

Σχολική Εκπαίδευση
Ανώτατη Εκπαίδευση
Επαγγελματική Εκπαίδευση
& Κατάρτιση
Εκπαίδευση Ενηλίκων



Erasmus+



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Επιμέλεια Έκδοσης: Εθνική Μονάδα Erasmus+

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

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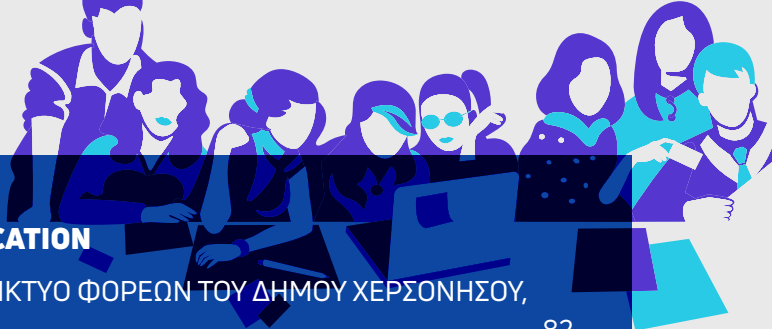
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1 Το Πρόγραμμα Erasmus+

Το Erasmus+ είναι το πρόγραμμα της Ευρωπαϊκής Ένωσης για τους τομείς της Εκπαίδευσης, της Κατάρτισης, της Νεολαίας και του Αθλητισμού για την περίοδο 2014 - 2020.

Θεσπίστηκε με τον αριθ. 1288/2013 Κανονισμό του Ευρωπαϊκού Κοινοβουλίου και του Συμβουλίου της Ευρωπαϊκής Ένωσης και αποτελεί τη συνένωση των προγραμμάτων που υλοποιήθηκαν από την Ευρωπαϊκή Ένωση κατά την περίοδο 2007 - 2013: το ολοκληρωμένο πρόγραμμα «Δια Βίου Μάθηση» -LLP (Erasmus, Leonardo da Vinci, Comenius, Grundtvig)-, το πρόγραμμα «Νεολαία σε Δράση», τέσσερα προγράμματα Διεθνούς Συνεργασίας (Erasmus Mundus, Tempus, Alfa III, Edulink) και τα προγράμματα συνεργασίας με βιομηχανικές χώρες στον τομέα της Ανώτατης Εκπαίδευσης. Επιπρόσθετα, μέσω του νέου προγράμματος υποστηρίζεται ο τομέας του αθλητισμού και οι δραστηριότητες «Jean Monnet» που ενθαρρύνουν τη διδασκαλία, την έρευνα και τον δημόσιο διάλογο στους τομείς της ιστορίας, της πολιτικής, της οικονομίας και του Ευρωπαϊκού Δικαίου.

Το πρόγραμμα Erasmus+ έχει σχεδιαστεί με σκοπό να στηρίξει τις προσπάθειες των Χωρών του Προγράμματος για τη διά βίου αξιοποίηση του ταλαντούχου δυναμικού και την ενίσχυση της κοινωνικής συνοχής της Ευρώπης μέσω 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 πρόγραμμα Erasmus+ στοχεύει στη βελτίωση των δεξιοτήτων και της απασχολησιμότητας (ιδίως των νέων), στον εκσυγχρονισμό των συστημάτων εκπαίδευσης, κατάρτισης και νεολαίας και την ενδυνάμωση των εκπαιδευτικών πολιτικών των χωρών της Ευρωπαϊκής Ένωσης. Το Erasmus+ υποστηρίζει επίσης δραστηριότητες που αποσκοπούν στην ανάπτυξη της ευρωπαϊκής διάστασης στον αθλητισμό, προωθώντας τη συνεργασία μεταξύ των φορέων

που είναι υπεύθυνοι για τον αθλητισμό.

Τέλος, καθώς η εκπαίδευση, η κατάρτιση, η ενασχόληση στον τομέα της νεολαίας και ο αθλητισμός αποτελούν κλειδιά για την προώθηση των κοινών ευρωπαϊκών αξιών και της κοινωνικής ένταξης, για την ενίσχυση της διαπολιτισμικής κατανόησης και της αίσθησης των πολιτών ότι ανήκουν σε μία κοινότητα, καθώς και για την πρόληψη της βίαιης ριζοσπαστικοποίησης, το πρόγραμμα Erasmus+ είναι ένα σημαντικό μέσο για την προώθηση της ένταξης των ατόμων που προέρχονται από μειονεκτούσες κοινωνικές ομάδες, συμπεριλαμβανομένων των νεο-αφιχθέντων μεταναστών.

Αυτή η επένδυση σε γνώσεις, δεξιότητες και ικανότητες θα ωφελήσει άτομα, ιδρύματα, οργανισμούς και την κοινωνία στο σύνολό της, συμβάλλοντας στην ανάπτυξη και διασφαλίζοντας δικαιοσύνη, ευημερία και κοινωνική ένταξη στην Ευρώπη και πέραν αυτής.

Το πρόγραμμα Erasmus+ υλοποιεί δραστηριότητες που διαρθρώνονται σε τρεις Βασικές Δράσεις (Key Actions), τις δραστηριότητες Jean Monnet και τις Δράσεις στο τομέα του Αθλητισμού. Οι τρεις Βασικές Δράσεις καλύπτουν όλους τους τομείς της Εκπαίδευσης και της Κατάρτισης (Ανώτατη Εκπαίδευση, Επαγγελματική Εκπαίδευση και Κατάρτιση, Εκπαίδευση Ενηλίκων, Σχολική Εκπαίδευση) και τον τομέα της Νεολαίας και είναι οι εξής:

- **Βασική Δράση 1/KA1: Κινητικότητα ατόμων**
- **Βασική Δράση 2/KA2: Συνεργασία για την καινοτομία και την ανταλλαγή καλών πρακτικών**
- **Βασική Δράση 3/KA3: Υποστήριξη Μεταρρυθμίσεων Πολιτικής**

Το Ίδρυμα Κρατικών Υποτροφιών/ΙΚΥ αποτελεί τον εθνικό φορέα διαχείρισης των αποκεντρωμένων δράσεων KA1 και KA2 για όλους τους τομείς της Εκπαίδευσης και της Κατάρτισης (Ανώτατη Εκπαίδευση, Επαγγελματική Εκπαίδευση και Κατάρτιση, Εκπαίδευση Ενηλίκων, Σχολική Εκπαίδευση), στους οποίους και θα εστιαστούν οι παρακάτω ενότητες.

Βασική Δράση 2

Συνεργασία για Καινοτομία και Ανταλλαγή Καλών Πρακτικών:

ΣΤΡΑΤΗΓΙΚΕΣ ΣΥΜΠΡΑΞΕΙΣ

Οι Στρατηγικές Συμπράξεις αποσκοπούν στη στήριξη της ανάπτυξης, της μεταφοράς και/ή της εφαρμογής καινοτόμων πρακτικών, καθώς και στην υλοποίηση κοινών πρωτοβουλιών που προωθούν τη συνεργασία, την αμοιβαία μάθηση μεταξύ των εταίρων και την ανταλλαγή εμπειριών σε ευρωπαϊκό επίπεδο.

Στοχεύουν στην ανάπτυξη και ενίσχυση διακρατικών συνεργασιών φορέων/οργανισμών/ιδρυμάτων, που δραστηριοποιούνται σε οποιονδήποτε τομέα της εκπαίδευσης, της κατάρτισης και της νεολαίας ή σε άλλους κοινωνικοοικονομικούς τομείς, καθώς και σε οργανισμούς που υλοποιούν διατομεακές δραστηριότητες (π.χ. τοπικές και περιφερειακές αρχές, κέντρα αναγνώρισης και επικύρωσης, εμπορικά επιμελητήρια, συνδικαλιστικές οργανώσεις, κέντρα προσανατολισμού, πολιτιστικές οργανώσεις), προκειμένου να παραγάγουν πνευματικά προϊόντα και αποτελέσματα που θα αφορούν σε θέματα κοινού ενδιαφέροντος και θα καλύψουν υπάρχουσες ανάγκες για όλους τους τομείς της εκπαίδευσης και κατάρτισης. Βασικά χαρακτηριστικά μιας διακρατικής σύμπραξης είναι η προώθηση της καινοτομίας, η ανταλλαγή καλών πρακτικών, η ανάπτυξη και επικύρωση δεξιοτήτων, η κάλυψη αναγκών εκπαίδευσης, κατάρτισης και επιμόρφωσης. Ανάλογα με το πεδίο εφαρμογής, την προτεραιότητα και τους στόχους του σχεδίου, στις στρατηγικές συμπράξεις πρέπει να συμμετέχουν οι πλέον κατάλληλοι εταίροι από ένα ευρύ φάσμα τομέων, ώστε να αξιοποιούνται οι διαφορετικές εμπειρίες τους, τα προφίλ και η εμπειρογνωμοσύνη τους και να επιτυγχάνονται συναφή και υψηλού επιπέδου αποτελέσματα.

Απαραίτητη προϋπόθεση για να χρηματοδοτηθούν οι στρατηγικές συμπράξεις είναι η κάλυψη τουλάχιστον μίας οριζόντιας ή μίας συγκεκριμένης προτεραιότητας της Δράσης (όπως αυτές παρατίθενται στον Οδηγό του Προγράμματος),

η οποία θα είναι συναφής με τον τομέα της εκπαίδευσης και της κατάρτισης, στον οποίο υποβάλλεται η αίτηση.

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

1) Στρατηγικές Συμπράξεις που υποστηρίζουν την ανάπτυξη και μεταφορά καινοτομίας:

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

2) Στρατηγικές Συμπράξεις που υποστηρίζουν την ανταλλαγή καλών πρακτικών:

Πρωταρχικός στόχος των εν λόγω στρατηγικών συμπράξεων είναι η ανάπτυξη και ενίσχυση των δικτύων εκπαίδευσης και κατάρτισης, η προώθηση μιας κουλτούρας που μαθαίνει τους εμπλεκόμενους οργανισμούς πώς να μάθουν να αφομοιώνουν καλές πρακτικές μέσω μεθόδων συγκριτικής αποτίμησης, η ενδυνάμωση της ικανότητάς τους να λειτουργούν σε διακρατικό επίπεδο, να μοιράζονται και να ανταλλάσσουν ιδέες, πρακτικές και μεθόδους. Από τα σχέδια αναμένεται να δημιουργηθούν συγκεκριμένα απτά αποτελέσματα και να τα διαδίδουν, με τρόπο όμως που να είναι ανάλογος του σκοπού και του πεδίου εφαρμογής του

σχεδίου. Η παραγωγή των απτών αποτελεσμάτων, καθώς και οι δραστηριότητες διάχυσης και διάδοσής τους, θα συγχρηματοδοτηθούν μέσω της βασικής κατηγορίας προϋπολογισμού «Διαχείριση και Υλοποίηση Σχεδίου». Οι αιτούντες οργανισμοί δεν δύνανται να αιτηθούν χρηματοδότησης για τις κατηγορίες προϋπολογισμού «Πνευματικά Προϊόντα» και «Πολυληπασιαστικές Εκδηλώσεις».

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

Κανόνες επιλεξιμότητας

Οι Στρατηγικές Συμπράξεις έχουν διεθνικό χαρακτήρα και πρέπει να αποτελούνται από **τρεις (3) τουλάχιστον δημόσιους ή ιδιωτικούς** φορείς/οργανισμούς/ιδρύματα εγκατεστημένοι σε τρεις (3) διαφορετικές Χώρες του Προγράμματος. Φορείς από Χώρες-Εταίρους μπορούν να εμπλακούν σε μία διακρατική συνεργασία (ως εταίροι και όχι ως αιτούντες), εφόσον η συμμετοχή τους προσδίδει ουσιαστική προστιθέμενη αξία στο σχέδιο. Δεν υπάρχει ανώτατος αριθμός συμμετεχόντων φορέων. Ωστόσο, ο προϋπολογισμός για τις δαπάνες διαχείρισης και υλοποίησης του σχεδίου έχει ανώτατο όριο (και ισοδυναμεί με 10 συμμετέχοντες φορείς).

Η **διάρκεια** μιας Στρατηγικής Σύμπραξης μπορεί να κυμαίνεται από 12 έως 36 μήνες, με δυνατότητα επιλογής του χρονικού διαστήματος από τον αιτούντα, και με μέγιστο ποσό χρηματοδότησης (για τα τριετή Σχέδια) τα 450.000 ευρώ. Ειδικά για τον τομέα της Ανώτατης Εκπαίδευσης, η διάρκεια κυμαίνεται από 24 έως 36 μήνες.

Αίτηση μπορεί να υποβάλει κάθε συμμετέχων οργανισμός που είναι εγκατεστημένος σε Χώρα του Προγράμματος. Ο οργανισμός αυτός αναλαμβάνει τον ρόλο του **συντονιστή** και υποβάλλει αίτηση εξ ονόματος όλων των άλλων οργανισμών που συμμετέχουν στο σχέδιο και αποτελούν τους εταίρους-**δικαιούχους** του σχεδίου.

Ποιες δραστηριότητες χρηματοδοτούνται στο πλαίσιο μιας Στρατηγικής Σύμπραξης;

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

Στο πλαίσιο υλοποίησης της Δράσης ΚΑ2, οι Στρατηγικές Συμπράξεις λαμβάνουν χρηματοδότηση υπό τη μορφή διαφορετικών κατηγοριών επιλέξιμων δαπανών, για τις οποίες δύνανται να αιτηθούν οι εταίροι προκειμένου να υλοποιήσουν το σχέδιο τους και οι οποίες έχουν ως εξής:

Project Management (Διαχείριση και Υλοποίηση του σχεδίου)

Από την κατηγορία αυτή καλύπτεται ένα ευρύ φάσμα δραστηριοτήτων, όπως η εκπόνηση σχεδίων ποιότητας (quality plan), εκθέσεων προόδου, ενδιάμεσων και τελικών εκθέσεων, οι πιλοτικές εφαρμογές, η οργάνωση τοπικών δραστηριοτήτων κατάρτισης και διάχυσης, η δημιουργία ιστοσελίδας, η έκδοση φυλλαδίων, η δημιουργία μικρής κλίμακας εκπαιδευτικού υλικού. Ο συντονιστής του σχεδίου και το διοικητικό προσωπικό (administrative staff) που εμπλέκονται στην ποιοτική διαχείριση του σχεδίου, αποζημιώνονται με βάση τη συμμετοχή τους στις παραπάνω δραστηριότητες. Η κοινοτική επιχορήγηση υπολογίζεται βάσει μοναδιαίου κόστους ανά φορέα/ίδρυμα/οργανισμό, ανά μήνα.

Transnational Project Meetings (Διεθνικές Συναντήσεις για το σχέδιο)

Από την κατηγορία αυτή καλύπτονται έξοδα που αφορούν τη συμμετοχή σε διεθνικές συναντήσεις μεταξύ των εταίρων που διοργανώνονται από συμμετέχοντες στη σύμπραξη οργανισμούς για σκοπούς διαχείρισης και υλοποίησης του προγράμματος. Η ανάγκη πραγματοποίησης της συγκεκριμένης δραστηριότητας, η συχνότητα των συναντήσεων και ο αριθμός των συμμετεχόντων θα πρέπει να καθορίζονται

από τις ανάγκες του συγκεκριμένου σχεδίου με βάση τους στόχους που έχουν τεθεί και εφόσον τεκμηριώνονται επαρκώς. Ο τόπος διεξαγωγής των Διεθνικών Συναντήσεων για το σχέδιο πρέπει να βρίσκεται σε περιοχή, στην οποία εδρεύουν οι οργανισμοί των εταίρων.

Intellectual Outputs (Πνευματικά Προϊόντα)

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

Τα Πνευματικά Προϊόντα μπορεί να ποικίλουν ανάλογα με τον τύπο και τις ομάδες-στόχο του σχεδίου. Ενδεικτικά κάποια παραδείγματα:

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

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

Multiplier events (Πολλαπλασιαστικές Δράσεις)

Οι Πολλαπλασιαστικές Δράσεις μπορούν να διοργανωθούν από τους συμμετέχοντες σε μία Στρατηγική Σύμπραξη υπό την αίρεση ότι συνδέονται με συγκεκριμένο/α πνευματικό/ά προϊόν/τα. Στόχος των ενεργειών διάχυσης (τοπικά και διεθνικά συνέδρια, σεμινάρια, εκδηλώσεις κ.ο.κ.) είναι η διάδοση και η γνωστοποίηση των πνευματικών προϊόντων σε δυνητικούς

χρήστες, μεμονωμένα άτομα και οργανισμούς εκτός εταιρικής σχέσης, πέραν δηλαδή των άμεσα επωφεληομένων του έργου. Η ποιότητα, το αντικείμενο των εκδηλώσεων, η εναρμόνισή τους με τα διάφορα στάδια του σχεδίου και η αξιολόγησή τους από τους ίδιους τους συμμετέχοντες θα πρέπει να ληφθούν υπόψη από τους εμπλεκομένους στη σύμπραξη. Επισημαίνεται ότι οι εκδηλώσεις διάδοσης έχουν πολύ συγκεκριμένο σκοπό και πλαίσιο υλοποίησης, που αποκλείει τη διοργάνωση ομάδων εστίασης (focus groups), εργαστηρίων (workshops), δραστηριοτήτων πιλοτικής εφαρμογής, δραστηριοτήτων αξιολόγησης, κ.ο.κ..

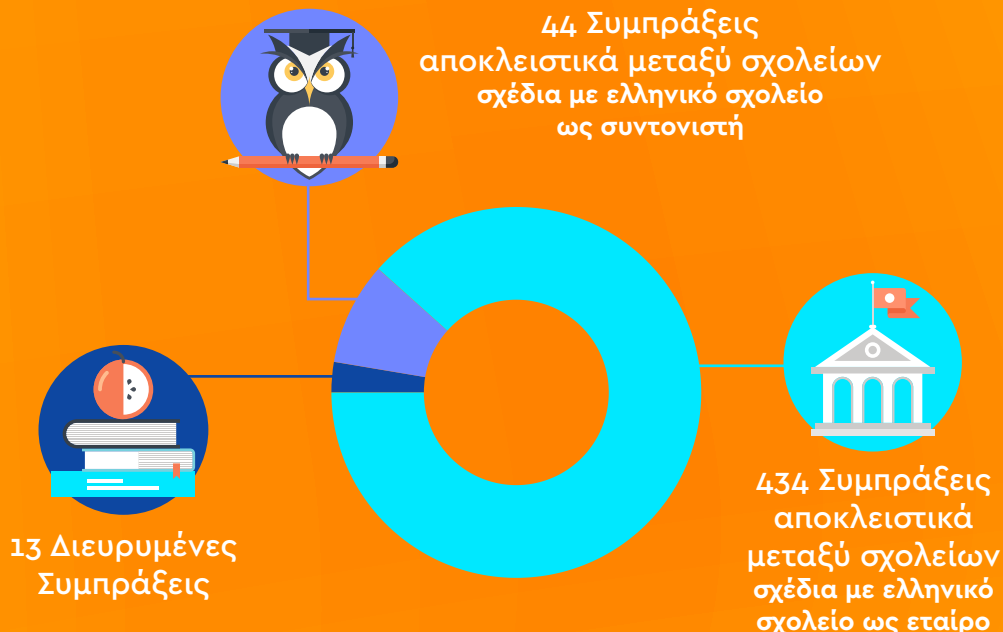
Transnational Learning, Teaching and Training Activities (Διεθνικές Δραστηριότητες Μάθησης, Διδασκαλίας και Κατάρτισης)

Στο πλαίσιο μίας Στρατηγικής Σύμπραξης μπορούν να διοργανωθούν Διεθνικές Δραστηριότητες Μάθησης, Διδασκαλίας και Κατάρτισης με την προϋπόθεση ότι προσδίδουν προστιθέμενη αξία στην ευόδωση των στόχων του σχεδίου.

