



Erasmus+

Κατάλογος
Εγκεκριμένων Σχεδίων

Βασικής Δράσης 1

ΕΚΠΑΙΔΕΥΣΗ ΕΝΗΛΙΚΩΝ

2019





Erasmus+

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

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A

**ΤΟ ΠΡΟΓΡΑΜΜΑ
ERASMUS+**

1. ΕΙΣΑΓΩΓΗ

Το Erasmus+ είναι το πρόγραμμα της Ευρωπαϊκής Επιτροπής για την εκπαίδευση, την κατάρτιση, τη νεολαία και τον αθλητισμό, **που στοχεύει στην ενίσχυση των δεξιοτήτων και της απασχολησιμότητας, καθώς και στον εκσυγχρονισμό των συστημάτων εκπαίδευσης, κατάρτισης και νεολαίας, σε όλους τους τομείς της Διά Βίου Μάθησης** (Ανώτατη Εκπαίδευση, Επαγγελματική Εκπαίδευση και Κατάρτιση, Εκπαίδευση Ενηλίκων, Σχολική Εκπαίδευση, δραστηριότητες Νεολαίας κ.λπ.).

Το πρόγραμμα Erasmus+ **έχει σχεδιαστεί με σκοπό** να στηρίξει τις προσπάθειες των χωρών του προγράμματος για την αξιοποίηση των δυνατοτήτων του ανθρώπινου ταλέντου και του κοινωνικού κεφαλαίου της Ευρώπης, εδραιώνοντας παράλληλα την αρχή της Διά Βίου Μάθησης μέσω της ενοποίησης της παρεχόμενης στήριξης προς την τυπική, τη μη τυπική και την άτυπη μάθηση σε ολόκληρο το φάσμα της εκπαίδευσης, της κατάρτισης και της ενασχόλησης με τη νεολαία. Το πρόγραμμα ενισχύει επίσης τις δυνατότητες συνεργασίας και κινητικότητας με τις χώρες εταίρους, ιδίως στους τομείς της ανώτατης εκπαίδευσης και της νεολαίας.

Το Ίδρυμα Κρατικών Υποτροφιών είναι η Εθνική Μονάδα Συντονισμού του προγράμματος Erasmus+ για τους τομείς της Εκπαίδευσης και Κατάρτισης.

Ποιος είναι ο γενικός στόχος του προγράμματος Erasmus+;



Το πρόγραμμα Erasmus+ συμβάλλει στην επίτευξη:

- ✓ των στόχων της στρατηγικής «Ευρώπη 2020», συμπεριλαμβανομένου του πρωταρχικού στόχου της που αφορά στην εκπαίδευση
- ✓ των στόχων του στρατηγικού πλαισίου για την ευρωπαϊκή συνεργασία στον τομέα της εκπαίδευσης και της κατάρτισης («ΕΚ 2020»), συμπεριλαμβανομένων των αντίστοιχων σημείων αναφοράς
- ✓ της βιώσιμης ανάπτυξης των χωρών εταίρων στον τομέα της ανώτατης εκπαίδευσης
- ✓ των συνολικών στόχων του ανανεωμένου πλαισίου ευρωπαϊκής συνεργασίας στον τομέα της νεολαίας
- ✓ του στόχου της ανάπτυξης ευρωπαϊκής διάστασης στον αθλητισμό, και ιδίως στον μαζικό αθλητισμό, σύμφωνα με το πρόγραμμα εργασίας της ΕΕ για τον αθλητισμό και
- ✓ της προαγωγής των ευρωπαϊκών αξιών σύμφωνα με το άρθρο 2 της Συνθήκης για την Ευρωπαϊκή Ένωση

Το πρόγραμμα Erasmus+ δομείται σε 3 Βασικές Δράσεις (Key Actions) για την εκπαίδευση, την κατάρτιση και τη νεολαία, οι οποίες περιγράφονται ακολούθως.

2. ΟΙ ΔΡΑΣΕΙΣ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ ERASMUS+

Βασική Δράση 1 (KA1): Κινητικότητα των ατόμων

Η συγκεκριμένη Βασική Δράση παρέχει στήριξη για τα ακόλουθα:

- ❖ Κινητικότητα προσωπικού όλων των τομέων (Ακαδημαϊκό και Διοικητικό προσωπικό Ιδρυμάτων Ανώτατης Εκπαίδευσης, εκπαιδευτικοί, εκπαιδευτές, άτομα που δραστηριοποιούνται στον τομέα της νεολαίας, της εκπαίδευσης και της κατάρτισης).
- ❖ Κινητικότητα φοιτητών Ιδρυμάτων Ανώτατης Εκπαίδευσης και μαθητευόμενων/ εκπαιδευόμενων Επαγγελματικής Εκπαίδευσης και Κατάρτισης
- ❖ Κοινά Μεταπτυχιακά Προγράμματα Σπουδών
- ❖ Εθελοντισμός και ανταλλαγές στον τομέα της Νεολαίας

Αν και η κινητικότητα στο πλαίσιο της Δράσης αυτής μπορεί να πραγματοποιείται σε ατομικό επίπεδο, φυσικά πρόσωπα δεν μπορούν να υποβάλουν αίτηση για χρηματοδότηση. Όλες οι αιτήσεις πρέπει να υποβάλλονται από νομικές οντότητες που διαθέτουν νομική προσωπικότητα (ιδρύματα / οργανισμοί / φορείς του δημοσίου ή ιδιωτικού τομέα).

Βασική Δράση 2 (KA2): Συνεργασία για καινοτομία και ανταλλαγή καλών πρακτικών

Η συγκεκριμένη Βασική Δράση παρέχει στήριξη για τα ακόλουθα:

- ❖ Στρατηγικές συμπράξεις μεταξύ οργανισμών Εκπαίδευσης, Κατάρτισης και Νεολαίας και άλλων σχετικών οργανισμών
- ❖ Μεγάλης κλίμακας συνεργασίες μεταξύ Ιδρυμάτων Εκπαίδευσης ή Κατάρτισης και Επιχει-

ρήσεων: Συμμαχίες Γνώσης, Τομεακές Συμμαχίες Δεξιοτήτων

- ❖ Ηλεκτρονικές πλατφόρμες, eTwinning, EPALΕ κ.ά.
- ❖ Συνεργασία με χώρες Εταίρους με έμφαση στις γειτονικές χώρες

Η Δράση αυτή επιχορηγεί σχέδια συνεργασίας μεταξύ ιδρυμάτων/οργανισμών/φορέων από διάφορες συμμετέχουσες χώρες, τα οποία επιτρέπουν στους συμμετέχοντες να ασχοληθούν με θέματα κοινού ενδιαφέροντος και να ανταλλάξουν καινοτόμες πρακτικές.

Βασική Δράση 3 (KA3): Ενίσχυση σε θέματα μεταρρυθμίσεων πολιτικής

Η συγκεκριμένη Βασική Δράση παρέχει στήριξη για τα ακόλουθα:

- ❖ Προώθηση των Ευρωπαϊκών πολιτικών/ στρατηγικών - υποστήριξη της «Ανοικτής Μεθόδου Συντονισμού»
- ❖ Υποστήριξη πρωτοβουλιών για την ενίσχυση της καινοτομίας και των προοδευτικών μεταρρυθμίσεων
- ❖ Υποστήριξη των Ευρωπαϊκών εργαλείων αναγνώρισης
- ❖ Διάδοση και αξιοποίηση αποτελεσμάτων επιχορηγούμενων δραστηριοτήτων
- ❖ Υποστήριξη του διαλόγου για θέματα πολιτικής με ενδιαφερόμενα μέρη, με χώρες Εταίρους και Διεθνείς οργανισμούς

Σημειώνεται ότι υπό τη συγκεκριμένη Δράση καλύπτονται αρκετές άλλες Δράσεις που υποστηρίζουν μεταρρυθμίσεις πολιτικής στους τομείς της εκπαίδευσης, κατάρτισης και νεολαίας, οι οποίες είτε υλοποιούνται από την Ευρωπαϊκή Επιτροπή, είτε τυγχάνουν διαχείρισης από την Εκτελεστική Υπηρεσία Εκπαίδευσης, Οπτικοακουστικών Μέσων Πολιτισμού της ΕΕ (EACEA).



3. Η ΔΡΑΣΗ ΤΗΣ ΚΙΝΗΤΙΚΟΤΗΤΑΣ ΣΤΟΝ ΤΟΜΕΑ ΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΕΝΗΛΙΚΩΝ

Η Δράση κινητικότητας προσωπικού εκπαίδευσης ενηλίκων προσφέρει την ευκαιρία στο προσωπικό φορέων εκπαίδευσης ενηλίκων να βελτιώσει τις βασικές ικανότητες και δεξιότητες του μέσα από δραστηριότητες διακρατικής κινητικότητας. Οι δραστηριότητες αυτές στοχεύουν στη βελτίωση της ποιότητας κάθε τύπου διδασκαλίας και μάθησης και τη συσχέτισή τους με τις ανάγκες της αγοράς εργασίας και της κοινωνίας εν γένει. Επιπλέον, παρέχουν τη δυνατότητα εξοικείωσης με άλλους πολιτισμούς και άλλες χώρες, δίνοντας ευκαιρίες δημιουργίας δικτύων διεθνών επαφών και ενισχύοντας τις συνέργειες και τις ροές μεταξύ τυπικής, μη τυπικής και άτυπης εκπαίδευσης.

Δυνατότητα υποβολής αίτησης έχει κάθε **οργανισμός εκπαίδευσης ενηλίκων** που είτε αποστέλλει προσωπικό του στο εξωτερικό (εκπαιδευτές ενηλίκων/άτομα που ασχολούνται με τη στρατηγική ανάπτυξη του φορέα), είτε ενεργεί ως συντονιστής εθνικής κοινοπραξίας. Η κοινοπραξία πρέπει να περιλαμβάνει τουλάχιστον τρεις οργανισμούς εκπαίδευσης ενηλίκων από την ίδια χώρα.

Τα Σχέδια της Βασικής Δράσης 1 του τομέα εκπαίδευσης ενηλίκων μπορεί να περιλαμβάνουν μία ή περισσότερες από τις ακόλουθες κινητικότητες:

I) Κινητικότητα που στοχεύει στην επιμόρφωση προσωπικού

- ❖ Συμμετοχή του προσωπικού σε δομημένο κύκλο μαθημάτων/σεμιναρίων επιμόρφωσης στο εξωτερικό
- ❖ Συμμετοχή του προσωπικού σε επιτόπια παρακολούθηση εργασίας στο εξωτερικό σε οποιονδήποτε συναφή οργανισμό δραστηριοποιείται στον τομέα της εκπαίδευσης ενηλίκων

II) Κινητικότητα που στοχεύει στην ανάθεση καθηκόντων διδασκαλίας/κατάρτισης

- ❖ Ανάθεση διδασκαλίας ή παροχή κατάρτισης από το προσωπικό του αιτούντος φορέα σε συνεργαζόμενο οργανισμό του εξωτερικού

Η διάρκεια της κινητικότητας μπορεί να κυμανθεί **από 2 ημέρες μέχρι 2 μήνες** (μη συμπεριλαμβανομένων των ημερών ταξιδιού).





4. ΗΛΕΚΤΡΟΝΙΚΗ ΠΛΑΤΦΟΡΜΑ ΓΙΑ ΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΕΝΗΛΙΚΩΝ "ΕΡΑΛΕ"

Η ηλεκτρονική πλατφόρμα ΕΡΑΛΕ αποτελεί την επίσημη πλατφόρμα της Ευρωπαϊκής Επιτροπής για την εκπαίδευση ενηλίκων. Η ΕΡΑΛΕ είναι μια πολύγλωσση πλατφόρμα ανοικτής συμμετοχής στην οποία μπορούν να γίνουν μέλη εκπαιδευτικοί, εκπαιδευτές, ερευνητές, πανεπιστημιακοί, υπεύθυνοι χάραξης πολιτικής και όσοι δραστηριοποιούνται στον χώρο της μάθησης ενηλίκων στην Ευρώπη. Στην ΕΡΑΛΕ βρίσκονται διαθέσιμα κείμενα πολιτικής για την εκπαίδευση ενηλίκων και ευκαιρίες χρηματοδότησης, εκδηλώσεις, σεμινάρια, συνέδρια, μαθήματα, ευκαιρίες κατάρτισης του τομέα, ιστολόγια για συζητήσεις και ανταλλαγή απόψεων, καλές πρακτικές, επιστημονικά άρθρα, αποτελέσματα ερευνών, τοποθετήσεις και ειδήσεις που αφορούν στον τομέα της εκπαίδευσης ενηλίκων σε ευρωπαϊκό επίπεδο.

Το περιεχόμενο που παρέχεται μέσω της πλατφόρμας μπορεί να αξιοποιηθεί από εκπαιδευτές ενηλίκων, φορείς διά βίου μάθησης, ιδρύματα ανώτατης εκπαίδευσης, φορείς επαγγελματικής εκπαίδευσης και κατάρτισης, κοινωνικούς εταίρους, επιχειρήσεις και φορείς της κοινωνίας των πολιτών σε ευρωπαϊκό, εθνικό, περιφερειακό και τοπικό επίπεδο.

Η Εθνική Μονάδα Erasmus+/ΙΚΥ ως Εθνική Υπηρεσία Υποστήριξης της πλατφόρμας ΕΡΑΛΕ από τον Ιανουάριο 2019 μέσω της συγχρηματοδότησης από το πρόγραμμα Erasmus+ σκοπό έχει να συνεισφέρει στην προβολή και ενδυνάμωση του τομέα της Εκπαίδευσης Ενηλίκων αξιοποιώντας την πλατφόρμα ως το διαδικτυακό σημείο αναφοράς της κοινότητας της εκπαίδευσης ενηλίκων στην Ευρώπη.

Η Εθνική Μονάδα Erasmus+/ΙΚΥ ενθαρρύνει τα σχέδια που λαμβάνουν χρηματοδότηση από το πρόγραμμα Erasmus+ να αξιοποιούν τις πηγές πληροφόρησης της ΕΡΑΛΕ και να ανταλλάσσουν πληροφορίες σχετικά με τις δραστηριότητες και τα αποτελέσματά τους μέσω δημοσιεύσεων στα ιστολόγια και στις κοινότητες πρακτικής. Τα μέλη της ΕΡΑΛΕ μετά την εγγραφή τους έχουν τη δυνατότητα να ανταλλάξουν απόψεις, να δημοσιεύσουν άρθρα, μελέτες, σεμινάρια, συνέδρια και εργαστήρια που διεξάγονται στην Ελλάδα, καθιστώντας τα γνωστά σε ευρωπαϊκό επίπεδο. Μέσω της λειτουργίας αναζήτησης εταίρων, οι ελληνικοί φορείς αποκτούν ευκαιρίες για νέες συνεργασίες και συμπράξεις, καθώς και για συμμετοχή σε ευρωπαϊκά έργα.

