **P3:** BPIF, a Sector Specific Expert, offering value-added solutions for all areas of a printing organisation including the implementation of HR requirements, with strong influence in policy makers in the UK. **P4:** DANMAR Computers is providing vocational training in the field of IT and development of e-learning and ICT services. Finally **P5:** IHD is the Italian Chamber of Commerce in Germany, operating in the Italian and German market, promoting economic relations and cooperation between enterprises of both countries whether in traditional sectors, or technological and innovative value sectors.

Εταίροι:

- // NOSIS BUSINESS SOLUTIONS & CONSULTANTS LTD, Greece
- // CrystalClearSoft Anonymos Etaireia Parochis Ypiresion Logismikou, Greece
- // British Printing Industries Federation, United Kingdom
- // Danmar Computers, Poland
- // ITALIENISCHE HANDELSKAMMER FUR DEUTSCHLAND, Germany

E+ Link number:	2014-1-EL01-KA204-001641
Φορέας:	ANAPTYXIAKO KENTRO THESSALIAS
Τίτλος Σχεδίου:	Spread the ART of going UP
Διάρκεια Σχεδίου:	24 months

Περίληψη σχεδίου

Europe in recent years has been undergoing a period of very high unemployment, especially among youth. This situation needs to be reversed.

One of the most promising ways to achieve that is through entrepreneurship. Within the economic crisis and the endless discussions about the formula on how to get out of it, there is a new trend that brings optimism. This trend is based on individual initiative and the need to create new businesses that will offer innovative services, cover needs tailored to clients and will use new technologies to achieve these goals, and all of these will be achieved with great savings on resources without affecting the quality of the final product. This is the essence of the neophyte company, known worldwide as a “Startup”.

The whole movement of startups has many fans and supporters, and there have been many activities in order to promote this concept, such as creating entrepreneurship incubators, briefings, workshops, meetings, conferences, seminars. Although this is the movement in major urban centers of the countries of Europe, it is found that in the province there aren't such initiatives, but the need for promotion of entrepreneurship and the concept of the startup remains high.

Therefore, through this plan we aim to:

- ▶ promote the concept of entrepreneurship
- ▶ make an introduction to project participants with concepts such as startup businesses, innovation and entrepreneurship
- ▶ rise up awareness among young people and other age groups who want to enter the labor market
- ▶ the reduction of social exclusion caused by unemployment and part-time employment
- ▶ growing entrepreneurial culture and mindset that will encourage and sustain successful entrepreneurial endeavors
- ▶ the promotion of new technologies as a means for the development, operation and spread of the entrepreneurial idea and new businesses
- ▶ acquaintance and aggregation of people who share the same passion for entrepreneurship, in order to create business groups that will jointly develop their idea, thus contributing to the development of local economy
- ▶ participants will meet with professionals and experts in the field of business startup, in order to receive support and guidance for the establishment of their own business
- ▶ promote mobilization and cooperation of all stakeholders in order to achieve the goals (individuals, private companies, entrepreneurs, local and regional bodies, chambers)

- ▶ promote partner regions as examples of good practice in order to set an example to be followed by other regions in the future
- ▶ promote internationalization of stakeholders and networking between countries
- ▶ find a common methodology to deal with common problems among partner countries , such as unemployment and the definition of common objectives that need to be dealt with the transfer of innovation, knowledge transfer and experience at international level

The main activities of the program include:

Study analysis with data for each partner country, focusing on each region about unemployment in different age groups, they type of employment, occupations in greatest demand, new business creation and their nature, the occupation of the people of each region with activities related to entrepreneurship, the gap in education and the absence of non incentives for young entrepreneurs.

Internet platform STARTUP will have the following functions:

- ▶ Project website
- ▶ E-learning platform that contains that contains educational course material for entrepreneurship
- ▶ Communication tool between partners
- ▶ Website where will be posted initiatives of local institutions that support entrepreneurship
- ▶ Training activities
- ▶ Train the trainers
- ▶ Training of future entrepreneurs (STARTUP PATHS)
- ▶ Training of representatives of local authorities, accordingly on the association of Municipalities initiative and entrepreneurship

Εταίροι:

- // ANAPTYXIAKO KENTRO THESSALIAS, Greece
- // Sociedad de Promocion Economica de Gran Canaria, S.A.U., Spain
- // Istanbul Valiligi, Turkey
- // STEP Institut, zavod za psihologijo dela in podjetnistvo, Slovenia
- // INOVAMAIIS - SERVICOS DE CONSULTADORIA EM INOVACAO TECNOLOGICA S.A., Portugal
- // Associazione TDM 2000, Italy
- // UNIVERSITATEA PETRU MAIOR DIN TARGU MURES, Romania

E+ Link number:	2014-1-EL01-KA200-001631
Φορέας:	UNIVERSITY OF THESSALY – UTH
Τίτλος Σχεδίου:	Bridging the Gap between Museums and Individuals with Visual Impairments
Διάρκεια Σχεδίου:	36 months

Περίληψη σχεδίου

Museums around the world develop various practices in order to enhance the access and inclusion of people with visual impairments, but many disabling barriers still exist. Museums, as audience-centered spaces, are required to enhance the access and inclusion of individuals with visual impairment. However, this is a challenging task for museums and requires the collaboration between museums and organizations involved in the education and the protection of individuals with visual disabilities. This need for collaboration and interagency partnerships is the basis of our project, which aims to bridge the gap between museums and individuals with visual impairments. Hence, the proposed project aims to address the following objectives:

- to enable the museum members become aware and update their knowledge regarding the disabling barriers that impede the access of visitors with visual disabilities to museums and the techniques that can enhance the access and inclusion of individuals with visual disabilities to the museums
- to create learning, cultural and social opportunities for individuals with visual disabilities and enable them acquire self-advocacy skills regarding their rights as museum visitors and the requirements of an inclusive museum
- to promote the collaboration between museums, schools and associations of individuals with visual disabilities
- to point out the best practices and guidelines for the development of an accessible and inclusive museum for visitors with visual impairments

Five type of participating organisations, all together 12 formal partners and 4 silent partners, including museums, schools, associations for people with visual impairment which are governmental organisations, and a company will share their knowledge and experience towards the attainment of the above objectives.

The main activities included in BaGMIVI concerns the management, assurance and evaluation activities, the development of a needs assessment study, of a syllabus and of the BaGMIVI portal, the conduction of Joint Staff Training Events for museum members and the development of accessible museum content/programmes, the organization of the museums visits and vice versa and the development of a best practices guide and policy guidelines and recommendations and the dissemination activities.

The activities during the museum visits lie in the strands of action research methodology that fulfills two important conditions; one is that it seeks improvement and the other is that it seeks an understanding of the setting and context in general (Kemmis and McTaggart 1988). The aforementioned conditions are apparent in BaGMIVI project and in particular during museum visits because an improvement is expected regarding the museum programs and the level of collaboration between the museum staff and the individuals with visual impairment and ultimately regarding the level of inclusion of visitors with visual impairments in museums. In action research, there is a group of four fundamental aspects: planning, acting, observing and reflecting, which end up in a cycle, and ultimately in a spiral of such cycles. All the spirals lead to re-planning

and reconsideration of the data obtained in between. The number of the action research spirals is expected to be four because three visits will take place to the museums by the participating schools and associations and also one visit will take place by the museum staff to the schools or the associations.

The expected tangible results of the BaGMIV include the needs assessment study, the syllabus, the videos from the training and videos from the development of differentiated museum content, the best practice guide and policy guidelines and recommendations. Intangible results include THE acquisition of knowledge and skills from the museum staff regarding the access and inclusion of individuals with visual impairment to the museums, the development of self advocacy skills from individuals with visual impairment, the learning, cultural and social benefits for individuals with visual impairments, the promotion of collaboration between different organisations, the development of inclusive museums for visitors with visual impairments. Most tangible outputs will be Open Educational Resources to be exploited by many stakeholders inside and outside of the project and will be disseminated through the European Portal, the conferences and the websites of two NGOs.