Προϋποθέσεις για να θεωρηθούν επιλέξιμες για χρηματοδότηση οι Διεθνικές Δραστηριότητες Μάθησης, Διδασκαλίας και Κατάρτισης, είναι να πραγματοποιούνται στις χώρες των οργανισμών που συμμετέχουν στο σχέδιο, εφόσον αυτές αποτελούν Χώρες του Προγράμματος, και οι συμμετέχοντες να προέρχονται από οργανισμούς-δικαιούχους από δύο τουλάχιστον διαφορετικές Χώρες του Προγράμματος. Οι συμμετέχοντες στις δραστηριότητες αυτές πρέπει να είναι άτομα που συνδέονται άμεσα με τον δικαιούχο-οργανισμό, ενώ η χιλιόμετρική απόσταση μεταξύ του τόπου αναχώρησης και του τόπου άφιξης πρέπει να είναι τουλάχιστον 10 χλμ. βάσει του υπολογισμού που πραγματοποιείται από τον διαδικτυακό (online) μετρητή αποστάσεων που υποστηρίζεται από την Ευρωπαϊκή Επιτροπή.

Στην έκδοση αυτή μπορείτε να βρείτε τα εγκριμένα από το ΙΚΥ σχέδια της **Βασικής Δράσης 2 για το 2019** για τους τομείς της Σχολικής Εκπαίδευσης, της Ανώτατης Εκπαίδευσης, της Επαγγελματικής Εκπαίδευσης και Κατάρτισης και της Εκπαίδευσης Ενηλίκων.

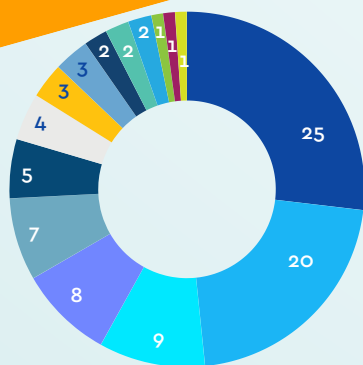
στον τομέα της Σχολικής Εκπαίδευσης



ΚΑ201

ΔΙΕΥΡΥΜΕΝΕΣ ΣΥΜΠΡΑΞΕΙΣ

Τύπος οργανισμού

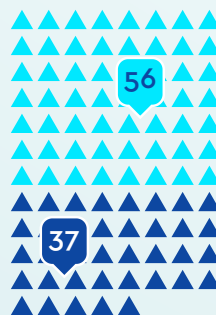


- Σχολείο-γενική εκπαίδευση (Β'βάθμια) (26.88%)
- Μη κυβερνητική οργάνωση (21.51%)
- Ίδρυμα Ανώτατης εκπαίδευσης (9.68%)
- Σχολείο-γενική εκπαίδευση (Α'βάθμια) (8.6%)
- Περιφερειακός δημόσιος φορέας (7.53%)
- Τοπικός δημόσιος φορέας (5.38%)
- Μικρομεσαίες επιχειρήσεις (4.3%)
- Εθνικός δημόσιος φορέας (3.23%)
- Σχολείο-Εκπαίδευση Ενηλίκων (3.23%)
- Σχολείο-Επαγγ. κατάρτιση (Β'βάθμια) (2.15%)
- Οργάνωση κινηματογραφικής παιδείας (2.15%)
- Σχολείο-γενική εκπαίδευση (Προσχολική) (2.5%)
- Ερευνητικό Ινστιτούτο/Κέντρο (1.08%)
- Μη κερδοσκοπικοί πολιτιστικοί οργανισμοί (1.08%)
- Πάροχος δημόσιας υπηρεσίας (1.08%)

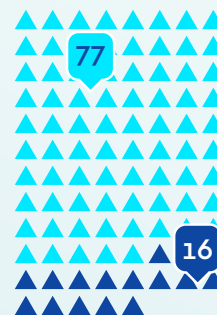
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Συμμετέχοντες Φορείς
συντονιστές + εταίροι

Δημόσιος τομέας



- Ναι (60.22%)
- Όχι (39.78%)

Μη κερδοσκοπικού
χαρακτήρα

- Ναι (2.8%)
- Όχι (17.2%)



2.817.215 €

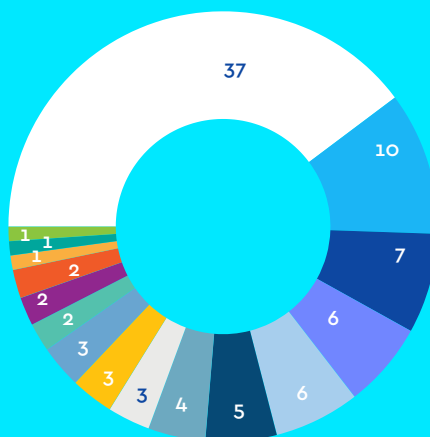
Συνολικός Εγκεκριμένος
Προϋπολογισμός

Γεωγραφική Κατανομή – Συντονιστές



- Ανατολική Μακεδονία Θράκη (Anatoliki Makedonia Thraki) (7.69%)
- Αττική (Attiki) (23.08%)
- Δυτική Ελλάδα (Dytiki Ellada) (7.69%)
- Ήπειρος (Ipeiros) (7.69%)
- Θεσσαλία (Thessalia) (23.08%)
- Κεντρική Μακεδονία (Kentriki Makedonia) (7.69%)
- Νότιο Αιγαίο (Notio Aigaio) (7.69%)
- Βόρειο Αιγαίο (Voreio Aigaio) (7.69%)
- Πελοπόννησος (Peloponnisos Aigaio) (7.69%)

Γεωγραφική Κατανομή – Συντονιστές + Εταίροι



- Ελλάδα ((39.78%)
- Ιταλία (10.75%)
- Ισπανία (7.53%)
- Πορτογαλία (6.45%)
- Κύπρος (6.45%)
- Τουρκία (5.38%)
- Ρουμανία (4.3%)
- Αυστρία (3.23%)
- Ολλανδία (3.23%)
- Βουλγαρία (3.23%)
- Τσεχία (2.15%)
- Νορβηγία (2.15%)
- Ιρλανδία (2.15%)
- Κροατία (1.08%)
- Γερμανία (1.08%)
- Βέλγιο (1.08%)

στον τομέα της Ανώτατης Εκπαίδευσης

8 Εγκεκριμένα Σχέδια

από 36 Αιτήσεις

Συνολική
Χρηματοδότηση
2.248.217 €

36
Πνευματικά
προϊόντα
1.306.246€

39
Πολλα-
πλασιαστικές
δράσεις
157.500€

12
Δραστηριότητες
Κινητικότητας
184.627€

ΣΥΝΤΟΝΙΣΤΕΣ



Πανεπιστήμιο
Μακεδονίας



Ελληνικό Ανοικτό
Πανεπιστήμιο



Αριστοτέλειο
Πανεπιστήμιο
Θεσσαλονίκης



Εθνικό & Καποδιστριακό
Πανεπιστήμιο Αθηνών



Πανεπιστήμιο
Θεσσαλίας



Εθνικό Κέντρο
Κοινωνικών Ερευνών

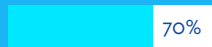


Διεθνές
Πανεπιστήμιο
Ελλάδας



Πανεπιστήμιο
Πατρών

Δημόσιος τομέας



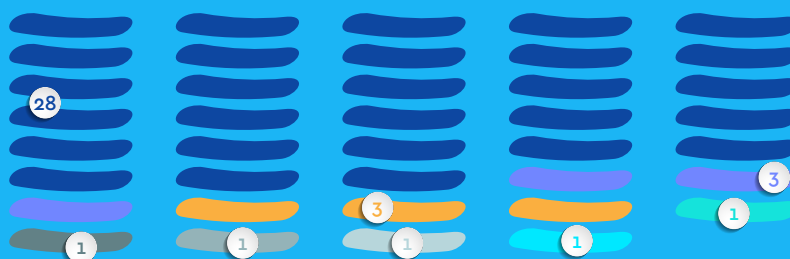
Ιδιωτικός τομέας



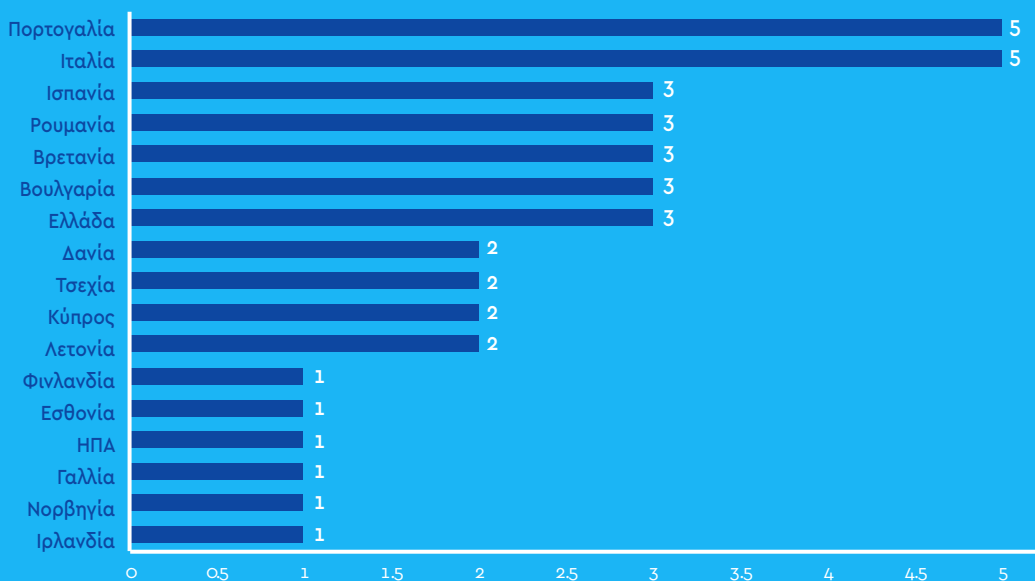
Κερδοσκοπικοί



Μη Κερδοσκοπικοί



- Ανώτατο Εκπαιδευτικό Ίδρυμα (71.79%)
- Μικρομεσαία Επιχείρηση (7.69%)
- Μη Κυβερνητική Οργάνωση (7.69%)
- Σχολείο - Γενική Εκπαίδευση (Β'βάθμια εκπαίδευση) (2.56%)
- Συμβουλευτικό όργανο (2.56%)
- Ίδρυμα (2.56%)
- Ερευνητικό Ινστιτούτο/Κέντρο (2.56%)
- Σχολείο - Εκπαίδευση Ενηλίκων (2.56%)



στον τομέα της Επαγγελματικής Εκπαίδευσης & Κατάρτισης

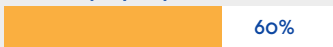


Δημόσιος vs Ιδιωτικός Τομέας

Δημόσιος τομέας



Ιδιωτικός τομέας



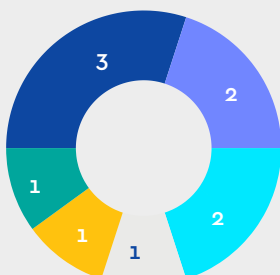
Κερδοσκοπικού vs μη κερδοσκοπικού χαρακτήρα



■ Μη κερδοσκοπικοί (100%)

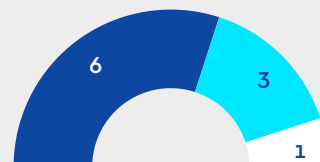
#10 Δικαιούχοι

Τύπος Οργανισμού



- Περιφερειακός δημόσιος οργανισμός (30%)
- Σχολείο-Επαγ. Κατάρτιση (Γ' Βάθμιο επίπεδο) (20%)
- Μη κυβερνητικός οργανισμός (20%)
- Ευρωπαϊκή ΜΚΟ (10%)
- Ευρωπαϊκός όμιλος εδαφικής συνεργασίας (10%)
- Ανώτατο Εκπαιδευτικό Ίδρυμα (10%)

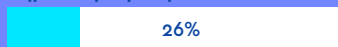
Γεωγραφική κατανομή



- Αττική (Attiki) (60%)
- Κρήτη (Kriti) (30%)
- Πελοπόννησος (Peloponnisos) (10%)

Δημόσιος vs Ιδιωτικός Τομέας

Δημόσιος τομέας



Ιδιωτικός τομέας



Κερδοσκοπικού vs μη κερδοσκοπικού χαρακτήρα

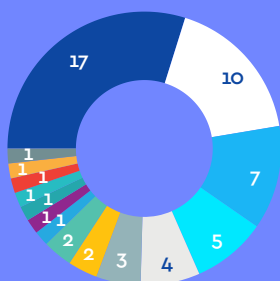


■ Κερδοσκοπικοί (33.33%)

■ Μη κερδοσκοπικοί (66.67%)

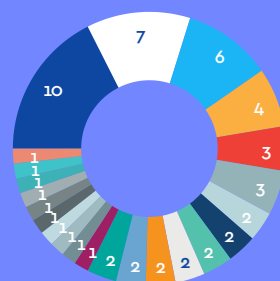
#57 Εταίροι

Τύπος Οργανισμού



- Μη κυβερνητική οργάνωση (29.82%)
- Ίδρυμα ανώτατης εκπαίδευσης (17.54%)
- Μικρομεσαίες επιχειρήσεις (12.28%)
- Σχολείο - επαγγ. κατάρτιση (τριτοβάθμια εκπαίδευση) (8.7...)
- Σχολείο - επαγγ. (Δευτεροβάθμια Εκπαίδευση) (7.02%)
- Ερευνητικό Ινστιτούτο (5.26%)
- Σχολείο - Εκπαίδευση Ενηλίκων (3.51%)
- Τοπικός δημόσιος φορέας (3.51%)
- Κοινωνικός εταίρος (επιμελητήρια, συνδικάτα....) (1.75%)
- Μεγάλη επιχείρηση (1.75%)
- Κοινωνική επιχείρηση (1.75%)
- Εθνικός δημόσιος φορέας (1.75%)
- Οργάνωση κινηματογραφικής παιδείας (1.75%)
- Οργανισμός διαπίστευσης (1.75%)

Γεωγραφική κατανομή



- Ελλάδα (17.54%)
- Ιταλία (10.53%)
- Ην. Βασίλειο (5.26%)
- Εσθονία (3.51%)
- Σλοβενία (3.51%)
- Πορτογαλία (3.51%)
- Γερμανία (3.51%)
- Σερβία (1.75%)
- Μάλτα (1.75%)
- Ισλανδία (1.75%)
- Αυστρία (1.75%)
- Λετονία (1.75%)
- Ισπανία (12.28%)
- Τουρκία (7.02%)
- Κύπρος (5.26%)
- Πολωνία (3.51%)
- Κροατία (3.51%)
- Ιρλανδία (3.51%)
- Ουγγαρία (1.75%)
- Ρουμανία (1.75%)
- Λιθουανία (1.75%)
- Γαλλία (1.75%)
- Τσεχική Δημ. (1.75%)

ΕΓΚΕΚΡΙΜΕΝΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ

Αφορούν το σύνολο των εγκεκριμένων σχεδίων

	ΑΡΙΘΜΟΣ	ΣΥΜΜΕΤΕΧΟΝΤΕΣ	ΠΡΟΫΠΟΛΟΓΙΣΜΟΣ
Πνευματικά προϊόντα	# 42		1.507.398 €
Πολλαπλασιαστικές δράσεις	# 55	# 1.714	175.800 €
Δραστηριότητες κινητικότητας	# 19	# 344	120.485 €

στον τομέα της Εκπαίδευσης Ενηλίκων



ΕΓΚΕΚΡΙΜΕΝΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ



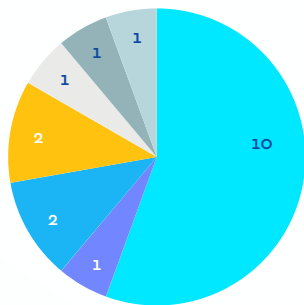
18 Δικαιούχοι



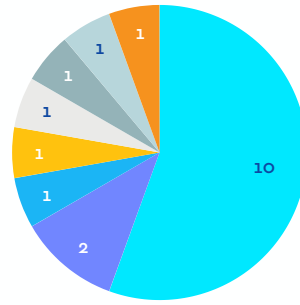
■ Δημόσιος Τομέας (5.56%)
■ Ιδιωτικός Τομέας (94.44%)

■ Κερδοσκοπικοί (27.78%)
■ Μη Κερδοσκοπικοί (72.22%)

18 Δικαιούχοι

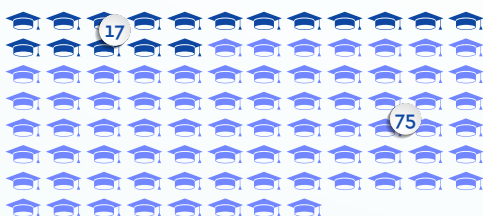


- Αττική (Attiki) (55.56%)
- Βόρειο Αιγαίο (Voreio Aigaiο) (5.56%)
- Θεσσαλία (Thessalia) (11.11%)
- Κεντρική Μακεδονία (Kentriki Makedonia) (11.11%)
- Κρήτη (Kriti) (5.56%)
- Νότιο Αιγαίο (Notio Aigaiο) (5.56%)
- Πελοπόννησος (Peloponnisos) (5.56%)

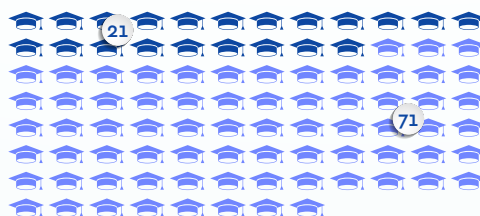


- Μη κυβερνητική οργάνωση (55.56%)
- Μικρομεσαία επιχείρηση (11.11%)
- Ανώτατο Εκπαιδευτικό Ίδρυμα (5.56%)
- Σχολείο εκπαίδευσης ενηλίκων (5.56%)
- Κοινωνική επιχείρηση (5.56%)
- Οργάνωση της κοινωνίας των πολιτών (5.56%)
- Ερευνητικό Ινστιτούτο (5.56%)
- Ευρωπαϊκή ΜΚΟ (5.56%)

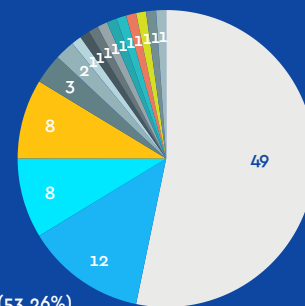
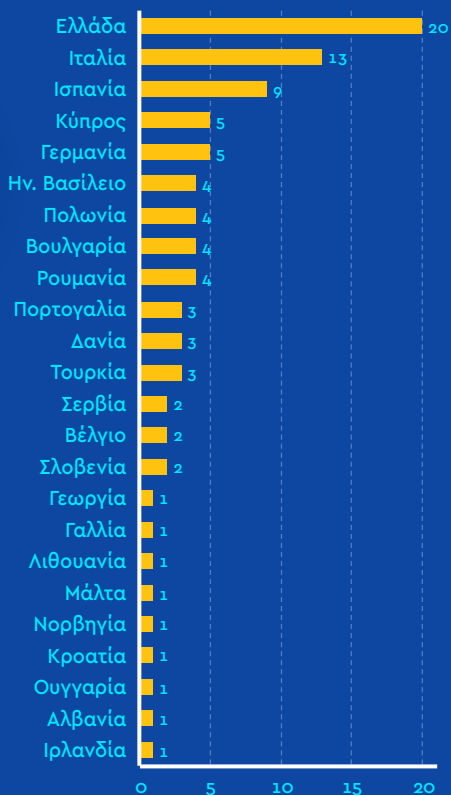
92 Εταίροι



- Δημόσιος Τομέας (18.48%)
- Ιδιωτικός Τομέας (81.52%)



- Κερδοσκοπικοί (28.83%)
- Μη Κερδοσκοπικοί (71.17%)



- Μη κυβερνητική οργάνωση (53.26%)
- Μικρομεσαία επιχείρηση (13.04%)
- Σχολείο εκπαίδευσης ενηλίκων (8.7%)
- Ανώτατο Εκπαιδευτικό Ίδρυμα (8.7%)
- Ερευνητικό Ινστιτούτο (3.26%)
- Τοπικός δημόσιος φορέας (2.17%)
- Εθνικό Συμβούλιο Νεολαίας (1.09%)
- Περιφερειακός δημόσιος οργανισμός (1.09%)
- Εθνικός δημόσιος φορέας (1.09%)
- Κοινωνική επιχείρηση (1.09%)
- Κοινωνικός εταίρος (1.09%)
- Οργανισμός διαπίστευσης (1.09%)
- Άλλο (1.09%)
- Δημοτικό σχολείο (1.09%)
- Ομάδα νέων (1.09%)
- Σχολείο δευτεροβάθμιας εκπαίδευσης (1.09%)

Συνολικός εγκεκριμένος προϋπολογισμός 2.994.847 €



Σχολική Εκπαίδευση

school education



ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062450
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Inclusive Responsible Responsive Teachers (IRRT) - European Training Course for School Teachers (and Students) on Emergency Management and First Aid Through Civic Engagement
ΣΥΝΤΟΝΙΣΤΗΣ	ΔΙΕΥΘΥΝΣΗ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ Ν. ΚΑΡΔΙΤΣΑΣ
ΕΤΑΙΡΟΙ	·ECOLOGYKM ·Voluntary unit Plovdiv 112 ·ISTANBUL MILLI EGITIM MUDURLUGU ·EUFORA CHIOS ENVIRONMENTAL STUDIES AND SERVICES PERSONAL COMPANY
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

This project will provide training scheme and will create an awareness among schools from Greece, Bulgaria and Turkey about the risks caused by emergency situations and environmental disasters. A dedicated training material will be provided to school principals and teachers which will further extend their qualification to react in such situations.