Η πλατφόρμα ΕΡΑΛΕ στην ελληνική γλώσσα είναι διαθέσιμη στον δικτυακό τόπο: <http://ec.europa.eu/epale/el>

Εθνική Υπηρεσία Υποστήριξης της πλατφόρμας ΕΡΑΛΕ - Εθνική Μονάδα Erasmus+/ΙΚΥ: www.iky.gr/epale

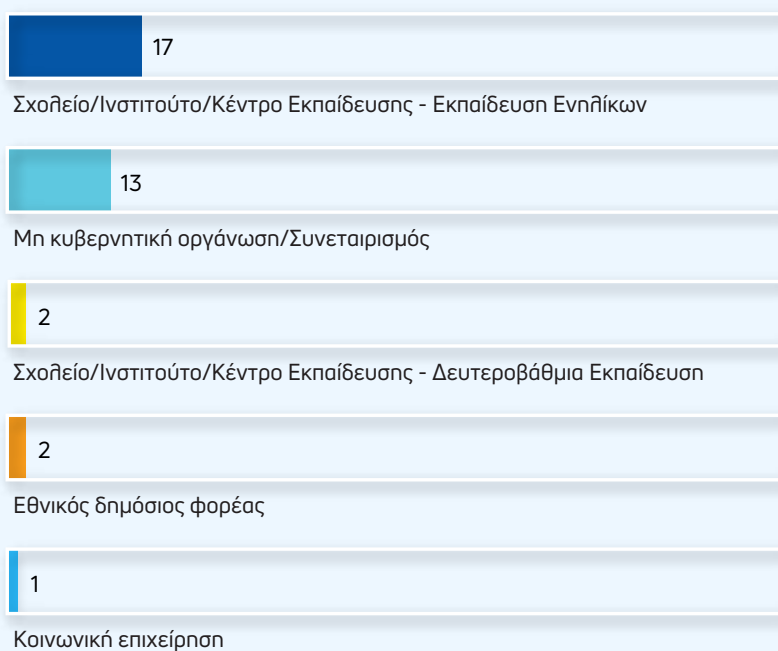
**Οι περιλήψεις των σχεδίων είναι στη γλώσσα με την οποία κατατέθηκαν στην αίτηση*



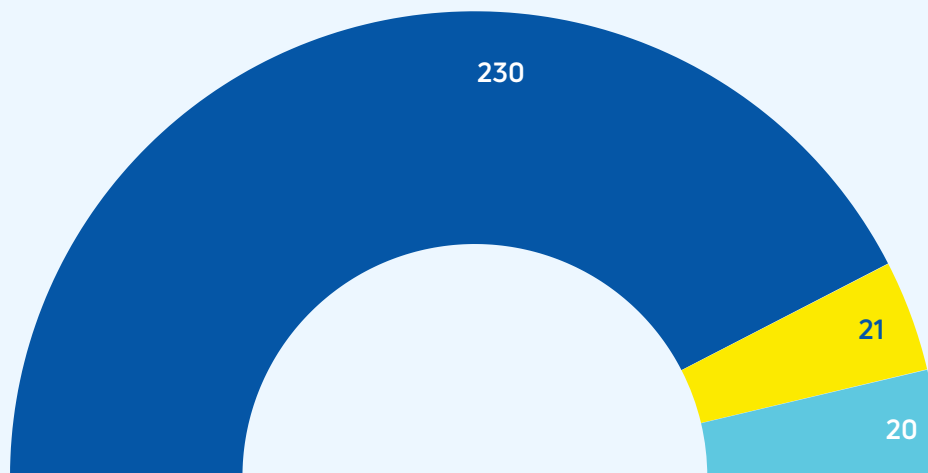
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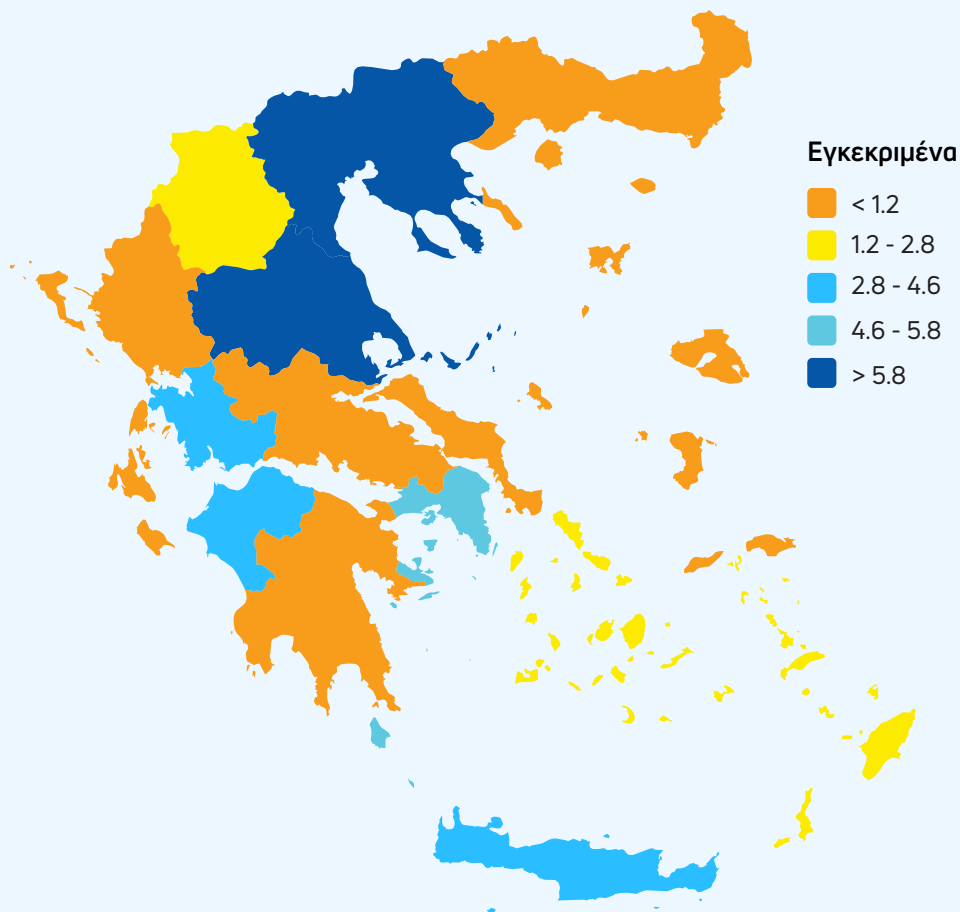


ΣΥΜΜΕΤΕΧΟΝΤΕΣ ΑΝΑ ΤΥΠΟ ΔΡΑΣΤΗΡΙΟΤΗΤΑΣ



- Δομημένος κύκλος μαθημάτων/σεμινάρια επιμόρφωσης στο εξωτερικό (84.87%)
- Διδασκαλία/Επιμόρφωση σε οργανισμό εταίρο του εξωτερικού (7.75%)
- Επιτόπια παρακολούθηση εργασίας (7.38)

ΓΕΩΓΡΑΦΙΚΗ ΔΙΑΣΠΟΡΑ



B

**ΠΕΡΙΛΗΨΕΙΣ
ΣΧΕΔΙΩΝ
ΚΙΝΗΤΙΚΟΤΗΤΟΣ**



Κωδικός
2019-1-EL01-KA104-062065

Τίτλος Σχεδίου
Migration in Europe: Creating an Inclusive Society

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΜΥΤΙΛΗΝΗΣ

Διάρκεια Σχεδίου
24 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Context/background of project

The project will help its participants understanding the issues that affect non-EU migrants and people with disadvantaged backgrounds when integrating in European countries. Through the training participants will learn about different methods of inclusion via education promoted by the host countries. The training will be a chance to learn different models and approaches.

Objectives of the project

The 2:2 of this project is to widen the participants' understanding of the current and complex issues surrounding non-EU refugee migrants and migrant communities and the different approaches and solutions adopted in different contexts. While in the host countries participants will be able to compare working methods to their own, in response to the various critical events affecting European countries. The focus of this training will be on both being able to communicate effectively with people from different backgrounds and gaining 'hands-on' practical skills working to improve the lives of non-EU migrants, refugees and asylum seekers.

Number and profile of participants

32 participants will be selected from the consortium staff to attend a 5-day training in the UK or in Italy. These participants will be people working at different levels with migrants and refugees, in particular:

- teachers and educational staff of the Adult Schools involved, who have to deal on a daily basis with migrants and refugees, and need to devise new strategies to deal with the growing number of multi-cultural communities in their town of belonging,
- members of charities and NGOs who work directly in the first reception of migrants and refugees or who work in the organisation of services to be provided to the target group once the first phase of the arrival has been taken care of, therefore: language and cultural training, legal advice, psychological advice and in general services necessary for the integration and subsistence of migrants and refugees.

Description of activities

Introduction to forced migration with a special insight on international human rights/international refugee law, migrant's rights in the host country and a particular view on special protection for vulnerable groups. Visit and workshop to organisations working with migrants and refugees, providing them Education to help them integrate better in their welcoming country; focus on the psycho-social aspects of



immigration, on the responses to integration problems through culture and faith awareness. Focus on hate speech against migrants. Focus on new developments as regards to international treaties.

Methodology

Methodology to be used in carrying out the project. SDE Mitilini will contribute to the implementation, management, dissemination of the project and to the recruitment of participants in cooperation with the other consortium partners. The host organisations overseas will provide the training. All these organisations will be constantly in contact via Skype, emails and phone calls. The course will be delivered via classroom presentations using methods such as problem based learning, student centered approach, semi-structured face to face interviews with migrants and organisation visits.

Description of results

The creation of a blog and a Facebook page with easy access to everybody; establish new ways and ideas for promoting common European values, intercultural dialogue and tackle social exclusion focusing on non-EU refugee and asylum seeking communities; acquiring new skills for training teachers, mentors, community workers and leaders; equipping participants with the right intercultural awareness and communication skills necessary to relate with people from diverse linguistic and cultural backgrounds (focus on refugees).

Impact envisaged

Participants will have a deeper understanding of the current changes taking place in the European society (with a focus on the host countries vs Greece) and its multiculturalism; they will make sense of diversity, be able to talk about it productively and meaningfully. Also, they will get new ideas on how to update their approach and methods and on how to help migrants/refugees in need. It will also give the participants the confidence to develop a more international approach in their daily work.

Longer term benefits

The increase of the awareness and the prospects of international actions, the establishment of new projects and partnerships in the future and the increase in the consortium staff's knowledge of the migrant/refugee issues across Europe. The participants will be more confident in their job and the project will allow them to get new knowledge on how to promote social inclusion and intercultural exchange among learners and groups they deal with which are coming from different backgrounds and cultures. This will be undoubtedly beneficial to the whole staff of the consortium and to the next generation of migrants.



Κωδικός
2019-1-EL01-KA104-061607

Τίτλος Σχεδίου
Adults Learn in Different Ways/Extension of Trainer Competences in Adult Education to Enable Inclusion - Competence Checks, Teaching and Learning Methods, Motivation, Coaching & Co

Συντονιστής
ΕΡΓΑΣΙΑ ΕΚΠΑΙΔΕΥΤΙΚΗ Α.Ε.

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The implementation of the project results from the diagnosis of the needs of our adult education institution, which have been included in the European Development Plan. It shows that it is necessary to organize international mobility, which offers a different perspective in the application of competence assessment methods, teaching and learning methods, motivational and coaching methods and better results than in national training courses.

European mobility is part of the professionalization of our trainers and adult education institutions. This will increase the reputation of our adult education institution in the local environment and better educate the learners, thereby increasing their value in the labor market. When coaches participate in international trainings, you can look at the same topics from a different perspective and find other solutions. Therefore, we plan a structured training in the project and want new methods with a special focus on competence examinations, teaching and learning methods as well as motivational and coaching methods. Before the training, there are working groups formed, which are implemented and reflected in the training together in the classroom.

After the training, these working groups train other adult educators and impart their acquired knowledge. X participants participate in the training (1 principal, ...). This solution enables the implementation of the goals. By participating in the mobility of teachers of different subjects, the goals set in the project can be achieved.

The result of implementing this project will strengthen collaboration between the trainers in the working group. It will, in the context of inclusion, change the traditional methods of creative teaching with ICT use, increase the number of international projects and increase the personal skills that will influence the skills of adult learners, and this will ultimately affect the quality of adult learning work strong impact.

Main objective of the project:

Sustainable development of the European Development Plan to enhance the training, knowledge and skills of trainers to help adult learners develop key competences and increase their learning levels.

Extending the professional horizons of trainers by transferring know-how and European experience in an attractive learning environment that empowers participants through the use of innovative educational technologies, including the use of digital tools. Motivation of the employees involved in the project to use the mobilities to develop new project ideas.



The specific goals are:

- Improving the level and quality of VET work
- Improvement of the professional competence and the personal competence of the trainers
- Implementation of solutions / lessons from the project
- Enrichment of the language skills of the instructors
- Increase the educational attainment of adult learners and thereby increase labor market opportunities among adult learners
- Increase of basic skills, especially in the areas of basic education for adult learners

As a result of the project's implementation, trainers expected to participate in the project will increase the use of ICT methods and tools in the classroom, directly impacting the development of key competences of adult learners.

The skills acquired by the trainers meet the identified needs of the participants and contribute to improving the quality of work in adult education and to the professionalisation of trainers. The project not only affects the participants in mobility, but also other trainers, adult learners and the local environment. Implementation of the project will improve the quality of adult education and the attractive educational offer that will continue in the next few years after completion of the project, and will strengthen the reputation of the adult education institution on a permanent basis.



Κωδικός
2019-1-EL01-KA104-060969

Τίτλος Σχεδίου
Mfr La Force - "A Rural Chance for Change"

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΠΥΡΓΟΥ

Διάρκεια Σχεδίου
15 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Second Chance Schools (SDE) offer education to adults who have dropped out school, against social exclusion. Today at SDE of Pyrgos and its departments are studying about 200 adult students. Most of them have been unemployed for long time and some of them are working occasionally to local touristic businesses to the Area of Ancient Olympia and to the port of Katakolo. Also, some of them are dealing with agriculture (producing olive oil, vegetables, wine, and cereals) and live stock, trying to earn a living.

The main purpose of SDE is the activation of adult students in the society of crisis through group activities, which are going to enhance the extroversion of the school and also to connect adult students with the social-economy development. Under this purpose the school has organized projects and educational visits oriented to subjects about the sustainable development and the agricultural entrepreneurship.

For example:

- 1) Planting a small garden with vegetables at the schoolyard of SDE,
- 2) Creating a maquette of local agricultural products, such as olives, strawberries, water melons and sheep,
- 3) Printing a leaflet about the cultivation, the collection, and the production of these local products,
- 4) Education about the creating of hand soaps and traditional products, like jams and sweets,
- 5) Volunteering to solidarity actions, for the support of economical weaker families and the collection of first need items.

Taking action and initiatives about the sustainable development and the agriculture entrepreneurship is considered very sever for adult students and educators because of: **a)** the networking and taking experience about the operation of similar European organizations especially about the operation of a similar SDE located in an rural and agricultural area, **b)** the adapting of the sustainable development and new techniques in the educational process, **c)** the information and activation of adults students in order to think critically about their primary resources and taking advantage of them with purpose of taking action and creating small scale businesses.

The total number of the adult educators who work at SDE Pyrgos and its departments (Amaliada, Zaharo and Zakynthos) is 42. So, in this mobility it is necessary to take part seven adult educators from the SDE Pyrgos and its departments. First of all must take part the header of the school, who has a crucial role in the school operation. Also, it is necessary for the educator of the environmental literature to participate, since she has the most relevant experience and knowledge to the subject of the sustainable development.



