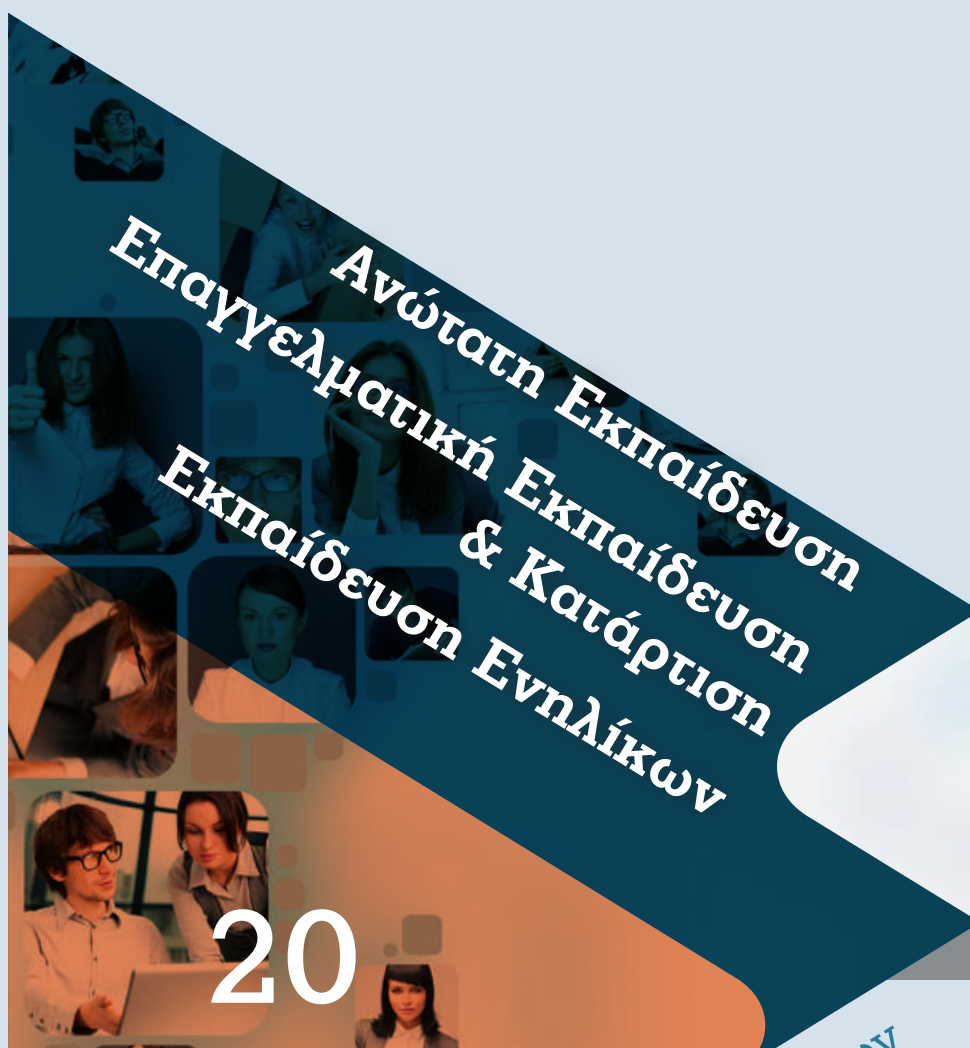




Erasmus+



Ανώτατη Εκπαίδευση
Επαγγελματική Εκπαίδευση
& Κατάρτιση
Εκπαίδευση Ενηλίκων

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Κατάλογος Εγκεκριμένων Σχεδίων
Βασικής Δράσης 2



2015

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Ημερομηνία Έκδοσης: Οκτώβριος 2016

Επιμέλεια Έκδοσης: Εθνική Μονάδα Erasmus+

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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Συνεργασία για Καινοτομία και Ανταλλαγή Καλών Πρακτικών: ΣΤΡΑΤΗΓΙΚΕΣ ΣΥΜΠΡΑΞΕΙΣ

Οι Στρατηγικές Συμπράξεις στοχεύουν στην ανάπτυξη και ενίσχυση διακρατικών συνεργασιών μεταξύ φορέων/οργανισμών/ιδρυμάτων προκειμένου να παράξουν πνευματικά προϊόντα και αποτελέσματα που θα αφορούν θέματα κοινού ενδιαφέροντος και θα καλύψουν εκπαιδευτικές ανάγκες για όλους τους τομείς της εκπαίδευσης, κατάρτισης και νεολαίας. Βασικά χαρακτηριστικά μιας διακρατικής σύμπραξης είναι η προώθηση της καινοτομίας, η ανταλλαγή καλών πρακτικών, η ανάπτυξη και επικύρωση δεξιοτήτων, η κάλυψη αναγκών εκπαίδευσης, κατάρτισης και επιμόρφωσης.

Στρατηγικές Συμπράξεις στους τομείς της Εκπαίδευσης και Κατάρτισης

Οι Στρατηγικές Συμπράξεις συνίστανται στη διακρατική συνεργασία φορέων που ανήκουν στο χώρο της εκπαίδευσης, κατάρτισης και της αγοράς εργασίας με στόχο την προώθηση καινοτόμων πρακτικών, ιδεών, μεθοδολογιών, εργαλείων, την ανταλλαγή και συγκριτική αποτίμηση καλών πρακτικών σε διεθνές επίπεδο. Απαραίτητη προϋπόθεση για την ανάπτυξη και δραστηριοποίηση μιας διακρατικής σύμπραξης είναι η κάλυψη τουλάχιστον μίας οριζόντιας ή τομεακής προτεραιότητας της Δράσης (όπως αυτές παρατίθενται στον Οδηγό του Προγράμματος), η οποία θα είναι συναφής με τον τομέα της εκπαίδευσης και κατάρτισης στον οποίο υποβάλλεται η αίτηση. Ανάλογα με την προτεραιότητα που καλύπτει το σχέδιο, οι στρατηγικές συμπράξεις θα πρέπει να περιλαμβάνουν τους πλέον κατάλληλους εταίρους που προέρχονται από διάφορα περιβάλλοντα ώστε να αξιοποιούνται οι διαφορετικές εμπειρίες τους, η τεχνογνωσία τους και η εμπειρογνομοσύνη τους προκειμένου να παραχθούν συναφή και υψηλής ποιότητας αποτελέσματα.

Από το 2016, οι Στρατηγικές Συμπράξεις διακρίνονται σε δύο κατηγορίες (για τους τομείς της σχολικής εκπαίδευσης, της επαγγελματικής εκπαίδευσης και κατάρτισης και της εκπαίδευσης ενηλίκων):

► Στρατηγικές Συμπράξεις που υποστηρίζουν την ανάπτυξη και μεταφορά καινοτομίας:

Τα σχέδια εστιάζουν στον σχεδιασμό και την ανάπτυξη καινοτόμων παραδοτέων προϊόντων καθώς και στη διοργάνωση μεγάλης εμβέλειας δραστηριοτήτων διάχυσης και διάδοσης των αποτελεσμάτων και των καινοτόμων προϊόντων που θα παραχθούν στο πλαίσιο υλοποίησης του Σχεδίου. Οι αιτούντες φορείς θα πρέπει να αιτηθούν χρηματοδότησης ειδικά στην κατηγορία προϋπολογισμού «Πνευματικά Προϊόντα» και ως εκ τούτου και στην κατηγορία προϋπολογισμού «Πολλαπλασιαστικές Δράσεις» προκειμένου να ανταποκριθούν στη συγκεκριμένη στόχευση. Σε αυτή την κατηγορία στρατηγικών συμπράξεων δύνανται να υποβληθούν αιτήσεις για όλους τους τομείς της εκπαίδευσης και της κατάρτισης.

► Στρατηγικές Συμπράξεις που υποστηρίζουν την ανταλλαγή καλών πρακτικών:

Πρωταρχικός στόχος των εν λόγω στρατηγικών συμπράξεων είναι η ανάπτυξη και ενίσχυση των δικτύων εκπαίδευσης και κατάρτισης, η προώθηση μιας κουλτούρας που μαθαίνει τους εμπλεκόμενους οργανισμούς πώς να μάθουν να αφομοιώνουν καλές πρακτικές μέσω μεθόδων συγκριτικής αποτίμησης, η ενδυνάμωση της ικανότητάς τους να λειτουργούν σε διακρατικό επίπεδο, να μοιράζονται και να ανταλλάσσουν ιδέες και πρακτικές. Από τα σχέδια αναμένεται να δημιουργηθούν συγκεκριμένα απτά προϊόντα, μετρήσιμες εκροές καθώς και να γίνει διάχυση και διάδοση των αποτελεσμάτων των διακρατικών δραστηριοτήτων τους. Η παραγωγή των απτών αποτελεσμάτων, καθώς και οι δραστηριότητες διάχυσης και διάδοσής τους, θα συγχρηματοδοτηθούν μέσω της βασικής

κατηγορίας προϋπολογισμού «Διαχείριση και Υλοποίηση Σχεδίου». Οι αιτούντες οργανισμοί δεν δύνανται να αιτηθούν χρηματοδότησης για τις κατηγορίες προϋπολογισμού «Πνευματικά Προϊόντα» και «Πολλαπλασιαστικές Εκδηλώσεις».

Στρατηγικές συμπράξεις στο πεδίο της Ανώτατης Εκπαίδευσης δεν μπορούν να υποστηρίξουν αυτή την κατηγορία σχεδίων.

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 **12 έως 36 μήνες** με δυνατότητα επιλογής του χρονικού διαστήματος από τον αιτούντα, με μέγιστο ποσό χρηματοδότησης (για τα τριετή Σχέδια) τα **450.000 ευρώ**.
- Ένας εκ των συμμετεχόντων φορέων αναλαμβάνει τον ρόλο του συντονιστή και οι υπόλοιποι αποτελούν τους εταίρους του σχεδίου.
- 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 εις 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 υλοποίησης της Δράσης ΚΑ2, οι Στρατηγικές Συμπράξεις λαμβάνουν χρηματοδότηση μέσω ενός μενού επιλέξιμων δαπανών που διατίθεται στους εταίρους και δύνανται να αιτηθούν προκειμένου να υλοποιήσουν το σχέδιο τους και είναι οι εξής:

Project Management (Διαχείριση και Υλοποίηση του σχεδίου)

Από την κατηγορία αυτή καλύπτεται ένα ευρύ φάσμα δραστηριοτήτων, όπως η εκπόνηση σχεδίων ποιότητας (quality plan), εκθέσεων προόδου, ενδιάμεσων και τελικών εκθέσεων, οι πιλοτικές εφαρμογές, η οργάνωση τοπικών δραστηριοτήτων κατάρτισης και διάχυσης, η δημιουργία ιστοσελίδας, η έκδοση φυλλαδίων, η δημιουργία μικρής κλίμακας εκπαιδευτικού υλικού. 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 βάσει μοναδιαίου κόστους ανά φορέα/ίδρυμα/οργανισμό ανά μήνα.

Transnational Project Meetings (Διεθνικές συναντήσεις για το σχέδιο)

Από την κατηγορία αυτή καλύπτονται έξοδα που αφορούν τη συμμετοχή σε διεθνικές συναντήσεις μεταξύ των εταιρών 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 να τεκμηριώνονται επαρκώς. Ο τύπος διεξαγωγής των Διεθνικών Συναντήσεων για το Σχέδιο πρέπει να βρίσκεται σε περιοχή στην οποία εδρεύουν οι οργανισμοί εταίροι.

Intellectual Outputs (Παραγωγή Πνευματικών Προϊόντων)

Στο πλαίσιο μίας Στρατηγικής Σύμπραξης που υποστηρίζει την Καινοτομία, 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 στο πλαίσιο 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 αξιολόγησή 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 Μάθησης, Διδασκαλίας και Κατάρτισης με την προϋπόθεση ότι προσδίδουν προστιθέμενη αξία στην ευόδωση των στόχων του σχεδίου.