Students/children are one of the most vulnerable target groups, especially children with disadvantages (people with disabilities) and for those from underprivileged backgrounds (refugees, roma, immigrants, socio-economic problems, etc). Activities will include the running of a training course, a school project competition, activities conducted by experts from the fire brigades, hospitals, scientists, etc. The participation of the parents, families, school staff and the local communities will also be promoted. At the end of the project the children would not only have gained a better understanding about preventing and reacting in case of a emergency, but will have also improved their social and civic skills. They will feel more confident and responsible towards the society that they live in. By participating in this project, the school establishments will open themselves to new teaching and learning actors and to the local community. They will provide the students a nice, fun and welcoming environment.

As such, the project objectives are, among others:

- Improve the skills of students/young children, their teachers and their families in:
- Recognize risk situations
- Transform a risk situation into a safe situation
- Identify sources of danger
- How to act, evacuate and leave in a fast manner
- Provide good advice in case of accidents
- Provide opportunities for schools to open up to their local community, its local organisations (NGOs, fire brigades, hospitals, public authorities, police forces, etc)
- Bring those external stakeholders to the school establishments so that they also contribute to bringing up the future generation of responsible Europeans

- ↳ Empower young children so that they feel more confident and responsible towards the society where they live
- ↳ Facilitate the integration of students from communities at risk of exclusion by providing them with the skills and tools that they need to live in a secured environment.
- ↳ Make the school environment more attractive and avoid early school drop outs
- ↳ Promote school visits from one partner country to another and though confronting the students with a different language and cultural environment
- ↳ Create an informal network of schools that will exchange experiences, teaching and learning methods and good practices that will continue to exist once the EU funding is over.

Indirectly, students will also receive employment and career advice from the experts that will participate in the SOS Fire! Week (doctors, nurses, policemen, fire brigades, counselors, consultants, social workers, etc)



Target groups

- Students from primary and secondary schools
- School staff: teachers, head teachers, administrative staff, pedagogues, etc.
- Parents and families
- Local communities: local authorities, fire brigades, hospitals, social workers, NGOs working with deprived communities, etc
- European community

Project Duration: 24 months. The calendar of activities takes into account the school academic year.



Expected outputs

- I01: SOS SCHOOL Training programme for teachers, children and school personnel
- I02: A mobile and online wizard training application for emergency response training in various situations (incl. videos), and a self-assessment stress test (level of preparedness)



Partnership

- P1: Leading educational directorate from Greece (project coordinator)
- P2: Voluntary unit 112 - a municipality founded NGO who is responsible to support in cases of environmental disasters
- P3: Ecology driven SME who is developing ICT-based solutions towards ecology training realisation
- P4: Ecology consultancy body providing local non-formal courses
- P5: The biggest educational directorate from Istanbul, Turkey

ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062484
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Student Transition in Education Paths
ΣΥΝΤΟΝΙΣΤΗΣ	ΔΙΕΥΘΥΝΣΗ ΠΡΩΤΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΘΕΣΣΠΡΩΤΙΑΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (V.A.E.V.) TREFFPUNKT FÜR BILDUNG, BETREUUNG UND BERATUNG ·Istituto comprensivo Egnazio Danti ·ASOCIATIA PARADIGME EDUCATIONALE ·BAYRAKLI 50.YIL ILKOKULU ·PROJETO SCHOLE LDA ·Kalina Malina ·ASOCIACION DE INNOVACION FORMACIONY EMPLEO PARA EL DESARROLLO SOSTENIBLE
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	33 Μήνες

Περίληψη Σχεδίου

Project “Student Transition in Education Paths” has the important goal to facilitate students’ transition from kindergartens to primary schools of the eight partner countries. Since this particular transition is considered the most critical of all transitions in a child’s life, all partners believe that it should be dealt with the appropriate significance and seriousness. It is a common view among all partnership members that a successful transition to primary schools guarantees academic success, personal and social development and eventually future prosperity for all pupils.

It is the first time that this topic has preoccupied a partnership in the past few years. The main aim of this consortium to collect transition practices from various countries, compare them and select the best practices to disseminate in every country. This aim will be achieved if we involve pre-primary and primary schools of both typical and special needs education and promote cooperation between kindergartens and primary schools via common actions, events and activities, organize and run various interesting and motivating actions pupils as well as engage possible participants in our actions, such as local stakeholders, psychologists, parents’ associations, school counselors and teachers.

The project will be carried out via six learning/teaching/training activities and three transnational project meetings in the eight partner countries. The participants in these activities will be teachers/educators who work in these organizations and are interested in the issue of transition. The participants will be selected according to their motivation, interest in the topic and free will, considering at the same time their language and presentation skills. 16 teachers/educators will take part in five of the six LTT activities and 14 teachers/educators in the last LTT activity, whereas two people from each organization/school will participate in the transnational project meetings.

During training activities teachers will take part in tasks that will give them the opportunity to experience teaching in other countries, share and exchange their ideas with European colleagues and be informed about the education systems in partner- countries. They will also improve their ICT and English language skills and develop an understanding and tolerance towards their foreign colleagues’ culture.

Students will be involved in interesting and original activities, learn how to adjust to a new educational environment and help other pupils adjust to a new educational environment, establish a positive start in the new school, and raise their interest to other countries, cultures, customs and traditions.

The project will have as a result a plurilinguistic book on transition practices, a website and a Facebook page of the project, an e-Twinning project, and questionnaires to investigate transition practices among the partner countries. Interviews with teachers from all partner countries will be organized as well as a booklet about children's skills and a plurilingual e-book with fairy tales from all partner countries.

The impact of the implementation of the project is that pupils will be involved in various activities along with other students and teachers, take part in transition practices from other countries and as a result they will have a smoother transition from preschool to primary school and will be guaranteed personal development and a future academic success.

At the same time teachers will gain new experience by observing other teachers' methods and share their knowledge by teaching their methods to other teachers, improve their linguistic and digital skills and learn a lot about other cultures.

The organizations involved will have the opportunity to develop links with European schools, understand diversity of European cultures & languages, develop through international collaboration and be willing to open up to & appreciate new ideas coming from other European countries. Finally parents will be guided in how to actively help their children adapt more smoothly in primary schools and local authorities will enhance their cultural competence and widen their horizons and develop more tolerance and understanding for other cultures.

In the long run, the project's aim to develop, exchange and share new teaching methods which will facilitate the transition of pupils from kindergartens to primary schools will promote the development of pupils' personality in a holistic way. The quality of education will be improved, equal opportunities for all students will be provided and the on-going challenges faced by teachers, students, schools and European organizations at national and European level will be addressed.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062709
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Using Behavioral Analysis for Preventing and Addressing Racism in Primary Schools
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΑΝΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΟΙΝΩΝΙΚΩΝ ΚΑΙ ΠΟΛΙΤΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·4CHANGE COOPERATIVA CULTURAL E DE SOLIDARIEDADE SOCIAL CRL ·ACTION AID HELLAS ASTIKI MI KERDOSKOPIKI ETAIRIA ·Western Attika Administrative Office for Primary Education ·OSLOMET – STORBYUNIVERSITETET ·OXFAM ITALIA ONLUS
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

The project will involve 3 transnational meetings: the kick-off meeting, during the Mid Term Conference and during the Final Conference. These meetings will serve to coordinate work distributed among partners, monitor progress on assigned tasks, manage time and completion of targets according to agreed timeframe and plan ahead for the following stage of the project. An interim report will be produced by the Leader Organization in month 18.

The results of the project which aims at the promotion of the enjoyment of interacting with people from diverse background, through the employment of techniques based on scientific research and basic principles of behavior will be:

- Results of desk and field research
- Teacher training curriculum developed during the first months of the project
- Students and parents training curriculum developed during the first months of the project
- Materials developed to train teachers on behavior analysis and inclusion and specific techniques
- Materials developed to train parents and students by teachers on inclusion and videos used by teachers to train students and specific techniques
- Results of teacher, parents and students training assessment
- Assessment of the project
- Website
- Registry of trained teachers. Pre and post-assessment of teachers skills will be used to issue certification based on Europass criteria and create registry of certified teachers
- e-book

Training events for teachers (including 2 transnational training activities), parents and students will also take place. All training events will take place at convenient places and times for participants (e.g., at schools during working hours or weekends). Attendance will be encouraged and monitored by keeping regular contact with enrolled teachers, parents and students. The training will provide opportunities for trainees to actively engage with contents and obtain hands-on experience; therefore will be presented with an interactive format.

Direct beneficiaries of the project will be teachers, students and parents. Teachers and parents will benefit from receiving direct training on behavior analysis which will allow them to respond effectively to a wide range of situations, create an inclusive school and community overall, develop solidary behaviors and prevent or reduce racist violent acts.

This project will lead to the development of best practice in the fields of inclusive education informed by the science of behavior analysis. Gained expertise will have a direct impact on policies and strategies adopted for the prevention of racist violence and promotion of inclusive education.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062787
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Learning Through Traditional Dancing and Ancient Theatre
ΣΥΝΤΟΝΙΣΤΗΣ	ΛΥΚΕΙΟ ΕΛΛΗΝΙΔΩΝ ΠΑΤΡΑΣ
ΕΤΑΙΡΟΙ	·Liceo Piero Calamandrei ·Arch. Makarios III Lyceum - Dasoupoli
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Imagine Europe without educational borders. Imagine Europe joining different cultural heritages as a central objective but keeping their individuality. Think of different cultures, different philosophies, and different histories joined under a common vision of a prosperous future for all European citizens. Education is the key and of course we have to provide and ensure all conditions leading to this goal.

During the meeting in the three mentioned countries our students will perform some traditional Cypriot, Italian and Greek dances depicting some parts of our culture (costumes, way of life). Also our students and teachers will teach some of these dances and get all the European counterparts, teachers and students join in the learning of the steps. This activity will bring together the students and promote the team spirit to conduct a project together and have a mutual respect towards the cultural differences. We are also proposing a number of visits to Historical Monuments representing global humanitarian values. Visiting Ancient Olympia will develop experientially the understanding of athleticism, peace and ceasing fire. Also, the common origins will be strengthened under the prospective of globally spread humanitarian basis. During our visits in such Monuments students and teachers will record information, data and education material inquiring thus the values that developed the vision of a united Europe. We want students to realize and not just learn about global humanitarian values and face the consequences of breaking these values.

Furthermore, through these visits we wish to further develop our students' skills, especially in the field of non-typical learning, such as foreign languages, communication, ICT and technology. We wish students to practice their knowledge in foreign languages and communication. Of course, we propose also a sequence of activities such as poster exhibition, exhibition about European Monuments, video presentations and multicultural videos and workshops. Through all these activities we wish to develop students' consciousness and awareness as far as concerns humanitarian values that developed the basis of European Union.

We believe that nowadays more than ever it is of high importance to empower young people beliefs to global, international values as presented and promoted within European Union. This will be mainly achieved by mentioning the common roots and origins of all European people, visiting historical monuments, communicating, exchanging ideas and traveling.

We want open minded students that really feel and act as European citizens. Our main goal, according to this project is directly oriented towards this direction, as we will encourage students to become shareholders of the European Civilization through the centuries and especially focus on each country's monuments of world value.

Thus the topic learning through traditional dancing and ancient theatre will lead students to the result that deterioration or disappearance of any item of the cultural or natural heritage constitutes a harmful impoverishment of the heritage of all the nations of the world.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062825
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Heritage Awareness Driving Active Networks
ΣΥΝΤΟΝΙΣΤΗΣ	OXI ΠΑΙΖΟΥΜΕ, Performing Arts Company, Non-Profit Organization
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·12^ο Γυμνάσιο Αχαρνών ·8^ο Gymnasio-Lykeiakas taxeis Chalandriou ·1st Senior High School of Metamorfosi ·Stipo V.O.F. ·Δ/ΝΣΗ Β' ΒΑΘΜΙΑΣ ΕΚΠ/ΣΗΣ ΑΝΑΤ ΑΤΤΙΚΗΣ ·CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Within compulsory education, whether or not a learner is inspired to learn (and use) cultural knowledge, skills and attitudes mainly depends on the teacher (European Commission, 2016). This poses a significant educational, scientific as well as societal challenge for educational policy related to multi-dimensional awareness-raising. HADRIAN's overarching goal is to develop and pilot a 'teach-the-teacher' toolkit in order to enhance teachers at secondary schools to facilitate acquisition of cultural knowledge, pointing to heritage, environmental and social awareness. Three different waterlines will operate as 'entry points' to the relation between Cultural Heritage and Social Engagement, linking different neighborhoods within and among the participant cities in physical terms, while in conceptual terms combining different aspects of the societal value of culture, i.e. the sense of belonging and ownership, inclusion, identity-building. To this end, the main outcome of HADRIAN will be to re-conceptualize Heritage Awareness (including cultural and environmental aspects) as a driving force to motivate students towards cooperation, community-building and social engagement for sustainable, integrated, place- and people-based urban development.

Combining formal and non-formal educational approaches and methods, the replicable and transferable toolkit will include four specific tools: i) on-site exploration and field research of the local heritage waterline; ii) co-development and sharing (through an App) a common narrative about the waterline; iii) co-development of a shared vision on the waterline's management; iv) student-led stakeholder mapping and engagement.

While the waterlines represent a 'horizontal physical/ conceptual flow' that links different social-spatial geographies, the project employs certain schools that operate as 'vertical pins', capturing 'moments' of the waterline, where research and implementation will take place. These 'vertical pins' include:

- i) **Greece:** 12th Gymnasium Acharnon; 8th Gymnasium-High school Chalandriou; 1st Senior High School of Metamorfosi
- ii) **Netherlands:** G.K. van Hogendorpschool of Delfshaven neighborhood
- iii) **Italy:** Regina Margherita; Istituto di Istruzione Superiore Vincenzo Ragusa e Otama Kiyohara

Water possesses horizontal dynamics, while schools possess the vertical ones. In this unique “grid”, three Major Objectives (MO) of HADRIAN are being addressed:

- **MO1** Strengthening the role of the educator (making teachers facilitators of collective processes, not only providers of knowledge)
- **MO2** Linking heritage awareness to social engagement
- **MO3** Preparing future generations to be problem-solvers when it comes to sustainable city, activating them as citizens and motivating them towards entrepreneurship, leadership and capacity building

The Major Objectives are linked to 3 Specific Project Objectives (SPO), which in turn are being operationalised through 4 Implementation Work Packages:

- **SPO1** (contextualizing/ preparing): Defining the tangible and intangible dynamics within the relationship between the horizontal waterlines and the vertical pins. The aim is to contextualize the selected schools within their local environments, in spatial, historical, cultural, social, environmental and educational terms. HADRIAN will gain insight into the particularities of local areas through the physical and conceptual relation between the schools, the waterlines and the broader neighborhoods. (linked to WP3-Implementation)
- **SPO2** (designing/ piloting): Designing and piloting the “teach-the-teacher” toolkit in order to enhance teachers at secondary schools to facilitate acquisition of cultural knowledge, pointing to heritage, environmental and social awareness. The aim is to develop and test untested, innovative tools in order to empower the relation between the schools, the waterlines and the broader neighborhoods. (linked to WP4,5 - Implementation)
- **SPO3** (reflecting/ concluding): Revisiting the relation between the schools, the waterlines and the broader neighborhoods and informing it with concrete transferable intellectual outputs. The aim is to employ Heritage Awareness (including cultural and environmental aspects) as a driving force to motivate students towards cooperation, community-building and social engagement for sustainable, integrated, place-and people-based urban development. (linked to WP6)

HADRIAN duration extends over a period of 24 months. To ensure maximum implementation effectiveness and the delivery of high quality, credible research, the project’s overall work plan is divided into 6 Work Packages (WP), out of which 4 WPs are dedicated to implementation, while the other two refer to management and dissemination. Each WP includes specific tasks (T) and deliverables (D) that represent the different stages of HADRIAN.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062883
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Υπολογιστική Σκέψη στο Σχολείο
ΣΥΝΤΟΝΙΣΤΗΣ	ΔΙΕΥΘΥΝΣΗ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΔΩΔΕΚΑΝΗΣΟΥ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> •Gymnasio Gennadiou •Gymnasio Zipariou •Fyllingsdalen videregående skole •Agrupamento de Escolas S. João da Talha •Centro del profesorado •2º Geniko Lykeio Rodou «Kazoulleio» •PANEPISTIMIO AIGAIΟΥ
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

The project "Computational Thinking at School" aims to introduce computational thinking and its implications in pedagogies in the educational field. The high impact of Computer Science in science, economy and society has increased the dialogue about the role of Computational Thinking in education. Computer Science is currently considered the fourth great scientific domain along with the traditional Physical, Life and Social Sciences (Rosenbloom, 2004). Wing in 2006 recognized Computational Thinking as a fundamental competency that all literate citizens should develop through compulsory education, to complement the three other core skills, that is, reading, writing and mathematics.

The integration of Computer Science and Computational Thinking in general education is an imperative issue that should attract the interest of the education community and educational policy makers. The project addresses the application of Computer Science to other school subjects through training of teachers. The role of teachers is crucial in understanding of Computational Thinking as this is depicted in learning activities they design.

The project has four aims

- a) an online training course for teachers at partner schools on the scope and conceptualization of Computational Thinking at classroom level
- b) production of learning scenarios related computational thinking. Evaluation of scenarios and their impact on learners. Selection of best practices
- c) digital guide
- d) website

The project is initiated by Directorate of Secondary Education in the Dodecanese, public authority for education at regional level. Laboratory of Learning Technology and Educational Engineering (LTEE) from the University of Aegean will design and implement the pedagogical part of the project. There are six public Secondary schools that will join the training course and will pilot learning scenarios in

their classes: three schools from different islands in Greece (Rodos and Kos), one school from Tenerife island in Spain, a school from Lisbon in Portugal and a school from Bergen in Norway. The partner schools have prior cooperation in other Erasmus projects and have focused on Computational literacy and Computer Enhanced Learning among their scope of interest.