The participation of educator of Information Technology Literature is very important, because she took over the whole networking of this mobility and wrote the present proposal. It is necessary to participate the educator of Greek Literature because she participated from the first time to all the procedures which took place according the present development and made the editorial correction of the present proposal. Moreover, the educator of English Literature is necessary, who helps to the English translation of the current mobility. Finally, it is also necessary for the educators of the Mathematics, and Aesthetic Literatures to participate since they organized other similar projects about the sustainable development.

According to the program of the present mobility, it is planned: a) A visit to the rural boarding schools of Bergerac where the educators of SDE Pyrgos, will take experience about the operation of similar adult organizations, b) Educational visits to small agricultural farms and livestock units which produce local products, and visits to small local markets in order to link theory with action. The adult educators of the school will have the chance to learn new tools and know-how about the producing of local goods and also to learn new methods about taking action in local level through small scale entrepreneurship.

The participation to the present mobility is expected to have serious impact on the operation and the extroversion of SDE of Pyrgos with very serious benefits such as:

- a) Adapting of sustainable development sense from adult educators into their educational procedure,
- b) Enhancing of the project planning of the school oriented to the sustainable development and the connection between theory and action.
- c) Critical thinking and the activation of the adult students about the group working and the taking action in local level about the advantaging of available resources for small scale entrepreneurship.
- d) The continuing networking of SDE of Pyrgos with similar European Organizations.

Also, in long term, the participation to the current mobility can help in the future to the creative reflection all of all the school factors, the development of the school as a sustainable one and the implementation of a KA2 mobility.

Κωδικός
2019-1-ΕΛ01-ΚΑ104-061396

Τίτλος Σχεδίου
Εκπαίδευση Ενηλίκων και Κοινωνική Ένταξη: μια Θεμελιώδης Σχέση

Συντονιστής
ΕΠΙΣΤΗΜΟΝΙΚΗ ΕΝΩΣΗ ΕΚΠΑΙΔΕΥΣΗΣ ΕΝΗΛΙΚΩΝ (Ε.Ε.Ε.Ε.)

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The Hellenic Adult Education Association (HAEA), a non-profit organization with 1860 members across Greece, seeks to highlight the central role that adult education can play in the social inclusion of refugees.

The refugee crisis of recent years and the need to include refugees into the economic and social life of Greece and Europe have brought forward in the most explicit and urgent way the need for designing and implementing educational interventions targeted at inclusion.

Inclusion issues do not concern Greece only, as all European countries are asked to develop actions that will be mutually beneficial both for indigenous people as well as for migrant and refugee populations. It is clear that the substantial and properly designed inclusion of migrants and refugees is a rejuvenating force for Europe as well as an opportunity to verifying in practice its core values for a multicultural, open, equal and respectful of human rights European society.

The adult educators' role in this effort is central and is not limited to the teaching of the particular subject (language, history, social, political, cultural characteristics of the host country) in the most effective way. The adult educator is very often the primary person of trust of his adult learners. In order to respond to this role and to the expectations it generates, one needs to acquire or improve a range of other, not exclusively, teaching competences.

The members of HAEA have been attending specialized seminars and gained a high level of competences in the design and implementation of educational programmes for adult learners of all levels, for years. However, the present conditions require an upgrading of both their role and their horizontal competences. Intercultural understanding and communication, ability to communicate in another language, teaching with interpretation, establishment and implementation of flexible and personalized learning plans, empathy concerning the migrant-refugee's experience, emotional management, professional boundaries, teamwork, networking with colleagues as well as experts from other disciplines are just some of the competences that need to be cultivated and further developed to meet the new requirements of their role as adult educators.

The 15 participants in the learning mobility actions will be all experienced adult educators in various teaching subjects (Greek language and culture, intercultural communication, professional orientation, counselling, etc.), active members of the Association and contributors to the educational programmes we implement.

The actions will be implemented between July 2019 and April 2020, so that there is enough time at the programme's start to identify and prepare educators, as well as some time after the completion in order to implement networking and dissemination of results activities.



With the completion of learning mobility activities, the following learning outcomes will have been achieved:

- Improvement of the self-image and competences of adult educators in relation to the requirements of their role.
- More effective design and implementation of educational programmes for the inclusion of refugees.
- Improvement of designing tailor-made educational interventions competences for social inclusion.
- Improvement of networking and cooperation with other experts and organizations.
- Improvement of their intercultural communication competence.
- Improvement of their emotional intelligence and their own emotions management.
- Improvement of their communication in another language.
- Improvement of their learning to learn competence.
- Improvement of their ability to evaluate their experience and to use and disseminate new knowledge to colleagues.

In the context of this proposal, our strategic goal is to improve the professional qualifications of our educators in the field of refugee social inclusion. In the long run, we hope to make an active contribution to broadening the dialogue on the role of adult education in achieving the effective inclusion of refugees at both national and European level.



Κωδικός
2019-1-EL01-KA104-061485

Τίτλος Σχεδίου
Κατανοώντας τη Διαφορετικότητα – Πολυ-Πολιτισμικότητα, Ανεκτικότητα
και Ετερότητα στην Τάξη

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΑΓΡΙΝΙΟΥ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Context of the project

Title: **Exploring the others: interculturality, tolerance and diversity in the classrooms**

Description

The main axis of the Program concerns refugees, asylum seekers and economic migrants and it focuses on tolerance and diversity in the classroom.

Project Objectives

The Second Chance School of Agrinio has been operating for more than 15 years in the city of Agrinio. It engages in Adult Education, enabling trainees to obtain a Junior High School certificate equivalent to that of the typical Greek Junior High School. A significant proportion of its trainees come from vulnerable social groups such as Roma, immigrants from neighboring countries (Albania) and immigrants from remote countries (Pakistan).

The main objective of the Program is to engage teachers in a training process beyond the narrow scope of Greek Education: Teachers will interact with counterparts from other countries in a seminar to be held in a foreign country (Spain). Inevitably, this interaction will lead to an osmosis of the participants' cultures and will consequently lead to its transfer to our organization. In addition, this Program will provide opportunities for new contacts, a springboard for participation in further international projects, an opportunity for a structured, short-term training course offered by an experienced educational organization, as well as the exchange of best practices among participants in relevant European Program.

Number and Profile of Participants

The participants are five teachers with increased educational qualifications, members of staff of the Second Chance School of Agrinio. Their curricula vitae demonstrate their ongoing effort for training, as well as their interest in the field of diversity.

Description of Planned Activities

The project includes one planned activity which involves participation in a structured course by CERVANTES TRAINING S.L. The seminar title is: Coaching for refugees - asylum seekers, migrants: interculturality, tolerance and diversity in the classrooms.



Short Description of the Expected Results

Participation in this activity is expected to help teachers in the following fields:

- Resolving and reducing stress levels and developing the necessary skills to manage emotions.
- Creating strategies on how to tackle and eliminate violent or aggressive behavior.
- Understanding the causes of physical and mental problems in the teaching profession.
- Improving interpersonal relationships in the educational environment.
- Identifying restrictive and negative beliefs and turning them into positive and supportive ones
- Analyzing intimidation, aggressive behavior and violence, both physical and verbal.
- Dealing with stress within the classroom

The new methods to be adopted, as well as the knowledge and experience that teachers will obtain, will be a critical factor towards optimizing education in our organization. The training of the participants in this Program will be carried out by experienced staff and PhD holders of a foreign university. The knowledge obtained is expected to be modern and useful in the classroom.

Potential Longer-Term Benefits

- a. a new vision and school policy will be developed for the participation in international projects
- b. the school will be able to manage and organize all kinds of international activities with or without partners from abroad
- c. the school will be able to create high-quality international projects and ensure the quality of these projects linking them to the education offered to the trainees
- d. the school be able to communicate and work with partners abroad
- e. school staff will be trained in how to tackle issues such as refugees, interculturality and diversity
- f. school staff will incorporate the acquired knowledge and skills in their educational practice.

Summing up, through this Program the school staff will achieve their professional development. This is particularly encouraging because, unfortunately, the opportunities offered within our country (Greece) for similar programs are almost non-existent.

Κωδικός
2019-1-EL01-KA104-062067

Τίτλος Σχεδίου
Ενισχύοντας την Εκπαίδευση εκτός Τάξης για την Αειφορία στην Πόλη

Συντονιστής
ΚΕΝΤΡΟ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΕΛΕΥΘΕΡΙΟΥ ΚΟΡΔΕΛΙΟΥ & ΒΕΡΤΙΣΚΟΥ

Διάρκεια Σχεδίου
24 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our project titled “Enhancing Outdoor Education for Sustainability in the City” is being developed upon the working framework of the Environmental Education Centre (EEC) of Eleftherio Kordelio & Vertiskos. The EEC is located at the western part of the city of Thessaloniki, Greece and is a public educational institution that provides programs on Education for Sustainability for students and adults and training for teachers. The educational approach that is underlined emphasizes on environmental issues in the perspective of living in the city and by using the city itself as an educational field.

The objectives of the project are: **a)** to improve and enrich the educational methodologies and activities of the EEC on outdoor education and education for urban sustainability; **b)** to enhance the qualifications of EEC educators in order to improve the quality of their teaching, the level of use of the English language and their skills in international partnerships and **c)** to develop extroversion and the European orientation of the EEC.

The mobility activities will be attended by all five educators who are members of the EEC. All participants have a long term experience in Environmental Education, rich experience in adult education and non-formal learning methods and increased academic qualifications (postgraduate or doctoral degrees). They have a good to excellent command of English, they have been co-authors of environmental education material and one has been specialized in the educational use of digital technologies (ICT).

Mobility activities include job-shadowing at the Empúries Outdoor Education Center (Camp d’Aprenentatge d’Empúries, CdAE) in Spain, where the EEC teachers will get acquainted with the structure and operation of a european educational institution similar to EEC, they will attend its outdoor education programs, they will examine the methodology used in outdoor education, the educational approach used to address cultural heritage and natural environment of the area, the way in which CdAE has developed and operates educational programs in a foreign language (English) and they will exchange best practices with their Spanish colleagues.

Mobility activities also include participation in two structured courses, one focusing on the use of cities as experiential learning fields and resources, and the other aiming to explore a range of eLearning methods, innovations and technologies and to learn how to create eLearning content using the context of culture and heritage. The courses are held in English in several European countries.

The expected outcomes of the project include the improvement of the qualifications of EEC educators, the improvement of our outdoor educational programs about the city and their enrichment with new learning activities and with the Sustainable Development Goals perspective, the creation of an educational program in English and the development of international partnerships under a European perspective.



In the longer term, the potential benefits of the project are expected to be the enhancement of the European and international dimension of the EEC including the extension to a EEuropean scale of the currently national “Sustainable City” network coordinated by the EEC, the hosting of students/trainees from other countries to attend the new program to be offered in English and a more active engagement in European projects, the improvement of the support to school teachers, raising awareness and activating the local community on environmental issues, promotion of the city of Eleftherio Kordelio and the strengthening of relations between Eleftherio Kordelio and Empúries.

Assessment of the objectives of the project will be done using quantitative and qualitative indicators or appropriate tools where available either by internal procedures among the EEC staff or by the students/teachers/trainees hosted by the EEC.

Promotion and dissemination of the results of the project will take place at local, national and international level with the use of electronic means (EEC website, social networks, communication platforms, websites of other institutions, electronic press), printed media (newspapers, magazines), live presentations (workshops, events, seminars, conferences) as well as European online platforms (EPALE, Gateway School Education, Erasmus + Results Platform).



Κωδικός
2019-1-EL01-KA104-061931

Τίτλος Σχεδίου
ΣΔΕ και Νέες Ευκαιρίες Μάθησης: Τα Σχολεία Δεύτερης Ευκαιρίας στη Φινλανδία

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΡΟΔΟΥ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Second Chance Schools refer exclusively to Adult Education and they are a relatively new institution, which is still in the search phase in Greece. Recognizing any weaknesses, we want to improve the structure, in order to make the process more effective and to achieve the goals that had been seen a few years ago by the initiators and the creators of these schools. We anticipate that through training by a host with great experience in areas of interest, improvement will be feasible. Thus, the SCS of Rhodes, by gaining experience from advanced education systems with more experience and expertise in Adult Education, will be able to achieve its goals in terms of the improvement it seeks.

The objectives of the project concern both the contact with innovative practices in the field of Adult Education for the improvement of teaching and the consequent treatment of school dropout phenomena as well as the acquisition of knowledge and the development of skills and strategies of the teaching staff and the management with regard to the management and integration of trainee gypsies, migrants, refugees, the elderly and people with mild learning difficulties.

The participants in the mobility project will be three (3) and will be selected by the school's teachers' club. They will belong to the permanent staff of the school (most of whom hold a postgraduate diploma) and in order to meet the needs of the project, they need to have a very good knowledge of English and a very good knowledge of the use of ICTs.

Finland will be the host-country of the mobility and the host is the "English Matters" organization. The planned activities of the project are as follows: **a)** Educational system in Finland **b)** A school for all **c)** Visits to schools **d)** Course attendance **e)** Visit to SCS **f)** Presentation of profile, function and school pupils.

By educating instructors on innovative practices and interacting with colleagues of adult education, the SCS of Rhodes will come in contact and integrate new teaching techniques and good practices. Its instructors will strengthen their teaching arsenal by acquiring ways to develop the social skills of trainees and ways of integrating vulnerable social groups and migrants / refugees. At the same time, the school will gain experience in further proposing not only for instructors but also for trainees, enhancing the European identity and consciousness of the participants. In addition, it will participate in European cooperation networks and will benefit from the interface with instructors who have the same working conditions and similar concerns. Of course, it will participate in the diffusion of new practices, but also in encouraging other schools to participate in similar actions.



Finally, the long-term benefits for the SCS of Rhodes are about better integration of people with mild learning difficulties or with a different cultural background by strengthening their social skills. The school will be able to reduce or even eliminate leak rates by providing a qualitative and responsive to the needs of its students teaching. His trainees, reinforced with social skills, will be able to enter the labor market, to change their profession or even to grow up professionally, overcoming difficulties they have and fulfilling life dreams. In this way, the SCS of Rhodes will increase its prestige and credibility as a provider of all the basic skills and qualifications for a better personal and professional life of its trainees and as a guarantor of equal opportunities for all.

Also, the school will forge instructors who work together, who do not stop training and that they will be good for both trainees, in lifelong learning and ongoing efforts, as well as for the other instructors/teachers - within and except for Adult Education. Instructors who reinforce their European identity are constantly self-improving, who have professional self-esteem and who approach the ideal of self-realization. At the same time, the SCS of Rhodes will build a European culture and respond adequately to the changing European social conditions of multiculturalism.



Κωδικός
2019-1-EL01-KA104-061559

Τίτλος Σχεδίου
Ενεργοί Εκπαιδευτικοί ως Ενεργοί Πολίτες

Συντονιστής
SKAGFL, ΣΥΛΛΟΓΟΣ ΚΑΘΗΓΗΤΩΝ ΑΓΓΛΙΚΗΣ ΓΛΩΣΣΑΣ & ΦΙΛΟΛΟΓΙΑΣ Ν. ΛΑΡΙΣΑΣ

Διάρκεια Σχεδίου
18 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The English Teachers' Association of Larissa is a non-profit organization which aims at the professional development of its members and at their moral and emotional development so that they can offer their services to the local community as active citizens. In this framework, our organization cooperates with the town's Commission "Learning City" and wishes to offer their services in the field of designing and realizing educational courses of English tailored for socially sensitive groups, thus contributing to social inclusion, and participating with proposals in the interventional action plans taken on by the municipality. The present project has been designed in this context and is entitled "Active teachers as active citizens".