Εταίροι:

- // PANEPISTIMIO THESSALIAS (UNIVERSITY OF THESSALY), Greece
- // SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI, Bulgaria
- // UNIVERSITATEA BABES BOLYAI, Romania
- // EOTVOS LORAND TUDOMANYEGYETEM, Hungary
- // Bulgarian Association for Education of Visually Impaired Children, Bulgaria
- // TRAPEZA PLIROFORION & PERIEHOMENOU A.E., Greece
- // International Council for Education of People with Visual Impairment - European Region, Netherlands
- // UNION EUROPEENNE DES AVEUGLES UEA ASSOCIATION, France
- // Galeriya Rakursi OOD, Galeriya Rakursi OOD
- // Muzeul Etnografic al Transilvaniei, Romania
- // City Gallery Szekesfehervar, Hungary
- // Nicholas and Dolly Goulandris Foundation Museum of Cycladic Art Museum of Cycladic Art, Greece



E+ Link number:	2014-1-EL01-KA200-001563
Φορέας:	1st PRIMARY SCHOOL OF RAFINA
Τίτλος Σχεδίου:	Electronic Regenerated Freirean Literacy through Empowering Community Techniques / E-Reflect
Διάρκεια Σχεδίου:	24 months

Περίληψη σχεδίου

Reflect Approach is defined as a structured, collaborative and participative learning process which facilitates people to critical analyze their environment, construct a personal understanding of local and global reality and challenge dominant development paradigms. In the core of this process rests the need for people's empowerment as well as reflect and action for social change. Our project aims at designing, developing, implementing and evaluating of a high quality Massive Open Online Course (MOOC) under the title e-Reflect, which **(a)** introduces school educators in a rich technological environment for the implementation of the Reflect Approach in contemporary school settings, and **(b)** encourages inter-European teacher collaboration in active citizenship / entrepreneurship projects. MOOC's instructional design process is placed in the context of the Reflect training methodological background and incorporates up to date e-learning principles. MOOC develops around 8 lessons which employ a variety of teaching strategies and involve learners in interactive and collaborative activities through the use of web2.0 tools.

Our project is especially timely. It addresses the need for continuing, in service education in active citizenship, since Eurydice points to improving teachers' knowledge and skills for teaching citizenship throughout Europe. Eurydice notices that while several countries have reformed their citizenship education curricula over the last years, these reforms have rarely been introduced in continuing professional development programmes (CDPs) (Citizenship Education in Europe report 2010/11).

The project is initiated by the 1st Primary School of Rafina - Greece, a public sub-urban school, through the agency of the following teacher education and research institutions:

- ▶ Open University, Department of Education in the Faculty of Education and Language Studies, UK
- ▶ Centre for Advancement of Research and Development in Educational Technology LTD (CARDET), Cyprus
- ▶ University of the Aegean (UAEGEAN), Department of Primary Education, Greece
- ▶ University of Turku, Faculty of Education, Finland

Project activities evolve in two cycles:

In the first cycle, e-Reflect MOOC is designed, developed and reviewed by an external evaluator. An on-line training of teacher trainers follows, and the cycle completes with the actual implementation of the on-line course, attended by school educators.

In the second cycle, trained educators, in collaborative settings, implement e-Reflect activities in classroom communities settings. Pupils use web2.0 tools to articulate their thinking, to communicate and collaborate with their fellow pupils, to discuss issues and common school/community problem areas and take reflective

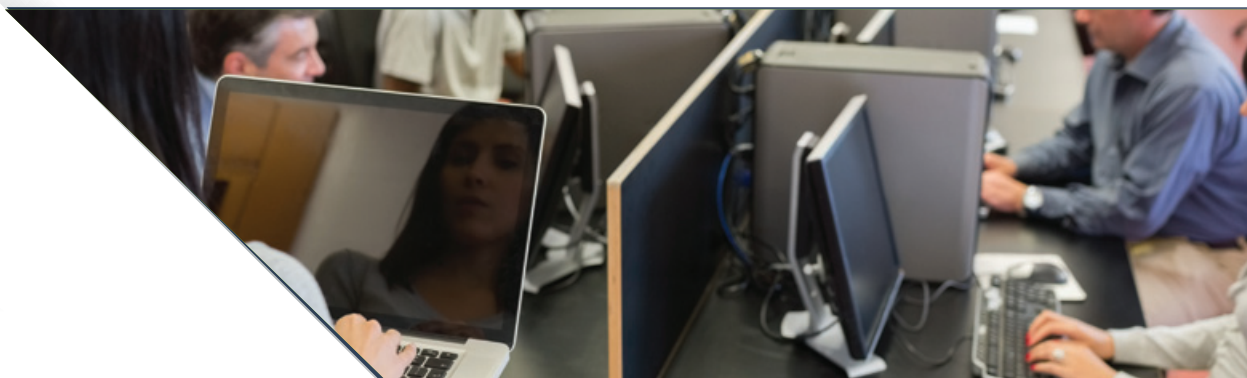
action. It is expected that they get empowered to fully participate in society change initiatives. The cycle completes with the evaluation of the school/community based intervention on the grounds of improving the quality of school-based learning provision in fostering reflective thinking and entrepreneurship.