Προϋποθέσεις 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, οι συμμετέχοντες στις δραστηριότητες αυτές πρέπει να είναι άτομα που συνδέονται άμεσα με δικαιούχο-οργανισμό, ενώ η χιλιομετρική απόσταση μεταξύ του τόπου αναχώρησης και του τόπου άφιξης πρέπει να 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 2015** 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

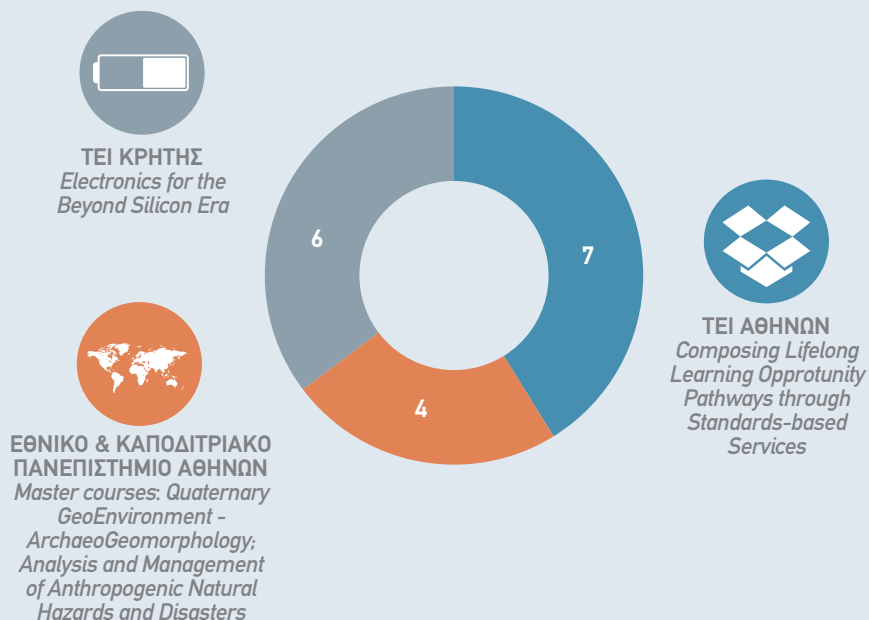
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Σχεδίων Βασικής Δράσης 2
στον τομέα της
Ανώτατης
Εκπαίδευσης

2015

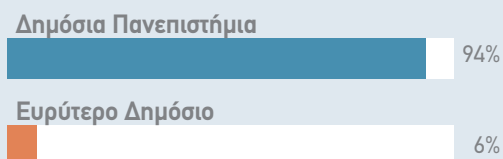
Αιτήσεις και Εγκεκριμένα Σχέδια 2015



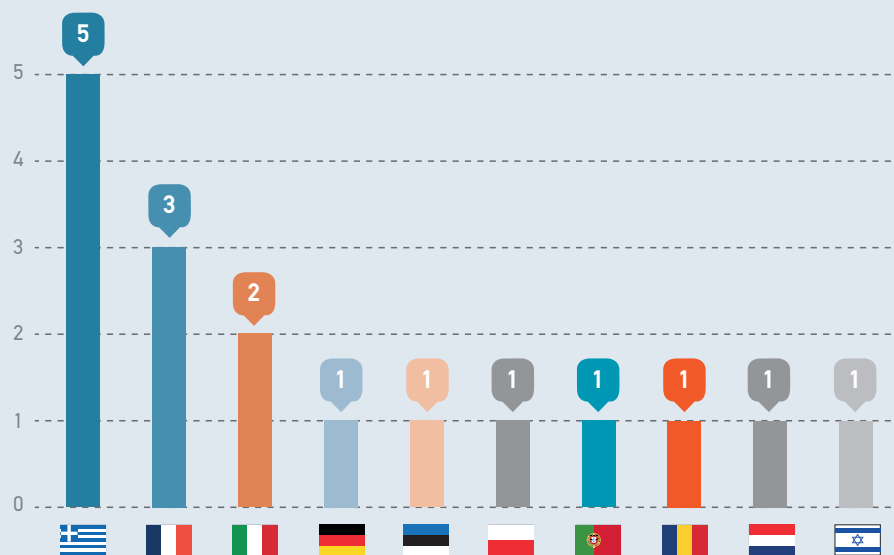
Εγκριμένα Σχέδια 2015



Νομική Μορφή Συντονιστών και Εταίρων



Συμμετέχουσες Χώρες στις Συμπράξεις



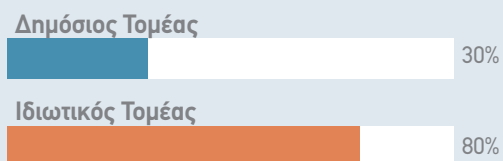
Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2 στον τομέα της Επαγγελματικής Εκπαίδευσης & Κατάρτισης

2015

Αιτήσεις και Εγκεκριμένα Σχέδια 2015



Δημόσιος VS Ιδιωτικός Τομέας

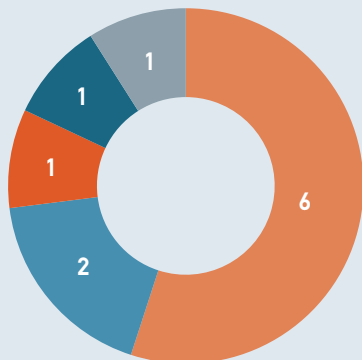


Non Profit VS Profit



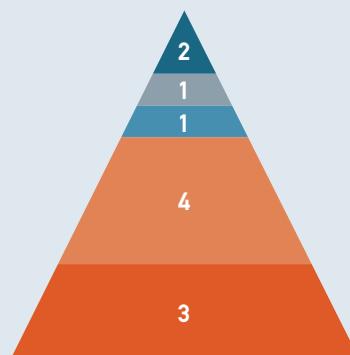
Βασικά Στοιχεία Σχεδίων

Γεωγραφική Περιφέρεια

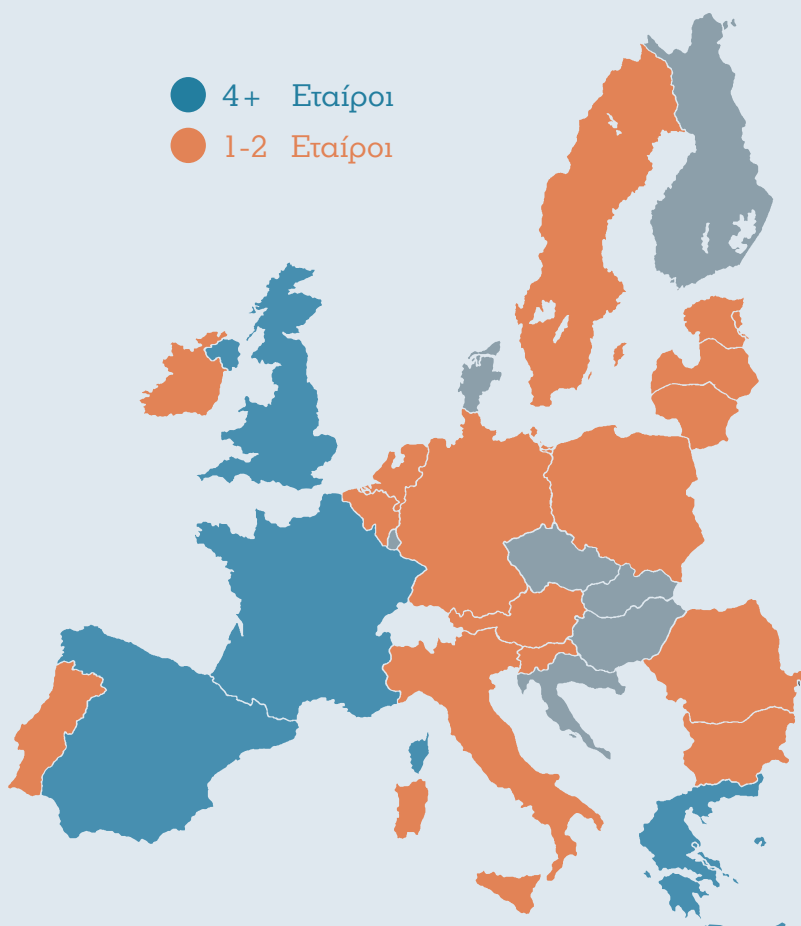


- Αττική (54.55%)
- Δυτική Ελλάδα (18.18%)
- Θεσσαλία (9.09%)
- Στερεά Ελλάδα (9.09%)
- Κεντρική Μακεδονία (9.09%)

Είδος Οργανισμού



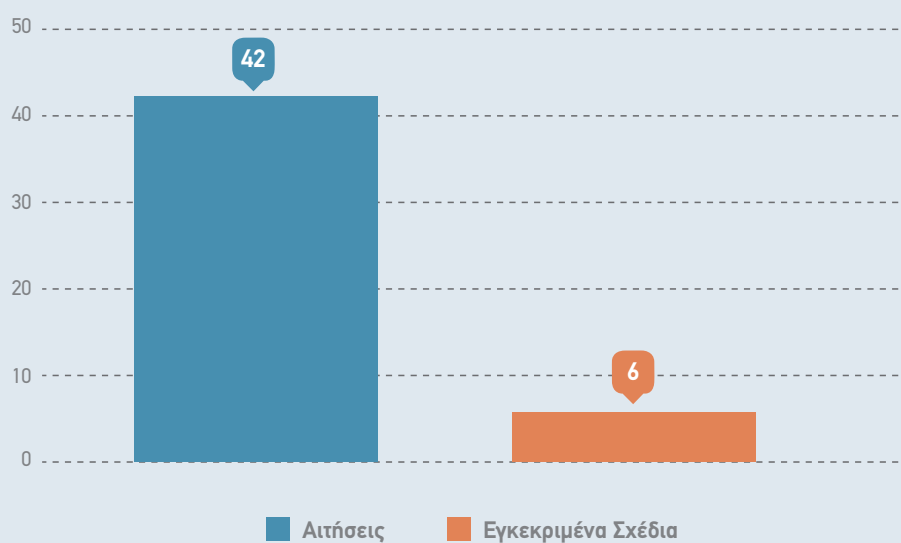
- 16ρυμα Ανώτατης Εκπαίδευσης (27.27%)
- Εταιρεία (36.36%)
- Ερευνητικό Κέντρο (9.09%)
- ΜΚΟ (9.09%)
- Σύνδεσμοι / Ενώσεις (18.18%)



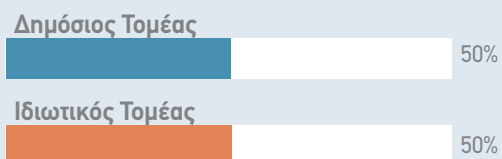
Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2 στον τομέα της Εκπαίδευσης Ενηλίκων

2015

Εκπαίδευση Ενηλίκων



Δημόσιος VS Ιδιωτικός Τομέας

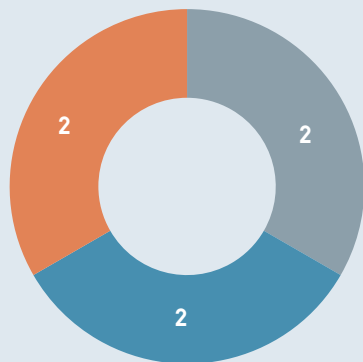


Non Profit VS Profit



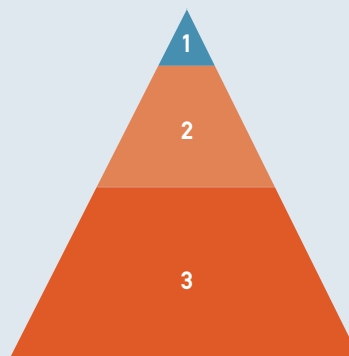
Βασικά Στοιχεία Σχεδίων

Γεωγραφική Περιφέρεια



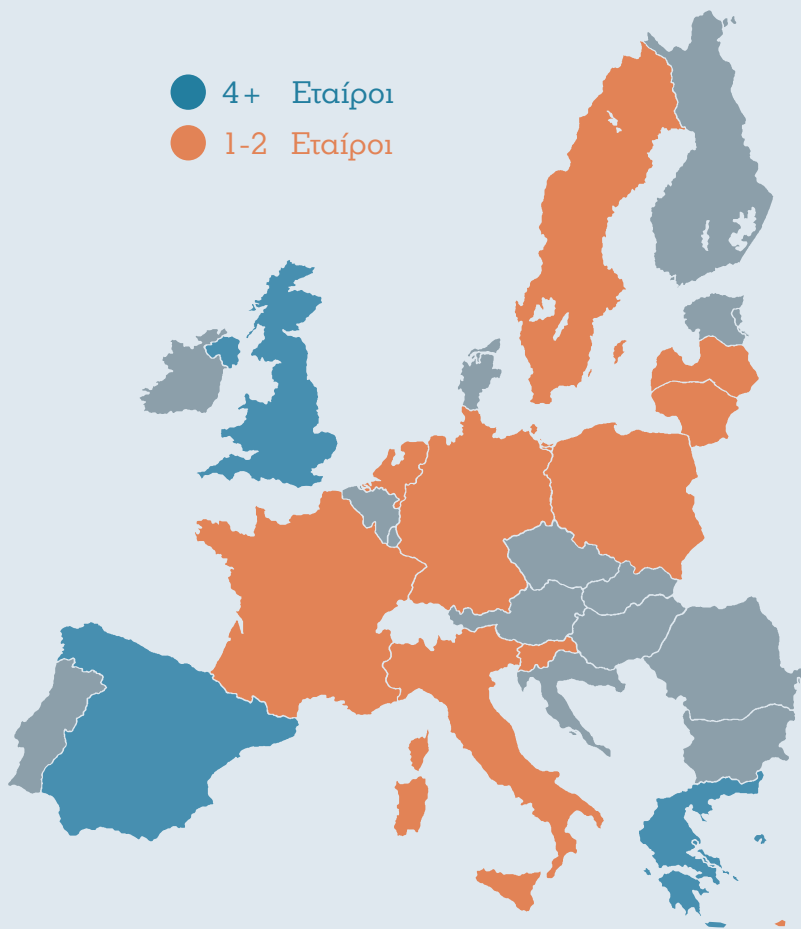
- Κεντρική Μακεδονία (33.33%)
- Αττική (33.33%)
- Θεσσαλία (33.33%)