According to the project's objectives, the participants will acquire knowledge and skills which will enable them to play such a role in the community, namely **a)** to design and realize educational courses of English for socially sensitive groups who are out of the formal educational system, and **b)** to participate with well-structured proposals in the Municipality's conferences. To that end, it is necessary that the participants acquire knowledge and skills that will upgrade their expertise regarding the teaching of English methodology, as the target group in this case is not school age learners, but adults with particular characteristics.

Besides, it is of utmost importance that the participants improve their soft skills so as to participate in a better and more effective way in decision making centers of the city. As a result, with the present project and the selected activities, it is expected that, upon completion of the project, the participants will be able to work in multicultural contexts, to manage teams and situations of conflict, to act as leaders, to use soft skills like openness, critical thinking and citizenship, to discuss and manage effectively issues such as stereotypes, prejudices, discrimination, exclusion and racism, to apply teaching approaches appropriate for different age and ethnic groups, to speak publicly and to manage work meetings. In order that the project will meet with success, distinguished educational organizations in the above fields were selected to host our participants.

Besides, it was decided that there will be three three-membered groups of participants who will partake in the activities, the selection of whom will be based on their commitment to the organization's long-term strategic plan. All nine participants will be professional English teachers with experience in European mobility programs, open to life-long learning and a high level of social awareness. The selected activities are 1. "Soft skills for teachers, trainers and education staff", in Italy, 2. "Sensitisation training regarding migration, everyday racism, discrimination and diversity with strategies for teaching these issues to diverse age groups", in Iceland, and 3. "Designing long educational cycle -course", in Poland.



These three activities were considered to successfully supplement one another as their content responds completely to the project's objectives. By participating in these activities, the participants- members of our organization will comprise the core for the strategic development of our organization because first of all they will be able to support the organization in the interventional action plans we wish to undertake in cooperation with our municipality and secondly, they will disseminate their learning experience and will pass on to the other members of our organization the acquired knowledge and skills. In this way, there will be an increase in the potential of our organization and in the impact of its action to the local community. In the long-run, the organization will largely benefit from this project, as there will be a positive effect on its members' self-esteem and on the recognition of their contribution to the community.

Finally, this project will create opportunities for further European co-operations and synergies with equivalent organizations thus contributing to multidisciplinary and cross-border development of our organization.



Κωδικός
2019-1-EL01-KA104-061985

Τίτλος Σχεδίου
Καινοτόμα Εργαλεία Εκπαιδευτών με Σκοπό την Ενίσχυση των NEETs

Συντονιστής
ΑΝΑΠΤΥΞΙΑΚΟ ΚΕΝΤΡΟ ΘΕΣΣΑΛΙΑΣ – Α.ΚΕ.Θ.

Διάρκεια Σχεδίου
24 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Developmental Center of Thessaly is a certified training provider by EOPPEP provides and supports organized learning activities aimed at VET and adults aiming at enhancing knowledge, developing and improving skills and competences, developing personality and active personality citizens, as well as the mitigation of cultural and social inequalities. Particular emphasis is placed on the importance of the education of NEETs and members of vulnerable social groups.

The major economic and social changes of recent decades, and in particular the widespread, multilevel crisis that is underway, have the effect of seriously affecting the smooth integration of young people into the new social conditions that are shaping. The term NEET is linked to the concept of social exclusion, since people belonging to NEETs are considered vulnerable to long-term unemployment and social exclusion. Education and training generally contribute to preventing this phenomenon by providing all the basic education and initial vocational training necessary for the smooth transition of members of vulnerable social groups into the labor market and, on the other hand, to tackle unemployment and social integration of NEETs.

Our organization, aware of the importance of training and education of NEETs and of the complex and difficult task of the trainer, has decided to submit a mobility plan under ERASMUS+. The aim of the proposed project is to train 8 trainers of our organization in the modern methodologies and practices that are followed in the education and counseling/mentoring of NEETs. As in our country there are no specialized seminars on the training of NEETs training instructors, the proposed project complements the training of teachers and provides them with the necessary tools for incorporating modern teaching methods and counseling to the training to be followed with regard to NEETs.

With the proposed project, our organization will acquire a VET trainer human resource with a high level and internationally recognized (through ECVET acquisition) NEETs training. This will create all the necessary conditions for supporting NEETs and their reintegration into the labor market.

The implementation of the project concerns mainly the follow-up of a specialized and mixed (theory, practice, placement) training seminar (1 week, 25 hours) in the modern methodologies and practices used in the training of NEETs. The seminar consists of both theoretical and observational observation in structures and institutions dealing with NEETs and VET training. The participants will have the opportunity to experience the application of the knowledge and skills acquired during their theoretical training.



Κωδικός**2019-1-EL01-KA104-061863****Τίτλος Σχεδίου****Χτίζοντας Ένα Καινοτόμο Σχολείο****Συντονιστής****ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ Ν. ΠΡΟΠΟΝΤΙΔΑΣ****Διάρκεια Σχεδίου****12 Μήνες****ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ**

The present application concerns two ERASMUS+ courses intended for teachers in adult education, Innovative Approaches to Teaching, held in Barcelona and Conflict Management, Emotional Intelligence and Bullying Prevention held in Florence. Both courses are a practical guide which helps to improve quality and effectively of educational process and handling conflict affectively as well. Encouraging creativity, organizing projects, integrating minority pupils or using ICT as a tool for developing critical thinking are examples of the course modules that will broaden the participants' teaching potential and motivate their students and handling conflicts in an out of the classroom as well. The Second Chance Schools is the fruit of politics of Lifelong Learning and they are expected to make the good of learning a reality for the European citizens who have dropped out of compulsory education.

Both participants teach at the Second Chance School of Nea Proponitida. They have additional studies relevant to pedagogy, didactics, adult education and use of ICT in the classroom. The Second Chance School of Nea Proponitida has never participated in any other Erasmus+ course because was founded in the current school year 2018-2019. Even if one of the participants has never worked in a Second Chance School, she is trying constantly to be educated in order to respond better to her new role, by becoming familiar to new educational systems, which are attractive and effective for trainees.

Second Chance Schools provide teachers with the liberty to collaborate closely determine the context of the lessons and create their own teaching material. Both courses will bring the participants in touch with the current theoretical knowledge, practical examples and methods to design their own tasks and lesson plans. Generally, in these schools there is a good place to apply innovative teaching methods. Work will be done within a group instructional setting, facilitating the exchange of ideas and "learning by doing", through various collaborative and reflective activities.

The inclusion to a European educational program is required since a long time ago, because the Second Chance School is by nature a European school. The participants have participated in self-evaluation processes in the school context.

The main objective during the participation in the program is the exchange of views, ideas and experiences, for the purpose of learning many interesting, friendly technology tools, suitable for better organizing lesson plans, adapted to their students needs and according to the European standards. This way they will help the trainees to develop a positive attitude towards the information society. Moreover, there is the goal of the teacher joining in the internationalized society and getting in touch with the cultural heritage of another European people. After the end of the course, there will occur sharing of the results with the local school community and the local society through presentations, discussions and posts in relative web pages and the school's web page.

The participants are expected to develop personal and professional competences, gain knowledge regarding innovative teaching approaches and tools, learn how to organize, support and guide groups of learners, how to design projects, how to make good use of portfolios for the assessment of their trainees and how to deal crises affectively when they occur. They will also learn to use ICT as a tool to design tasks that develop creativity and critical thinking. This process will help the participants build confidence in promoting innovative and active pedagogies that are responsive to social and cultural diversity, using teaching methods and techniques that are learner-centered and encouraging solving of meaningful real-world tasks that develop transversal competencies.

In the long term, teachers will be able to generate ready-to-use materials and ideas to support school development in the field of innovative education with regards to interdisciplinary and holistic approach, materials that could be exploited by other schools as well.

The participants will greatly benefit by the promoting of their active participation within the education, the development of relevant, high-level skills such as creativity, critical thinking, meta-cognition and other key competencies, and the support of inclusion of various minorities into mainstream education based on democratic values. All the above will result in reducing school drop and promoting active participation in society.



Κωδικός
2019-1-EL01-KA104-061590

Τίτλος Σχεδίου
**Αναβάθμιση Εκπαιδευτικών Υπηρεσιών Εθελοντών και Προσωπικού
για Στήριξη Ατόμων με Αναπηρίες**

Συντονιστής
**ΦΙΛΑΝΘΡΩΠΙΚΟΣ ΜΗ ΚΕΡΔΟΣΚΟΠΙΚΟΣ ΣΥΛΛΟΓΟΣ ΓΟΝΕΩΝ
ΚΑΙ ΚΗΔΕΜΟΝΩΝ ΑΜΕΑ Ν. ΗΜΑΘΕΙΑΣ**

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The integration of people with disabilities into society and employment is their fundamental and substantive right, constitutionally guaranteed by the laws, provisions and declarations at national and international level. However, in order for a person with disabilities to have personal development, he/she needs to receive the appropriate training. In this context, qualitative upgrading of education for people with disabilities should focus on developing a center where every young person can develop his/her personality regardless of any difficulty. The benefits of their integration into the labor market are multiple and varied. However, despite their benefits, their exclusion from the labor market, especially in recent years, has assumed explosive proportions.

Based on the above, our center has decided to take advantage of practices that will ensure that trainers have access to Lifelong Learning programs, as the present project, through surveys, has shown that among the most important incentives for people to participate with special needs in these programs, is a desire to explore knowledge, improve skills and acquire skills related to the prospect of finding a job. A determinant - perhaps the most crucial - in our effort to draw up action plans on adult education with special needs is provided by the trainers. For this reason, our Center will develop and introduce practices and actions to enhance the professional development of trainers.

The impact on learners with disabilities will be great, as the implementation of the project will result in the development of their knowledge, skills and competences, thus improving their social and work-related future. The experiences they will gain through the implementation of the project will be a bridge to a smooth transition to the labor market. It will provide them with confidence and knowledge and will acquire skills to be able to participate in all dimensions of their social life.

And for Volunteers the impact will be great. Co-operation or co-training with volunteers from another country will be a source of learning through their individual peculiarities and personal experiences, as varied differences and characteristics contribute to the widening of knowledge, to the advancement and development of the educational ensemble. The benefits and impact for our center will also be great, as cooperation with foreign organizations will contribute to the restructuring, design and upgrading of education, teaching strategies, classroom organization and educational process.

This project will involve 5 Trainers and 7 Volunteers for people with special needs of the "Children of Spring" Center. The host country is Cyprus, while the Host Organization is ERCI.



Κωδικός
2019-1-EL01-KA104-061587

Τίτλος Σχεδίου
THRIVE II - Innovative Staff Training for High Quality Roma Education in the Fields of Literacy, Validation of Skills and Entrepreneurship

Συντονιστής
ΠΑΝΕΛΛΑΔΙΚΗ ΣΥΝΟΜΟΣΠΟΝΔΙΑ ΕΛΛΗΝΩΝ ΡΟΜ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

According to UNESCO, an estimated 73 million adult Europeans are functional illiterates. Experts say that the share of functional illiterates among adult Roma is between 40 and 60 per cent. Thus, in Greece, we can estimate that 70 per cent of adult Roma are functional illiterates.

A big obstacle for the access of Roma to education and employment is the missing proof of their informally and non-formally gained competences. Except for South-Eastern-Europe, Competence Balance is applied in most different forms in almost all EU countries. Approximately 10 - 20 per cent of Roma capable of work fulfill the pre-conditions for going through a Competence Balance.

In the EU, about 15.1 per cent of all labor force are self-employees. In Greece, these are about 29 per cent. Although the readiness for entrepreneurship or the will to legalize the establish business exist, the share of Roma among those self-employees is very low.

In the frame of the Strategic Partnerships "RomABC goes Europe!", "RomABC - the next dimension", "ROMINKO" and "A new ENTRance", those needs were addressed and – among others – the following innovations with a European added value were elaborated and successfully tested in practice:

- Curriculum for raising the literacy grade of adult Roma
- Methods and procedures of Competence Balance for Roma according to the French model
- Curriculum for the implementation of entrepreneurship courses for Roma.

The sustainable use of those innovations shall lead to:

- reducing the number of functional illiterates among adult Roma
- improving their professional orientation and career planning
- increasing their employability
- promoting their integration in the labor market
- increasing their share in adult education
- improving their social integration.



For that, there is the need for accordingly prepared institutions/organizations and appropriately sensitized and qualified adult educators. This shall be ensured by the participation of 9 adult education actors (teachers, trainers, mediators, Competence Councilors) in the training courses "Alphabetisation of Roma", "Competence Balance for Roma", "Entrepreneurship of Roma", in Hungary.

At first, the adult education actors will multiply the gained competences and collected experiences within their institutions and then use them as trainers respectively mediators in the implementation of alphabetization courses, Competence Balances and entrepreneurship courses for Roma. This way, the capacity, attractiveness and European orientation of Ellan Passe will be promoted, which is another objective of the project.



Κωδικός
2019-1-ΕΛ01-ΚΑ104-061016

Τίτλος Σχεδίου
Train Me Up!

Συντονιστής
ENVIRONMENT ONLINE - GREECE

Διάρκεια Σχεδίου
14 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

In a challenging and continuously changing working environment, ENVIRONMENT ONLINE-GREECE wishes to create a team of excellent and high-qualified trainers with knowledge and high-quality skills and competences that will be able to easily and at an early stage recognize and understand the needs of their trainees, create and implement training seminars and courses from the stage of their creation until their final presentation and delivery to the public.

The objectives of the project are:

- The development of a vision and a policy plan for the internationalization of the organization as an adult education and training institution in the field of adult education
- The international cooperation with European and international partners
- The creation of a team of high qualified European Trainers
- The creation of high-quality training seminars and international training courses

The educational training program is addressed to five instructors and teachers of the organization who believe in innovation and innovative educational environments and they want to combine tools of formal and non formal education that will lead to a new and more creative and challenging educational environment.

The methods that will be used are a combination of formal and non-formal learning methods. On the first day participants will learn the principles and learning models, the differences between the good and the exceptional trainer (knowledge), they will be informed about the skills and competences of the exceptional trainer and will be adapted into new multicultural learning environments. On the second day, they will set up educational goals and learn how to create a successful seminar/training course (knowledge), how to take into account the needs of their trainees and how to handle questions (skills and competences). On the third day they will learn to structure and present a training course (knowledge), they will become active listeners by being trained on the key elements of an active listener (competences) and they will create an action plan after the training course (skills). On the fourth day they will acquire the basic skills to conduct a training course, the importance of the body language and the role of the proper articulation for a successful presentation of a seminar/ training course in front of the audience. On the fifth day they will develop management skills for handling particular and difficult trainees' categories and difficult situations aiming to avoid conflicts in the learning environment and the competences to



avoid criticism and counseling during the training seminars/ courses and to establish an auxiliary and constructive relationship with their trainees.