It is expected that through the three year project about 80 teachers (15 per school) will be trained and actively involved.

The project will organize short term staff training events in each partner organization. The aim of the events is to study the ten basic dimensions of Computational Thinking and to produce learning scenarios for all dimensions.

- C1** First short term staff training event
Computational thinking and pedagogical implications
- C2** Second short term staff training event
Study of dimensions of computational thinking
 1. creative problem solving
 2. algorithmic approach to problem-solving
- C3** Third short term staff training event
Study of dimensions of computational thinking
 3. problem solution transfer
 4. logical reasoning
- C4** Fourth short term staff training event
Study of dimensions of computational thinking
 5. abstraction
 6. generalization
 7. representation and organization of data
- C5** Fifth short term staff training event
Study of dimensions of computational thinking
 8. systemic thinking
 9. evaluation
 10. social impact of computation
Computational thinking at school

In addition to training events, an online Community of Practice will be established for support to schools and teachers. The learning scenarios produced by participant teachers will be included in a digital guide. The impact at schools, teachers and students is expected to be positive and it is envisaged to create a MOOC for Computational Thinking with free access for educators in the long term.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062886
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Early Intervention Services for Families with Children with Vision Impairment and Additional Disabilities
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Ayse Nurtac Sozbir Gunebakan Association for the Children with Multiple Disabilities with Visual Impairment and Their Families ·“SYZOI” Association of Parents, Guardians and Friends of Visually Impaired Children with Additional Disabilities ·Liceul Special pentru Deficienti de Vedere Cluj-Napoca ·ISTANBUL MEDENIYET UNIVERSITY ·Blindeninstitut München / Maria-Ludwig-Ferdinand-Schule ·Αρμυώνη - Πανελλήνιος Σύλλογος Γονέων και Κηδεμόνων Ατόμων με Προβλήματα Όραση και Πρόσθετες Αναπηρίες ·Σχολή Τυφλών Άγιος Βαρνάβας ·ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ ·Mali dom - Zagreb dnevni centar za rehabilitaciju djece i mladeži ·UNIVERSITATEA BABES BOLYAI
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

Children with vision impairment and additional disabilities (VIAD) or deaf/blindness (D/B) have unique needs and require adaptations on intervention strategies. Early intervention services (EISs) are vital for children’s health, education and quality of life. The ErISFaVIA project concerns the training of professionals regarding EISs for children with VIAD or D/B. Early intervention services are demanding programs and can only be implemented by highly skilled and trained professionals.

The ErISFAVIA project aims to address the following objectives: a. to develop a training program for professionals working in early intervention settings, b. to create early intervention opportunities for children with VIAD or D/B, c. to promote the collaboration between universities, schools and associations of children with VIAD or D/B, and d. to point out the best practices and guidelines for the development of effective EISs for children with VIAD or D/B.

Ten organizations (e.g. universities, NGOs, schools) are included in the ErISFaVIA project, consisting of researchers and practitioners of common interest and a unique combination of skills and experience both within and outside the academic field on EISs and VIAD or D/B children’s education, and will share the knowledge and experience to meet the above objectives.

The activities of the ErISFaVIA project are distributed according to the intellectual results and the management and implementation of the project. In particular, activities could be described as follows: **a.** designing and creating the program collaboration platform, **b.** literature review and needs assessment study, **c.** educational material and training events, **d.** reflective logs and questionnaires, **e.** collating case studies and elaborate relevant research data, **f.** best practices guide, **g.** dissemination and exploitation and **h.** policy recommendations and guidelines.

The proposed methodology in the EriSFaVIA project will be oriented at two levels, namely the local and the overall level. Regarding the item Project management and implementation, each beneficiary is responsible for the local management of its time and resources. The overall strategy of the EriSFaVIA project will be based on a synthetic plan of activities to meet its goals. This plan will include possible avenues through which project activities can be pursued taking into account quality, time, finance, risks, feasibility, IPR (Intellectual Properties Rights) protection and dissemination. In the long-term perspective, the project will benefit families, young children with VIAD or D/B and the participating educational settings and associations.

The project is likely to have a substantial positive impact on professionals and their future professional practice. The trained professionals can exploit their knowledge and skills and the training material to support and enhance families and children with VIAD or D/B at their associations, educational and family settings. Parts of the above will be uploaded in the EriSFaVIA portal as an Open Educational Resources and stakeholders will have the chance to interact through the EriSFaVIA portal, to exchange their experience and ideas, share their concerns and improve their methods and techniques. Additionally, participating organizations will involve other stakeholders from the local community as much as possible in the project activities (national conferences, European conference, development of best practices guide and Police Recommendations and Guidelines Report).

Also, it is expected that several organizations for people with disabilities at national or European level will host in their websites these outputs in order to enrich their website and increase the number of visits in their website. The academics from all participating universities will be invited to integrate EriSFaVIA results in their lectures and refer to EriSFaVIA in future publications or projects.

Furthermore, they could organize conferences or workshops based on the EriSFaVIA results. It is strongly supported from the above that the program will contribute to enhancing and developing effective EISs, enhancing the skills of professionals and supporting families and children with VIAD or D/B.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062887
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	VR in School Education & Civic Participation
ΣΥΝΤΟΝΙΣΤΗΣ	ΙΝΣΤΙΤΟΥΤΟ ΕΡΕΥΝΑΣ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗΣ ΣΤΙΣ ΕΥΡΩΠΑΪΚΕΣ ΣΧΕΣΕΙΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·BOLT Virtual Services and Productions - Private Company ·Ecole Europeenne Bruxelles III ·Escola Secundária Domingos Rebelo ·Lykeio Aradippou ·5^ο ΠΕΙΡΑΜΑΤΙΚΟ ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΡΕΘΥΜΝΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΚΡΗΤΗΣ ·UNIVERSITY OF PIRAEUS RESEARCH CENTER
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

“Between 50% and 80% of students in EU countries never use digital textbooks, exercise software, broadcasts/podcasts, simulations or learning games. Most teachers at primary and secondary level do not consider themselves as ‘digitally confident’ or able to teach digital skills effectively, and 70% would like more training in using ICTs.” (European Commission release on ‘Opening up Education’).

As the European Commission has identified the digitization of the education and the necessity of modernizing the learning environment for the young Europeans as a top priority, the Digital Education Action Plan has been adapted including actions to support technology-use and digital competence development in education. These actions concern and lead to making better use of digital technology for teaching and learning as well as developing digital competences and skills of both teachers and their pupils. In that framework and based on the idea of introducing a new innovative e-tool accessible and open to all the schools in Europe, we have developed the “VR in School Education & Civic participation” project idea.

This 24-months project seeks to expose both teachers and the participating students to a new experience of learning through a Virtual Reality Game. The aim of their participation is to enhance their digital and soft skills while at the same time enrich their knowledge on specific issues that will be explored during different phases of the project.

The Virtual Reality Game that will be played by the students concerns a digital simulation of the European Youth Council where all participants will express their opinions and make proposals on the issues of:

1. Safe use of Internet and social media
2. Bullying at schools and Cyber bullying
3. Human rights & Multicultural environment in the EU
4. European Citizenship & Rights
5. Environmental Behavior

6. Sustainable Growth in EU
7. Circular Economy in EU and abroad

During the project, both participating students and teachers will follow physical workshops and MOOC on-line courses and will be given guides and information materials so that they get well- prepared before the real-time Virtual Reality game playing. The aim of the workshops is to familiarize themselves with the innovative and non-traditional learning tools which are being applied in the non-formal learning while the aim of the on-line courses is to prepare themselves on the topics that will discuss during the game. These seven topics have been carefully selected as they are trending in the daily life of the students and will also have an added value on their perspective as European citizens.

Apart from the direct effect on the students in terms of enriching their skills, attitudes, knowledge and their European identity, the project seeks to influence the teachers as well by exposing them to new, innovating learning models. The project identifies and covers the need for accelerating the digitalization in the education field through an innovative way by providing an inclusive, costless and open tool for the teachers to use in their classrooms. However, the project does not target only the students and their teachers, but it aims to affect all possible stakeholders in the education and training field to acquire such digitalized methods of learning and include non-formal learning tools on their educational procedures. The consortium of the project consists of 8 partners, among which are Experts in the field on non-formal education and the educational activity of the simulation, Schools of secondary level from 4 countries, an SME expert in the digital tools of VR and the Laboratory on Bioeconomy and Sustainable Growth of the University of Piraeus, as an expert in the topics of sustainable growth, environmental behavior.

From the project 100 students and 20 teachers from 4 EU member states will be directly benefited and engaged on the development of the module and/or will participate on the testing phase of the intellectual outputs. As all partners are from different countries and have a variety of professional backgrounds, they will bring to the project their expertise, their knowledge of good practices from their national education system ending up in outputs and materials that can – and hopefully will – be broadly used at European level. The project will develop methodology and material for an affordable and flexible way to acquire new skills, advance careers and deliver quality educational experiences for both teachers and students.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062913
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Singing and Making Melody in your Heart
ΣΥΝΤΟΝΙΣΤΗΣ	ΜΟΥΣΙΚΟ ΣΧΟΛΕΙΟ ΚΑΒΑΛΑΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·I.I.S.S. "Carlo Maria Carafa" Mazzarino ·ISTANBUL EUROPEAN RESEARCH ASSOCIATION ·Agrupamento de Escolas de Paredes de Coura ·ΜΟΥΣΙΚΟ ΣΧΟΛΕΙΟ ΤΡΙΚΑΛΩΝ ·ASOCIACION DE INNOVACION FORMACIONY EMPLEO PARA EL DESARROLLO SOSTENIBLE
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

"Singing and Making Melody in your Heart" (SIMAME)

It is commonly known that, together with a high quality education in new fields, mobility and collaboration between Europeans, especially within the educational and academic community, is the main purpose of Erasmus Program aiming at the European Union integration. However, no one could approach anything beyond their own country and culture, if they had not previously begun with what significant exists in their local environment, let alone if their local history and monuments have ecumenical dimensions. It is also equally important what could bring together different nations, ages, languages, religions etc. What else, if not the Art, could be the most successful interconnection bridge? Under this reasoning and according to objectives and priorities of the "Strategic Partnership" (Key Action 2), Music High School of Kavala intends to be approved as

Coordinator in a new project based on the following double pillar:

1. on the Art, particularly on Music Art and Education,
2. as well as on the common European cultural heritage.

Regarding the first pillar of our Project, that is the art of Music, we aim to give more emphasis on it, because of two reasons: **a)** the type of our School specializes in Music art and education and **b)** Music incorporates in itself everything, being simultaneously international language, history, religion, mathematical science etc. It also includes even the second pillar of the project being presented now, that is all the main roots of what is European culture and values: ancient Greece, the Roman Empire, and Christianity.

In this context, we do not isolate any type of the world music, particularly our Greek folk music in common with 'Byzantine' choral music or the relevant "ottoman music", as parts of the whole Mediterranean and European types of music. That's why Music High School of Kavala, starting from it, plans to organise festivals, conferences, concerts and online educational programs on the Art of Music. To be successful in this goal, Music High School will take advantage of its great experience in festivals and

educational/training programs, culminating in "Singing and Making Melody in your Heart" multi-day international School Festival (See 1 and 2). We have to make clear that we plan to repeat the festival's context and content by an innovative project of Erasmus' "Strategic Partnership" (Key Action 2), submitted now by this application form.

Regarding the second before mentioned pillar of our Project, we are going to focus on 'reference cultural points' which surround us in our local region and at the same time have global recognition with similar examples anywhere in the world, even more round the Mediterranean sea. We are talking about monuments and historical figures considered as emblems not only for Greek history or Christianity but for the whole European legacy.

Among them and not far from us is located the ancient and medieval city of Philippi, which was recently declared World Heritage Site by Unesco, as a symbol combining uniquely the ancient Greek, the Roman, the Byzantine ages. It has been called 'small Rome' ('Colonia Iulia Augusta Philippensis') and 'small Constantinople', reminding through its monuments all the Roman and Byzantine world. Anyone could see how much Philippi, flourishing more than fifteen centuries before, resembles now to a typical multicultural European metropolitan center.

The Organizing Committee of our School Unit resulted in a 2-year schedule of the Project, to which they contribute five (5) Partners from five (5) different European countries (Portugal, Spain, Italy, Turkey, Greece). Our Schedule consists of four (4) major Semesters, each of which has its distinct requirements and goals. During each Semester, teachers and students will have to conclude a specific program (courses, workshops, educational programmes etc.), which is to be presented afterwards through a scientific conference and a festival. All programmes are addressed directly to the involved school's community, but also to the broader community through the mass media and social media.

Previously, our Organising Committee had to answer the most crucial question: what does the entire European and much more the global community have in common, that already preexists in any local or regional environment and so it could be directly accessible? Moreover, how any local cultural tradition could be the entrance to the history and culture of the whole humanity? Which monuments or historical figures of our Greco-Roman and Christian world could be presented as symbols of universal values?

As the European school community living in the postmodern age do we need to rediscover, share and rethink of our ancient, medieval and modern heritage? However, we are looking for the meeting point of all cultures, the most simple international language. It is no other than the Art itself.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062914
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	3D Printing Technology Aims Students Understanding Maths and Recycling Procedure
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΙΓΑΙΟΥ
ΕΤΑΙΡΟΙ	·2 nd Primary School of Chios Greece ·Istituto Comprensivo ISA13 Sarzana ·Agrupamento de Escolas de Marrazes
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

The goal of mathematics curriculum for primary and secondary schools in European Union is to help students apply their mathematical knowledge and skills to solve problems and make decisions. However, there is a large number of students that faces learning difficulties with mathematics. 6% of students lack of mathematical skills, and specifically lack of arithmetic ability which seems to rely on different cognitive processes.

Technology might play an important role in overcoming the above difficulties. Actually we assume that technology and more specifically 3D printing technology could aim students understanding and adoring maths. 3D printing is an innovative technology. An emerging problem is the cost of the filament. In order to solve the above cost problem, recycle seems to be an answer. The procedure of use waste in order to transform it to a filament, could reduce environmental pollution and might contribute to decrease the 3D printing cost. According to European Strategy on Plastic Waste in the Environment signifies that “the inherent characteristics of plastic create specific challenges for waste management”.

The aim of 3D-ReMath is to help students understand better maths and become familiar with technology and the procedure of recycling. More specifically students could collect plastic (plastics caps, or bags, or pens, etc.) and then by using a proposed framework for transforming plastic to filament, suitable for 3D printers, they can use this material to print 3D objects which help them to overpass difficulties that they face in mathematics. 3D-ReMath aims pupils to understand maths, to reduce-re-use-recycle products and finally get them familiarized with an innovative fabrication technology.

Activities of this project include:

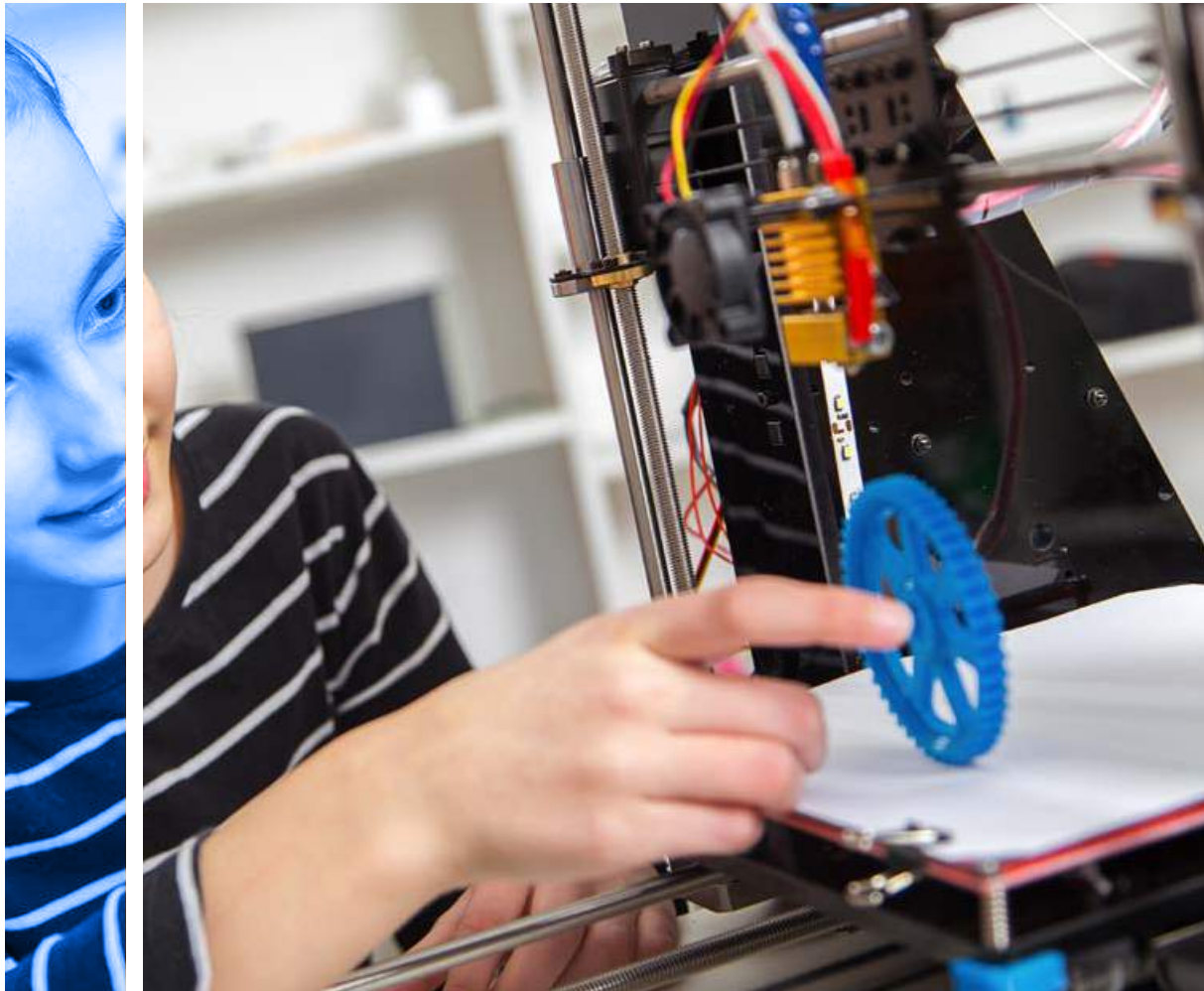
- A map that identifies maths disabilities and groups them to categories based the grade of each disability.
- Nine (9) curricula for teaching maths to students with disabilities, for recycling procedure, for 3D printing.
- A framework for converting plastics to filament suitable for a 3D printer.
- Three (3) face to face trainee programs for teachers.
- A portal will be developed in order to upload materials of the project a communication spot between all partners and all stakeholders.

- An overall report, with evaluation results and proposals about learning education methods and tools.
- One (1) international conference entitled “Overcoming learning disabilities using technology and ecology”.

3D-ReMath will encourage students to use maths in their rural lives, skip any possible “fear” concerning maths and understand much better the theory of maths.

3D-ReMath Project will increase their imagination and empower their skills of problem solving and creativity as long as increase their ability of thinking-designing and producing. Teachers will be encouraged to introduce a “new world” to their students, a world that include non-fearful maths, positive actions of re-using plastic and non-usable items and the feeling that they can produce a new item by themselves.

Participant Universities will gain from the 3D-ReMath Project due to teachers’ training sessions and the participatory design. Universities will develop their collaborative and communication skills and they will actively interact with the members of the 3D-ReMath Project (students, teachers, researchers, etc.).



ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062918
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	European Heritage 3D Games Platform for Teaching Maths
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΕΡΙΦΕΡΕΙΑΚΗ ΔΙΕΥΘΥΝΣΗ ΠΡΩΤΟΒΑΘΜΙΑΣ ΚΑΙ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΠΕΛΟΠΟΝΝΗΣΟΥ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Colegio Las Chapas ·OMEGATECH/THEOFANIS ALEXANDRIDIS ΚΑΙ SΙΑ ΕΕ ·Apostolos Varnavas Primary School ·CONFEDERACION ESPANOLA DE CENTROS DE ENSEÑANZA ASOCIACION C.E.C.E. ·M.M.C MANAGEMENT CENTER LIMITED ·10^ο Δημοτικό Σχολείο Καλαμάτας ·COMPUTER TECHNOLOGY INSTITUTE & PRESS DIOPHANTUS/ INSTITOUTO TECHNOLOGIAS YPOLOGISTONKAI EKDOSEON DIOFANTOS ·NATIONAL UNIVERSITY OF IRELAND GALWAY
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

The latest OECD Program for International Student Assessment (PISA) data show that one in five pupils in the EU has insufficient proficiency in reading, mathematics and science. Between 2012 and 2015, the trend in underachievement for the EU as a whole has worsened. In the countries involved in the OECD Survey of Adult Skills (PIAAC) 2012, between 5% and 28% of adults are proficient at only the lowest levels in literacy and 8% to 32% are proficient at only the lowest levels in numeracy. According to the European Commission's contribution to the Leaders' meeting in Gothenburg (17/11/2017), the share of pupils with low achievements in mathematics has been stagnating for years at around 20%. These young people will encounter serious problems on the labor market.

IDEA project through experiential action aims to address underachievement in the basic skills of maths. It aims at working effectively in relation to the subject of mathematics (covering maths material of the first 3 grades of the primary school including addition, subtraction, fractions, measuring length in millimeters and centimeters, decimal numbers, patterns, multiplication, division, geometrical shapes, etc) focusing on the "multiplication table" because of the complexity and the succession of manoeuvres needed for its application. IDEA project through experiential action will be fostering critical thinking skills by addressing cultural context in teaching science.

IDEA comes to help teachers help students overcome their fear of maths. IDEA's 3D cultural games, will make pupils work effectively fulfilling missions, including confidence-building mini-games that look challenging but enable all students to do well. Experiential Teaching methodologies and learning by doing will be utilized to develop teachers' relevant professional skills and boost pupils' confidence and self-efficacy in maths, but also social, civic, linguistic and intercultural competencies.

The project will be based on cartoon 3D environments representing selected cultural routes, one in each participating country. In these environments, with the help of mini-games, tasks and missions, the students will be able to interact with the 3D objects and get points, rewards and badges. The innovation

of the 3D environments is that those will be available on web browsers (WebGL) and tablets, and that the content will be dynamically updated by the teachers through their web browser or tablet. Teachers will be able to select the mini-games they want, customize and translate the content, add narration, select the rewards and set up a personalized training path for each trainee.

“IDEA PLATFORM” will be built using state of the art technologies and will be available in WebGL format that can run on any browser without the need for plugins. The platform will be free for all schools and parents to use. The platform will be open and more training material (math or other) would be possible to be added and used for training purposes. Free Apps with training scenarios will be offered through Google Play for Android.

The consortium is composed from 10 partners from 4 European Countries (Greece, Cyprus, Ireland, Spain) collecting all the required expertise in the design and development of interdisciplinary tools and learning by doing methodologies for maths training, covering maths material of the first 3 grades of the primary school. The duration of the project is 24 months.

As far for the implementation plan of IDEA this is structured around the main goal of the project that is to deliver the foreseen training tools and evaluate it against real needs of students. Thus, the first activity foresees the drafting of the pedagogical framework of the IDEA platform. The activities that follow deal with the scenarios development (exercises covering the basic skills of the maths course of the first 3 grades of the primary school).

From the proposed cultural scenarios the needs for 3D models, animations and graphics will be determined. Next these assets will be developed and together with the required mechanisms and game mechanics to support maths skills development will be integrated in the IDEA Educational 3D Game platform. In parallel, 2 teachers from each school will follow the short term joint staff training event from Galway University in Game Based Learning, Digital Storytelling and the use of Tablets in Primary Education. Real application and evaluation of the platform will then take place with the participation of the schools for an entire school year. During this period multiplier events will be taking place in order to disseminate the project’s outputs.

The training contents that are going to be produced as a result of IDEA project will be offered as Open Educational Resources (OERs) under a Creative Commons Public License (CCPL).

ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-062965
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Museopedagogy and Augmented Reality: Recognizing Museums as Educational Spaces
ΣΥΝΤΟΝΙΣΤΗΣ	ΕΡΕΥΝΗΤΙΚΟ ΚΕΝΤΡΟ ΜΟΥΣΙΚΗΣ - ΜΟΥΣΕΙΟ ΒΑΣΙΛΗΣ ΤΣΙΤΣΑΝΗΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·IMC UNIVERSITY OF APPLIED SCIENCES KREMS GMBH ·ANAPTIXIAKO KENTRO THESSALIAS ·EUROPEAN GRANTS INTERNATIONAL ACADEMY SRL ·ΜΟΥΣΙΚΟ ΣΧΟΛΕΙΟ ΤΡΙΚΑΛΩΝ ·Liceo Classico Federico Frezzi- Beata Angela ·HVA/STICHTING HOGESCHOOL VAN AMSTERDAM ·NEMO-NCWT/STICHTING NATIONAAL CENTRUM VOOR WETENSCHAPS- EN TECHNOLOGIECOMMUNICATIE
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Culture constitutes the great wealth and driving force of the European Union. Indeed, just the former year, 2018, was declared as the European Year of Cultural Heritage, thus wishing to stimulate action but also to enhance the value of culture in developing a common European identity and a sense of belonging to the EU citizens.

The present proposal seeks the convergence of culture and education through the creation of an integrated educational program for the younger audience and especially the school and preschool audience provided in small museums, mainly in the province, of EU countries, using modern technology with emphasis on augmented and mixed reality. The partnership of this project has been formed with the participation of academic partners, small and large-scale museums, technological bodies along with secondary schools.

The present project hopes to turn the school visit to the museum into a stunning, charming and enjoyable learning process through an application and a game appropriately designed for school education and for its use in the educational process of the classroom providing the opportunity for experiential practice and play in the museum. The target audience is the whole school community, but mainly focusing on children, teenagers and teachers in the areas of the partners.

In order to achieve the objectives of the project, a set of activities will be set up concerning both the implementation and the subsequent exploitation of its results.

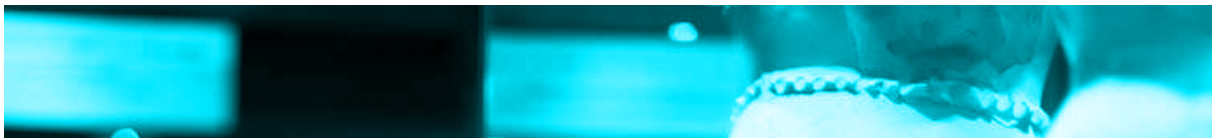
The following results are expected from the implementation of the project:

- A guide to museum education with the use of modern technology
- Virtual tour platform tailored to school education
- Game with enhanced and mixed reality technology
- Application for smartphones and tablets with access both to the platform and the game

Apart from the partner schools involved in the project, it is planned to inform the school community of the region of each partner museum with an invitation to visit and use the integrated educational program. The outcomes of the project will be available at no cost, both during the project and for three years after the funding period for further elaboration.

By implementing the project, the following objectives are expected to be achieved:

- shaping the perception of small and medium-sized museums as places of learning, especially in the province of EU countries
- highlighting the potential of technology as a means of promoting and learning about Europe's culture
- highlighting the potential of technology as a means of attracting children and young people to the cultural wealth of Europe
- the promotion of educational programs provided by museums as additional to the education taking place in the classroom
- developing co-operation between museums and school communities to provide modern education
- redefining small and medium-sized museums in the province of EU countries as attractive destinations for children and youth.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA201-063047
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	The Love of Reading
ΣΥΝΤΟΝΙΣΤΗΣ	3 ^ο ΓΥΜΝΑΣΙΟ ΚΙΑΚΙΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Biblioteca "Gh. Asachi" ·Moravskoslezská vědecká knihovna v Ostravě, příspěvková organizace ·IES Aguadulce ·Gymnasio Latsion ·St. Thomas's International School
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

Nowadays, a gradual distancing of young people from the book is observed by teachers. The written word has lessened due to image and sound. Reading a book isn't one of teenagers' priorities. This has as a result us to see daily, students in the classroom who cannot comprehend a text, do not apply critical thinking, cannot express their ideas and feelings. What is more, they find it difficult to learn, read and write.

These difficulties lead a lot of pupils to their struggling to keep up with their classmates' development. They fall behind in school, find it hard to succeed in universities and some of them drop out of school.

As teachers, we are aware that the friendly relationship with a book helps:

- The development of language expression
- The critical thinking
- The creativity
- The development of the pleasure to read
- The strengthening of the interpretative capability
- The development of *their emotional world*

Also, as educators, we know that good communication is vital for successful learning and that's why we chose the activities (theatrical sketch, video-clip) developed, related to the topics of the literature books, to lead to the development of communication skills so as to help pupils understand and explain the world around them, share ideas and feelings.

In the suggested project, 5 schools (Greece, Spain, Czech, Italy, Cyprus) and 2 libraries (Czech, Romania) take part. All partners have great experience in implementing projects, except for the library of Iasi (Romania), which participates in a European project for the first time, but it has great experience in local projects, and even wider one, as a lending library as well as organizing Reading Clubs.

Moreover, the chief coordinator has organized previously 6 Erasmus projects and the coordinators of Greece, Spain and Cyprus have cooperated successfully in a previous Erasmus+ project. Finally, the chief coordinator and the coordinator of the Spanish school have already cooperate with great success in 3 projects.

The teachers participating in the project (teachers of Language, Literature, Sociology, ICT and Foreign Languages) are very experienced in organizing and taking part in Reading Clubs. The two libraries have great experience in organizing and managing an e-library (dealing with thousands of visitors), Reading Clubs and web Reading Clubs. The experience and quality of the partners guarantee the successful implementation of the project.

During the project, 4 transnational meetings will be realized. In these meetings the following activities will be carried out:

- the validation of the responsibilities' sharing and activities' undertaking
- the explanation of the e-library's creation and functioning
- the explanation of the creation and functioning of the Reading Clubs
- the supervising of how the project is implemented every year
- the evaluation of the project's activities every year
- the supervising of the creation of the library
- the preparation of the first International web Reading Club
- the final evaluation of the project and the writing of the final Report
- These meetings will contribute greatly to the success of the project.

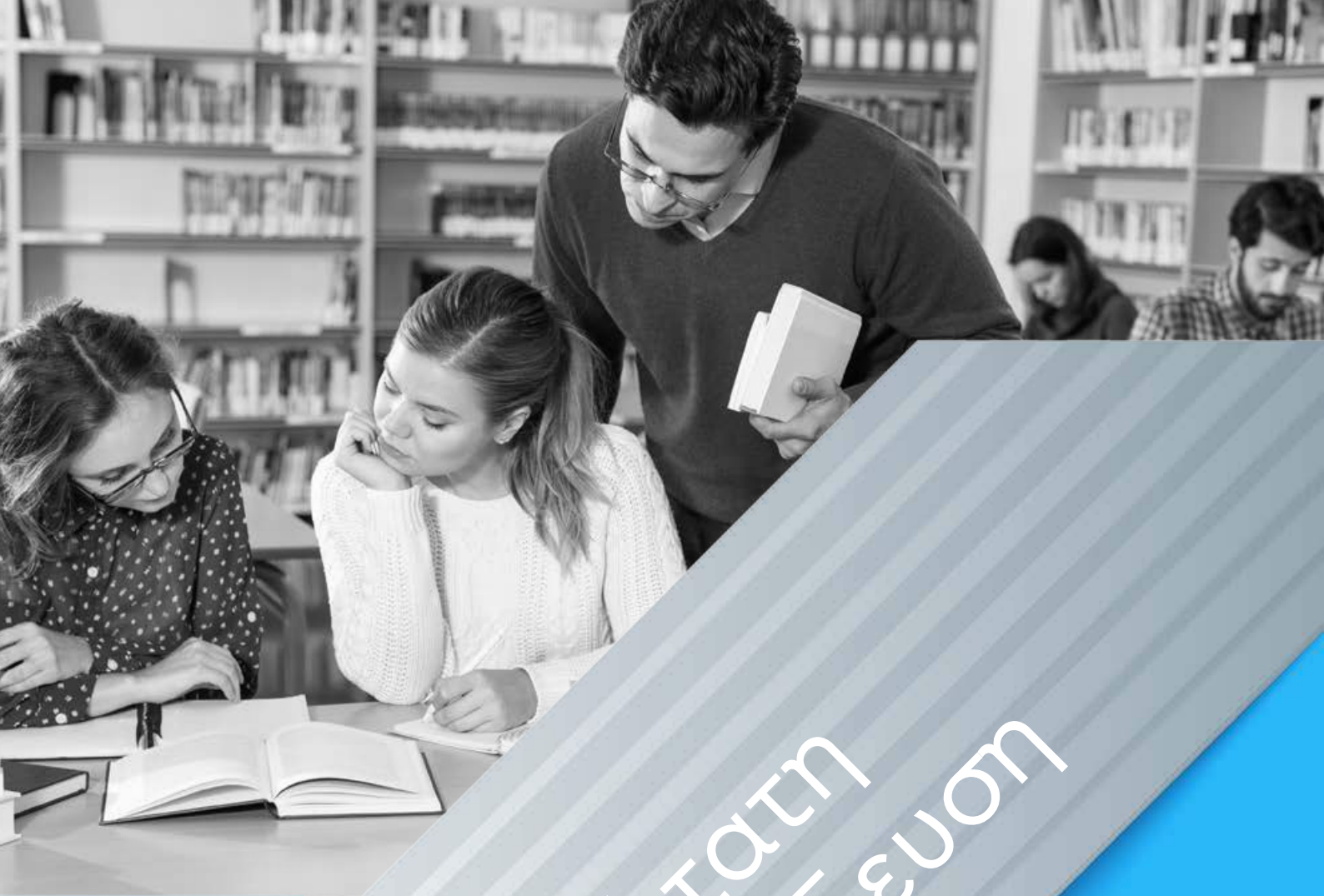
However, the main activities of the project will be the 6 Language, Teaching, Training meetings, from which the five ones will be carried out with the physical presence of pupils at the partners' schools, while the 6th meeting will be a pilot web Reading Club. In each one of these meetings, creative activities (theatrical sketch, video-clip, illustration, collage, creative writing) will be realized relating each time to one of the chosen topics: Youth and Family, Youth and History, Bullying-Racism-Xenophobia, Science Fiction, Arts and Sports, Classic Literature for Young People, topics which are interesting and attractive for young people.

Before each meeting the participants will have read a literature book of their country related to the topic of the meeting and, through the activities which will take place there, they will develop the skills relating to:

- speech
- language
- writing
- critical thinking
- imagination
- creativity
- and emotional pleasure.

These activities will, also, make pupils love the book -which is the main aim of the project. The pupils will love the school and they will develop more skills which will lead them to higher education and there will be a blocking to early school leaving. At the same time, they will develop skills in English language and digital technology (through the e-library and the Web Reading Club), they will get familiar with the culture and customs of other people and they will become active members of the multicultural Europe.

These benefits will be long-term because the e-library and the Web Reading Clubs will be operating, even after the end of the project, with participation of pupils from all the E.U. The Library of Ostrava will be responsible for the e-library and the Library of Iasi will run the Web Reading Clubs.



Ανώτατη Εκπαίδευση

higher education



ΚΩΔΙΚΟΣ	2019-1-EL01-KA203-062449
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Student Teachers' Practice for Democratic Culture
ΣΥΝΤΟΝΙΣΤΗΣ	ΕΘΝΙΚΟ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Agora Social Production ApS ·The European Wergeland Centre ·LEEDS BECKETT UNIVERSITY ·EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED, UNIVERSITY OF NICOSIA ·ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	30 Μήνες

Περίληψη Σχεδίου

The project Student Teachers Practice for Democratic Culture - STEP UP-DC attempts to connect Competences for Democratic Culture (CDC) and teacher training, especially Initial Teacher Training (ITT) and Continuing Professional Development (CPD). It is essentially an innovative intervention in Practice Training Program (PTP) of student teachers and educators (pre-school, primary and secondary education).

It covers the existing need for more cohesive and inclusive societies which allow citizens to play an active role in democratic life. So the project covers the existing need of introducing the training on CDC, disseminating at the same time the CDC training model in the education of the countries of Europe (Council of Europe, 2016). It includes the development and implementation of a Training Program (TP) and its Certification on teaching CDC during the PTP of the student teachers and educators. In order to fulfill that, it provides the creation of an Open Educational Sources website, aimed to support and disseminate project material/results throughout Europe.

The fundamental aims of the project are to:

- connect CDC to the PTP of teachers,
- develop competences and skills of teaching CDC in pre-school, primary and secondary education,
- support those who deal with the teaching of CDC in Higher Education, providing open access educational material,
- influence educational policies on teacher training in order to focus on CDC,
- develop a democratic culture through education, and
- create a cooperation model between universities, dealing with innovative activities and their effective evaluation.

The objectives of the project are to

- promote the democratic culture in school education by enhancing skill, knowledge, and understanding of student teachers and educators,
- provide a clear and practical module of a Teachers Training Program on the implementation of CDC which could lead to certification connecting CDC and teacher training, especially Initial Teacher Training (ITT) in Higher Education Institutes and Organizations,
- open up a discussion on how the PTP of preschool, primary and secondary student teachers should incorporate TP on CDC aiming that all teachers will be certified to have the skills to support the development of democratic culture through the curriculum and school life,
- respond to the growing demand of teachers for official certification of their knowledge and skills developing a certification process of teaching the CDC,
- provide an open educational web resource consisting of practical resources and guidelines accessible for student teachers and all structures, such as Universities, Colleges of Education, Ministries, in order to give them the opportunity to integrate a student teachers Training in PTP, during the ITT across Europe and beyond,
- develop a set of quality indicators for the implementation of CDC in PTPs.

The partnership and the objectives of the project refer directly to the EU modernization agenda and are strongly aligned with the Erasmus plus KA2 priorities focusing on achievement of relevant and high quality skill and competences supporting the social engagement of higher education institutions, promoting intercultural and civic competences of students, supporting innovation and creativity, through partnerships and inter-and transdisciplinary approaches, and ensuring education and research are mutually reinforcing, incentivizing and rewarding good teaching.

The project lasts for 30 months and is divided into four phases. It includes specific outputs, which are produced by the partners after cooperation, trainings as well as transnational meetings. In parallel, the TP and the Certification process are being designed, created, led by online Open Educational Resources in English and Greek and a model of evaluation of the pedagogical and educational project is developed, using impact evaluation process.

Furthermore, the project includes dissemination activities at the local, regional and European level. For this purpose, conferences, workshops, and trainings are organized. For the benefit of the activities, two short term joint staff training events play a significant role, including training and support by experts within partners and others.

The project is expected to have an immediate impact at the PTP of pre-school, primary and secondary education Departments of the participating Universities, the groups of student teachers that participate at the piloting of TP and its Certification, the school communities that take part at the PTP (students, teachers, head-teachers, parents), and the local communities since the project promote democratic culture.