Είδος Οργανισμού



- Πανεπιστήμιο (50%)
- ΜΚΟ (33.33%)
- Ερευνητικό Κέντρο (16.67%)

- 4+ Εταίροι
- 1-2 Εταίροι



**ΑΝΩΤΑΤΗ
ΕΚΠΑΙΔΕΥΣΗ**

**HIGHER
EDUCATION**



HIGHER EDUCATION

Τίτλος Σχεδίου	Composing Lifelong Learning Opportunity Pathways through Standards-based Services
Φορέας	ΤΕΙ ΑΘΗΝΑΣ
Τμήμα	Πληροφορικής
Διάρκεια Τοποθέτησης	36 Μήνες
Συντονίστρια	Κλειώ Σγουροπούλου (Αν. Καθηγήτρια)
E-mail	csgouro@teiath.gr
E+ Link number	2015-1-EL01-KA203-14033

Περίληψη σχεδίου

In times of rising unemployment and lack of economic growth, making use of new learning opportunities outside the formal system and of the skills acquired through prior learning, is urgent. Nowadays, more than 120 million people are living in poverty or at the threat of falling into one, approx. 25 million people are unemployed, while 77 million Europeans still have at most lower secondary education. The Europe 2020 Strategy stresses the need for more flexible learning pathways as a pre-requisite and a strong incentive for the fulfillment of the agreed social targets: 20 million fewer people in or at risk of poverty and social exclusion, 75% of the 20-64 year-olds should be employed, reduction of school drop-out rates below 10%.

The lack of meaningful, well-described, easily accessible information about Lifelong Learning Opportunities and of policy frameworks and tools for linking skills and qualifications gained across different phases and contexts, into forming flexible pathways for personal development and competitiveness in the labor market, constitute hindering factors for the implementation of the aforementioned objectives.

The proposed project aims to aid in Composing Lifelong Learning Opportunity Pathways through Standards-based Services (ComPaSS) and aspires to address the fundamental goal of the ET 2020 on 'making lifelong learning and mobility a reality' and its key objectives on skills for growth, competitiveness and employability, by explicitly targeting awareness-raising and institutional commitment, coordination and partnership of relevant actors and stakeholders active in the field of ET.

The Compass consortium, constituting Higher Education Institutions, an association of University departments of informatics and a national standardization organization, has designed an integrated approach that addresses these issues, elaborating on both policy and technological aspects with an emphasis on the Information and Communication Technology (ICT) sector. More precisely COMPASS will:

- raise awareness on the concept of flexible pathways through the use of existing European and national guidance instruments (Ploteus) for access to Learning Opportunities
- produce policy suggestions for the implementation of flexible pathways, for all education and training levels
- recommend a standard for enabling Learning Opportunity providers to engage in the well-structured description of their offers. These descriptions can be exploited by existing tools (e.g. Ploteus) to enrich their contents, making an impact on the quantity and quality of LO information at a European level

- develop free, publicly available online services for Learning Opportunity description and pathway development
- implement nation-wide pilot tests for the ICT-sector

Leveraging its rich strategic plan and the consortium's pan-European network of Higher Education Institutions, policy makers and the Industry, the project targets provision of standards-based educational opportunities to university students that will maximize impact of its innovative policy and technology solutions, boosting awareness and reforms in favor of skills growth.

Εταίροι

TECHNISCHE UNIVERSITEIT DELFT

UNIVERSITE DE MONTPELLIER

CONSORZIO INTERUNIVERSITARIO NAZIONALE PER L'INFORMATICA

BTU COTTBUS-SENFTENBERG

TALLINNA TEHNIKAULIKOOL

NQIS/ΕΛΟΤ

Τίτλος Σχεδίου	Electronics for the Beyond Silicon Era (ELBYSIER)
Φορέας	ΤΕΙ ΚΡΗΤΗΣ
Τμήμα	Ηλεκτρονικών Μηχανικών
Διάρκεια Τοποθέτησης	36 Μήνες
Συντονιστής	Ιωάννης Καλλιακάτσος (Καθηγητής)
E-mail	giankal@staff.teicrete.gr
E+ Link number	2015-1-EL01-KA203-13988

Περίληψη σχεδίου

The last 20 years the scientific and the business community have launched a gigantic effort towards the introduction of new materials and technologies that are envisioned to replace silicon technologies in many daily life's applications. This global effort has been inspired by: (1) the demonstrated and recently published saturation of Moore's law. This has set a limit in the number of transistors that can be intergraded into a single chip; as a consequence this restricts how fast electronics can be build, (2) there is a demand for new materials with superior electrical and thermal management properties than silicon, (3) there is a need for flexible, transparent, light weight and low processing cost materials compared to the respective properties of silicon. The beyond the silicon era includes a vast library of materials and technologies that satisfy some or even all the aforementioned characteristics. This library consists from inorganic, organic and hybrid materials such as: Organic semiconducting polymers, Carbon Nanotubes, Graphene & related materials, 2D new materials such as WS₂, MoS₂, perovskites, nitrides, metal oxides, Germanium electronics, Nanowires and hybrid organic-inorganic materials. The beyond silicon era does not only include new materials but also introduces new technologies that exploit electron properties apart its mobility under an electric field. Spintronics for example manifests the spin of the electron elevating the capacity of the modern hard discs or building low thermal consuming electronics.

Surprisingly and in contrast of the volume, the intensity of the implemented research (a great part of this research takes place in Universities' labs) and the number of publications in themes related to the beyond silicon era the Higher Education looks to be absent and distant from the recent developments. Higher Education Institutions in few cases have included some of the microelectronics developments within postgraduate's degree curricula. A total absence even in the form of popular science module is noticed from the undergraduate studies curricula of the majority of the respective University Departments (Electronics, Electrical Engineering, Materials Science, Chemistry, Physics, Biology) curricula. TEI of Crete has identified this gap since 2010. TEI of Crete actions towards the education of mainly undergraduate students of the respective Departments included the organization of very successful (this is depicted from the participant's feedback all these years) intensive programs in the fields of organic, transparent & flexible electronics and spintronics. The curricula of these intensive programs became by the years the core material of new undergraduate modules in many of the partner Universities and in the case of the OREA project soon will be converted in a European joint MSc degree (<http://orea.chania.teicrete.gr>). TEI of Crete with the proposed project makes a step further towards the modernization of the European undergraduate education regarding the technical skills in future technologies. The pro-

posed project attempts to transfer the implemented laboratory - research outputs into the classroom. This proposal exploits TEI's highly expertise Erasmus network in the fields of modern nano-electronics and attempts to unify its Erasmus concentrated knowledge & skills in the fields of organic, transparent, printable, graphene, spin electronics into a series of deliverables. On the frame of the proposed program we plan within a three years period to implement the following deliverables:

- (1) Organization of spring and autumn schools (in a form of Intensive Programs) around the consortium Universities with main themes the developments in modern new electronics & applications based on organic and post-silicon materials. These events will be accredited and may be part of the partner Universities undergraduate curricula
- (2) Design, construction, run and evaluation of a semester's module in the partner Universities. The latter could have the form of the blended course and will combine videos, web-based learning material, presentations and 'traditional' teaching methods
- (3) A short version of the module could be developed for professionals so to be used for fast track education in the field of new electronics and nano-electronics

The proposed project as a target group has the undergraduate and young graduate students of Electronic & Electrical Engineering, Physics, Materials Sciences, Chemistry, Bio-Engineering Departments.

The educational material of the proposed project will be accessible from the collaborating European HEI and our colleagues in partner countries giving an European dimension.

Εταίροι

UNIVERSITATEA DIN BUCURESTI

UNIVERSYTET WARSZAWSKI

UNIVERSIDADE NOVA DE LISBOA

ECOLE NATIONALE SUPERIEURE DES MINES DE SAINT-ETIENNE

ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΡΗΤΗΣ

Τίτλος Σχεδίου	Master courses: Quaternary GeoEnvironment-Archaeomorphology; Analysis and management of Anthropogenic Natural Hazards and Disasters
Φορέας	ΕΘΝΙΚΟ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ
Τμήμα	Γεωλογίας
Διάρκεια Τοποθέτησης	24 Μήνες
Συντονιστής	Νίκη Ευελπίδου (Αν. καθηγήτρια)
E-mail	evelpidou@geol.uoa.gr
E+ Link number	2015-1-EL01-ΚΑ203-14114

Περίληψη σχεδίου

The continuous development of science and the growing new techniques necessitate a significant change in the educational syllabus of postgraduate university programs. Taking into consideration the specificity of the students, as well as the need for proper preparation for the labor market, educational material changes targeting specific topics designed to address problems in a better way, provide solutions and create new applications.

“Quaternary Geology & Geo-Archaeology” and “Analysis and Management of anthropogenic - natural hazards and disasters” will be two newly introduced courses during the two (2) years Master’s Degree Program at the University of Athens-UoA. The development of the program aims at a more specialized knowledge and capacity building for students, which will make them more competitive in the labor market.

The program will be enriched with renowned in their field scientists from international institutions who will share their expertise with our students. Also the collaboration with organizations (SMEs, Laboratories, and NGOs) will create the skills to the students that are required after they graduate. The Intensive Program, designed to occur twice each year, will give the participating students a condensed experience by applying what they’ve learned on fieldtrips combined with targeted lectures and activities. At the end of the program will be held a conference where students will be able to present their skills through research activity. Conference participants will be scientists from universities, public agencies, companies operating in the industry, research institutions, etc. The conference aims to bring together students and all stakeholders, who will be able to work with after graduation.

This project’s partnership consists of: University of Athens-UoA from Greece, University of Aix-Marseille-AMU from France, University of Trieste-UNITS from Italy and Haifa University from Israel. UoA, AMU, UNITS and Haifa University are Higher Education Institutions. The choice of partners was made according to their specific expertise on the field, their teaching experience and their background of application in research activities. UoA is the responsible tutor for the two master courses in this project. AMU is the leader in Holocene relative sea-level research applying many new methods for the analysis of geographical and environmental data. UNITS team has a strong background in methods and techniques in physical geography and is the key partner for the methods and techniques to be presented in

the courses and ISP. University of Haifa is focusing on the determination of historical and prehistoric sea levels and how these relate to human civilization. This team will play an important role for the Master course "Quaternary GeoEnvironment - ArchaeoGeomorphology".

The program is structured so that the courses are conducted in the spring semester and Intensive Program activities to be done in the following summer. After the completion of the program, internships opportunities will be available for the students by the collaborating institutes. International students, coming from the institutions of the EU project's partners will also participate in the ISP.

To achieve the objectives, an e-class platform will be developed. The platform will work as an on-line part of the course, which will be available in English. New educational material will be developed and uploaded into the platform. The educational material will be available to the students who will follow the course and also to anyone who is interested in the subject. The educational material to be developed includes instruction and teaching material, guidance to the methodologies which will be taught and fieldtrip guides. Also, instruction manuals to new approaches and methodologies, for laboratories, field work and modeling, which will be covered by the new curriculum. Innovative educational and training modules will be developed and applied e.g. training videos for both laboratory and field work techniques and also GIS modules videos to be used for different kinds of modeling.