Expected outcomes:

The five participants will gain the following

- The knowledge to become exceptional trainers at National, European and International level (Creation, adaptation and implementation of educational training seminars and courses).
- Classroom management skills (even with very tough trainees) and tailor their teaching to the needs of their trainees.
- The ability to inspire the confidence of their trainees and be confident themselves when presenting and implementing educational courses in front of a wide audience.

Long-term policy plan at Organizational level:

- The long-term policy plan of the organization will focus on developing and conducting high-quality international and European seminars and trainings.
- Creating a team of qualified European trainers. Our trainers will be characterized as specialized trainers with the knowledge and skills that they will acquire during this training course.
- Further enriching our partners' network and wider access to other organizations specialized on organizing training courses. Consequently we will learn even better how to organize training courses of a high quality.
- Enhancement the international dimension of the training courses we will organize.

Κωδικός
2019-1-ΕΛ01-ΚΑ104-061690

Τίτλος Σχεδίου
**Ε-Ικανότητα για Αμέα: Χρησιμοποιώντας το Διαδίκτυο για Προαγωγή
της Επιχειρηματικότητας**

Συντονιστής
ΝΟΜΑΡΧΙΑΚΟ ΣΩΜΑΤΕΙΟ ΚΑΡΔΙΤΣΑΣ ΑΜΕΑ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The Association of disabled people in Karditsa Prefecture was founded in 1994, consists of 2000 members and serves an equal number of their families. Its purpose is to organize, under a legal entity, people with disabilities, all residents in the prefecture of Karditsa, and to study, highlight and try to solve the problems that they have suffered from. Its efforts will be accomplished through collective action, solidarity, mutual cooperation and promotion of the human and social rights of people with disabilities. It organizes conferences on specialized issues for its members. It tries to improve legislation on people with disabilities.

It promotes the development of structures for the professional and social rehabilitation and employment of people with disabilities. It creates relations of social solidarity and mutual acceptance of those people within society. It is our firm position that entrepreneurship and collegiality of people with disabilities is a leading factor in eliminating exclusion, as previously stated. The extroversion of people, who otherwise our society marginalizes, can be efficiently faced when we highlight the equal opportunities of people with special abilities, mostly in business and cultural area.

The particular situation of each disabled person poses several barriers to his or her engagement in extrovert activities, whether professional, personal or cultural. For example, people with mobility problems have difficulty in moving to other places, people with a machine-dependence cannot be absent for several hours from their personal spaces, etc. Such situations require work and/or activities that can be organized by using computer equipment remotely.

The partner's multiannual experience in education and new technologies (since 2001) will provide the necessary knowledge in the form of a short seminar, which we will attend. The experience/relationships of the partner organization include people with disabilities' unions, which make him capable both of delivering seminars to individuals (with our own peculiarities) and organizing the necessary technical visits. 22 members of our Association will attend this 2-week educational program in Hungary, in the host partner e-Contact. The subject is "e-Ability for the Disabled People, using the internet to promote entrepreneurship".

The acquired knowledge, combined with the new contacts we will develop in Hungary, following those from the previous destination in Cyprus, will help in the enactment of our members towards the fight against exclusion. The use of knowledge and its dissemination within the union guarantees its timeless value. We already see that with the tacit effects of the previous action lies the awakening/activation of other unions in the wider region and we expect similar results from this action too.



The main objective of the project is to empower people with disabilities through training in business management and the use of Internet tools. The characteristics of everyday life of disabled people render computer-assisted activities (held from home, avoiding hazardous movements) ideal for those we are addressing to.

For participants in the target group (people with mobility impairments - people with disabilities) there will be a clear and obvious benefit in the following points:

- ❖ New skills that will help the entry of our trainee members into the business sector
- ❖ Combating exclusion of people with disabilities in the social area and workplace
- ❖ Developing business skills, increasing computer and communication potential

At the same time for the Association, there will be a substantial upgrade of its services towards people with special skills, both in thematic and business level. As we have seen, the Association's activities will positively affect other peer associations in Greece. The behavior of the local community towards the Association will drastically change. There will be new co-operations and partnerships in business and culture, through the acceptance and support of its members.

It is obvious that excluding the elimination of people with special needs in social, workplace, and education sector, requires continuous training and skill development. We believe that the success of the project lies in increasing the skills gained by people with disabilities and demonstrates a proof, at a European level, that these people can contribute productively and participate equally in an organized society.



Κωδικός
2019-1-EL01-KA104-062054

Τίτλος Σχεδίου
**Ενδυνάμωση Εκπαιδευτικών Θετικών Επιστημών για Καινοτόμες Προσεγγίσεις
στα Μαθηματικά και τη Φυσική**

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΡΕΘΥΜΝΟΥ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Empowering science educators for innovative approaches in maths and physics. The present project consists in the training of staff members of Rethymnon's Second Chance School by attending two training programs abroad.

Participants are science educators, have significant qualifications and social sensitivities, but need training to be able to respond more effectively to their subject matter in heterogeneous educational environments.

Two international seminars have been selected, Game-Based Learning and Gamification and Innovative Mathematics and Physics for Immigrants, in Prague and Paris, with training providers ICT and Anatolia Education.

Participation in mobility will support teachers to update their knowledge, upgrade their working methods, learn about other countries' best practices in science education and teaching, and integrate innovative methods to encourage critical thinking, creative engagement of learners in the inclusive learning process with no exclusions.

More specifically, Game-Based Learning and Gamification in education will provide tools for teachers to change any negative attitudes of learners towards mathematics and science. With new learning experiences in a playful form that will relate to their interests and everyday life, they will be encouraged to get acquainted with science and increase learning motivations through tests, trials and immediate feedback. In addition, by using these methods, teachers will be able to offer an individualized learning opportunity to each individual trainee, with different backgrounds and different cultural backgrounds, choosing the right game.

With INNOVATIVE MATH and SCIENCE APPLICATIONS for MIGRANT STUDENTS, participants will focus on best practices on science teaching in Europe and other parts of the world, identify obstacles for migrants students in Teaching and Learning Mathematics and Physics and introduce teaching methods of the 21st century focusing on creative thinking, engaging learners in finding solutions, working in groups, linking science with everyday problems, for the purpose of numerical and scientific lesson of the trainees.

Teachers involved in mobility will gain important educational experience, which they will incorporate into the classroom, while at the same time passing it to the other colleagues and spreading it to society.

The above tools and activities are expected to have a significant impact, in addition to participants, on improving the organization's effectiveness, building a supportive positive climate at school, reducing social exclusion, and tackling school leakage that are targets and Second Chance Schools.

They are also expected to have an impact on selected target groups at local, regional and European level through networking and dissemination of results.

These techniques can also be used as tools to create a positive climate in school, to integrate trainees more effectively and consequently to contribute to reducing social exclusion and tackling school leakage as one of the basic objectives of Second Chance Schools.



Κωδικός
2019-1-EL01-KA104-061209

Τίτλος Σχεδίου
Μην τα Παρατάς και Κυνήγησε τα Όνειρά σου - Μειώνοντας την Πρόωρη Σχολική Εγκατάλειψη

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΣΕΡΡΩΝ

Διάρκεια Σχεδίου
14 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

General Information

KA1 (KA104): Individual mobility of adult education trainees. The staff of Second Chance School of Serres is going to attend a further educational programme entitled “Don’t give up and catch your dreams/ Reduce the early school leaving”. The programme will last for 7 (seven) days and it will be carried out in the city of Barcelona in Spain from 20-26 of April 2020. It is organized by the Anatolia Egitim Ve Danismanlik which provides further education to teachers throughout the Erasmus+ programmes.

Participants Profile

The school headmaster and 5 trainers from the illiteracies of Greek Language, Information Technology, Social Studies and Physics Science, is underlined in the Program’s Summary (Basic activities):

- 1) The recognition of the main factors which lead to the early leaving of school (ELS) in Europe.
- 2) Basic characteristics of successful policies/ Self evaluation tools.
- 3) Exchange of views with other teachers and attending the educational programmes against ELS attendance.
- 4) Good policies against ELS from representative countries from EU.
- 5) Recognition of personal and professional skills, which the trainer must have to prevent ELS.
- 6) Comprehension of the significance of coordination between national, regional and local sectors to reduce the ELS.
- 7) Reporting the EU targets until 2020 for the reduction of the ELS.

Anticipated Results- Impact

The involvement initially of trainers and afterwards of the trainees will lead to the development of a variety of skills such as:

- 1) Acquiring of personal and professional skills for the timely prevention for ELS
- 2) Learning of tools and new approaches to the ELS
- 3) Exchange of good practices and experiences with other participants in the programme.

Long-Term Benefits

The use of the gained knowledge and experience for the prevention of school leaving phenomenon, is pursued in the long-term benefits. Our target is, through the innovative teaching methods and strategies which will be followed by the school unit and by individuals themselves/ personal, the substantial integration of adults to the educational system from sensitive social groups. Especially nowadays, in the EU countries, which are characterized from the constant effort for integration and incorporation of the economical migrants, the prevention from ELS is more important than ever.

Κωδικός
2019-1-EL01-KA104-061418

Τίτλος Σχεδίου
Διαχείριση Συγκρούσεων και Αντιμετώπιση Σχολικής Διαρροής Αξιοποιώντας
Νέες Μεθόδους Διδασκαλίας

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΚΑΛΑΜΑΤΑΣ

Διάρκεια Σχεδίου
24 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Teacher education is a continuous process linking basic education and training with professional activity to acquire knowledge, develop skills and adopt attitudes that will enable trainers to make use of quality scientific and pedagogical developments, develop the ability to reflect the educational action and respond successfully to the challenges of the knowledge society.

The training of teachers in the sphere of adult education, lifelong learning has been carried out. Needs were investigated as part of the improvement of the quality of the education provided at our school and the school boarding decided unanimously with Act No. 6 / 25-01-2019 the development of a project where its content will include the participation of school teachers in training in conflict management and coping with early school leaving, using outdoor learning as a new way of teaching learning.

The objectives of our school development plan are to address early school leaving, which is partly related to inefficient crisis management and can be further enhanced by providing incentives and adopting new methods of organizing teaching such as outdoor education. In particular, our objectives are:

- Enhancement of the theoretical background
- Strategies for identifying real incentives behind the conflicts
- Ways of solving interpersonal conflicts before escalating
- Personalized approach
- Building positive relationships in the school environment
- Establishing better ways of communication in the classroom
- Improvement of school programs
- Understanding factors leading to school dropout
- Familiarizing with the systematic approach to preventing early school leaving
- Predict adult learners at risk of leaving school
- Empowering teachers to tackle problems of rejection
- Establishing fruitful collaboration with trainees
- Analysis of factors affecting school leaving
- Set up an expert group on organizational issues to address



- Planning a strategy to prevent early school leaving at an organizational level
- Implementing new initiatives to work with vulnerable social groups
- Use of outdoor education for personal, social and interpersonal development of learners

Participants are adult educators and serve for several years at the Second Chance School of Kalamata and are specialized in their subjects, new technologies and the use of the English language and are willing to contribute to the implementation of innovative programs, constituting the group of experts who will design the conflict prevention strategy and early school leaving, and will implement outdoor education actions and activities.

The training activity to prevent early school leaving, conflict and outdoor education will be based on a balance between theory and practice, group and individual activities using state-of-the-art technologies. The instructors will be able to present their experiences and contribute to the shaping of the learning process, to attend teaching. They will create presentations and participate in experiential actions.

After teacher training, the pedagogical climate in the classroom will be improved, communication problems with adult learners will be minimized and the educational process will be effective. This will allow teachers to better organize their classroom, to communicate, to develop better interpersonal relationships and to acquire innovative educational techniques that will make their lesson more accessible. They will gain experience and new data that is necessary for their career. In addition to the personal and professional development of teachers, learners' skills will be acquired and strengthened, healthy relationships of mutual trust, respect and understanding will be built, and conflicts and early school leaving will be minimized.

Our school will gain recognition, new collaborations, networking, trained staff, better interpersonal relationships between teachers and learners, pedagogical climate at school. Teachers will be given an opportunity to exchange experiences and views and to participate in building a more accessible, democratic and world-oriented Europe. We expect the application of the acquired experience in the classroom and direct learning outcomes that will help to develop the quality and internationalization of our school.

Κωδικός
2019-1-ΕΛ01-ΚΑ104-060970

Τίτλος Σχεδίου
Δώσε Ελπίδα στις Ευάλωτες Κοινωνικές Ομάδες (Πρόσφυγες, Μετανάστες,
Άτομα με Ειδικές Ανάγκες)

Συντονιστής
ΕΥΡΩΠΑΙΟΙ ΙΧΝΗΛΑΤΕΣ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project that is intended to implement the “ΕΥΡΩΠΕΙ ΙΧΝΗΛΑΤΕΣ” “Give to vulnerable social groups hope” aims at strengthening of its European dimension (networking and interaction with other European unions) and the development of the knowledge and skills of its members for the professional development of individuals from vulnerable social groups and the improvement of the quality of the non-formal education.

European activities are job shadowing of organizations active in the professional development of vulnerable social groups in:

- 1) Italy
- 2) Croatia
- 3) Iceland

Candidates are the legal representative, holder of a postgraduate degree in special education and administration education staff, treasurer, professor of home economics with a Master’s degree in the environment and sustainable development and member of the Adult Trainer Association.

The project’s methodology includes need-to-know processes, action planning, preparation and implementation organization, quality assurance procedures for quality, administrative management, monitoring, evaluation (mid-term and final) in the medium and long-term and dissemination of the results.

Expected results of the training activities of the project are the professional development of the members the European Tracers Association, the strengthening of citizenship and the cultivation of a positive attitude towards continuing vocational training. Participants will develop and improve linguistic, intercultural and professional skills, integrate “good practice”, promote cooperation and networking with European stakeholders, thereby contributing to improving the quality of non - formal education provided, the modernization of teaching methods and the internationalization of the Association.

The plan is expected to have a positive impact on all target groups: **a)** Members will develop / improve directly and indirectly their professional skills; **b)** the Association will be modernized both at the level of organization / administration and at the level of daily teaching practice and will strengthen its European dimension.



Κωδικός
2019-1-EL01-KA104-061899

Τίτλος Σχεδίου
Πρωτοβουλίες Κοινωνικής Ενσωμάτωσης για την Προώθηση της Αειφορίας

Συντονιστής
ΚΕΝΤΡΟ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΠΕΤΑΛΟΥΔΩΝ ΡΟΔΟΥ - ΚΠΕ ΠΕΤΑΛΟΥΔΩΝ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Climate change is now a reality. Nowadays we learn from the media as well as we experience the extreme weather phenomena that flood the planet, resulting in poor environmental management. Still, we see the world, the economy, the technology, but the standard of living falling. All of this has prompted the European Union (EU) to change its way of thinking and stop blind economic growth by its means. He revisits, signs promise conditions and carries out policies centered on the environment and the man of the present and the future, the next generations.

A new term, Sustainable Development, is introduced. With it as a guideline now, each state will set its policies and goals for the future. It is clear that every policy of a country moving outside the framework of sustainability is not sustainable, but something temporary, so that we can meet our need now and let us suffer many more unsustainable policies in the future.

Here, however, there is a need for measuring and evaluating this effort of the Eurozone, but also of each Member State separately. It has to be calculated if we have progress and if so how much. Are there areas that suffer and block the sustainability of the whole? Do all countries make the same effort to have sustainable development? Do some people want help or some do not respect their commitments? Finally, what is the general picture of sustainable development over the years across the European Union.