Finally, it is expected to have an impact and results to the connection of higher education to the development of democratic culture in education and in society in general because it will contribute to the awareness development of those who wish to live together as equals in culturally diverse democratic societies.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA203-062487
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Standards Teaching in University Education
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·BURGAS FREE UNIVERSITY, BURGASKI SVOBODEN UNIVERSITET ·UNIVERSITY OF TURKU, TURUN YLIOPISTO ·Bulgarski institut za standartizacia (BDS) ·UNIVERSITATEA DIN CRAIOVA ·ROMANIAN STANDARDS ASSOCIATIONASRO
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

The purpose of STUNED project is to support Universities to enrich their curricula by developing and integrating into them innovative educational modules in the area of standardization and application of selected set of international standards of the International Organization for Standardization /ISO/, some of which are adopted also as European standards.

The provision of STUNED standardization training courses for lecturers and the development of training modules focused on the selected ISO standards and intended to be integrated into the relevant university courses for students by the trained lecturers will contribute to meet common challenges such as the digital shift and the need of encouragement regarding the standards' usage as well as the improvement of the trainees' ability for practical application of different standards and competences which is a valuable asset to any professional qualification.

The STUNED beneficiaries are categorized as:

Internal beneficiaries:

- University lecturers from partner HE organizations who are not involved in the direct implementation of the project's activities and outputs;
- University lecturers from partner HE organizations who are trained in the selected standards;
- Students from the educational organizations, participating in the partnership, who are trained in modernized curricula.

External beneficiaries:

- Lecturers from other HE institutions not involved in the STUNED partnership;
- Professional networks, employers' unions, and associations which are not involved in the partnership.

The STUNED aim and objectives will be achieved by the following activities:

- selecting appropriate standard for training of University lecturers and afterwards for University curricula modernization;

- development of e-learning courses to the university lecturers to be trained;
- development training modules for selected standards;
- modernizing selected curricula with developed modules and piloting with involvement of students.

The main expected results are:

- Research analysis and selection of ISO standards and university specialties / curricula to be modernized via integration of training modules focused on standardization (development of a Map table curricula-standard);
- Training courses on standards for university lecturers – development and lecturers’ training;
- Development of training modules for students on standards for selected subjects;
- Modernizing the University curricula and their approbation (piloting);

The direct impact on the participating organizations shall be as follows:

On the educational organizations:

- The elaboration of courses for university lecturers;
- The elaboration of modules regarding standardization addressed to student;
- Modernization of educational programmes and curricula.

On the Standardization organizations:

- Promotion the knowledge on standards and standardization

The indirect impact will be in the following forms:

- Other standardization and HE institutions which are not directly involved in the project will get ready-to-use products;
- A better quality of the labor force.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA203-062549
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	PLAY: Play, Learn, Fight Back Anxiety
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΑΣ, Department of Computer Engineering and Informatics
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·OPTIONSNET, I. PANARETOU - CHAR. KOSTOPOULOS OE ·ΜΑΙÊΥΤΙΚΑ, CRL (INSTITUTO UNIVERSITÁRIO DA MAIA - ISMAI / INSTITUTO POLITÉCNICO DA MAIA-IPMAIA) ·ICEP Europe (The Institute of Child Education and Psychology Europe), PROFEXCEL NET LTD ·ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ (OPEN UNIVERSITY OF CYPRUS)
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

While stress is an inevitable part of life, it is very present and becoming more prevalent among university students. In addition to anxiety and stress, depression can also impact higher education students' life to such an extent that in-depth research is necessary in order to help future students. Studies show that in some cases almost 10% of university students have been diagnosed with, or treated for, depression over the past 12 months. In a recent study the students completed a survey consisting of demographic questions, a section instructing participants to rate the level of concern associated with challenges pertinent to daily life (e.g. academics, family, sleep), and the 21-question version of the Depression Anxiety Stress Scale.

The results indicated that the top three concerns were academic performance, pressure to succeed, and post-graduation plans. Academic pressures of meeting grade requirements, test taking, volume of material to be learned and time management has been shown to be a significant source of stress for HE students. While academics can be perceived as a positive challenge, potentially increasing learning capacity and competency, if viewed negatively, this stress can be detrimental to the student's mental health and wellbeing. Researchers urged for the need for universities to implement a systematic and continuous method to monitor the mental health of their students. This type of monitoring, along with increased availability of programs, would allow universities to evaluate the mental health needs of their students as well as assess and improve the efficacy of their existing counseling programs.

The project's objective is to design and develop a 3D virtual world using the potential of a gamification-based approach in which university students will anonymously engage in activities that will help them be better prepared for University curricular activities and ultimately help them reduce anxiety while simultaneously monitor their mental health. Inside the environment, students will engage in gamified activities that usually induces anxiety such as preparation for an exam. Visualization of activities that causes anxiety through the virtual world will help the participants to get better prepared for the actual activities. Additionally, successfully completing the activity in the virtual world will reduce the anxiety in real life when the real activity will take place.

Psychological counseling will be designed inside the environment using proper setting. The 3d virtual world environment presents numerous benefits for psychological counseling, since it removes the restrictions of physical representation. The student and the counselor -each in the convenience of their own space (campus or home)- can log in in the environment and be represented by virtual avatars that can be transformed as the individual user wishes and feels comfortable with (appearance, outfit etc.).

Furthermore, the environment will comprise a visually appealing and relaxing virtual environment consisting of rivers, mountains, waterfall, flowers, trees, beaches etc. Additionally, the environment provides anonymity for students that are afraid to engage in a traditional face to face psychological counseling.

Finally, the Counseling Center of each University can monitor the overall mental health of their students by examining students answers in virtual world surveys. Students will have the option to choose if they prefer to take the surveys or not.

This 3D virtual world will be developed using an iterative development process (alpha, beta and final version) after a thorough needs analysis involving students and professionals. Students from all partner countries will participate in various sessions inside the environment.

The project will have a significant impact to students, educators, university counseling centers and mental health professionals. The final version of the environment will be multilingual, open and expandable to other languages and game scenarios, allowing broader long-time benefits.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA203-062875
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Digital Excavation Through Learning and Training in Archaeology
ΣΥΝΤΟΝΙΣΤΗΣ	ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
ΕΤΑΙΡΟΙ	·ΕΘΝΙΚΟ ΚΑΙ ΚΑΡΟΔΙΣΤΡΙΑΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ ·Masarykova Univerzita ·UNIVERSITA DEGLI STUDI DELLA BASILICATA
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	30 Μήνες

Περίληψη Σχεδίου

The DELTA project proposes the design and development of an open course that combines the physical space of the excavation field with the digital space (virtual excavation, online learning) with the aid of the new technology.

More specifically, the project proposes the development of an innovative course that will train students in digital and 21st century competences and the use of new technologies in Archaeology, will promote the Archaeological Excavation into an educational means (and offer an innovative educational experience with the assistance of new technologies, such as DB, GIS, laser –scanning, 3d models, digitalization, digital storytelling, augmented and virtual reality, and management of archaeological findings) and will provide theoretical knowledge of documentation standards in implementing Culture Conventions and EU legislation that allow for combating the illicit trafficking of cultural objects, the protection and promotion of cultural and natural heritage. The main target group of the project will be HE teachers/ students of Archaeology at EU level.

The course will support a blended learning process through an open platform (online learning) as well as face to face and on-site learning with a transnational mobility of students and their professors of Archaeology. The archaeologists like other cultural professionals need to up skill and be trained in new methods and tools in order to manage, document, preserve and promote the findings during and after the excavation field. In accordance to the European policies, we believe that a further integration and cooperation is needed between the HEIS across Europe, so to improve and the quality and effectiveness of their curricula and methods of excavation as well as the implementation of new technology in the archaeological sector. HEIs that participate in the project will enhance their offer to young archaeologists, as University students, enabling them to cope with a massive introduction of technology in this sector.

The project operational objectives will be:

- the co-design and co-development (with HEIs) of new (or improved ones) training to fill the gap in the curriculum of initial and continuing training for Archaeology with regards to the management, documentation and preservation of cultural heritage;
- The training of HE professors and students in order enable them to make use of the new technology;
- The evaluation of the devised online tools/trainings with HE students in order to fine-tune the product and methodology and the delivery capacity of trainers;

In DELTA project will be designed and developed a series of elements, meaning that it will include on-line training through platform and on - site training with practical assignments in the excavation. The course will be structured in a way to offer the appropriate knowledge through lessons, offered already by the Universities that participate in the project, but also there will a practical session of what the students have already learned in class in collaboration with their Professors/educators.

During the excavation, there will be offered the opportunity to students to put into practice what has been learned during class and there will be hands – on activities of using and managing the new technological tools. Each partner will be responsible for organizing the selection and sending of their students to the excavation, organizing special trainings in applying the digital methods and tools in the field.

The concept is to organize short training sessions in each country with the director of the excavation in charge, supervising his/ her students. The final phase of the training for students of Archaeological Departments includes an intensive study program where a small group of students from each University with their Professor/educator will be able to work together in multinational groups and benefit of the knowledge and skills exchange and thus, gain a different perspective from different Institutions in the project countries, participating from the same sector.

Communities of practices will be established in order for students from the project countries to exchange ideas and thoughts. Also, the project will inaugurate a creative dialogue among students and collaborations among Universities.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA203-062941
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Enhancing Universities' Sustainability Teaching and Practices Through Ecological Footprint
ΣΥΝΤΟΝΙΣΤΗΣ	ΑΡΙΣΤΟΤΕΛΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·UNIVERSITA DEGLI STUDI DI SIENA ·UNIVERSIDADE DE AVEIRO ·UNIVERSIDADE ABERTA ·Global Footprint Network
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

The main objectives of the project Enhancing Universities' Sustainability TEaching and Practices through Ecological Footprint (EUSTEPs) are to:

- 1) educate European university students – thus creating a future generation of environmentally-aware and sustainability-minded proactive European citizens – and the wider higher education community (teaching and administrative staff, and management bodies) on sustainability and related topics;
- 2) assess and reduce – via a collaborative participatory process involving the whole higher education community – the impact of European Union Higher Education Institutions (HEIs) on the planet's ecosystems through an advanced use of the Ecological Footprint (EF) concept and associated tools.

As education can influence our societies in many ways, the EUSTEPs project ingeniously interweaves conceptual knowledge of environmental, economic and social principles of sustainability with popular digital tools and innovative teaching and learning practices.

The project will provide the chance for Higher Education Institutions (HEIs) to come together to co-develop modules, materials and tools that are later on expected to become the blueprint for teaching and practicing sustainability in HEIs. In line with European Union requests, this new generation of sustainable citizen will contribute to act against climate change, for the transition to a low-carbon, resource-efficient sustainable economy.

In the last decade, an increasing number of studies has pointed out the role in altering the dynamics of the planet that humans have played, are playing and will still play in the future, if the sustainable trends of economies and societies around the world are not inverted. Meanwhile, the education system has gained a central role in easing the transition to a sustainable world and, with the adoption of the UN Agenda 2030 in 2015, it has been linked with 16 of the 17 Sustainable Development Goals (SDGs), and sustainable, equitable education has become a core objective of SDG target 4.7.

Given the EUSTEPs project's ambition to impact the European society in the long-run, a transnational strategic partnership is convened by bringing together members of the academia and the world-renown leading Non-Governmental Organization (NGO) in Ecological Footprint applications and dissemination:

under the coordination of the Aristotle University of Thessaloniki (Greece), the University of Aveiro (Portugal), the University of Siena (Italy), the distance-education-based Universidade Aberta (Portugal), and the NGO Global Footprint Network will collaborate to:

- 1) develop, test and scale-up a novel approach to sustainability teaching and learning (and associated teaching materials and MOOC), and
- 2) equip European universities with a tool to quantify and address the sustainability of their campuses. This cannot be achieved by universities working in isolation; rather, to ensure EU-wide relevance and applicability of the project outputs, the specific needs of different geographical and cultural contexts needs to be taken into consideration from the onset, thus requiring the activities of the EUSTEPs project to be carried out transnationally.

EUSTEPs thus sets to directly reach out to at least 400 undergraduate students, 100 master students, 8 PhD students, 25 teaching and 30 administrative staff, and the management bodies of the involved universities (e.g. rectors and directors of departments), as well as indirectly expand this audience to other universities within and outside the European Union via the EUSTEPs web-platform (and all the material therein).

The envisioned key outputs of the EUSTEPs project are:

- a series of teaching modules customized for the 4 project target groups (students, teaching and administrative staff, and management bodies), which are interactive, innovative and applicable at European level and beyond thus contributing to SDG 4;
- a University Footprint Calculator co-developed by academics, PhD students, administrative staff, and NGO representatives through a participatory process. This tool will allow users quantifying university's unsustainability drivers and initiating a process of lowering the impact of HEI (and of working spaces), thus contributing to SDGs 11, 12, and 13.

The ambition of the EUSTEPs project is that its outputs can set the basis for an innovative "learn-by-doing" approach that can be later on disseminated and scaled-up for adoption at the wider European level and beyond.

Ultimately, the project will contribute to creating a new generation of sustainable citizens, aware of the implications of personal behavior and trained on sustainability and digital tools, and introducing new professional expertise in the society, and in the future labor market.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA203-062952
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Higher Education Re-Engineering Through Active Learning for Growth
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ
ΕΤΑΙΡΟΙ	·VIRTUAL CAMPUS LDA ·AALBORG UNIVERSITET ·UNIVERSIDAD DE VIGO ·TALLINN UNIVERSITY
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Today's young generation will be called to address urgent challenges such as sustainable growth, quality in education, responsible natural resource management, mitigating climate change, addressing natural risks, fighting poverty, informing global health, and more. The challenges that our global society faces are daunting and the need for introducing solutions towards well-being and equity is pressing. Viable interventions often stem from a combination of engineering and economics practices as scientists are called to introduce effective socio-technical interventions within specific budgets.

Solutions to modern challenges do not stem from the deployment of knowledge from a specific area; they require the integration of knowledge from diverse fields. Education needs to be re-engineered in order to build the knowledge, skills, and mindsets that young adults need to become leaders and innovators in designing integrated, effective, and equitable solutions that ensure quality of life and social cohesion.

Engineering technology and business process innovation are on the cutting edge, evolving at a past pace; solutions that are considered groundbreaking at a point in time may become obsolete only a few years after their introduction as the result of their replacement by more powerful, flexible, and suitable approaches. The biggest challenge facing HE today is not simply building the foundational knowledge of young professionals; it needs to shape young adults that are problem solvers, high level and critical thinkers, innovators in the face of rapid evolution of technology and business processes, effective collaborators in multiple social contexts and large groups, and capable of learning independently throughout their lives in order to remain at the forefront of their fields.



Objectives

HERA addresses the interdisciplinary needs of HE in the fields of engineering and economics on making available modern educational offerings that help build the required high order problem solving skills for addressing emerging societal and industry challenges through innovative technology and business processes. HERA deploys active to expose HE students to complex challenges the solution to which requires the integration of interdisciplinary knowledge in engineering and economics in a manner that emulates real world problem solving processes. Furthermore, the project aims to build high order thinking skills such as non-routine problem-solving, communication, independent learning capacity,

entrepreneurial thinking, ability to evaluate information, ability to integrate diverse knowledge, ability to present solutions, and more.



Methodology and activities

HERA explores problem and project-based digitally-enabled educational design for re-engineering HE towards building young adults that have the potential to be innovators. This will be pursued through active, gamified learning that will challenge learners to collaborate, think entrepreneurially, and weave diverse knowledge towards introducing solutions to non-trivial problems inspired by 21st century needs.

Digitally enabling the problem-solving process will effectively increase class communication, knowledge exchange, peer learning, and collective skill building, contributing to the development of desirable transversal skills. Gamifying the problem solving process will promote active student engagement in learning through a sense of mission, a sense of affiliation, healthy competition, rewards, and social recognition by peers among other mechanisms. Furthermore, HERA aims to empower educators to integrate the proposed active, game-based learn interventions into classrooms through good practice guidelines thus enriching existing practices and promoting career satisfaction.

The proposed digitally enabled active learning framework will be designed, implemented, and validated with contribution by HE organizations in Greece, Portugal, Spain, Estonia, and Denmark ensuring that the result will have a European dimension.



Results

- An active, problem-based learning methodology for promoting modernization of multidisciplinary skills in engineering and economics
- A gamified virtual learning environment that applies in practice problem-based learning
- Educator support for facilitating the integration of outcomes into existing HE educational practices
- Good practice guidelines stemming from the validation of the proposed methodologies and tools with students



Impact

HERA promotes the modernization of higher education through the deployment of emerging problem-based pedagogical design that contributes to the alignment of skills to industry needs. It promotes bringing HE in the digital era through the design and implementation of innovative digital services for active learning. It promotes the development of instructor careers and the enrichment of instructor skills. And it promotes civic participation of young professionals through their engagement in industry and society.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA203-062969
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Διάλογος – Dialogue Down the Post-Truth Hole: Programmes and Tools for Digging Through Information and Beliefs in the Post-Truth Era
ΣΥΝΤΟΝΙΣΤΗΣ	EKKE - ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΚΟΙΝΩΝΙΚΩΝ ΕΡΕΥΝΩΝ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·A.R.E.S. scarl ·BURGAS FREE UNIVERSITY, BURGASKI SVOBODEN UNIVERSITET ·THE MANCHESTER METROPOLITAN UNIVERSITY ·UNIVERSITA TELEMATICA DEGLI STUDI IUL ·Colegiul tehnic "Ioan C. Stefanescu" ·UNIVERSITY OF KEELE ·UNIVERSITA TELEMATICA PEGASO ·UNIVERSIDAD COMPLUTENSE DE MADRID
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

The project "Διάλογος – dialogue down the post-truth hole: programmes and tools for digging through information and beliefs in the post-truth era" aims at fighting disinformation and false beliefs while promoting critical and scientific reasoning for a general improvement of the EU society.

With the old-but-gold Lisbon goal of a strong knowledge-based economy in mind, the consortium aims at developing and validating Critical Thinking-based curricula for HE and AE in 6 EU countries – Greece, Italy, Spain, the United Kingdom, Bulgaria and Romania – with a view to scaling-up the process of adoption to the whole EU. Via a cross-contamination between modern Critical Thinking programmes, coming from English-speaking countries, and the philosophical tradition of dialogue introduced by Socrates, an innovative, enriched and multidisciplinary form of education is shaped.

After a preliminary research phase, aimed at analyzing the state-of-the-art of Critical Thinking teaching in Europe, a key design phase will define learning outcomes, learning units and correspondent assessment tools for undergraduates and graduates in Soft Sciences, on one hand, and adult learners attending a different kind of programmes, on the other hand. A rigorous experimentation plan will test the effectiveness and soundness of the curricula on large cohorts of learners, before validating and disseminating officially the results.

An extensive Dissemination Plan, adopting a sort of "Guerrilla Thinking" approach, will be implemented. The Δ-game, aiming at deconstructing beliefs and stimulating complex reasoning, will be played during events with key stakeholders. Science Citizen Δ-Living Labs, involving experts and citizens in analysing daily problems within a scientific approach, will work as inquiry-based instruction for adults and key dissemination and awareness raising events.

The ultimate goal of Δ-project is "to make the delta", i.e. to make the difference between the current, widespread, superficial, a-critical thinking about big and little issues, and a deeper, more complex and productive style of reasoning, able to generate new ideas, resolving conflicts, enriching the involved perspectives and deliver innovation for the benefit of the whole community.

To pursue this goal, the Open Innovation paradigm is adopted, and the Quadruple Helix model is applied: while focusing on Higher Education learners and adults in lifelong learning as key change-makers in short and mid-term, the Δ -project looks at government and business representatives as key players for long-lasting improvement at system level.