Briefly, this project is composed by five independent and interrelated step-lines:

- Modernization of the UoA Masters Program Degree, by the expertise of renowned scientist of international institutions
- Introduction of new educational methods, which will lead to a higher quality of education
- Strategic use of Information and Communication Technologies, thru an on-line e-class, with innovative video and audio teaching educational materials
- Skill development for the participating teaching staff and students thru the Intensive Study Programme
- Preparation of highly trained students in the field of the courses, in order to raise the graduates' chances for finding a better and more fulfilling employment

Compendiously the activities are: Long-term teaching or training assignments (6 months/year); Intensive Program (16 days & approx. 20 students/year).

Εταίροι

UNIVERSITE D'AIX MARSEILLE

UNIVERSITA DEGLI STUDI DI TRIESTE

UNIVERSITY OF HAIFA



ΕΠΑΓΓΕΛΜΑΤΙΚΗ
ΕΚΠΑΙΔΕΥΣΗ &
ΚΑΤΑΡΤΙΣΗ

VET



VOCATIONAL
EDUCATION
and TRAINING

Τίτλος Σχεδίου	Improving Skills And Competences Of Cycling Instructors For European Territorial Administrations
Φορέας	ΕΘΝΙΚΟ ΜΕΤΣΟΒΙΟ ΠΟΛΥΤΕΧΝΕΙΟ
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA202-013994

Περίληψη σχεδίου

The CycloVET concept was initially developed and submitted for the 2014 ERASMUS+ call for proposals. It received a positive evaluation and was placed first in the reserve list, being separated by half a grade from the selected list. In this year's resubmission various aspects of the project were further refined to improve its consistency, relevance and impact. Most importantly:

- The consortium composition was altered to better address the set objectives
- Aspects of the proposal have been updated to reflect the comments and suggestions of the 2014 evaluation
- Efforts to ensure support from relevant stakeholders have been increased, resulting in the collection of letters of support from 10 municipalities and 1 region

BACKGROUND AND NEEDS

The share of European population using bicycles for commuting purposes has increased significantly (almost by 33% in the last decade according to Eurobarometer). This significant modal shift towards cycling in Europe is sporadically supported with provision of training for cyclists. In countries where systematic training is provided (e.g. Germany) cycling related injuries are declining and adoption growth rates are higher. This strong sectoral growth is hindered by the shortage of qualified cycling instructors and of the provision of corresponding VET skills.

OBJECTIVES OF THE PROJECT

- Promote a common cross-border approach on the appropriate necessary skills and competences for cycling instructors
- Develop a coherent pedagogic methodology and elaboration of the appropriate training materials
- Design, develop and validate training materials, tools and game-based approaches to learning
- Develop a pilot examination scheme for certifying instructors
- Develop links between training programs for cycling instructors and the labour market, through their adoption and promotion by territorial public administrations
- Promote mutually accepted qualification of trainers' skills in the ESCO

PARTICIPANTS

- › NTUA (GR) is specialised in urban mobility management, has capacity in designing and developing thematically relevant curricula and experience in managing EU funded research and cooperation projects. -TECLA (IT), a union of local and regional territorial administrations in Italy, acts as facilitator for the modernisation and change and has capacity in guiding, advising and mobilising local communes to foster the built up of their capabilities.
- › Graz (AT) is the second biggest Austrian municipality. It has extensive track record in implementing changes in urban mobility management and in accompanying such changes with adequate training and awareness actions. It has extensive European cooperation networks and experience in EU cooperation projects
- › EXELIA (GR) brings capacity in developing innovative learning pedagogical methodologies, employing advanced training delivery methods and using technology enhanced learning as well as consulting expertise as regards issues of qualifications
- › CI (UK) is a training provider specialised in cycling safety bringing accumulated experience and capacity in developing cycling training courses, designing and providing cycling training services and developing training material

PROJECT ACTIVITIES AND EXPECTED RESULTS

The project will deliver 6 intellectual outputs implemented through a total of 11 activities and of 5 multiplier events (4 infodays, 1 “Day of the cyclist” event) and 1 train-the-trainer seminar (L/T/T activities).

The expected results are:

1. Course Outline (O1). This output will develop a training course for cycling instructors including the pedagogic methodology for providing the skills and competences necessary to prospective cycling instructors
2. Course Materials for trainers (O2, O3 & O4) and training qualified cycling instructors on the basis of the course outline (O1)
3. Resources for territorial public administrations to promote and facilitate training for cycling instructors and to integrate it into initiatives for local and regional development (O5)
4. Recommendations and endorsement for the integration of cycling instructors’ skills in ESCO

EXPECTED IMPACT

Cycling instructors with acquired skills, competences and qualifications are required in the labour market. Investing in these skills will improve their employability and cross-border mobility.

European territorial public authorities and VET providers will be able to train or recruit trained/qualified cycling instructors based on the project results.

Partners NTUA, CI will increase own capabilities in providing training for cycling instructors.

Partners GRAZ, TECLA will enhance quality in their services by increasing improved fit to job skills. Exelia will enhance and expand experience in training methodologies and tools.

Overall out of an estimated 10.000-15.000 cycling instructors in Europe, at least 8000 will be reached and informed. At least 1000 will be mobilized to use, review and consult the project results.

Εταίροι

Cycling Instructor Ltd-Ηνωμένα Βασίλεια

Exelia E.E.-Ελλάδα

City Of Graz-Αυστρία

Tecla-Ιταλία



Τίτλος Σχεδίου	Experiential Training In 3D Virtual
Φορέας	SQLLEARN (ΕΣ ΚΙΟΥ ΛΕΡΝ) ΕΦΑΡΜΟΓΕΣ ΗΛΕΚΤΡΟΝΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΕΤΑΙΡΕΙΑ ΠΕΡΙΟΡΙΣΜΕΝΗΣ ΕΥΘΥΝΗΣ
Διάρκεια Τοποθέτησης	30 Μήνες
E+ Link number	2015-1-EL01-KA202-013922

Περίληψη σχεδίου

The regulatory changes which led to the liberalization of the EU Postal Market and increased competition in the provision of high-quality and diversified mail, parcel and financial services have led postal operators:

- a) to adapt to a customer-oriented model aiming at providing positive customer experience and attaining high quality of service
- b) to focus on the development of human resources, by transforming traditional skills and knowledge into new, enhanced competencies

The projects' overall objective is the provision of an attractive and modern training framework aiming at:

- highlighting the necessity for recognition of skills, knowledge and competencies in customer service operations
- enhancing and certifies employees' professional assets and thus safeguarding their job positions
- improving the perceived service experience of customers and citizens
- providing a complete, integrated and configurable training toolkit
- identifying ways for generalization of project outcomes to relevant sectors

The project brings together ten partners from six sectors and six countries:

- E-Learning systems developer (GR): project leader- e-learning expert
- Postal Operators (GR,CY,RO): source for the identification of training needs, target group of beneficiaries
- VET institutions (GR,FR): development of professional training programs
- HR and business experts (PT,GR): consultation on human-centric orientation of the developed scenarios, experiential training related to the business continuity aspects
- Certification body (GR): certification-related tasks (i.e. certification system, tools, methodologies)
- NGO (LV): consultancy in the field of training and competence building

KEY ACTIVITIES

The project will evolve through a coherent set of activities, corresponding to relevant expected project outputs:

- Research on training needs for customer service (Research tools and methodologies, Training needs for customer service - Research results)
- Training curricula for customer service (Development of Curricula, Development of Certification System)
- Training Toolkit for customer service (Webinars for knowledge refresh, Training Scenarios, Experiential training)
- 3D-based training system for customer service (3D game system with certification level, Evaluation toolkit)

The training and certification system will be applied in the Postal Operators through the following 3 interdependent Activities:

- Experiential training
- Webinar for refresh of knowledge
- Scenario-based training in 3D environment

Finally, a set of activities have been planned to increase multiplying effects of the project outcomes:

- Project launching conference for external interested parties (companies, governmental bodies, institutions, trade unions etc.)
- Progress overview conference aiming at collecting feedback from stakeholders
- Certification Ceremonies (RO,CY,GR) aiming at motivating postal employees for further participation
- Project closure conference, which has central role in the dissemination activities plan and is expected to bring multiplication effects
- e-Workshops

METHODOLOGY

- Analysis of training needs (literature research, original research (questionnaires, interviews) and group decision making sessions based on Nominal Group Technique). Results will be analyzed with the use of formal qualitative and quantitative statistical techniques
- Development of training curricula:
The experts will adapt the generic training material to specific postal employees' training needs, they will identify potential gaps in the literature and will develop new material. The certification method will comply with ISO and ECVET standards.

- Development of training toolkit. The design of: (a) training scenarios based on KEK ELTA's Competencies Workbooks methodologies, (b) webinars for knowledge "refresh" and guidance exploiting e-learning authoring and multimedia tools through a prototyping approach and (c) experiential learning scenarios for experimental or control groups
- 3D learning environment. Simulation of a post office workplace, multiple participants as avatars, predefined role playing educational scenarios

Dissemination strategy aims at communicating the project results to the widest possible reach through various channels. It is expected that the project will have high impact initially at national level and in particular in the participating countries. It is estimated that 500 Post Office employees in 3 different EU Countries will participate in the first launch of the program (GR/CY/RO).

The outcomes will also be diffused to other EU countries and the impact is expected to be realized in several other external stakeholders and training professionals capitalizing on:

- › the architecture, the methodology and the applications developed
- › the potential of self-assessment of desirable competencies
- › the utilization of the properties of the 3D virtual application

Εταίροι

Greta Du Velay-Γαλλία

Elta-Ελλάδα

Befo-Λετονία

Kek Elta-Ελλάδα

Τουρνής Συμβουλευτική ΕΕ-Ελλάδα

Cyprus Postal Services-Κύπρος

InoSalus-Πορτογαλία

Compania Nationala Posta Romana-Ρουμανία

Eurocert S.A.-Ελλάδα

Τίτλος Σχεδίου	Green Logistics e-Training in Cereal/Rice Sector
Φορέας	ΤΕΙ ΣΤΕΡΕΑΣ ΕΛΛΑΔΑΣ
Διάρκεια Τοποθέτησης	30 Μήνες
E+ Link number	2015-1-EL01-KA202-014015

Περίληψη σχεδίου

The scope of this project is to develop and deliver a customized e-training program to all stakeholders across the supply chain of grains (employees, managers, farmers, producers, transporters) in four Euro-med countries (Greece, Spain, Portugal & Cyprus), based on an extended survey detecting their training needs. Building on the integration of the knowledge triangle (higher education, research and business), a training requirements survey mapping the current skills & competencies profiles of the logisticians in alignment with the best practices provided by the cereal and rice sector professionals, will lay the foundation for the e-training program for the grain supply chain. Distance learning program will incorporate various areas of interest such as green logistics, sustainable development, precision agriculture, organic farming and rural tourism acknowledging cultural diversity in the targeted countries. In addition, a qualification framework will be proposed for the grain logistics sector.

Green logistics and grain sector were selected to set the framework of this project, because of their strategic importance in the regional and national economy of these Euro-med Countries. These countries are struggling to find ways to overcome financial crisis, and supporting evidence indicate that logistics and agri-culture may be the springboard for their growth. In 2007, a cereals crisis emerged, and then the European Agricultural Economies realized the cereals logistics effect on their survival.

More specifically, the proposed e-training material will be a specialized instrument, it will foster the assessment of transversal skills (qualification framework), promote the take -up of practical entrepreneurship experience in training, and support the adoption of OER (Open Educational Resources) in diverse EU language.

The applicant (Greece) is a HEI specialized in logistics and e-learning, active in EU projects participation, significant networking on local, regional level. The second Greek partner as an Institute will be supported by University professors, has a strong cooperation with the Ministry of Rural Development and Food, Greece and will exploit experts, in EU agricultural policy, Hellenic National Agricultural Research, Communication, Marketing, logistics. The Greek partnership is strengthened by the participation of the leading SME in rice/cereal production, exploitation, distribution and trading.

The Portuguese, Spanish and Cyprus partners have a strong experience in e-training, research, management and successful implementation of EU-funded projects, represent countries with strong tradition in rice/cereal production and have a good cooperation with national oil associations.

The organization of the project will assure it on all aspects of quality, cost and time. Risk management tools will be implemented.