The solution found by the EU to respond to the above questions is sustainability indicators. Sustainability indicators distinguish those sectors that directly affect sustainable development. The general categories that they rank are (Eurostat, 2013):

- ❖ Socio-Economic Development,
- ❖ Climate Change and Energy,
- ❖ Sustainable Transport,
- ❖ Sustainable Consumption and Production,
- ❖ Natural Resources,
- ❖ Public Health,
- ❖ Social Inclusion,
- ❖ Demographic Changes,
- ❖ Global Cooperation,
- ❖ Good Governance.

The proposed project, focusing on the current situation in the border regions of the country with the massive influx of refugees and immigrants, focuses on social inclusion and asks to draw inspiration from applied models and to design relevant initiatives and educational actions to actively promote it, with a view to improving the above-mentioned indicators.

The project provides for a mobility activity for staff training in Italy, in particular in the region of Emilia Romagna, which is active in the field of social integration. The activity involves the movement of 20 trainees who will be members of the management committees and the pedagogical groups of the consortium's partners.



Κωδικός
2019-1-EL01-KA104-061539

Τίτλος Σχεδίου
Joint Methodologies to Empower Humanities Education

Συντονιστής
EVENTURES KOIN. Σ.ΕΠ.

Διάρκεια Σχεδίου
24 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

As EVENTURES KOIN has already reached a high level expertise in social entrepreneurship in the frame of the business sector, board members after an internal debriefing decided it was time to bring the enterprise to another level. Due to the previous experiences matured in the cooperation with IASIS and the predisposition of the members to work with the Adult target, board members agreed to develop a pure social/educational branch focused on disadvantaged young Adults.

Supported in the analysis of the wide target of disadvantaged Adults by the veteran IASIS, EVENTURES KOIN board members decided in full agreement to focus young Adult affected by Dyslexia who were forced in early school leave in order to foster a reintegration process in the educational system.

Dyslexia is a learning disorder that can cause many difficulties, including problems with reading and writing. People with dyslexia have trouble matching the letters they read to the sounds those letters make. Dyslexia is typically diagnosed in childhood; so, many dyslexia guides focus on helping children manage symptoms of this condition. But dyslexia often continues into adulthood. Some children with dyslexia are not diagnosed until they reach adulthood, while some diagnosed adults find that their symptoms change as they age.

Joint Methodologies to Empower Humanities Education (JMEHE) objectives are as follows:

1. Developing staff (Educators) competences and organizational capacities in the use of Non Formal Education as an instrument of enhancing the involvement in education and effectiveness of learning with the specific target audience of young Adult learners facing dislexia, who would like to go through a reintegration rocess in the educational system.
2. Developing staff (Educators) competences and organizational capacities in using Theatre in Education as a tool for enhancing the involvement in education and effectiveness of learning with the specific target audience of young Adult learners facing dislexia, who would like to go through a reintegration rocess in the educational system.
3. Setting up long-term mechanisms of partnership and regular exchange of information/good practices with high-end European organizations working in the field of Erasmus Plus Adult, thereby enhancing the scope and quality of the organization's activities in the field.

Mobilities envisaged in the project:**1) Training Course at Mine Vaganti NGO in Sassari (Italy).**

The Training Course involving 5 Trainers/Educators, will be delivered through Non Formal Education methodologies and focus on developing participants' knowledge, skills and competences in using Non Formal Education as a tool for fostering the acquisition of soft skills and transversal skills by young Adults affected by dislexia.

2) Training Course at Asociatia Copii in Sanul Familiei in Bacau (Romania).

The Training Course involving 5 Trainers/Educators, will be delivered through a combination of Non Formal Education, Theatre In Education and face-to-face learning. The core topic addressed will be the use of the Theatre in Education method as an instrument of support to learning, reflection and communication of knowledge.

3) Job Shadowing at Asociatia Copii in Sanul Familiei in Bacau (Romania).

The Job Shadowing will involve 2 leading staff members of the applicant organization in a process of work-based learning, exchange of knowledge and partnership building in the premises of the partner Asociatia Copii in Sanul Familiei. The tangible result of the Job Shadowing will be the completion of project Manual (third section).

EVENTURES KOIN aims to employ acquired knowledge and resulting operational capacities to determine a huge impact in its areas of involvement, favouring the establishment of multiplier dynamics. A considerable and sustainable impact will be determined on local communities, in particular the young Adults affected by dislexia through the improvement in number, quality and appeal of EVENTURES KOIN's activities targeted at serving the human development and socio-educational inclusion of these categories of adults through education.

Furthermore, EVENTURES KOIN will implement local meetings with educators from other schools/associations to present the Manual "NFE & TIE join forces to break learning barriers" and its contents in order to create a butterfly effect for these methodologies to be used and introduced in the educational systems/offer as an envisaged long-term effect.



Κωδικός

2019-1-EL01-KA104-062124

Τίτλος Σχεδίου**Training of trainers in the role of new technologies and its use in the assessment of educational programs****Συντονιστής****ΙΝΣΤΙΤΟΥΤΟ ΚΟΙΝΩΝΙΚΗΣ ΚΑΙΝΟΤΟΜΙΑΣ ΚΑΙ ΣΥΝΟΧΗΣ****Διάρκεια Σχεδίου****18 Μήνες****ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ**

The use of New Technologies is a necessary tool for young people to be able to look for a job. The aim of the ToT NEdu program is to acquire a new dynamic and knowledge of New Technologies, to organize more targeted and attractive education programs related to ICT, to familiarize with the processes that strengthen the social identity with the emphasis on supporting and empowering also enhances his employability and the widening of the European network of partners with youth workers with emphasis on those at risk of exclusion in the youth field.



Κωδικός
2019-1-EL01-KA104-061975

Τίτλος Σχεδίου
Μονοπάτια της Φύσης για Υγεία και Ευημερία

Συντονιστής
ΚΕΝΤΡΟ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΑΡΠΕΝΗΣΙΟΥ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The project “Nature paths for health and wellbeing” refers to sustainability environmental education and the links between nature, people and personal values. Connectedness to nature has been proven to be a key factor for nature conservation with reciprocal benefits to human physical and mental health. The message could be passed through experiential outdoor education with modern pedagogic approaches and combined teaching methods.

The core of the project is to modernize the environmental education programmes for the participants to think long-term and holistically. To be able to uncover the hidden relationships and the circle we are parts of. A walk in the woods by the river reveals our inner strengths, our team’s power, ourselves as part of nature and through guidance the similarities of ecological interconnections mirror our societies inner links and relations.

The core aim is to achieve knowledge advancement and contemporary methodology in nature conservation, health and wellbeing and social integration to design modern experiential outdoor education programmes.

For the accomplishment of our project goal four members of the pedagogic team would participate in relevant courses for up to date educational approaches for motivation and inspiration of the population concerned.

As environmental educators for sustainability one of the essential concerns is to design outdoor experiential programmes for teachers and the community that are enriched and enlightening to underpin policies for sustainability in fields of major public concern such as the environmental conservation, health and wellbeing, tolerance and inclusion. Through the chosen courses all three aspects would be covered and incorporated in the new programmes to be designed.

The results expected are high quality, modern, in consistency with international standards sustainability education programmes. The realisation of these programmes would increase environmental awareness of the participants as well as enlight them to create their own school project regarding the connections between environment, people and society. Values and skills would reveal during the programmes to realise sustainable behaviours and attitudes in society and healthy individuals, both physically and mentally, according to ones preparedness. And all these experiences in nature and the new knowledge would be transmitted and disseminated to ones closer and extended circle (family, school, municipality, society) to become sustainable citizens.

Also, it is a great opportunity through transnational mobilities to create international working environment and share ideas and practices with european colleagues, promising for future partnerships.

The project would be communicated via the internet (own site and social media), the newspaper and the local radio. An ebook with the experience gained is planned to be created and to reach the wider public outdoor activities would be organised. Appart from these a summer school would become the corner stone for the main target group of our organisation and the ones who would disseminate the lessons learned to their schools.



Κωδικός
2019-1-EL01-KA104-061755

Τίτλος Σχεδίου
**Ενθάρρυνση στη Μάθηση και στην Επαγγελματική Βελτίωση Μέσα από την Τεχνολογία
στα Σχολεία Δεύτερης Ευκαιρίας**

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΠΑΤΡΑΣ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The School of Second Chance (SSC) is based in Patras and is committed to the education and training of adults. It also has a SSC department school on the small city of Varda, located 30 Km West of Patras attended by 189 students and is staffed by 25 teachers. A SSC is a free, innovative public adult education school with a total duration of study of two (2) training years. It is aimed at citizens aged 18 years and older, who have not completed compulsory secondary education for any reason.

Upon successful completion of the two-year program, a degree equivalent to the Gymnasium certificate is awarded. The SSCs have as their primary objective the fight against inequalities and social exclusion as well as the subsequent enhancement of lifelong learning by providing a flexible adult education program to those who left for any reason the school before completing 9 years of compulsory education. There is no specific educational material created for SSCs.

Thus, the teachers improvise using any new and innovative method they know in order to meet the goals and objectives of the SSC especially the social inclusion of these adults. Our school systematically implements activities, educational visits to cultural and archaeological sites, all kinds of events and speeches, and aims at the exposure of trainees to pluralistic knowledge and information environments. It organizes projects to strengthen the potential and dynamism of the school.

Our SSC has received several environmental action awards, for volunteer and special actions. The particular nature of the school lies in the fact that the trainees are adults and that is why it aims at differentiated and, -if possible-, individualized education. Due to their needs, it is necessary to transform knowledge using Digital Technology, aiming at their employment, improvement of the standard of living and their smooth integration into society.

By submitting for the first time an application for a European Erasmus+ KA1 program entitled: "Encouraging learning and professional improvement through technology in Second Chance School".

The aims of the project are:

- the increasing trainees' knowledge and their familiarization with educational digital environments, tools and software and their application in educational reality as an educational and pedagogical instrument.
- Learning with new technologies is more attractive and interesting especially for trainees like ours, with financial, family, social or professional problems.

- Acquiring skills to find solutions to problems, reinforcement of critical thinking in order to be used in day-to-day teaching practices, enabling them to cope with the ever-increasing demands of education and life.
- Improving linguistic/communication skills with colleagues from other European countries, as the language of the seminar will be English and the French languages.
- Acquiring intercultural awareness, as the seminar will be in France a country characterized by its multiculturalism and hospitality.
- Digital enhancement, support and guidance of other teachers in our school, as educated teachers act as multipliers and teachers.
- The superior quality education of our trainees.
- Our upgraded digital school unit, as it will expand its horizons in the Academic European Map.

The Director of our school will be in control and will give directions to whatever is needed. He has a postgraduate degree, a Bachelor's degree, an English language certificate, an ICT training with extensive experience in administration, leadership and organization and is a trainer. The mathematician has a postgraduate degree, an English certificate; computer training has attended many seminars on various pedagogical subjects. The philologist holds a doctorate, English certification, computer training, volunteer in many actions (Doctors of the World), with participation in the Kosovo war, delivering volunteer work in the offsetting of prisons and on the teaching of immigrants and many other training programs. The English teacher has a doctorate, competence and license to teach French and Spanish while as a researcher, she has participated in 4 programs, with oral presentations at over 18 international conferences and 14 published articles. The IT teacher is a doctoral candidate, has a master's degree, knowledge of English.

All participating teachers have had all their special training so far in adult education by paying the required expenses by themselves. The participants have a great need for this training program. Given the diversity and multidimensional material of our trainees, it is imperative to train our instructors who are invited and encouraged to offer learning opportunities and prospects of evolving into a continually changing learning environment through digital education. Our pedagogical team completed this application, discussed and planned dissemination activities so that the project has an impact on the local community and the absorbability of adult learners in it.



Κωδικός
2019-1-EL01-KA104-061085

Τίτλος Σχεδίου
Αναπτύσσοντας τις Ικανότητες για Αποτελεσματική και Αποδοτική Διαχείριση
Ευρωπαϊκών Προγραμμάτων

Συντονιστής
ΜΠΙΡΜΠΑΚΟΣ Δ. & ΣΙΑ Ο.Ε.

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

E-SCHOOL EDUCATIONAL GROUP is an adult education and training center with deep sense of responsibility about its role in the modern society of lifelong learning. So, it is constantly looking to improve the quality of its service. In the last three years, it has taken part in several Erasmus+ projects and is headed towards promoting its transnational activities, with the aim of exchanging and transferring knowledge and know-how in areas related to its activities.

The main reason why E-SCHOOL wishes to implement this project in cooperation with the host organization is its need and desire to extend its action to more European programs. Consequently, it becomes necessary to train its staff on issues related to efficient and effective program management for EU funded projects in order for the organization to be able to meet adequately its new responsibilities. Furthermore, the fact that this training will be carried out in an international environment will be the starter for the gradual internationalization of E-SCHOOL.

The project will provide training to E-SCHOOL staff, so that they will acquire the necessary knowledge and skills on proper and qualitative project management, promoting E-SCHOOL's vision for an international cooperation. But at the same time, it will enable trainees to gain European experience to benefit from future opportunities in the field of education and training in a European level. Networking and collaborative learning culture will be gradually enhanced organizing more activities that strengthen the European and international dimension of our organization. In addition, the participant's intercultural skills will be developed, language skills will be promoted and the sense of European citizenship will be enhanced.

The host partner is Shipcon, an institution with many years of experience in adult education. The team of trainees is consisted of ten highly qualified individuals. The profile and the academic qualifications of the participants guarantee the integration of this valuable knowledge. The transnational mobility is part of the staff's professional development plan. Through that, E-SCHOOL will acquire more skilled staff that will adequately fulfill its obligations arising from their participation in European programs. Also, participants will improve their professional profile.

Through the project, participants will become aware of continuing education and training in order to meet challenges of our modern society and start upgrading their existing skill-sets and improving themselves.

Our organization will broaden the range of its international activities giving trainers and trainees more opportunities for internationally oriented learning. Additionally, E-SCHOOL will strengthen its profile as a reliable partner in European partnerships and will develop a vision and a plan to expand its network.

Through enhancement of networking, interaction and exchange of good practices with partners from Europe, it will provide more attractive vocational training adapted to the needs of local society and economy.

In addition, its curriculum will become more modern and linked to international developments through integration of knowledge and good practices of other European stakeholders. The profile of E-SCHOOL will be strengthened as an educational group open to society that meets its modern social challenges and needs.

It will create a new collaborative base with the local professional society through connecting the world of education and world of work. The experience and the knowledge that will be acquired will be useful for creating similar educational programs of other local stakeholders giving a multiplier character and added value in their education.

It will contribute to the development of intercultural cooperation in society through both the experience that participants will acquire through that project and European projects that they will be involved in the future.

Therefore, E-SCHOOL will increase its capabilities as an adult education provider, in order to be able to provide more learning opportunities responding to the needs of the modern society of knowledge.