The last project output, the Policy Paper, will provide educational stakeholders with practical guidance for adopting, adapting and further developing the Δ -programmes, in the (true) belief that providing people with the ability of thinking critically is a strong and longlasting form of empowerment, and empowering people means to empower the whole society.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA203-062984
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Strategic Corporate Social Responsibility - the Case of Europe
ΣΥΝΤΟΝΙΣΤΗΣ	ΔΙΕΘΝΕΣ ΠΑΝΕΠΙΣΤΗΜΙΟ ΕΛΛΑΔΟΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·BRNO UNIVERSITY OF TECHNOLOGY ·INSTITUTO POLITECNICO DE COIMBRA ·BANKU AUGSTSKOLA ·UNIVERSITAT DE GIRONA ·UNIVERSITE DE LILLE
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου



Background and Objectives

The goal of the project is to promote strategic approach to CSR in both education and business environments. The idea of Strategic CSR has not been developed so far as regular course at partner universities and the companies, even if aware of the importance of CSR, hardly include it in their strategic plans. As a result of these two facts, the consortium decided to develop a new course on Strategic Corporates Social Responsibility that can be integrated with their study programs either as regular or elective course, depending on the program's needs.



Participants

The project is targeted at students and staff of the participating institutions as well as representatives of business environment and other social partners. 72 students and 28 teachers (including 4 external experts) will take part in the planned short-term mobilities, while the remaining beneficiaries will be able to use the project results: course curriculum, supporting teaching material and the collection of case studies. The partner universities are active in different fields of study (business, humanities, law, engineering, health services etc.) and they function in different geographical, social and cultural contexts. In the programme, students will be working in multinational and multidisciplinary teams, so that their projects encompass different areas of knowledge and different economic and legal systems.



Activities

The following activities are planned in the project:

1. Developing a new course Strategic Corporate Social Responsibility and the supporting teaching materials;
2. Organizing intensive programs for students in order to test the outputs;
3. Collecting the case studies; supporting and promoting the most interesting student projects in the area SCSR.;
4. Organizing multiplier conferences to disseminate the project's intellectual outputs;

5. The usual project tasks: organization of transnational meetings, general management, monitoring of activities and evaluation of results, promotion and dissemination activities.



Methodology

All project activities are coherent and inter-related. The project work has been planned for 3 years, with main stages starting and ending with a partner meeting. During the preparation of this project proposal we have specified which institutions will be responsible for coordinating the individual activities, and we have established the communication channels between the partners. A strong emphasis is put on monitoring the progress of the project work, reporting and evaluation both at the project level, and in individual activities. The tasks include also promotion and dissemination activities to reach a wide target group and to ensure the sustainability of the project results.



Results and Impact

All project activities and results correspond to the priorities of the Erasmus+ programmes and objectives of the Strategic Partnerships action. The project enhances social awareness and promotes constructive change in companies. It helps equip students with practical knowledge and skills needed to include the CSR in the strategic processes of companies. The attendance in intensive programs is also an opportunity for them to gain soft skills sought on the labour market.





Επαγγελματική Εκπαίδευση & Κατάρτιση

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ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-062475
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Free from Addiction, Safe from Abuse
ΣΥΝΤΟΝΙΣΤΗΣ	ΣΥΝΔΕΣΜΟΣ ΜΕΛΩΝ ΓΥΝΑΙΚΕΙΩΝ ΣΩΜΑΤΕΙΩΝ ΗΡΑΚΛΕΙΟΥ ΚΑΙ ΝΟΜΟΥ ΗΡΑΚΛΕΙΟΥ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·M&M Profuture Training, S.L. ·MTU NAISTE TUGI- JA TEABEKESKUS ·NORTHERN IRELAND RAPE CRISIS ASSOCIATION ·UNIVERSITY OF CRETE ·University of Iceland ·UNIVERSITY OF TARTU
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	30 Μήνες

Περίληψη Σχεδίου

“FASA” project is a Strategic Partnership supporting innovation in the field of vocational Education & Training. It aims at Enhancing the Work-based skills of Social Care Practitioners in the field of Intimate Partnership Violence victim support, through Capacity Building on the topic of Treatment of Victims of Intimate Partner Violence (IPV) with Substance Abuse problems.

The project focuses on the creation of specialized training material & tools, to improve the work-based competences of social care professionals & to facilitate the implementation of innovative interventions based on the multi-agency approach. It addresses the necessity for the development & dissemination of comprehensive VET material (manual & course); as well as Online learning tools for practitioners, on victims support when working with victims of IPV with addiction.

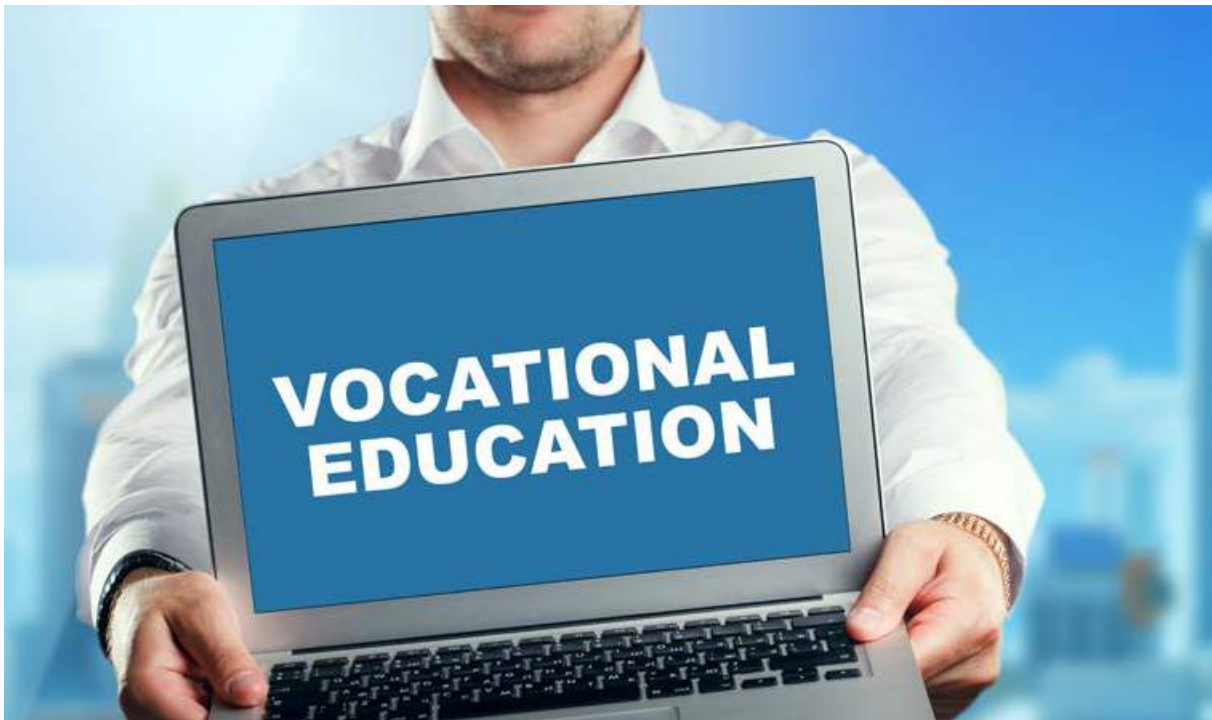
So far, despite the fact that there is significant correlation between IPV & substance (drugs, alcohol) abuse, the majority of support/treatment programmes operates on a separate level. It is not frequent for practitioners & volunteers to receive specialized training on addressing victims with addiction & there is no training material available that complies with ECVET principles & is openly accessible. FASA proposes the development of innovative tools to facilitate professionals apply substance abuse & victim support simultaneously, as problems of one multi-sided phenomenon. Through FASA training material & intervention methods as well as distant learning tools that will be relevant for organizations across Europe, will become available for free, online, in all project languages & English.

The main aims of the project are:

- Improve social care professionals’ work based skills;
- Improve of the support services for women & children suffering from IPV through educational methods for professionals/volunteers;
- Promote innovative & focused practices on victim support programs & substance abuse treatment;
- Improve social care professionals’ skills in substance abuse treatment to early identify the violent behaviors &/or the risks of IPV;

- Reinforce cooperation, exchanges & multi-agency collaboration between substance abuse & IPV organizations.

FASA is lead by the Union of Women Associations of Heraklion Prefecture (UWAH) & brings together Civil Society Organizations engaged with victim support; Higher Education Institutions in the field of gender based violence & IPV; & VET provider experts.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-062479
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Promoting Employability Through Social Solidarity Economy
ΣΥΝΤΟΝΙΣΤΗΣ	ΙΝΣΤΙΤΟΥΤΟ ΙΝΕ-ΓΣΕΕ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·ADEPES Mouvement pour l'Économie Solidaire Occitanie ·GREEN NETWORK OF ACTIVIST GROUPS ·ENAIIP VENETO I.S. ·INE GSEE INSTITUT DU TRAVAIL DE LA CONFEDERATION DU TRAVAIL DE GRECE ·Ekumenická akademie ·DOCK SYNERGATIKOS XOROS KOINONIKIS KAI ALLILEGGYAS OIKONOMIAS
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

The central idea of the project is to implement and promote the framework of Social Solidarity Economy (SSE) in Vocational and Educational Training (VET), while the vision is a comprehensive training and professional development of younger generations, which integrates alternative socio-economic models in their framework of ideas and attitudes.

Although a lot of work has been done on the positive social effects of SSE, less attention has been paid on the positive effect that SSE has on employability, when today, the SSE sector provides paid employment to 6.3% of the working population in the EU-28, compared to 6.5% in 2012.

Furthermore, the project understands VET and especially CVET as a tool for social change: VET could prepare students for a broad occupation within loosely defined vocational streams rather than workplace tasks and roles associated with particular jobs.

In this sense the project has a threefold scope and related objectives:

- First, to make SSE a visible and familiar concept to the labor market with regard to social inclusion, employability and sustainability while introducing elements of competence profile of SSE VET-Trainer.
- Second, to provide VET trainers with innovative teaching methods and tools by implementing alternative pedagogical experience (SSE in training).
- Third, to empower trainers and therefore trainees with new approaches, skills and competencies coming from SSE in their attempt to enter the labor market.

This approach and challenges should not be addressed locally or even nationally but at a European level (and if possible, taking into account an international approach). In this framework, the different Cultural backgrounds (essential in SSE), national frameworks for Qualification (essential for VET) are brought together and work as a synergetic field.

The direct target groups of the project are:

- Local and national VET providers; trainers; mentors.
- Career Opportunity Advisors.
- Policy and decision-makers and in particular the statutory bodies responsible for the development and implementation of the European/National Qualifications Framework.

Indirect target groups:

- Tertiary education Graduates as part of “Young people neither in employment nor in education and training (NEETs)”.
- Young graduates of secondary vocational/general education level (age 18-30).
- Local, national and European SSE organizations.

Therefore, the expected results of the project and on its completion are:

- A VET Trainers’ Guide on SSE (skills, competences, knowledge, learning outcomes). It will introduce the SSE occupational area in VET system and particularly manual needed to trainers.
- A common package of VET training modules on SSE. The modules will offer increased knowledge and innovative methodologies for VET providers to deliver more innovative curricula; provide improved knowledge on SSE for VET trainers, as well as a multicultural experience.
- Pilot Testing of the material among VET trainers in every partners’ country and in one international training activity.
- Advocacy for the inclusion of VET training modules in VET curricula at European and national levels. In this sense, the partnership will: develop and mainstream concrete joint strategies for SSE organizations to advocate for VET curricula innovation.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-062593
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Upskilling Disabled People with Digital Skills Applied to Accessible Tourism Jobs
ΣΥΝΤΟΝΙΣΤΗΣ	ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΟΥ ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΟΥ ΠΡΟΣΑΝΑΤΟΛΙΣΜΟΥ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·INFODEF, INSTITUTO PARA EL FOMENTO DEL DESARROLLO Y LA FORMACION SL ·Zavod ODTIZ ·INNOQUALITY SYSTEMS LIMITED ·Asociación La Bien Pagá Espacio Escénico ·ISTANBUL GOVERNORSHIP ·AEVA/ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO ·DEVELOPMENT CENTER FOR PEOPLE WITH DISABILITIES AND THEIR FAMILIES
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

Europe is a key cultural tourism destination thanks to an incomparable cultural heritage. The EU recognizes also the importance of culture as part of the European tourism experience and as an element that can enhance the profile of Europe as a global destination.

Accessible tourism is about making it easy for everyone to enjoy tourism experiences. Is not only a social responsibility, it can boost also the competitiveness of tourism in Europe and its market size has been estimated in 780 million trips. Tourism enterprises need to recruit people with the right skills in order to address the growing number of older and disabled visitors, but training courses in skills related to accessible tourism are relatively scarce in Europe.

The group of specialists that deliver accessible environments and services necessary to tourism businesses, such as web designers and information managers, who apply their ICT skills to make the information systems accessible to people with disabilities, is essential to the tourism industry. Nevertheless, their training needs and skills shortages in accessible tourism remain unattended.

The incipient Online Accessible Tourism industry is an infrequent case in which disability can be not an obstacle but a competitive asset for the labour market, as they have direct personal knowledge and experience about the barriers and needs that people with disabilities experience in tourism.

Disabled people are therefore in the best position to design and set up new Online and ICT based services and resources for accessible tourism in Europe. Nevertheless, the use of this new niche remains mostly underexplored and underexploited for disabled people. Two main factors are limiting their possibilities. Firstly, the identified lack of VET courses in accessible tourism for ICT based specialists. Secondly, a prevalent lack of Digital skills in the collective of people with disabilities.

The project TOURISTIC aims to find new and innovative answers to all these challenges by upskilling disabled people in Digital Skills applied to the design of innovative commercial services and products in Online Accessible Tourism, creating new skills pathways and labour opportunities for disabled people

in Europe, supporting ICT-based teaching and assessment practices and promoting the transparency, validation and recognition of skills and competences acquired through OER.

8 European VET experts and providers, companies and intermediary bodies in the fields of Tourism and support of disabled people from 6 countries (Greece, Ireland, Portugal, Turkey, Slovenia and Spain), will work together to carry out the following Outputs:

- I01** European Framework of Reference on Digital Skills for Accessible Tourism
- I02** TOURISTIC Virtual Campus. Includes the following Open Educational Resources: (i) an On-line Instructional Guide on Digital Competencies for Virtual Learning; (ii) a set of structured Training Modules (iii) VET Open Online Courses (VOOC)
- I03** TOURISTIC Mobile Assessment App
- I04** Guidelines to foster transparency and recognition of Digital Skills for Accessible Tourism in Europe

Target users and beneficiaries are: **(i)** I-VET and C-VET teachers, trainers and managers **(ii)** Disabled people. TOURISTIC will involve directly 93 VET and in company teachers and trainers (32 partners' staff / 36 experts involved / 25 target users in pilots), 125 Disabled people (in pilots) and 500 stakeholders. At local, regional, national and European level the project will reach a minimum audience of 1000 recipients through the project dissemination activities.

The project will use European frameworks of reference, such as EQF and ECVET, to promote new learning pathways and boost transparency, recognition and mobility in Europe. Key sectorial and VET associated partners and stakeholders from the fields of Tourism and Disabilities, involved in the project, will support the dissemination of products and mainstreaming of final results.

The project will have a direct positive impact in: **(i)** partners and organizations involved in the project activities; will improve their training methods and tools; the teaching skills and competencies (including digital skills) of their trainers and teachers; the quality and relevance of their VET courses **(ii)** the disabled people participating in VET will improve their Digital Skills for Online Accessible Tourism, opening new opportunities for training, job and mobility **(iii)** the Tourism sector will count with new training instruments to improve the competitiveness of the sector and support its transition towards a more accessible tourism offer.

The envisage long term impact of the project will be a strengthening of the Digital skills and the VET systems in Europe.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-062889
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Agrofood Sustainable Goals
ΣΥΝΤΟΝΙΣΤΗΣ	ΟΡΓΑΝΩΣΗ ΓΗ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·NATIONAL PLATFORM OF DEVELOPMENT NON GOVERNMENTAL ORGANISATION ·BIOSENSE INSTITUTE-RESEARCH AND DEVELOPMENT INSTITUTE FOR INFORMATION TECHNOLOGIES IN BIOSYSTEMS ·ENOROS CONSULTING LIMITED ·UNIVERSIDAD DE GRANADA ·UNIVERSITY OF ZAGREB UNIZG
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Agro-food is an important economic driver for EU. It emerged as one of the most prominent domains with EU regions smart specialization strategies. (Agro-food EU Cluster Observatory 2/2017). Agriculture continues to play an important role in many areas, and in some regions it also contributes to economic growth.

The evolution from the Millennium Development Goals (MDGs) to the Sustainable Development Goals (SDGs) reflects the changing approach to global development. This approach, based on sustainable development and human rights, is fully consistent with EU values and principles. The 2030 Agenda and its 17 SDGs are universal and apply to all countries at all stages of development. Agro-food systems from production, to processing, consumption, nutrition and recycling food waste, plays an important role in terms of SDGs targeted to employment and environmental sustainability are at the center of the sustainable development agenda. It is estimated that a global agriculture and food system in line with the SDGs, could create new economic value of more than EUR 1.8 trillion by 2030. Sustainable agricultural and food production practices are expected to create over 200 million full time jobs globally by 2050.

AGROS contributes concretely to the uptake of the actions and priorities of the “Skills for green jobs (Cedefop 2017)”, the EU Digital Agenda and the New Skills Agenda. AGROS brings 7 key partners from 6 different countries (GR, CY, ES, LT, RS & HR) which are dealing with Agro-food sector, green skills and Education, providing coherent response to the challenges facing the sector by complementing and adding value to existing initiatives. The main objective is to enhance knowledge of the professionals in Agro-food sector across EU, retrain and upskill workers employed in other sectors and/or people currently unemployed by transferring a dynamic methodology and a set of materials based on SDGs and innovative approaches related to Food, strengthening cooperation between industry and education (IO1, IO2), provide professionals/ educators/ trainers a new assessment tool which will give them the opportunity to assess their skills related on the new demand skills of the Agro-food sector and the SDGs (IO3), to fill the skills gap in this sector and to raise awareness of Agro-Food Careers and tools via the creation of a dedicated Hub (IO4).

Considering that the identified challenges and needs regard not only the participating countries in specific, but the majority of EU countries and that the efforts of the EC in designing strategies targeting to diminish skills gaps aim the whole of the EU, the aim of the project could not be treated only at national level as all the aforesaid affect the competitiveness of the EU as a whole in being a top performer in Agro-food sector adopted the SDGs.

Apart from the results outlined in subsequent sections, AGROS will manage to develop innovative Training Courses with methodology and tools for professionals working in the field of Agro-food sector and a space for all relevant stakeholders to exchange good practices about this specific field.

The project's expected results are the following:

- Change the way of thinking of different communities in the partner's countries, to a more comprehensive approach, establishing the food sector in one of the most attractive areas in EU.
- Establish a new integrated approach to create real impact through a balanced and synergistic relationship between industrial development, academic research and innovation, and coupling private and public end-users requirements.
- Spread the seed, stimulate new and cutting-edge integrated activities and develop actions designed to successfully react to modern challenges.
- Boost the sustainable economic growth of the EU food sector, upgrading the services of the food environment, its resources and the cultural heritage in the most sustainable way.
- Offer new chances to implement professional skills of interest for the Agro-food sector.
- Boost self-employment, through the active empowerment of young people in with actions that support the effective implementation of the Investment Plan for Europe and foster the creation of economic activity with a special focus on them.
- Promotion of business initiatives for the sustainable development of rural areas.
- Enhance the human development, and ultimately achieve the global goals.