On teacher professional level our project is expected to contribute to:

1. the strengthening of educator's professional profile through providing quality continuing training on key competencies and skills (digital skills in active citizenship education)
2. the internationalization at the level of education and training institutions (cooperation between schools, HEIs, and NGO's around Europe)
3. the enhancement of Information and Communication Technologies (ICT) uptake in teaching and learning and support of (a) ICT-based teaching and assessment practices, (b) access to open educational resources (OER) and (c) open and flexible learning

Εταίροι:

- // 1st Primary School of Rafina, Greece
- // THE OPEN UNIVERSITY, United Kingdom
- // CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET, Cyprus
- // PANEPISTIMIO AIGAIΟΥ, Greece
- // TURUN YLIOPISTO, Finland



E+ Link number:	2014-1-EL01-KA200-001542
Φορέας:	ACTIVE CITIZENS PARTNERSHIP
Τίτλος Σχεδίου:	Language Massive Open Online Courses
Διάρκεια Σχεδίου:	24 months

Περίληψη σχεδίου

Language literacy is an essential life skill for the 21st century. It is a fact that learning a foreign language is a good way to improve brain function and acquire social skills. Moreover it is an effective way to explore other languages and cultures in order to obtain a professional advantage in labour market. As language skills are in much demand the need for related on line courses is widespread.

Also, new innovative technologies open new educational possibilities and change the way that we learn and teach. In fact, changes in digital technologies are happening much faster than our ability to monitor their impact. As a result, the look and feel of learning environments, the role of teachers, the nature of the learner and what and how they learn are being transformed. MOOCs (Massive Open Online Courses) is a new format for distance learning.

The aim of the project is to research the potential of MOOCS in Language Learning, to explore the pedagogical framework of Language MOOCs, to develop a toolkit for the creation and management of Language MOOCs and OERs and to test the use of OERs in language MOOCs in a pilot course.

The consortium is consisted of 5 organisations: 3 NGOs: Active Citizens Partnership from Greece(coordinator), Centro Studi ed Iniziative Europeo from Italy and Community Action Dacorum from UK. One Adult Education Provider, iberika education group from Germany and one Higher Education institution, Hogskolen i Sor-Trondelag from Norway. All the partners have active engagement with language training and new pedagogies, the have experience in the design and delivery of language learning courses at different levels and have experience and confidence in the use of ICT tools for teaching and learning.

Main activities of the project are: Production of a publication as to the broad principles through which theory is applied to online language learning and teaching practice, a report contains exploration, classification and evaluation of available MOOCs for language learning, and a complete guideline containing all the core course elements of a Massive Open Online and Interactive Language Learning Environment. Development of Open Educational Resources in 5 partner languages based on authentic materials. Implementation of pilot language learning MOOC for English, Greek, Italian, German and Norwegian. Organization of project Final Conference in UK and 4 national level events in partner's countries.

Further, the strong engagement with language skills as a vital element within the frame of lifelong learning will result in the adoption and integration of MOOCS and OERs on language learning practice. The change expected is improved teaching/learning experience and learners language performance across disciplines and educational levels.



The LangMOOCs project outcomes and expected results and impacts are consistent with European 2020 strategies and its flagship initiatives, especially the Agenda for New Skills for New Jobs, Rethinking Education (2012) and the priorities of the Erasmus+ call uptake in teaching and learning, through the support of learning and access to open educational resources (OER) in the education and training fields, supporting ICT-based teaching and assessment practices and by promoting the transparency of rights and obligations of users and producers of digitised content; contributing to the modernisation of Europe's education systems as outlined in the 2011 EU Modernisation Agenda; contributing to the reduction of low-skilled adults. All the project outcomes are specifically designed for free/open access in order to promote open educational practice and add value to all initiatives mentioned above.

Εταίροι:

- // Active Citizens Partnership, Greece
- // Centro Studi ed Iniziative Europeo, Italy
- // iberika education group gGmbH, Germany
- // Dacorum Council for Voluntary Service, United Kingdom
- // HOGSKOLEN I SOR-TRONDELAG, Norway



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