Κωδικός
2019-1-EL01-KA104-061415

Τίτλος Σχεδίου
Ανάπτυξη Δεξιοτήτων Εκπαιδευτών Ενηλίκων σε Ολιστικές Προσεγγίσεις Οργάνωσης και Εφαρμογής Παρεμβάσεων Στήριξης Οικογενειακού Περιβάλλοντος Ευπαθών Ομάδων

Συντονιστής
ΕΝΑΛΛΑΚΤΙΚΗ ΚΑΙΝΟΤΟΜΑ ΑΝΑΠΤΥΞΗ ΑΣΤΙΚΗ ΜΗ ΚΕΡΔΟΣΚΟΠΙΚΗ ΕΤΑΙΡΕΙΑ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Racism is an integral part of the structures of today's society. Regardless of a social group, in one way or another we have all been victims of racism. A social group with a lot of racist attacks and actions that pushed them to live on the margins of social structures is Roma population.

As an organization, we consider it our duty to act on the activation, exploitation and sensitization of human resources so as gradually to alleviate the social exclusion of the Roma group and to improve their level and living conditions.

Respectively, taking into account:

- the importance and necessity of continuous learning, improvement and training of the members themselves,
- the present invitations presented at local, regional and national level to the vulnerable Roma social group,
- the strategic plan of our organization to develop cooperation networks with national and European bodies that play a key role and focus on the Roma group,
- the importance of Roma educators with whom we work for continuous support and education,
- the need to support not only Roma adult educators themselves but also their families who through our experience and research, are often an obstacle to the integration of young women into education, learning and some times of society in general we were led to submit this project entitled "Developing Adult Trainer Skills in 12 Months Holistic Approaches to Organizing and Implementing Interventions to Support Family Environment of Vulnerable Groups", which will include the training of 10 participants in TWO basic flows (5 Roma and 5 non- Roma Participants), with a duration of 7 days (5 + 2) in TWO host organizations (Spain & Bulgaria) with thematic subjects focusing on the vulnerable social group of the Roma and their holistic support.

The main purpose of the project is to train and train our two adult training groups together to create a team for planning, organizing and implementing actions-initiatives-programs that will support actions for Roma women and their families and combine both scientific background and field dynamics.

The creation of a specialized group of interventions with both field members and adult educators is a basic requirement for the sustainability of actions as the beneficiaries themselves are members of the team, have the same experience and have the motivation and willingness to offer their own community and scientific staff have the knowledge and background to support them in order to reform ideas and become actors of social change.

The main areas of improvement we aim to achieve through the activities of this project are:

- The training our core adult education team (adult educators) related to the vulnerable Roma social group in learning innovative methods, tools and skills to design, organize and implement actions targeted at Roma families so that, in turn not be an obstacle to their inclusion in education.
- The upgrading of the administrative and organizational capacities of the members and the organization to create strategic partners in Roma support and thus to the broader basis of actions and impact on the social fabric.
- The implementation of innovative and alternative teaching approaches in support of Roma women.
- The transfer of know-how and experience of a recognized organization to the host country of Bulgaria. Specifically, Amalipe (Bulgaria) was selected to work with the Ministry of Education for educational actions and addressed to parents for more than 270 schools across the country while Drom Kotar collaborated with the Catalan Government.
- The provision of new opportunities for development and improvement in the professional development of our Roma action and education group.
- The modernization of the specific methodology where it will be able to have a greater impact on the Roma family environment developing a positive attitude towards lifelong learning.

The impact is expected to be multiple by offering:

- ❖ the internationalization and networking of the organization with strategic partners,
- ❖ the development of the quality of the organization's work,
- ❖ the creation of new working standards for organizations and institutions,
- ❖ the highlight of Role Models that can become channels for initiating dialogue, actions, and raise the awareness of the wider society,
- ❖ the holistic understanding of the diverse and multiple causes that young Roma do not enter education,
- ❖ the development of effective original interventions within Roma communities.



Κωδικός
2019-1-EL01-KA104-062085

Τίτλος Σχεδίου
Φύση και Πολιτισμός ως Εργαλεία για τη Διαπολιτισμική Εκπαίδευση

Συντονιστής
ΚΕΝΤΡΟ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΒΑΜΟΥ

Διάρκεια Σχεδίου
15 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Europe faces a wave of xenophobia and racism, that is enlarged after the forced immigration of many people as refugees or migrants because of the climate change and war conflicts. So there is a need for integrated and multicultural education to enforce the peaceful coexistence of different people. Natural and cultural heritage protection can be tools in such a process. Monuments of nature and civilization are a common heritage for all humankind, vital for our survival, both natural and cultural. Biodiversity and diversity of cultures can be tools for mutual respect and understanding between different people who have to co-exist and live together in the new conditions created after wars and natural disasters.

Aim of this project is members of the Pedagogical Team of the Environmental Education Center of Vamos to take part in Seminars in Italy, Spain, Portugal, Netherlands and Sweden about outdoor education in natural and cultural sites, education for the protection of cultural heritage, sustainability and climate change, multicultural education.

All participants can speak English, whilst 4 of the participants from Environmental Education Center of Vamos have already experience from previous Erasmus+ KA1 projects. They will help with this experience the rest of the participants from our Center. The Head and Deputy Head of the Vamos Environmental Education Center have worked as teachers in special classes for immigrants and refugees. Among the participants is included an English language teacher that will help with linguistic preparation. Among the participants there is also an architect with a Master in Environmental Planning.

The experience from each seminar will be transferred to the other members of the Pedagogical Team of our Center in special meetings and will affect our educational programs. The Environmental Education Center of Vamos as public training institution is going to organize a seminar for teachers and adult citizens about multicultural education and the use of natural and cultural heritage as tools, aiming firstly to teachers who have immigrants and refugees in their classes or in their school.

Our participants in mobilities will be asked to prepare at least 5 learning designs for indoor and outdoor teaching with the use of natural and cultural heritage in order to promote multicultural education.

Alongside, we will disseminate knowledge and experiences acquired during this project through the websites of our Center and through the webpage of the project that we will create, through articles in local media and 3 video-clips of the project, through social networks (facebook and youtube), through the Environmental Education Networks that are coordinated by our Center in Regional level, through platforms such as EPALE and the Erasmus+ Project Results Platform, where we will also post results and material created during this project.

Last, we will try to use the connections created during these seminars and the mailing list of all participants in the seminars that we will create, in order to prepare an Erasmus+ KA2 project and other international programs of European and international cooperation, thus enforcing the international aspect of the Environmental Education Center of Vamos.

Κωδικός
2019-1-EL01-KA104-061408

Τίτλος Σχεδίου
Καινοτόμες Εκπαιδευτικές Τεχνικές στην Εκπαίδευση Ενηλίκων: Ενίσχυση και Βελτίωση Δεξιοτήτων των Εκπαιδευτών Ενηλίκων στα Σχολεία Δεύτερης Ευκαιρίας

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΚΑΛΛΙΘΕΑΣ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The Second Chance School of Kallithea expects the implementation of a mobility project concerning the educational staff training. The project is titled "Innovative Educational Techniques in Adult Education: Enhancement and Improvement of Adult Educators Skills in Second Chance Schools" and includes two (2) flows. The first flow is about sending two educators to Larnaca, Cyprus, and the second is about sending two educators to Rimini, Italy, in order to be trained in innovative training methods as well as in participative/experiential active educational methods, so as the quality level provided in Second Chance Education and Lifelong Learning be upgraded. The vision of the project is based on the principles and values of adult education, the combination of theory and practice, the connection of adult learners' needs and interests, the development of critical reflection and the improvement of the trainer-trainee relationship.

The main goals of the plan are the following:

- To empower the educators' educational work, enriching their knowledge and improving their educational skills in order to incorporate educational/experiential methods and techniques into the daily educational process that will definitely promote the active participation of learners in the learning process and contribute to effective learning.
- To acquire a positive attitude towards new knowledge by adopting innovative educational practices that encourages and strengthens the learners' active participation in the learning process.
- To understand the multidimensional role of adults' educator and pursue the self-assessment that will lead to self-improvement and self-awareness.
- To utilize the new tools of modern Information and Communication technologies in Second Chance Education, mixed and distance learning so as to improve the provided education and training.
- To reinforce the acquisition of intercultural awareness and European identity.

The duration of the mobility plan will be seven (7) days, (five (5) days of training plus two (2) for travel). The daily program in the host countries includes activities of structured training seminars organized by the partners. The topics of the seminars concerning the adult educational system in the host countries of Cyprus and Italy, the school abandonment and solutions to prevent this very significant loss, the innovative educational techniques in adult education, the educational and social inclusion of immigrants and the use of ICT in adult education. The program also includes organized professional visits to several workplaces and socio-cultural visits to traditional buildings, museums, monuments, sights and exhibitions.



The process of preparing the training staff covers the first phase of preparing the participants before the trip. The participants will elaborate tasks and a 20 minutes micro-instruction. The second phase is about the duration of the activities in the host countries, as they are foreseen in the agreed daily training program. The third phase concerns the time after the trip and includes the participants' evaluation about the program, the dissemination of results to the target groups and the final evaluation of the project's implementation.

The participants in the project's mobility activities are about to experience a valuable learning experience with multiple benefits in terms of knowledge, skills/abilities and attitudes which are expected to make a significant contribution to their personal growth and career development and will also help them improve the adult educational process in the Second Chance School of Kallithea. From their contact with the socio-cultural world of the host countries, the participants will cultivate communication skills and acquire a European cultural dimension. The Second Chance School will disclose the results of the implementation of the project through in social media in order to succeed a two way communication with those involved in adult education and lifelong learning. It will also use its official website to upload educational material and disseminate the results of the project to a workshop that will be open to the local community and the wider community.

Κωδικός
2019-1-EL01-KA104-061697

Τίτλος Σχεδίου
Ψηφιακή Καινοτομία στα Σχολεία Δεύτερης Ευκαιρίας (ΣΔΕ):
Εξ Αποστάσεως Διδασκαλία και Διά βίου Μάθηση με Αξιοποίηση Νέων Τεχνολογιών,
Καινοτόμες Εκπαιδευτικές Μέθοδοι, Τεχνικές και Δεξιότητες

Συντονιστής
ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΔΡΑΜΑΣ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Our proposal constitutes a 2 week educational programme in the University "CDA COLLEGE" in Cyprus. Its theme is "Digital Innovation in Second Chance Schools (SDE): Distance Learning and Lifelong Learning using New Technologies, Innovative Training Methods, Techniques and Skills". The participants are 15 teachers of several specialties and fields who belong to the staff of the SDE DRAMA and perhaps similar schools.

In order to overcome the difficulties of language communication, the education will take place in both the Greek and English language by professors (trainers) of high educational level. Also, language seminars will take place so that participants can interact in their social activities.

The participants will find out new ways and methods to improve someone's performance, their interaction, the benefits of the use and exploitation of current modern technological tools (Internet, E- Learning and Distance Learning) as well as the evaluation of all the factors in the school unit.

The timetable of the work programme of the training is:

A. THEORY

- Management of school units, staff and students (1 day)
- Communication methods (1 day)
- Training methods - Comparison of Educational Systems (1 day)
- Exploitation of the New Technologies (Internet, e-Learning and Distance Learning) (3 days)
- Modern informative systems to monitor and evaluate a school unit (3 days)
- Applications and good practices of innovative educational methods (projects) (1 day)

B. PRACTICE

In the practical level visits will take place to relevant schools, universities (public and private). Such schools are the Educational Centers of Larnaca, the Technical University of Cyprus and innovative hi-tech companies. The supervising of the programme will be carried out by a 3-member scientific committee which will confer every two days. After the end of the course a ceremony for the dissemination of this programme will take place from the host partner.



A relevant co-operation contract is going to be signed among the partners to guarantee the smooth completion of the programme, as soon as this proposal is approved, in which all the commitments of each partner will be clearly described. Every participant will submit a relevant questionnaire about the target and the level of the training as well as the experience and the impressions she/he gained at the end of the programme. She/he will also receive a diploma from the host organization which will prove his/her participation in the educational procedure and all other activities. Finally, she/he will be certified according to the Europass certificate.

The programme will be promoted online at the website of SDE Drama (<http://sde-dramas.dra.sch.gr>) and the Mass Media. Finally, we will organize after our return to Greece a ceremony for the dissemination of this programme to our school.



Κωδικός
2019-1-EL01-KA104-061810

Τίτλος Σχεδίου
Ευρωπαϊκή Ανάπτυξη του Κέντρου Περιβαλλοντικής Εκπαίδευσης Μελίτης
Μέσα από Διαπολιτισμικές Συνεργασίες

Συντονιστής
ΚΕΝΤΡΟ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΜΕΛΙΤΗΣ ΦΛΩΡΙΝΑΣ

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

The current educational, socio-economic, cultural, environmental and multicultural demands are changing the requirements and objectives of the Center for Environmental Education of Melitis (KPE Melitis), located in the village of Vevi of the Municipality of Florina, on the north-western border of Greece.

The aims and objectives of KPE Melitis, among other things, are expecting to include the European dimension of things in all actions, by following the imperatives of Europe and participating in a sustainable management of contemporary issues, which are Europe's issues too. Teachers must constantly be informed and trained about the potential to contribute to the diffusion of the European idea and democratic values as European citizens through intercultural partnerships.

The development of intercultural competences and skills, the interface and communication with teachers from other countries and other educational structures, through the exchange of views and good practices, but also the identification of potential future European partners or e-Twinning were the purpose to participate in this action.

For this reason, our Center has decided the participation/mobility of our teachers and members of the Center in this training seminar within the content of their training in projects management through intercultural partnerships.

The most important criterion for their choice was to update and improve their knowledge in the broad subject of, the European development of educational structures, through collaborations. Although the teachers in our center have no previous experience, they are willing to get involved, learn, get acquainted, invest time and broaden their horizons. They have sufficient linguistic skills in German and they are willing to act as ambassadors and multipliers of the European idea not only to the fellow educators of our Center, but also to the wider school community and in local community, in order to enable everyone interested to integrate the European idea into their educational act and to differentiate the attitude of our society towards major social issues.

The courses of the training program aim to enable the participants to implement and manage successfully European actions and intercultural work plans (projects). This will be done through contributions from European experts and interactive activities.

The expected benefits will be significant and long-term. The intercultural partnerships of the Melitis KPE with other similar centers for the environment and the sustainability will be stimulated in a way that will lead to a smoother and more efficient operation in compliance with the current requirements for the adoption of a holistic European approach, since we belong to the same neighborhood and share a common vision and goals.



Κωδικός
2019-1-EL01-KA104-061716

Τίτλος Σχεδίου
Κλιματική Αλλαγή, Περιβάλλον και Πολιτισμός

Συντονιστής
ΟΙΚΟΛΟΓΙΚΗ ΠΡΩΤΟΒΟΥΛΙΑ ΧΑΝΙΩΝ

Διάρκεια Σχεδίου
15 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Climate Change creates, through conflicts, natural disasters, refugee and immigrant waves, strong pressures to nature, culture and monuments. Ecological Initiative of Chania (Ecologiki Protouvoulia Chanion) aims to find alternative and innovative teaching methods such as outdoor education and the use of culture for raising awareness of the citizens for natural and cultural heritage as well as for Climate Change.

Goal of this project is 5 members of our institution to participate in Seminars in Italy, Spain, Sweden, Finland and Netherlands gathering ideas, methods and experiences from these countries and from other participants in the same Courses, so that they will be able to develop educational programs and activities and at least 3 learning designs for Climate Change, Natura 2000 Protected Natural Areas and local Cultural Heritage. Each of these 3 learning designs will have two alternatives, one for teaching inside buildings (in school classes or seminar rooms) and one for outdoor learning in natural areas or in the city.