The 2-year project will implement activities: partners transnational meetings for organizational, evaluation purposes, conferences for information, awareness raising, e-training of trainees and trainers on is-

sues of rice/cereal sector logistics, web platform, e-survey, sector mapping, training material, specialized guidelines, documentary, printed material, cooperation between national-regional authorities to promote the development of education and training and their integration in actions of local and regional development. Preparatory work will be done on skills and qualifications validation (ECVET).

A concise dissemination and exploitation plan will be implemented including all necessary information, publicity and dissemination activities (Project branding, logos, e-communication, press, printed material, visits).

RESULTS, IMPACTS ENVISAGED

Awareness raising/information on optimized logistics, access to tools for effectively developing business in national/ international markets (training, networking), for participants increased experience, exchange of good practices, communication, collaboration and networking (national/European).

Potential longer term benefits: practices enhancement, covering of potential consumers/end-users values and needs, opportunities for promotion of relevant scopes, enhancement of presence, promotion of services, achievement of goals for participating entities strengthening of competence, cooperation and rural economy mainly of EU Mediterranean area, contribution to the implementation of national, regional and European policies, fresh entrepreneurship ideas, new jobs opportunities, enhanced efficiency of logistical facilities.

Activities and results that are planned to be maintained after the end of the EU funding include continuing of further dissemination and networking (partners' webpages, follow up with partners' associates, customers and relevant stakeholders, relevant media, articles, developing ideas for future cooperation based on current project, assessing the impact on target groups, implementation of ECVET procedures.

Εταίροι

Iapa-Κύπρος

Syndesmos Ellinon Emporon & Exagogeon Dimitriakon-Ελλάδα

Evropaiko Institutouto Exelixis Kai Oloklirosis-Ελλάδα

Sociedad Para El Desarrollo De La Provincia De Burgos-Ισπανία

The Innovation And Development Institute Principe Real-Πορτογαλία

Τίτλος Σχεδίου	Skills for Future Farmers
Φορέας	ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ - «ΔΙΟΦΑΝΤΟΣ»
Διάρκεια Τοποθέτησης	30 Μήνες
E+ Link number	2015-1-EL01-KA202-013970

Περίληψη σχεδίου

Future farmers and agriculture professional are confronted with severe challenges, especially under financial stress in EU economies and other factors which call for improved competitiveness, a “green” sustainable development and an increase in the agricultural productivity of EU. Such needs are accounted for in the Common Agricultural Policy (CAP) Reform 2014-2020, which foresees the strengthening of three long-term objectives:

- a) viable food production
- b) sustainable management of natural resources and
- c) balanced territorial development, and provides new policy instruments that reward resource-efficient services that protect the landscape/bio-diversity and innovative trends and technologies in farming and rural development

SKIFF (Skills for Future Farmers) mobilizes field experts and key stakeholders from Greece, Netherlands, Lithuania and Turkey and aspires to develop a sustainable, multilingual training program under the e-learning and m-learning paradigms, covering six (6) important thematic areas that cut-across most of above requirements:

1. Organic Farming
2. Rural Development
3. Agricultural Markets
4. Farming Management
5. Biobased Economy
6. ICT in Agriculture

Under a very dense dissemination strategy, SKIFF expects to reach out to a wide audience of farmers, agriculture professionals, officials and VETs who are all invited to participate and evaluate our approach during the planned online training session, but also beyond the project’s completion. A crucial project task is the establishment of a training certification scheme compatible with ECVET provisions, as applied in the participating countries, to be awarded to all prospective trainees that will successfully complete the provided courses.

Εταίροι

Blankcon-Netherlands

Eieo-Greece

Mkv Uluslararası Danışmanlık Eğitim Hizmetleri Ve Ticaret Limited Şirketi-Turkey

Ministry Of Food Agriculture And Livestock-Turkey

Viesoji Įstaiga Lietuvos Žemės Ūkio Konsultavimo-Lithuania



Τίτλος Σχεδίου	I Care
Φορέας	ΕΘΝΙΚΟ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA202-014051

Περίληψη σχεδίου

A major policy and social challenge in the European Union is the ageing of the population, and the need to ensure quality Long Term Care for the increasing numbers of dependent young and older citizens. Failure to promote technical innovation to support the millions of people in this situation in Europe will have severe impacts on employment, economic competitiveness and social inclusion. As, on the one hand, people are getting older and the need for long term care is increasing, the number of formal and informal caregivers is decreasing, ICT exploitation and provision of personal development adult education (i.e. soft skills such as emotional intelligence, empathy) of employees are seen as a possible solutions to this kind of dilemmas.

The development of basic skills in specific diseases (such as cancer and mental health care) is crucial for a more equitable integration of the informal caregivers in the market. In the same line it seems that incorporating the potential of ICT skills (online management, etc) in this rapidly growing sector could boost substantially employment and services in this sector. In parallel, Social (soft) skills in the social and health industry are increasingly being recognized as valuable skills that are necessary for nursing professionals to possess. They need communication and leadership skills so as to have a better understanding of their roles and responsibilities once they become licensed to practice. It is widely accepted by patients' organizations that these skills provision is absent on both VET and Tertiary Education level and this constitute a challenge for quality of services and caregivers employability. This gap in skills provided in the education is the starting point of the consortium interest in order to share experience and best practices and develop practical tools for caregivers, patients' and VET organizations.

The underlying assumption is that ICT can be, and is a cost-effective way to improve the quality of care provided to dependent people, to ease the burden on informal caregivers, improve the quality of life of both groups (homecarers and services recipients) and promote the employability of vulnerable populations involved in care giving (i.e. migrants, low skilled women) as well as family relatives. Moreover, soft and ICT skills, being major transversal skills, are essential for the professionalization of the qualified caregivers and integration of vulnerable employees or/unemployed and can be crucial for a fast-changing labor market as they improve informal caregivers' learning experiences, transversal competences and employability.

I_CARE project envisages addressing these challenges by effectively testing and validating a concrete multifaceted methodology that aims to improve quality of life both of home careers and services recipients. Specifically, I_CARE project involves a broad spectrum of higher education institutions, VET organizations, patients associations and social cooperatives (17 members of the Consortium or supporting partners in total) in four (4) countries in order to develop, implement and evaluate a learning-training methodology of adult education for both formal and informal caregivers. The project aims at identifying

current practices in respect of ICT, social and basic skills of caregivers, mapping educational needs and skills gaps, collect and elaborate best practices among participating countries and promote employability of the actors involved by providing specially designed courses, tools and mobility schemes (i.e. MOOC, self assessment tools, coaching sessions, mini games). The contextualized tools in the project will entail the exchange of knowledge and skills for the mutual benefit of the parties involved.

The target groups of this project are on the one hand scholars of nursing schools, VET and patients' organizations, social cooperatives and on the other hand informal caregivers (i.e. migrants, patient's relatives, low skilled unemployed women, etc) working either in institution setting or at home.

The methodology of the proposed project consists of a Massive Online Open Course (MOOC) on basic, soft and ICT caregiver skills and knowledge with side-tools (i.e. self assessment tool, mini games) as well as supportive services (i.e. coaching sessions) and of two (2) joint mobility 5-day sessions, Train Caregivers as Trainers courses producing a snowball effect in the 20 partners and supporting organizations. The training content will be written in 4 languages (English, French, Italian and Greek) and criteria such as educational level, socio-cultural background and context of service recipients will be taken into account. The project will adopt a dynamic process of evaluation and all results and outputs will be effectively disseminated through different channels of communication (portal, workshops, social media etc) and levels of governance (VET, Universities, supporting patient Associations e.t.c.).

Εταίροι

Ergasia Kek Ltd-Greece

Hellenic Open University-Greece

Psp Paca-France

Azienda Speciale Retesalute-Italy

Centre National De La Recherche Scientifique-France

Anoikto Panepistimio Kyprou (Open University Of Cyprus)-Cyprus

Pancyprian Federation Of Patients Associations And Friends-Cyprus

Τίτλος Σχεδίου	Musical Education - Light and Optical Stimuli
Φορέας	ΣΥΛΛΟΓΟΣ ΓΟΝΕΩΝ ΚΑΙ ΚΗΔΕΜΟΝΩΝ ΑΤΟΜΩΝ ΜΕ ΑΝΑΠΗΡΙΑ «ΤΟ ΕΡΓΑΣΤΗΡΙ»
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA202-014154

Περίληψη σχεδίου

The trans-national partnership aims to develop and test an innovative, needs-tailored, inclusive learning music process, based on the creation of activities among project partners and target groups, that would enable the development of a certified training course. The project aims to create a specific methodology, usable video tutors, teaching tools and demonstration activities, in order to increase the skills and abilities of both the learners and teachers/trainers, through a common on-line platform.

The method intended to be applied has already been successfully piloted by Dr. Ioannis Makris, PhD (music conductor/development leader in the present project), under the title 'M.E.L.O.S'- Musical Education Light and Optical Stimuli. The piloting has been taking place in the past year in the facilities of ERGASTHRI, through which an ad hoc orchestra has been created by trainees, who are suffering by light and medium cases of learning disabilities. Throughout the development and piloting of the method, it has been proven that, in a very short period of time (average time one month), the trainees were able to participate energetically in an orchestra and play music as a group.

The project consortium focuses on training and education needs of the target group aiming to achieve:

- The simultaneous enhancement and the development of cognitive, perceptual and kinetic skills through an enjoyable, creative and interactive learning experience
- Learning a musical instrument to be addressed to everyone regardless of the degree of functionality and disability, so that no one is excluded from the process of learning. This implies the coexistence, rather than the separation, of people with different degrees of functionality
- An indirect approach of other skills and functions, in social and psycho-emotional level, for example participation in a group, accountability, self-limitation, role commutation, coexistence, etc
- Combination of music education with pure entertainment and relaxation

Furthermore, it can be applied by a qualified therapist as part of a therapeutic process, by utilizing information obtained from the educational process that occurs, in an individual and group level.

Εταίροι

Aliaga Ozel Egitim Is Uygulama Merkezi-Turkey

Cope Foundation-Ireland

Jaunuoliu Dienos Centras-Lithuania

Omegatech-Greece

Τίτλος Σχεδίου	Developing New Skills for the Extroversion Specializations of Fashion Industry in Europe
Φορέας	ΣΥΝΔΕΣΜΟΣ ΕΠΙΧΕΙΡΗΣΕΩΝ ΠΛΕΚΤΙΚΗΣ - ΕΤΟΙΜΟΥ ΕΝΔΥΜΑΤΟΣ ΕΛΛΑΔΟΣ (ΣΕΠΕΕ)
Διάρκεια Τοποθέτησης	30 Μήνες
E+ Link number	2015-1-EL01-KA202-013907

Περίληψη σχεδίου

Over the years, fashion industries have played and continue to play key role in the competitiveness of the European economy. With almost 850 000 companies, 5 million jobs, and another 3 million jobs to be found throughout the supply chain, the Fashion industry can contribute to further economic growth and a strengthening of the competitive position of the EU economy as a whole.

Due to pressures for change resulting notably from trade liberalization and increasing external competition, consumer developments, technological advances, changes in production costs and environmental issues, the fashion industries are characterized by continuing restructuring and modernization.

This change indeed requires a more qualified workforce to deal with new technologies, stimulate innovation, ensure quality management and develop international strategies and marketing. Therefore, the availability of adequately skilled workers has become one of the major issues for the fashion industries. Fashion industries faced the shortage of trained and qualified personnel for their export and fashion marketing departments.

Recognizing their critical role, recent European efforts, such as the European Skills Council of Textile Clothing Leather & Footwear and the European Fashion Industries Alliance, have come together in order to strengthen the comparative advantages of the fashion industries which include, among others, the well-educated and high-skilled professional workforce of the industry. Other factors include the rapid advance of digital technologies, the globalisation of networks and the deregulation of media.

Employees from the fashion industries, students and SME's, who would like to succeed, have to adapt to globalised market and ICT-based vocational education and training. Therefore a precise and effective ICT training tool for development, enhancement and boost of their transversal skills, is inevitably demanding.

Fashion industries also need a flexible workforce that can respond to the development and the globalized market and the trend and need for internationalization. The workforce needs to be well qualified and ready to face the increased competition and rapid technological changes. To be compete in the global market fashion industries have to be smarter and able to adapt to changes. To achieve this, fashion industries need new education and training systems and tools for their existing and potential workforce in order to respond to the demands of the labour market and the global competition. In a framework of global competition, innovation and development are crucial elements to provide fresh impetus to a sustainable and competitive industry.