Two of the participants in this project have previous experience in Erasmus+ projects. One has a long-time experience in Environmental Education. Two of the participants have experience and have been working in the area of ecotourism and cultural tourism. All participants have taken part in activities and campaigns for Climate Change, nature and cultural heritage protection (eg the Old City of Chania). They have all participated in Environmental Education Seminars and Conferences. They all speak English and 3 of them also speak French.

The experience, knowledge and skills acquired from each Course will be transferred to the other members of our institution through special meetings. Experience, knowledge and skills will also be transferred to teachers and adult citizens through 2 Seminars that we will organize. The experience, ideas and material produced during this project will be available to anyone interested through our blog and through a special blog of the project that we will create.

The results of the project will also be publicized through local media and social media such as Facebook (our Facebook page and other Facebook pages such as Greek Ecology Network and Teachers for Europe). Three videoclips will be created about the project, the mobilities and our seminars after the mobilities. These videoclips will be posted in the project blog, our blog and social media, and also on YouTube. There will also be dissemination of the projects' results and of our experiences through the Pancretan Network of Environmental Organizations and to teachers through the Regional Directorate of Primary and Secondary Education of Crete.

Furthermore, we aim to proceed to a international and European collaborations along with other participants and organizations that we will meet in the Courses we will attend. We will create a mailing list (of at least 60 participants from different countries in all the Courses that we will also take part). We plan to design at least one Erasmus+ KA2 project using the contacts made during the mobilities of this project.

Κωδικός
2019-1-EL01-KA104-062123

Τίτλος Σχεδίου
Καινοτόμα Εκπαιδευτικά Προγράμματα στη Θεατρική Έρευνα και Νέες Εμπειρικές Τεχνικές στη Σύγχρονη Δραματική Τέχνη

Συντονιστής
ΑΝΩΤΕΡΗ ΣΧΟΛΗ ΔΡΑΜΑΤΙΚΗΣ ΤΕΧΝΗΣ ΝΟΤΟΣ ΙΚΕ

Διάρκεια Σχεδίου
24 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Under the philosophy of lifelong learning, NOTOS Theatre School, taking into account the benefits from the participation of the other institutions of our organization in European mobility programs, and its needs in terms of quality development and internationalization, submits this proposal titled “Innovative education programs of theatre research and new empirical techniques in modern dramatic art”.

A main target is the improvement of teaching tools and educational methods, the exchange of good practices, in order to provide our students with an attractive curriculum, prospective and opportunities for their personal and professional development, strong qualifications and specialization that will differentiate them professionally strengthening their position and prospects in the labor market. The content of this program will have a multiplying effect based on the benefits and strengths acquired by their teachers and transferred to the School ensuring an optimized curriculum and high quality educational process.

Based on the above, as well as the needs and special environment of artistic creation in Crete, we have decided on the participation of our educational staff in a European mobility plan that will allow them to enhance their skills, and specialize in new methods and techniques in renowned institutions of theatrical studies and research.

The present plan includes the participation of the School’s educational staff in two flows:

Flow 1: relates to the mobility of 8 members of educational staff in Germany, who will be introduced to innovative methods in theatrical performance and acting, learn how to master these techniques and additionally to transfer this knowledge to their students by incorporating them into their classroom. They will also be familiarized in actor’s self-training methods by e-learning and will be trained in the use of the Hybrid Theatre Training Platform. Specifically they will learn the innovative method of self-preparation in acting “The Vertical of the Role” which has been developed as a result of theatrical research and currently is taught exclusively at the Hosting Organization. Moreover they will be trained in the subject of ‘Training as a method’ as a fundamental element of every pedagogical process and acting rehearsal. In parallel they will get acquainted with the host country’s Adult Learning system and educational policies.

Flow 2: relates to the mobility of 8 members of educational staff in Cyprus, where they will be introduced to the Cyprian dramatic scene, from ancient drama to the contemporary theater, while they will also analyze the dialogue between Greek and Cyprian theatre. They will learn new methods and approach-



es in role interpretation; they will practice new techniques in Contact Improvisation and Body Theatre. Hence, they will gain a deeper insight in the theatrical educational process allowing them to strengthen their teaching/rehearsing while at the same time will get acquainted with new methods in organizing the lesson material.

The participants will be trained through both theory and practice. Each program will include lectures by specialists, stage work, practice, brainstorming with professionals and practitioners, cultural activities.

Participants are members of staff, experienced artists and professionals with a higher theatrical education, speak English sufficiently and have basic computer knowledge. However they did not have many of travelling abroad for professional purposes or had the chance to familiarize with other artistic and educational systems. The participants will be chosen according to specific criteria.



Κωδικός
2019-1-EL01-KA104-062028

Τίτλος Σχεδίου
Flipped and Game Based Learning

Συντονιστής
DIGITAL IDEA

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

Technological developments have made enormous changes in the ways in which learning is achieved. In the coming years, adult educators will face new challenges in education, so they should be flexible and adaptable to a rapidly changing world. Our goal is to give the Adult Educators of the Scientific Union the appropriate tools for their role in the educational process to be enterprising, advisory, guiding and supportive.

The proposed project will involve 11 adult educators from the Digital idea. Our project concerns the follow-up of two structured training seminars - involving 4 people each - on the use of digital educational games and reversed teaching in adult education and the realization of a job Shadowing - involving 3 people - to a European organization that applies the above-mentioned modern learning tools.

The objectives of the activities we chose are for the participants to acquire skills in order to:

- Use educational digital games to increase the motivation of learners to learn.
- Promote critical thinking through collaboration and social interaction (mixed learning).
- Teach modern trends in ICT education.
- Implement innovative digital learning methods in adult education programs.
- Adopt cooperative learning practices.
- Create lectures using appropriate logging programs.
- Practice Flipped and Game-based Learning.
- Changing ideas and teaching material through peer observation (peer observation).

The expected results of the project are as follows:

- Acquiring digital teaching and learning skills.
- The use of learner-centered training models that emphasize active learning.
- Designing teaching activities that enhance critical thinking, creativity, analysis and decision-making.
- The adoption of new interactive technologies that provide opportunities for creating learning Environments that involve learners actively in problem solving.
- The use of tools that help to achieve learning goals more fully and give learning to learning.
- Acquaintance with the education system of other countries and the rules-structures that govern it.
- Broadening professional horizons and improving their language skills.

In the long run, we believe that we will have the background for other programs of this type and will create channels of communication with other organizations abroad.



Κωδικός
2019-1-EL01-KA104-062026

Τίτλος Σχεδίου
Χτίζοντας Κοινότητες Μάθησης στην Εκπαίδευση Ενηλίκων Μεταναστών – Προσφύγων

Συντονιστής
ΕΠΙΣΤΗΜΟΝΙΚΗ ΕΝΩΣΗ ΓΙΑ ΤΗΝ ΠΡΟΩΘΗΣΗ ΤΗΣ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΚΑΙΝΟΤΟΜΙΑΣ

Διάρκεια Σχεδίου
20 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

This project concerns adult educators of refugees, immigrants and asylum seekers. Whatever their specialty, these educators must have the knowledge and skills necessary to conduct the learning process in a multicultural environment with certain obstacles, such as communication difficulties, racism and stereotypes, lack of self-confidence of trainees, and difficulty in adapting to the habits and norms of the local communities. The project concerns the knowledge and the horizontal competences that educators should acquire in order to attain the educational and training objectives for the above minority groups.

The main goals of the project are:

1. The acquisition of horizontal skills of adult education staff in the context of intercultural education, namely:
 - Raising awareness and acquiring knowledge and skills in intercultural and multicultural education
 - Acquiring knowledge and experience for the use of art, and, in particular, theater and dramatization, as alternative tools for communication and co-operation in teaching.

2. The creation of learning communities, based on specific learning needs and common interests:

The project participants will attend two training courses, namely in Guadeloupe (hosted by: Prica Lica) and Iceland (hosted by: Inter-Cultural Island). The knowledge, skills and experience they will acquire will be used in the design and implementation of a long-term training seminar that will be organized by EEPEK for adult educators. The seminar will be based on the hybrid learning model and will use a learning management platform to create and support a suitable learning community for adult educators working in the area of intercultural education.

3. The support of the European Dimension and Professional Development of the participants of EEPEK:
 - Enhancement of educators' horizons by enhancing their intercultural skills, acquaintance and familiarity with innovative curricula and teaching methods in other countries.
 - Improvement of educators' ability to actively participate in courses given through the English language, with multinational working groups. Strengthening of their professional profile through familiarity with modern educational practices, innovative methods and international collaborations.

The dissemination of the project results includes meetings aimed at informing the relevant stakeholders about the benefits of involving migrant-refugee adult educators in the learning community of the project. In the long-term, the project aims at the aforementioned adult educators, employed by municipal and other educational bodies for migrants-refugees, becoming a vital part of such a learning community. This community will operate beyond the time limits of a specific seminar of EEPEK, forming a live body for exchanging experiences, designing and implementing (under the supervision of EEPEK's Training Committee) new training activities in the thematic area of intercultural education.



Κωδικός

2019-1-EL01-KA104-061301

Τίτλος Σχεδίου

**Αξιοποιώντας τις Τεχνολογίες της Πληροφορίας και της Επικοινωνίας (ΤΠΕ)
στην Εκπαίδευση Ενηλίκων με Στόχο την Καλλιέργεια του Κριτικού Γραμματισμού**

Συντονιστής**ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΚΑΣΤΟΡΙΑΣ****Διάρκεια Σχεδίου**

12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ**Frame / background of the project**

Our School is a structure addressed to adult learners who have not completed basic education. Our program was designed to improve the educational process, making it more attractive and capable of enhancing critical thinking skills. Our development plan concerns the training of our School's teachers on two main areas: a) Information and communication technology issues and their implementation in the learning process; and b) Pedagogical issues with emphasis on the cultivation of critical literacy.

Project objectives

- Improve the knowledge and skills of staff so that they have a direct impact on the teaching of cognitive subjects, as well as on the pedagogical management of trainees. In addition, the improvement of cooperation between teachers to implement cross-curricular and interdisciplinary projects and approaches.
- Acquiring the ability to create worksheets that will use both the cognitive part of the scientific fields and the cultivation of critical literacy.
- Promoting the European character of the School through the use of prominent programs such as Erasmus+.
- Exploitation of extroversion for a broader understanding of linguistic, social and cultural diversity.

Number and profile of participants

The program will include four teachers of our School. Specifically, two teachers of Greek Language, one teacher of Mathematics and one teacher of Geology. All participating teachers have increased qualifications in educational experience, scientific training, knowledge of New Technologies and excellent knowledge of English.

Activity description

The plan includes two flows.

First flow: Mission to Florence, Italy, of three teachers to attend a seminar on the use of ICT in the educational process. In particular, the selected seminar is titled "ICT as a Tool for a Student Centered Classroom" and is organized by the Europass teacher academy.

Second Flow: Sending three teachers in Dublin, Ireland, to attend the “4 Cs: Creativity, Critical Thinking, Communication and Collaboration in Schools” seminar organized by the Europass teacher academy. The seminar concerns the enhancement of four skills, creativity, critical thinking, communication and collaboration.

After completion of each flow, cross-disciplinary/interdisciplinary approach worksheets will be created, with the primary objective of critical and creative use of ICT that will be applied to the teaching practice and will be evaluated by trainers and trainees. Also, in-school training will be organized and workshops open to the local community.

Methodology to be used

The administrative staff and the participating teachers of the Second Chance School of Kastoria, which is the mission organization, will be responsible for organizing the activity, both for the two trips and for the preparation phase. In addition, it will contact the host, via telephone and electronic communication, to settle practical or educational issues.

Brief description of the expected results and impact

The expected results from the implementation of the activities will be the effective integration of ICT in the educational process and the understanding of the integration and the ability to cultivate the trainees of communication, cooperation, creativity and critical thinking skills. In addition, the creation of interdisciplinary/interdisciplinary approach worksheets, with integrated critique literacy activities.

Participating teachers will acquire knowledge and experience within a learning context the culture and culture of a foreign country. The participating organizations will develop a collaborative network to exchange knowledge, experiences and know-how. The trainees of the School will be the recipients of the knowledge and experience that will be learned by the participating teachers. In addition, all of our School’s teachers will have the opportunity to become members of the knowledge and experience gained by participating teachers through in-school training.

Possible long-term benefits

1. Incorporating innovative teaching methods into all of our School’s literacy.
2. Notification of school activities to the local community to enroll adults who have not completed basic education.
3. Participation in future Mobility Partnerships.
4. Contribute to enriching the local community with people capable of discovering knowledge by using information and communication technologies by cultivating their critical thinking.



Κωδικός
2019-1-EL01-KA104-061115

Τίτλος Σχεδίου
Intercultural learning and Cultural Diversity in Education

Συντονιστής
MEDITERRANEAN INFORMATION OFFICE FOR ENVIRONMENT, CULTURE AND SUSTAINABLE DEVELOPMENT ASSOCIATION, MIO-ECSDE

Διάρκεια Σχεδίου
12 Μήνες

ΠΕΡΙΛΗΨΗ ΣΧΕΔΙΟΥ

In the last years the Mediterranean region faces an unprecedented flow of immigrants and refugees: According to IOM (www.iom.int), hundreds of thousands of people leave from war-torn zones, post-conflict or socioeconomic vulnerable countries every year, to enter the European territory (mainly through Greece, Italy and Spain). Most of them wish to reach and settle in northern Europe, but they are often stuck for years in a 'transition' country due to the long paper-work or security processes (e.g. asylum seeking). The scale and nature of the challenges each host region phases varies.

The challenges for the education systems in the host areas to effectively integrate the newcomers are profound. Apart from refugees, the schools of e.g. the big city centers, already face the challenge of addressing other socio-economically disadvantaged learners coming from the poorest households; ethnic, religious and linguistic minorities; Roma families, etc. According to research the high concentration of this mix of learners in schools renders them at risk of underachievement, marginalization, bullying and school dropouts. As European educators (formal and non formal) we feel we lack the skills to deal with increased learners' diversity, to communicate with and respond to the needs of the non-mainstream, disadvantaged learners. To deal with these recent challenges, new competences are necessary. These competences include an in-depth understanding of effective pedagogies for diverse, multicultural learning environments, engagement in existing good-practices and the ability to apply these good-practices and lessons-learned in an effective way.

The aim of the project is to contribute to more inclusive, more respectful to one another communities, within and outside schools, by supporting formal and non formal education practitioners from Greece in designing and applying inclusive ESD practices for diverse groups, with emphasis on disadvantaged learners. Our specific objectives of this training course are:

- Confront our head-on stereotypes and personal prejudices, while developing our cultural sensitivities;
- Identify mechanisms of oppression inherent in public institutions, and how this affects classroom dynamics;
- Explore different points of view through the participation of simulation exercises and storytelling;
- Learn new approaches to education that can be applied to our culturally diverse classrooms;
- Know more about teachers' role in the integration process of immigrant or foreign children;
- Exchange good practices and discuss challenges with fellow colleagues and the course trainers;
- Transfer the content of the training course to our own co-created learning schemes that we will pilot in selected schools of Athens.



Erasmus+

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