In this context, the proposed project aims to design and develop an innovative and comprehensive training protocol for export personnel of fashion industries, using ICT-based learning approaches and methodologies that will offer essential transversal skills for enabling them be ready to respond to international trade and market demands and enhancing the extroversion and the competitiveness of the industry as a whole. Bringing together the different sectors of fashion industries, the proposed protocol will follow a comprehensive learner-centered approach and will be coupled with an integrated certification framework, based on acquired knowledge, skills and competences, in line with the European Qualification Framework (EQF).

The objective of the proposed project is the design and implementation of an innovative and comprehensive training protocol. Work-based training ICT tools in fashion industries are generally very out-dated. They exist, but their availability is often not sufficient, the content is out-of-date and its distribution is not organised satisfactorily. Majority of present information materials regarding exports and global market information are at disposal only in paper form and most of them don't cover modern trends, materials and fashion. Therefore, such a professional tool is considered extremely useful, since it helps to enhance the international extroversion of the sector especially for SME's. The platform will focus on online training and will facilitate dissemination of knowledge and sharing of experience. Moreover, it will serve as a medium for all stakeholders in the field to share concerns and advice, as well as promote employment opportunities.

The platform will respond to fashion marketing skills and for that scope will concentrate information and data regarding third countries market mechanisms and their function market's technical requirements, recent trends of fashion marketing and expo's evaluation in the global market, market's development, development of the demand of sector's products, consumer's behaviors and habits, trend analysis, demand chain, mechanisms for directs distribution of a product to international markets (by identifying customers; meeting their needs; implementing sales plans).

Εταίροι

Gnosi-Greece

Huddersfield & District Textile Training Company-United Kingdom

Technical University Of Iasi-Romania

Euratex-Belgium

CONFEDERACION DE LA INDUSTRIA TEXTIL ASOCIACION-Spain

Τίτλος Σχεδίου	Social Enterprise Skills for Business Advisers
Φορέας	ΟΛΥΜΠΙΑΚΗ ΕΚΠΑΙΔΕΥΤΙΚΗ & ΣΥΜΒΟΥΛΕΥΤΙΚΗ Ε.Π.Ε.
Διάρκεια Τοποθέτησης	36 Μήνες
E+ Link number	2015-1-EL01-KA202-014097

Περίληψη σχεδίου

Social economy and entrepreneurship has developed in the recent years as an answer to major social needs that have been exacerbated through the economic crisis. Social enterprises contribute to social innovation, the creation of new business models and the exploitation of unused resources. However, the supporting structures for social economy, such as advisory services, are still underdeveloped in the EU, slowing down the potential growth of this sector. For this reason the SESBA project (Social Enterprise Skills for Business Advisers) aims at developing a training methodology and a consulting toolkit that will enable business advisers to expand their competencies in order to provide tailored services to social entrepreneurs. Thus the profile of business advisers will become even more market relevant and tools will be provided for the development of solid support structures in social economy.

The activities and related outcomes of the project include:

- Extensive research that will depict the status of social entrepreneurship in the EU; relevant policies, structures and advisory services
- Field research addressed at business advisers and social entrepreneurs in order to depict the qualifications needed for the effective provision of advisory services in social economy
- The transfer of good practices from the social field to the business advisory for the development of new consulting techniques
- The development of a comprehensive business advisers' training program that corresponds both to the established needs and to academic standards
- The development of a training portal that will host the learning content and material
- Pilot training in the new consulting techniques
- Assessment of the new consulting techniques in real conditions
- Awareness raising among policy makers, stakeholders and all those involved in business advising, about the necessity of new consulting techniques for the provision of adequate services in the field of social economy

The method that will be used in the project can be summarized as: Combination of academic research, research at national level and field research among stakeholders for clear need identification. Identified needs will be addressed through the development of training material and consulting techniques, building on best practices. Defining desired learning outcomes and designing an assessment methodology ensures objective achievement. Pilot training and application allows for testing and improving the project products. The development of an electronic platform increases flexibility and accessibility.

All those active in business advising and social economy will be invited to participate either in the research activities or in the events and training activities presenting the project products. The events will be of interest also to persons considering starting a social enterprise. All stakeholders of social economy will be invited to participate, such as policy makers, chambers, entrepreneurial networks, training entities, social economy organizations etc. An estimated total of 210 business advisors and advisories, social partners and social entrepreneurs will be addressed through research. An estimated total of 664 persons will participate in the multiplier events foreseen by the project.

Business advisors will be offered the opportunity to enhance their professional outlook and make their services adaptive to special circumstances and needs in social economy. Awareness of the role of business advisors in the development of social economy will increase. The dismantling of barriers and the improvement of access to social economy through better support services is expected to encourage initiatives in social entrepreneurship, generating social value and positive economic impact may be successful. At a national level, the project products will complement existing services to social entrepreneurs.

Overall, SESBA is expected to provide a milestone in the up-skilling of business advisors in terms of training tools and systematization of insight, knowledge and experience so far. Thus the project will be an important contribution to the investment in human resources in support of the social economy sector.

Εταίροι

Quin-Estonia

Lit-Ireland

Agricultural University Plovdiv-Bulgania

Militos Consulting S.A.-Greece

Τίτλος Σχεδίου	Open up Entrepreneurship
Φορέας	ΙΝΣΤΙΤΟΥΤΟ ΜΙΚΡΩΝ ΕΠΙΧΕΙΡΗΣΕΩΝ ΤΗΣ ΓΕΝΙΚΗΣ ΣΥΝΟΜΟΣΠΟΝΔΙΑΣ ΕΠΑΓΓΕΛΜΑΤΙΩΝ ΒΙΟΤΕΧΝΩΝ ΕΜΠΟΡΩΝ ΕΛΛΑΔΑΣ (ΙΜΕ ΓΣΕΒΕΕ)
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA202-014168

Περίληψη σχεδίου

Internet and the WWW is changing our lives: the way we communicate, work, shop, socialise, play and educate. Digital technologies also reshape traditional industries and totally transform the business environment. They speed up and improve the way new innovative products and services are produced and accessed. ICT is also changing the very nature of consumption, competition and how markets operate. Taking a closer look at the European market, it is mainly comprised of SMEs which represent 99.8% of Europe's enterprises with the typical EU enterprise to be a microenterprise with less than 10 employees. With the aid of technology, nowadays SMEs can become global from day one, reaching overseas markets. E-business and social media platforms allow companies to improve their international market presence and reach potential clients all over the world. In this line, new business models have emerged that have enabled young prospective entrepreneurs to turn their business aspirations into business ventures. Nevertheless, and in spite of the rapid growth due to the digital potential, European SMEs still lag behind in terms of 'digital revolution': only 1.7% of EU enterprises take full profit of the digital opportunities. Put simply, European existing and prospective entrepreneurs still have a long way to go before they capitalize the gains the digital area offers in terms of new product design and/or new means of promotion. The identification of this skill and training gap is the outcome of a past research collaboration between the lead partner IME GSEVEE and the University of Patras partner. The Open up Entrepreneurship (OpEn) project fills this identified knowledge gap where existing and prospective entrepreneurs seek for business solutions into the digital technologies but lack the skills and capabilities to exploit the vast potential of e-business models in the global market. OpEn project aims at exploiting innovative practices and technological tools to design and develop multi-disciplinary reusable Open Educational Resources for cultivating entrepreneurial mindset and economic thinking in the digital world. It aspires to provide the basic principles of international entrepreneurship from the perspective of e-business in order to acquire the necessary skills, competencies and capabilities for the exploitation of the opportunities offered by the digital economy through the design and implementation of an open E-module and laboratory. Such an open material addresses a diverse set of user training needs taking into consideration the training needs of existing enterprises and young highly educated prospective entrepreneurs (i.e. students). The project partners will develop innovative common multi-language e-modules that will be applied and evaluated by the consortium's HEI and VET centers of social partners. However due to the open feature of the educational material, the related e-modules could be used to support young entrepreneurs throughout Europe.

Εταίροι

University Of Patras-Greece

Ceei Burgos-Spain

Universita Degli Studi Di Bari Aldo Moro-Italy



Real-World
Work
Based
Learning

exploration Internships discovery communication
opportunity career experience
job networking Work-Ethics attitude workplace preparation
skills connections training
on-site Apprenticeship

Τίτλος Σχεδίου	Cultural Awareness and Social Skills Key Competences in Tourism
Φορέας	«ΔΗΜΗΤΡΑ» ΕΚΠΑΙΔΕΥΤΙΚΗ ΣΥΜΒΟΥΛΕΥΤΙΚΗ Α.Ε.
Διάρκεια Τοποθέτησης	32 Μήνες
E+ Link number	2015-1-EL01-ΚΑ202-014119

Περίληψη σχεδίου

The European Parliament and the Council of 18.12.2006 recommended a European Framework for Key Competences for Lifelong Learning. This European Reference Framework (ERF) identifies and defines for the first time the 8 Key Competences (KC) that citizens require for their personal fulfillment, social cohesion, active citizenship and employability in a constantly changing world of work and need to be instilled at all stages of education and training (Official Journal of the European Union L394).

CS.Tour project, contributing to the development of a European Area of Skills and Qualifications, is using innovative methods to give real opportunities for those already working or considering a career in the Tourism Industry, to Learn, Certify and Maintain the following two (2) European Reference Framework Key Competences (KC):

- KC No 6: "Social & Civic Competence" and
- KC No 8: "Cultural Awareness & Expression"

The core skills of SOCIAL COMPETENCE include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy while CULTURAL AWARENESS is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Personal, interpersonal and intercultural competence cover all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life.

Understanding other cultures and contexts within a constantly increasing level of globalization within Tourism industry, sets a solid basis for successful customer interactions, including how to manage a culturally diverse workforce. Tourism, brings individuals and human communities into contact, and through them cultures and civilizations, has an important role to play in facilitating dialogue among them. Becoming aware of our cultural dynamics is a difficult task because culture is not conscious to us. This project investigates the knowledge, skills and attitudes needed and the strategies for improving Social Competence and Cultural awareness acquisition by bringing together Vocational Education and Training and Business in the tourism sector.

Nine (9) partner organizations from 5 different EU countries (Greece, Spain, UK, Sweden & Cyprus), all involved in Human Resource development and support services to tourism and hospitality sector, have joined forces through the CS. Tour project consortium in order to research to identify and analyze needs and barriers of stakeholders involved in the tourism and hospitality sector in relation to KCs 6 and 8. A Comparative Transnational Report will detect geographical particularities in the tourism sector regarding KCs 6 and 8 that will guide to the development of innovative training solutions.

Based on the result of National & Transnational Report the consortium will DEVELOP, PILOT TEST, EVALUATE and FINALIZE for KC 6 & KC 8 the following Intellectual Outputs:

1. a Modular Training curriculum
2. a Trainees Syllabus
3. an open E- platform with learning material and training resources
4. an online pre-assessment tool that will define the individual training need and path
5. a complete Methodological Guide for the Trainers to empower achievement in basic skills through more effective teaching methods
6. a Trainers Toolkit for teaching these Key Competences basic and transversal skills using innovative training Techniques
7. a complete Accreditation Scheme for Certifying KCs 6 and 8 according to European Qualifications Framework

Finally, negotiating the complexity of cultural diversity is a life-long learning task that is relevant to the world of work, the community and in European contexts. The Certification proposed on these two Key Competences by the CS. Tour project covers a wide number of topics, and especially for those intending to enter a career in tourism, there's nothing more important than learning how to interact well with a diverse range of individuals.

Εταίροι

Rinova Limited-United Kingdom

PCT De Noja-Spain

Ltb-Cyprus

Acta Sa-Greece

Documenta-Spain

Learn Train Recruit-United Kingdom

M.M.C Management Center Limited-Cyprus

Folkuniversitetet Stiftelsen Kursverksamheten Vid Uppsalauniversitet Fu-Uppsala-Sweden

Τίτλος Σχεδίου	Communicating Professional Competence
Φορέας	ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΙΑ ΤΟΠΙΚΗΣ ΑΝΑΠΤΥΞΗΣ ΚΑΙ ΑΥΤΟΔΙΟΙΚΗΣΗΣ (Ε.Ε.Τ.Α.Α. Α.Ε.)
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA202-013960

Περίληψη σχεδίου

ComProCom is designed to improve the way that professional competence is described and represented, particularly in relation to complex work in higher-level occupations where outcome-based conceptions of competence have proved most challenging. Six countries are involved in the project, representing systems with established traditions of “competence-based” VET or practice-based assessment, through to those that are in the early stages of using competence frameworks or have a less structured approach to occupational competence.

The project is designed to build on a number of sources including “second generation” approaches to competence and capability from the UK professional body sector, the idea of “occupational capacity” as used in the German dual system, and exploration of needs and current practice in partners’ countries, to develop and trial appropriate models for higher-level occupations and professions. The project will aim to develop frameworks that reflect the level of understanding and ability required in the relevant occupations, are concerned with core capability rather than the specifics of job roles, and are resilient to changes in legislation, technology and techniques. Intellectual input will be provided by the UK partner, supported by an expert associate with experience in the German system and of VET instruments at EU level. The remaining partners will select relevant methodologies to develop and test frameworks in five areas:

- Training and development (IR)
- Business administration (AT)
- Chemical engineering (DE)
- Management of innovation (PL)
- Social entrepreneurship (GR)

These have been selected to provide a range of occupation types and professional “paradigms” including technical, organisational and people-focused, as well as operating contexts that span the public/voluntary sector, industry and professional firms, and different balances of interest between official bodies, employers and professional bodies. The project will also meet particular needs in specific industries, for instance to support talent management in the Irish training and development profession, extend competence-based approaches to “Meister” level in German chemical engineering, and help formalise the occupation of innovation management in Poland.

The project’s main transferrable output will be a guide to researching and developing practical and usable descriptions of professional competence, explaining how different methods can be used to de-

velop frameworks that capture high-level occupational roles, along with an associated short training programme to aid its application. Approaches will be tested through application to the five fields, and refined to produce a highly usable, methodologically sound manual. This manual will be designed to be usable in any occupational field to produce competence standards and frameworks that: are eminently suitable for work roles where significant judgment and contextual interpretation are needed; avoid assumptions about work practices, organisational cultures or roles that lead to obsolescence or build in cultural or gender discrimination, and; support outcomes-based qualifications and credit in line with the EQF, ECVET and ECTS. The training programme, consisting of knowledge transfer input plus mentoring, help users to prepare industry experts to develop frameworks in their field.

The project will be disseminated at several levels. Within partner countries, dissemination will focus on both the profession or industry under consideration and national agencies and networks involved in VET and occupational or professional standards. There will also be awareness-raising across and beyond partner countries within each profession or industry, and where possible to countries outside the partnership. European - level dissemination will also take place at agency level, and the project will launch a standing forum to support agencies, professional bodies, practitioners and academics to share and discuss practice, research and conceptualisations relevant to professional competence.

Lead partner: Hellenic Agency for Local Development and Local Government (EETAA).

Εταίροι

Die Berater-Austria

Iitd-Ireland

Sbg Dresden-Germany

Instytut Technologii Eksploatacji-Pib-Poland

Stan Lester Developments-United Kingdom

**ΕΚΠΑΙΔΕΥΣΗ
ΕΝΗΛΙΚΩΝ**

**ADULT
EDUCATION**



Τίτλος Σχεδίου	Social & Sustainable Fashion Entrepreneurs
Φορέας	ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS (AUEB)
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA204-014083

Περίληψη

"SoFE" stands for "Social and Sustainable Fashion Entrepreneurs" it is a pedagogical training programme in the fashion industry addressing the biggest challenges of the sector and some of the most burning issues of societies today. These being the protection of the environment, the work integration of young unemployed people and the return of the production of the fashion industry back to Europe. The objective of the training programme are twofold on one hand to promote co-creation and collaborative processes and on the other hand to promote entrepreneurship skills that lead to innovation, creativity, competitiveness, sustainability, ethics and social entrepreneurship in all facets of the fashion industry. The target population is primarily young unemployed prospective social entrepreneurs; whom we want to empower start-up their own sustainable and ethical fashion enterprises in collaboration with other people. We also want to promote a new mindset in the sector, so we are also targeting existing and early start-up fashion entrepreneurs who will be trained in these new values and skills.

The partnership consists of 7 partners from 5 European countries capturing the various cultural groups of Europe including The UK, The Netherlands, Poland, Spain and Greece. All partners are strategically situated in the fashion industry and the social entrepreneurship sector having an intrinsic interest and a deep expertise in the area. The consortium captures all different aspects of the fashion industry from Universities expert in Sustainability, to Business Schools, social entrepreneurs, fashion incubators, and fashion producers.

The methodology of the project is firstly the conduct of an exploratory mixed methods research in all partners' countries and through their networks, if possible, to the rest European countries. This will provide the framework based on which the content of the learning programme will be designed. Once the needs and challenges of fashion entrepreneurs have been identified the partners will create an inspiring and pioneering in its approach Handbook containing the learning that needs to be delivered. The modules will be designed from the Handbook to be offered electronically and the e-learning platform will be created. The pilot learning programme will begin after a pre-testing on the partners and on a small sample of the target population. The recruiting of the pilot will take place making sure that the right mixture of participants will have been recruited in all 5 partner countries. The training will last 6 months leaving time for reflection and application of theory into practice. Parallel to the Handbook and the E-learning platform the participants will receive 6 monthly individual mentoring sessions and will take part into two 3 day face to face workshops that will follow design thinking and action learning methodologies. The face to face workshops will support them in self-reflection techniques, in ideation, in business canvas modeling and in developing skills on how to pitch to attract investors and support. At the end of the programme the participants will take part in the closing conference where they will have the opportunity to pitch and showcase their work to investors and sponsors. They will also have

the opportunity to be awarded one of the excellence sustainability and social entrepreneurship awards that will be given at the final conference.

The programme is expected to be delivered through the partners and other stakeholders after the end of the funding. The expected impact of the programme and its benefits are: work integration for the participants through entrepreneurship or employment in the creative industry sector for unemployed people; to empower participants to start-up and grow their enterprises, to innovate, gain competitive advantages and increase efficiency, up to date training on sustainability in the fashion industry; to promote a sustainable, ethical and socially responsible fashion industry; to develop and use sustainable materials; to promote co-sharing skills to be able to collaborate and jointly innovate new products, new materials, new production practices and techniques, new distribution channels, etc; to increase their creativity and levels of innovation; the development of joined cross-sectoral European proposal combining the approach and philosophy of innovation, sustainability, ethics and social entrepreneurship; protection of the environment; to create a network and an online forum on the fashion industry; and finally work integration opportunities for battling youth unemployment, structural unemployment, exclusion of vulnerable groups.

Εταίροι

BRUNEL UNIVERSITY LONDON

WAGENINGEN UNIVERSITY

SPOLECZNA AKADEMIA NAUK

Authenticitys Experiences SL

The Nest Social Cooperative Enterprise

EOLAS S.L.

Τίτλος Σχεδίου	Social & Sustainable Fashion Entrepreneurs
Φορέας	GREEK ASSOCIATION OF WOMEN ENTREPRENEURS (S.E.G.E.)
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA204-014007

Περίληψη

EFEB Network's main objective is to train, mentor and develop the entrepreneurship skills of women entrepreneurs involving them in VET partnership with great potential for development and raising the public awareness, supporting women empowerment and providing new economic and social opportunities for a prosperous European Region. In this respect, among the project's proposal main tasks, is to enhance the new skills education and to create a climate that is favorable to increasing the number of women entrepreneurs and the size of the women-led businesses and new jobs. Furthermore, the project proposal aims at promoting the gender equity stressing out the importance of a strong women social entrepreneurship sector and at implementing activities focusing on motivational support to women entrepreneurs through education, information, training, good practices.

The aim of the EFEB proposal is the development of a strong partnership in the field of educational development, training and support activities and the area of female entrepreneurship and especially in the ground of social entrepreneurship, eco-innovation and digital economy. The participating organizations are divided in groups, depending of their basic objectives of work: educational institutions, SMEs, Associations supporting the female entrepreneurship.

Presented as an individual's ability to turn ideas into actions, entrepreneurship has evolved over time to embrace creativity, innovation and risk taking, as well as the ability to set-up and run a business.

Entrepreneurship is now considered as a key competence for all which should be promoted at all levels of education (from primary school to university) as well as through lifelong learning.

The European Commission has adopted two framework documents highlighting the importance of entrepreneurship education and training: in November 2012 a new strategy on education and training entitled "Rethinking Education" and, in January 2013, an Entrepreneurship Action Plan. The Commission notably invites Member States to reinforce entrepreneurship education at all levels and to strengthen the links between education and employers.

The European Parliament, which in a 2006 Recommendation had recognized the sense of initiative and entrepreneurship as one of the key competences for lifelong learning, has since then supported entrepreneurship education in several resolutions

The project EFEB is closely oriented to the main objectives of the European policies and expresses the following long-term aims:

- Making lifelong learning and mobility a reality – progress is needed in the implementation of lifelong learning strategies, the development of national qualifications frameworks linked to the European Qualifications Framework and more flexible learning pathways in the field of social entrepreneurship. Mobility should be expanded and the European Quality Charter for Mobility should be applied

- Improving the quality and efficiency of education and training – experts need to be able to acquire key competencies and all levels of education and training need to be made more attractive and efficient
- Enhancing creativity and innovation, including social entrepreneurship, at all levels of education and training – the acquisition of transversal competences by experts from different countries should be promoted and the functioning of the knowledge triangle (education-research-innovation) should be ensured. Partnerships between enterprises and educational institutions as well as broader learning communities with civil society and other stakeholders should be promoted

The project EFEB answers to the needs adult training educations, following the rules of the Erasmus+ program and related to the following main topics:

- Place a stronger focus on higher and more relevant skills (Rethinking Education) in the field of female entrepreneurship
- Create a strengthen links between education/training, mobility and the labor market aiming in reducing the unemployment
- Adapting to internalization trends through exchanging of best practices
- Ensuring overall coherence of tools and policies in all the participating countries

Εταίροι

BALTIJAS JURAS REGIONA KLASTERU EKSPERTI BIEDRIBAS-CLUSTER EXPERTS BALTIC SEA
REGION CE BSR

ECIPA UMBRIA - Ente Confederale Istruzione Professionale Artigianato e Piccola Impresa

Vsl Socialiniu inovaciju centras

WESTFALISCHE HOCHSCHULE GELSENKIRCHEN, BOCHOLT, RECKLINHAUSEN

NGO Agricola

Georgian association "Women in Business"

INNOGATE TO EUROPE CONSULTORIA DE PROYECTOS EUROPEOS SL

Esteem

Τίτλος Σχεδίου	Strategic partnership and training on the use of music as an additive treatment modality in the detoxification and rehabilitation processes of individuals suffering from drug dependence
Φορέας	UNIVERSITY OF MACEDONIA
Διάρκεια Τοποθέτησης	36 Μήνες
E+ Link number	2015-1-EL01-KA204-014013

Περίληψη

Among the contemporary social and medical problems, drug dependence ranks as one of the most devastating and costly. According to EMCDDA, there were 1.3 million opioid users in Europe for 2014 alone, among which 30.000 pregnant women and 6,000 users who passed away due to drug use. The main suggested therapies for the drug withdrawal period and relapse prevention are pharmacological, such as the administration of opioid agonists, non-agonists and antagonists. However, scientific research has shown that these forms of treatment carry a high risk for continued physical dependence and have been found to be insufficient in treating substance dependence without additional treatment. For these reasons different therapeutic modalities have been introduced independently or as an adjunct therapy and have proven to be effective in facilitating detoxification and sustaining abstinence during drug rehabilitation. Music therapy is one of them, as it has gained therapists' interest due to its capacity to have a significantly positive impact on the physical, psychological, mental and social functions of drug addicted individuals. However, despite the scientific evidence concerning the benefits of musical interventions for the treatment of drug addiction, a surprisingly large gap exists in regards to a properly organized network of information dissemination and, more importantly, of professionals' education and training.

The aim of the proposed project is the creation of a European-level strategic partnership and know-how exchange network and the preparation, development and implementation of a large-scale training program on the use of music as a complementary therapeutic intervention during the detoxification and rehabilitation processes of individuals suffering from drug dependence. The project's acronym is MUS.I.C.D.A.RE. (MUSIC In Creative Detoxification And REhabilitation). The target population of the project are 210 carers, therapists, psychologists, social workers, volunteers and ex-drug dependent individuals employed or intending to be actively involved or employed in drug detoxification and rehabilitation centers in Europe. Emphasis will be given on balancing transnational and national participants in the training programs, and in attracting ex-drug addicted individuals to participate as trainees.

The project will consist of the following activities:

- 1) Exchange of know-how, expertise and best practices among researchers, specialists and practitioners in the specific field of using music as an interventional therapeutic approach in the detoxification and rehabilitation processes of drug dependent individuals
- 2) Design of a unified - accredited - training program for the aforementioned target group, on the use of music in the detoxification and rehabilitation process of drug dependent individuals, consist-

ing of educating participants on the theoretical principles, research findings but mainly of providing workshop-type learning experiences (experiential learning of principles, methodology and practical applications) through study visits, on-site observations, and 'learning-by-doing'

- 3) Creation of the project's portal
- 4) Implementation of the 7-day MUS.I.C.D.A.RE. joint staff training program in the three participating countries
- 5) Development and implementation of the E-course (E-MUS.I.C.D.A.RE.) with participants from across Europe for multiplying effects
- 6) Evaluation of the three implementations of the 7-day MUS.I.C.D.A.RE training event and the E-MUS.I.C.D.A.RE course
- 7) Creation of an E-book titled "Handbook of Best Practices: Music in Creative Detoxification and Rehabilitation"
- 8) Multiplier Activities: Mid- conference, final conference, closing festival
- 9) Dissemination activities throughout the life of the project
- 10) Creation of the MUS.I.C.D.A.RE. Network

The proposed partnership is expected to offer high quality learning opportunities and expand professional knowledge and skills of professionals and/or practitioners employed or interested to be employed in detoxification and rehabilitation centers for drug-addicted individuals. It will also bridge the gap between the scientific community, the active field of addiction treatment and the related labor markets via the exchange of significant know-how. This can result in the amelioration of the strategic development, organizational management and quality of learning provision both for scientific experts and the therapeutic personnel of the rehabilitation centers. Furthermore, this partnership envisions fostering equity, inclusion and high quality targeted activities in education, training and youth in order to promote the personal, social and professional growth and reinsertion of ex- drug addicted individuals. The project aspires that by the time it ends, a different picture in the additive treatment modalities for drug addiction will be created, not only at national but also at European and international level.

Εταίροι

PYE GLOBAL

GENIKO NOSOKOMEIO THESSALONIKIS G.PAPANIKOLAOU

Université de Nîmes

Τίτλος Σχεδίου	Incorporate Non- Formal Methods into Language Education for Adult Immigrants
Φορέας	N.G.O. CIVIS PLUS
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA204-014053

Περίληψη

The first asset that an immigrant needs upon his arrival in a new country of residence and the lack of which is a key factor that hinders his inclusion is the knowledge of the spoken language in the host country. This fact makes the work offered by the sector of adult education in the field really valuable and useful for the immigrants themselves and for the society as a whole. For the successful implementation of this work it is necessary the sector to be continuously supplied by new methods and practices and the skills of the people that are active in this sector to be continuously improved. Whether it's learning within formal education institutions either non-formal education institutions (the latest show growing preoccupation with this issue and cover the majority of programs in the field), teaching is usually based on specific textbooks and performed with traditional methods and formal learning techniques. On the other hand non formal learning methods are gaining more and more recognition and are indicated as highly effective means of acquiring knowledge and skills and are able to offer a more innovative and participatory learning process that can develop simultaneously varying abilities and skills of apprentices. In this context, the proposed project aims to:

- 1) Explore the potential of non-formal learning methods in adult education and more specifically in language learning
- 2) Promote peer learning among people offering or organizing language lessons for adult immigrants in formal and non-formal education
- 3) Improve the skills of educators already working in the field or wishing to work in the application of non-formal learning activities
- 4) Create a series of activities based on non-formal learning methods that can be incorporated in language teaching for immigrants
- 5) Make learning process more attractive for immigrants and enrich it with participatory and innovative activities
- 6) Change perceptions about the validity of non-formal learning methods

The ultimate goal of the project is to improve the sector and better serve the linguistic needs of immigrants that will decisively contribute to their personal development and social integration.

During the project a booklet with innovative activities based on methods of non-formal learning and information material on the principles, the nature and dynamics of these methods will be created. Big part of its content will be created by educators active in the field and through the participation of the latest in different activities such as focus groups and workshops. Meetings with institutions and organizations

for collecting practices and methods will also be held. The final creation of the booklet will be held by an experienced team and then events and meetings for presenting the booklet will be held while educational seminars will prepare the target group for its effective utilization.

The proposed project will directly involve about 195 current or potential adult educators while more 300 people are expected to get the booklet without participating directly in the project activities.

Project's methodology is based on three main foci: ongoing dialogue and information sharing, collaborative learning and active participation of the target group. The project has been divided into interlinked work packages that require the active participation and engagement of all partners for their implementation. Non-formal learning methods are in the core of the project's methodology and will be applied in almost all the planned activities.

The main results of the proposed project is the booklet, the enhanced skills of adult educators and institutions working in the field, increased understanding and cooperation between educators in formal and non-formal education and the more positive attitudes towards non-formal learning methods. These in long term will lead to improvements in adult linguistic learning sector that will be more capable to meet immigrants' language needs and to create favorable learning conditions for adult immigrants. These will significantly enhance the integration process of this particular social group in society and will help them to improve their everyday life.

Εταίροι

Neo Sapiens S.L.U.

PANCYPRIOS POLITISTIKOS KAI EKPEDEFTIKOS SYNDESMOS "EVROPOLITISMOS"

Τίτλος Σχεδίου	Puzzle. Developing easy to read formats for people with intellectual disabilities
Φορέας	FOUNDATION FOR RESEARCH AND TECHNOLOGY HELLAS
Διάρκεια Τοποθέτησης	24 Μήνες
E+ Link number	2015-1-EL01-KA204-014123

Περίληψη

Despite the progress made there is still a significant gap in the opportunities that young adults and adults with intellectual disabilities in European countries such as Greece, Poland, and Lithuania have for education and training or for participation in the social and economic spheres of life. Among the contributing factors are: a) the lack of trained educators or other staff working with people with intellectual disabilities on text transformation processes in forms that are adapted to the needs and language skills of such persons, and b) the low utilization of ICT for learning purposes with the use of adapted materials, both because of lack of educators' awareness about and availability of suitable digital tools and because they lack appropriate knowledge and skills.

In response to this problem is proposed the transfer knowledge and experience from experts of the Swedish governmental agency for accessible media MTM on the use of the "easy to read" method, which facilitates the transformation of text into forms that are easily understandable by people with limited capabilities in reading. The expertise of the Rix Research of the East London University (UEL) in Britain, which is a pioneer in the development of applications friendly to people with disabilities, is also utilized to integrate the use of the "easy to read" method in environments designed specifically for people with limited reading comprehension capabilities. The Foundation for Research and Technology Hellas (FORTH) from Greece, which also has extensive experience in the development of related applications, will further contribute to this effort.

The main part of the project focuses on training professionals from Greece, Poland and Lithuania who work in agencies providing educational services for people with intellectual disabilities. These bodies are doing exceptional work and are well networked in their countries. An international team of 12 professionals will be trained in two short training sessions by the MTM specialists on the "easy to read" method and by the UEL specialists on how to exploit the potentials offered by new technologies for people with intellectual disabilities.

During the project there will be developed a manual on the "easy to read" method and learning material with the latest developments in the field of electronic applications for people with intellectual disabilities. Research will further be conducted in Greece, Lithuania and Poland to assess the needs of people with intellectual disabilities for information and learning on human rights issues. The above will lead to the development of an e-learning platform and mobile application with information and learning materials in "easy to read" format on human rights issues, and finally to the design and pilot testing in EL, LT and PL of a series of lesson plans that utilize the "easy to read" method for the education of people with intellectual disabilities on their basic rights.

The implementation of the project is expected to motivate more professionals and organizations to develop their skills and use “easy to read” texts through electronic applications for the benefit of people with intellectual disabilities. It is also expected to produce important information / educational materials and tools in “easy to read” format, for free use by any person with difficulties in reading comprehension. The benefits of the project are significant and extend beyond the end of its life-cycle. It is expected to empower significantly professionals and organizations in the field and widen considerably the learning opportunities of people with difficulties in reading comprehension.

Εταίροι

UNIVERSITY OF EAST LONDON

Stowarzyszenie Na Rzecz Młodzieży Sprawnej Inaczej “Smialek”

Myndigheten för tillgängliga medier

Jaunuoliu dienos centras



Τίτλος Σχεδίου	Promoting Cultural Heritage as a Generator of Sustainable Development
Φορέας	THE RESEARCH COMMITTEE OF THE TECHNICAL UNIVERSITY OF CRETE
Διάρκεια Τοποθέτησης	36 Μήνες
E+ Link number	2015-1-EL01-KA204-014085

Περίληψη

CONTEXT / BACKGROUND

Over the last decades, in an era of holistic and integrative thinking for sustainable development, Cultural Heritage is gaining attention of scholars and policy makers alike as an instrument for sustainable development. Critics consider use as a threat to heritage, leading to commercialization, exploitation and destruction. The view, however, that heritage preservation occurs when heritage elements are in actual use, thus generating revenue to sustain preservation is gaining momentum. Further, there are arguments that many if not most of the benefits derived from cultural heritage are realized only in the course of actual use. Economic science has recently developed pertinent tools and concepts, initially used for environmental goods and services that are suitable in assessing the economic value of Cultural Heritage and help realizing its development potential and at the same time supporting preservation.

OBJECTIVES

The Strategic objectives of the project are to promote public awareness for the sustainable development potential of cultural heritage and to establish social initiatives building new entrepreneurial partnerships investing on local and regional cultural heritage. These objectives are in line with the transversal policy priorities for education, training and youth, as defined by Europe 2020 for building a “smart, sustainable and inclusive economy.” This overall concern is addressed by means of the sustainable, social-economical and environmental, positive effect of cultural heritage; a field entailing a dynamic potential touching all the aforementioned factors and highlighting a transnational common ground.

NUMBER AND PROFILE OF PARTICIPANTS

The project aims to directly reach 2200 people who will be directly involved in four countries through seven partners and a series of activities. However, the project objective is to reach a high multiple of this number indirectly because it is investing on rising public awareness on the dynamic potential of cultural heritage for sustainable development. In that sense, the indirect benefit of the wider public, apart from the people participating in its activities, is inherent in the project logic. Throughout the project’s implementation a series of occasions for contact with a wider audience and set of interlocutors exist.

DESCRIPTION OF ACTIVITIES

Project activities include creating a platform as an interactive tool for information and communication, surveying international good practices, developing material that will be useful for training individuals in cultural heritage in general and related social entrepreneurship initiatives in specific, customising the pedagogical material by allowing its adaptivity to different local contexts, organising seminars and hands-on workshops, together with open lectures and on-line videos for deepening as well as disseminating project outputs. At the same time some project activities are more tailor-made for the entrepreneurial audience, administrative authorities and consumers at local level, while others target the academic community.

METHODOLOGY TO BE USED IN CARRYING OUT THE PROJECT

The main issue that this project addresses is a change in thinking of stakeholders on how they approach cultural heritage. For achieving project objectives, the project will start with a survey of best practices at global level of cultural heritage based sustainable development and of how opportunities and barriers were addressed. Subsequently, project partners will apply this knowledge to survey the local context in three case studies. These case studies will be investigated using thematic analysis for opportunities and barriers of using cultural capital for growth and sustainable development. On the basis of the results of the case studies project partners will develop educational material for skill development, entrepreneurship strategies, institutional initiatives and public awareness. The resulting integrated framework of practice for a cultural heritage based sustainable development model will be the major output of the project and will be disseminated across the EU.

POTENTIAL LONGER TERM BENEFITS

The project provides a paradigm at the European level. It will raise awareness about the development potential of cultural heritage and will equip stakeholders with knowledge on how to weigh the different values and trade-offs between conservation and development. Furthermore, the project will help local and regional authorities to introduce incentives that are essential for achieving integrated conservation. Finally, the project is expected to enhance the combination of public and private investment to promote both, economic development and heritage preservation. The project is expected to have a substantial development impact on local and regional economies, responsible institutions and communities, demonstrating that culture can and should play a major role in development programmes.

Εταίροι

MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION

Fondazione Flaminia

KEPPEDIH-KAM Koinofelis Epiheirisi Politismou kai Perivallontos Dimou Chanion-Kentro
Arxitektonikis tis Mesogeiou

ΕΘΝΙΚΟ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟ ΠΑΝΕΠΙΣΤΙΜΙΟ ΑΘΗΝΩΝ

Maniatakeion Foundation-Gift of Dimitris and Eleni Maniataki

NEAPOLIS UNIVERSITY






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Erasmus+