AGROS project is expected to have an overall impact on professionals working in Agro-food, VET providers, VET learners as well as local communities. The proposed project promotes the implementation of interactive activities to increase the necessary skills and expertise to address the modern challenges and to find new opportunities in line with the SDGs.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-062906
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Certification and Qualification: Coordinators for Domestic Violence Strategic Intervention
ΣΥΝΤΟΝΙΣΤΗΣ	ΑΠΟΣΤΟΛΗ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Asociatia Catharsis, Asociatia pentru Dezvoltarea Serviciilor Sociale si Educationale CATHARSIS ·ARISTOTLE CERTIFICATION TRAINING AND ASSESSMENT ACTA SA ·DIMITRA EDUCATION & CONSULTING SA ·ROYAL BOROUGH OF KENSINGTON AND CHELSEA ·Nodibinājums «LELB Diakonijas centrs»
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	30 Μήνες

Περίληψη Σχεδίου

Domestic violence (DV) and violence against women and girls (VAWG) is a global pandemic which affects not only its victims but also the development of entire societies and countries. Despite some progress in Northern Europe, levels of DV and VAWG remain high throughout the European region. In most EU Member States, until relatively recently, DV and VAWG were considered a private matter in which the state played only a limited role. According to Council of Europe, 15% of women in Europe are victims of this serious form of gender-based violation of human rights.

Over the last decade, the majority of EU Member states implement interventions to face and prevent violence cases. The success of interventions depends on whether the processes that are institutionalized centralize victim safety, improve offender accountability, and work to change the climate in the community from tolerance to intolerance of DV. Many different professionals are engaged in implementation of interventions, which include, early detection, follow-up investigations on active cases, conducting interviews, obtaining warrants, making arrests, providing shelter, set up preventing measures and cooperating with many authorities or organizations.



Need

This complex and accelerating situation is radically impacting upon the role of professionals working on DV and VAWG interventions, giving rise to an emerging occupational role of the 'Domestic Violence Coordinator (DVC)' - a professional who works in DV and VAWG issues. This occupational role extends beyond, for instance, social workers, psychologists, lawyers, health care professionals etc. Furthermore, there is a common need to many EU member states to develop a certification scheme for the role of DVC.



Project aims and Objectives

Currently, job descriptions and levels of skills and influence differ vastly across European countries, and there is no standard Qualification Profile nor a Certification Scheme that focuses on certifying common competencies and skills to support the role of DV Strategic Coordination. The DV field in Greece and

partner countries, Romania, Latvia and the UK is focused on supporting a range of front line roles. The CQ4DVCI project addresses this gap. Our objectives are to:

1. Develop a detailed Qualification Profile.
2. Develop European Core Curriculum according to Qualification Profile. The requirements of the KSCs in the Learning Outcomes will be addressed by a specifically designed Curriculum, which will be based on the EU Core Curriculum.
3. Implement and pilot a blended learning course for DVC leading to certification.
4. The European Professional Certificate for DVC will be developed at EQF Level 5 according to the certification standard requirements for personnel certification programmes (specifically ISO/IEC 17024:2012 Conformity assessment – General requirements for bodies operating certification of persons).
5. Design and run an e-platform with learning resources and virtual network that will accommodate the Blended Learning and the Certification process.



Partnership

The project brings together 7 partners from 4 European countries, forming a transnational cooperation partnership with a balanced regional geographical representation of the Erasmus+ Area and with qualitative representation of countries that depend heavily on the DV and VAWG. Training, occupational standards and profile, according also to EQF, should be developed with the input of various EU countries in order to achieve alignment.



Impact and Long Term Benefits

- Promotion of European Cooperation among various countries
- Creation of new employment paths for professionals in DV and VAWG
- Provide complementary and sustainable development options for professionals
- Boost the performance of professionals and services
- Offer new approaches to identified issues and needs
- Developed training tools and materials that will be open for the public to use
- New certification scheme to remain after the end of the project

ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-062909
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	3D Printing in VET
ΣΥΝΤΟΝΙΣΤΗΣ	ΚΕΚΑΠΕΡ-ΠΕΡΙΦΕΡΕΙΑΣ ΚΡΗΤΗΣ-ΤΜΗΜΑ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ, ΕΚΠΑΙΔΕΥΣΗΣ ΚΑΙ ΑΠΑΣΧΟΛΗΣΗΣ, Δ/ΝΣΗ ΑΝΑΠΤΥΞΗΣ Π.Ε.ΡΕΘΥΜΝΗΣ-ΠΕΡΙΦΕΡΕΙΑΣ ΚΡΗΤΗΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·European Education & Learning Institute ·WYKSZA SZKOŁA EKONOMII I INNOWACJI W LUBLINIE ·INERCIA DIGITAL SL ·UNIVERSITA TELEMATICA INTERNAZIONALE-UNINETTUNO ·KARLSRUHER INSTITUT FUER TECHNOLOGIE ·Escola Técnica de Imagem e Comunicação Aplicada ·CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Even though 3D printers have been around for almost 30 years, the recent rise of low-cost printers has led some to proclaim the onset of a new industrial revolution. Schools and libraries all over the world are bringing these powerful tools to students in classrooms and dedicated “makerspaces” where they are accompanied by other fabrication tools. For example, China is putting 3D printers in each of its 400,000 elementary schools. In the U.S., are adding 3D printers into schools at a good rate, particularly into CAD programs, but also into traditional art and social studies classrooms and even business programs.

If 3D printing is starting a new industrial revolution, it is well on its way to revolutionizing teaching and learning as well. The result of bringing these tools into classrooms is a rekindling of the powerful pedagogy of hands-on learning. As 3D-VET project demonstrates, 3D printing leverages hands-on learning to deepen our educational approach to traditional educational subjects. Equipping learners to understand the application and potential of this new type of technology will be important to helping prepare them for a world in which similar technologies will be increasingly commonplace, particularly in STEM contexts.

3D printers are gaining popularity internationally across education. So far the technology has been restricted largely to Design and Technology (DT) classrooms. There is considerable potential, however, for them to be used within a range of educational subjects, for example to enable links to be made between mathematics, design and physics in a similar way to, for example, ‘sound’ enabling links between music, physics (wave properties), biology (hearing) and engineering (concert hall design).

In recent past years, inception of 3D printing has reached to reality and growing fast with pace to develop new technologies for almost all fields. In Greece growth of 3D printing technology and its application in multiple areas for the benefit of society is often limited by various users. Globally, 3D printing on larger scale is used to empower educators and learners in order to create more effective ways of learning and to perform better with 3D printed models in classrooms. This project addresses the increasing

need of use of 3D printing technology in educational environments and discuss numerous examples of the same field already applied in Europe.

3D printers have a powerful role to play in the classroom. In addition to strong curricular connections to modern standards, these machines support 21st century pedagogies that not only engage students in their present learning but teach them how to be “tinkerers” in learning the rest of their lives. Schools and training institutes wishing to introduce 3D printing technologies into teaching of STEM and design subjects need to factor in time required to train teachers and embed new approaches to teaching. This allows teachers starting from a lower base of expertise in 3D technologies adequate time to reflect on the various possibilities and to work with other teachers to develop and implement their ideas.

The project highlights the need for good quality upfront training of teachers when introducing new technologies including teaching approaches, and effective use of 3D printers in education. And will do so by providing a competitive training programme specialised for the VET teachers and educators, based on international experiences. The training programme will support teachers and educators to acquire the knowledge, skills and competencies needed for the use of 3D printers on several educational subjects being taught in VET sector.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-062953
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Innovation Transfer Ready SMEs
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΛΟΠΟΝΝΗΣΟΥ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·MEATH COMMUNITY RURAL AND SOCIAL DEVELOPMENT PARTNERSHIP LIMITED ·INNOVADE LI LTD ·MALTA COLLEGE OF ARTS SCIENCE AND TECHNOLOGY ·Innovation Training Center, S.L. ·CHAMBER OF COMMERCE AND INDUSTRY OF SLOVENIA
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

After years of economic and political crisis, resilient economic growth has returned to Europe, unemployment is falling and Europe is ready to set the foundations for its future. Small and medium-sized enterprises (SMEs) and entrepreneurs are crucial for identifying new avenues to more sustainable and inclusive growth, because of their twin roles in creating and diffusing innovation and providing employment (OECD, 2014).

Changing demographics, in an ageing population, climate change, the rise of globalisation and notably with digitalisation and digital technologies, that are merging the digital and physical spheres, are drastically altering the nature, mechanisms and impacts of the innovation process. To fully reap the benefits of innovation, a change in business model is needed. Many disruptive innovations are being introduced quickly on to the market, bringing about complete game change scenarios into increasingly converging industries and markets. The 2018 European Innovation Scoreboard ranked all the countries partnering in the InTraRed project as either modest or moderate innovators; therefore the introduction and implementation of the proposed InTraRed project offers real exploitation potential.

The aim of the InTraRed project is to foster the innovation management within SMEs through the building of new learning partnerships between the world of work and the world of VET provision. VET providers are the key educational bridge between SMEs and education. There is a fragmentation in the innovation management process and the onus is on VET providers as key education stakeholders to address it. To meet these challenges, the InTraRed project will develop and provide the following:

- (1) a bespoke, modular curriculum to support business owners and functional team leaders in the SME sector develop the required skills and competences in innovation management to enable them to introduce formalised innovation processes in their companies and rapidly bring new innovative products and services to the market
- (2) a tailored in-service training programme to ensure that VET professionals are equipped to deliver the new innovation management curriculum tailored to the needs of their SME client group

- (3) a mobile-friendly learning platform built to maximise interaction and engagement providing instant access to our high-impact learning materials namely the InTraRed Innovation Management Curriculum and the In-service Training Programme for VET professionals, trainers and coaches.
- (4) a library of real-life case stories of innovation leaders in the SME sector
- (5) a thought-provoking Policy Paper titled Innovation Management in the Age of Disruption

The consortium consists of 6 partner organisations from six EU member states (GR, IE, MT, ES, SI and CY) and between them cover a wide range of expertise and experience related to the scope and aims of InTraRed and have a pan-European outreach in their activities. These partners represent a range of geographical, social and educational backgrounds which will help to ensure the successful implementation of the project.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-062997
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	DTRaIN - Design Thinking for Entrepreneurship in Agri-Food Sector
ΣΥΝΤΟΝΙΣΤΗΣ	ΠΕΡΙΦΕΡΕΙΑ ΚΡΗΤΗΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·EUROPEAN CENTER IN TRAINING FOR EMPLOYMENT/ EVROPAIKO KENTRO KATARTISIS GIA TIN APASCHOLISI ANONYMI EKPAIDEFTIKI ETAIREIA ·SQLEARN AE ·LDI UG (haftungsbeschränkt) ·Centro Machiavelli S.r.l. ·UNIVERSIDAD DE VALLADOLID ·MEDITERRANEAN AGRONOMIC INSTITUTE OF CHANIA
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	32 Μήνες

Περίληψη Σχεδίου

The European commissions' Entrepreneurship 2020 action plan focuses on "reigniting the culture of entrepreneurship in Europe and nurturing the new generation of entrepreneurs", as an area of an immediate intervention. "Smart Specialization" is the collective process that more than 170 European regions and 16 countries are now using to identify their strengths and their opportunities (<http://s3platform.jrc.ec.europa.eu/s3-platform-registered-regions>). It is based on a strong partnership between business, public sector and knowledge institutions to jointly design and implements their research and innovation investment strategies. In fact, the vision of Crete's development plan under the NSRF 2014-2020 is a "dynamic and sustainable Crete".

Dynamic in the sense of having an integrated strategy to exit the economic crisis by investing and strengthening the interconnection and export orientation of the agri-food sector, which is one of the four dynamic sectors identified in the context of the smart specialization of the regional economy of Crete. The same vision is registered in "smart Specialisation" plan of DTRaIN partners regions, identifying the agri-food industry as a dynamic sector for entrepreneurship and local development.

Professionals working in the agri-food sector lack the skills for the fortification of local products brand names, and to face the challenge of the constantly changing and highly competitive economic environment. The Design Thinking methodology has been used to revolutionize entire industries and establish an enviable competitive advantage for their companies. Focused on listening, user empathy, whole-brain thinking, collaboration, and experimentation, Design Thinking can be applied in any field and product development to business planning and beyond. Best of all, it is believed that it is teachable to managers and scalable throughout a company.

Based on the above, the DTRaIN Project objective is to revitalize the production in the agri-food sector of partners regions, by promoting the acquisition of high-quality skills for managing staff and entrepreneurs working in the sector. To address this objective, a European "Design Thinking" professional profile will be developed, based on a qualification scheme for validating learning outcomes, according

to ECVET recommendations, and in line with ISO 17024 norm. More specifically, the aims of the DTRaIN Project are:

- Design a VET Curriculum and develop training content (EQF 4-5) for professionals in the agri-food sector, willing to upgrade their skills in Design Thinking for innovation methodology.
- Design an innovative educational model based on a learner-centered approach, in a flipped classroom ubiquitous environment.
- Develop training material based on the Educational Model.
- Produce a Qualification scheme development.

Direct target group and users of the training material will be professionals managing staff in agri-food companies that act as work-based trainers in their companies as well as educators in initial and continuous Vocational Training Institutes (EQF level 4&5).

The Project implementation has been articulated in sequential activities grouped in seven work packages to achieve the fixed goals, carried out in close cooperation by all the institutions involved. The expected impact of the project is:

- The improvement of the occupational qualification and professional skills of professionals working in the agri-food sector, in establishing a strong brand name in markets.
- The updating of the professional profile of learners being certified under “DTRaIN qualification scheme” as Design thinking, allowing easier mobility across companies and countries.
- Vet institutes to enrich their training services and pieces of training including an “innovative educational model” for implementing a VET curriculum delivering training content (EQF 4-5) for professionals in the agri-food sector, that can lead to a certification.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-063001
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	ARISTOIL capitalisation
ΣΥΝΤΟΝΙΣΤΗΣ	ΕΟΕΣ ΕΥΞΕΙΝΗ ΠΟΛΗ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Med.O.R.O. scarl ·ΕΥΡΩΠΑΙΚΟ ΙΝΣΤΙΤΟΥΤΟ ΕΧΕΛΙΧΙΣ ΚΑΙ ΟΛΟΚΛΙΡΟΣΙΣ ·Centro Machiavelli S.r.l. ·MINISTRY OF AGRICULTURE AND FORESTRY ·SVI.MED CENTRO EUROMEDITERRANEO PERLO SVILUPPO SOSTENIBILE ONLUS ASSOCIAZIONE
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	30 Μήνες

Περίληψη Σχεδίου

The project aims to reinforce the olive oil sector through capacity building for the production of high quality olive oil with health protective properties. The project will focus on the exchange of good practices in olive oil producing countries and aspires to create a pool of adequately trained stakeholders of the olive oil sector, namely: producers, olive millers, bottling companies etc. who will be able to add value to their final product.

The project builds on existing know how developed within ARISTOIL project co- financed through Interreg Med programme regarding the Reinforcement of the Mediterranean olive oil sector competitiveness through development and application of innovative production and quality control methodologies related to olive oil health protecting properties.

ARISTOIL has developed a database with approximately 2500 producers from Mediterranean who have already benefited from the project and participated to trainings. These producers whose number increases in the course of time can benefit also from a new project, the one proposed, which will focus not on experimentation and pilot testing anymore but instead on intensive training on topics that have been identified as crucial for all stakeholders to know in order to ensure olive oil of high quality and high competitiveness to the international markets.

Training topics will be adapted to the needs of each stakeholder category, as identified by ARISTOIL project. In addition, past project under ERASMUS+ with title ECOLIVE has developed tools on distance learning regarding Organic production of Olive Oil which is going to be used to the extent that fits the purpose of the current proposal. SVIMED one of the partners of the proposed action had been a partner in ECOLIVE project too, so it will be them who will transfer this know-how to the current partnership.

Producers will be trained on harvesting techniques, selection of the time for harvesting, plant protection and integrated pesticide management, olive mill selection criteria, organic production and integrated production management.

Olive millers will be trained on olive oil management issues (standby temperature prior to pressing, cleanliness, etc.), temperature and time of kneading, centrifugation in the absence of water, Minimization of waiting time of olive oil in tanks before filtering. Bottling Companies will be trained on Ideal storage and bottling conditions for olive oil. Classification of olive oils with hygienic and organoleptic features.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA202-063019
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Interactive Curriculum Development for Technical Vocational Education and Training
ΣΥΝΤΟΝΙΣΤΗΣ	ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·bit Schulungcenter GmbH ·Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME ·UNIVERSITY OF CYPRUS ·PANEPISTIMIO AIGAIΟΥ ·PEMU PLASTIC COMPANY LIMITED BY SHARES PEMU ZRT
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	34 Μήνες

Περίληψη Σχεδίου

The ICD-4TVET project's main objective is to develop an open innovation concept and an approach to optimize and accelerate the process of creating curricula in the technical VET sector, in order to:

- a) enable Europe's VET institutions to keep up with the demands of the labour market and
- b) enable VET Learners/ Graduates and workers to pursue a successful career in terms of school and profession;
- c) foster quality improvements, innovation excellence and inter-nationalization at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders.

This practical contribution is expected to be achieved by suggesting an Interactive Methodology for VET Curricula development able to incorporate market trends/needs, and respond to them in a fairly limited amount of time. This will be implemented through a digital platform with the appropriate tools to modify the curricula automatically. The digital platform developed in the context of the project will enable the labour market actors to define their needs as they occur on the basis of ESCO, so the other stakeholders—ranging from national authorities to individual VET schools—can adapt swiftly to these needs with the creation of adequate, flexible curricula and training programs.

The project's target groups include stakeholders involved in the process of VET education provision, i.e. VET Graduates-Learners, VET Providers, National Authorities, and businesses that employ VET graduates. Throughout the project's outputs, it is expected that:

- The communication between different stakeholders in creating VET curricula will be simplified and accelerated.
- An innovative methodology on developing VET curricula corresponding to the labour market's needs and demands will be created.
- A systematic approach to create and manage VET curricula will be developed-within a modular, segmented, digital system.

- The individual validation process concerning competences and qualification through a standardized - but adaptable - assessment system will be supported (based on ESCO, the multilingual classification of European Skills, Competences, Qualifications and Occupations).
- The ICD-4TVET Methodology and platform will be pilot tested in the fields of plastic industry, metal industry and ICT.
- Future trends and promising recent technologies and innovations will be identified.





Εκπαίδευση Ενηλίκων

adult education



ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062498
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Good Food Good Mood
ΣΥΝΤΟΝΙΣΤΗΣ	ΚΟΙΠΟΔΙ, ΟΙΚΟ ΚΟΙΝΩΝΙΚΟ ΟΙΚΟ ΠΟΛΙΤΙΣΤΙΚΟ ΔΙΚΤΥΟ ΦΟΡΕΩΝ ΤΟΥ ΔΗΜΟΥ ΧΕΡΣΟΝΗΣΟΥ
ΕΤΑΙΡΟΙ	·INGEFIEX - Asociación para la Innovación, Energía, Cultura y Deporte ·Beyoglu Halk egitim Merkezi ·ASSOCIAZIONE CULTURALE JUMPIN
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

The main goal of the project is to bring knowledge and efforts to people about the common cultural heritage "Mediterranean Diet & Cuisine" as also about the value and meaning of locality in general (recipes, habits, local products, culture, people as persons and society). Health and longevity, Mediterranean way of living based on an ideal diet that is connected with the traditional cooking and family, society, culture values is something important that can be learned, promoted and supported.

Cooking traditionally helps people to avoid more and more the processed foods and appreciate home cooking meals, pure ingredients, cook and eat with company and family. Cooking traditionally also helps the organizations to keep alive the traditions and organize open food festivals that brings people together and contribute to social cohesion.

Cooking traditionally is at the basis of the Mediterranean diet and cuisine. Sharing food and feelings with family and friends, using the local products that differ from season to season give a special meaning and can have an important impact not only on health, social cohesion and family life but also at the local economy and tourism.

This project aims to prove how following and supporting the Mediterranean diet & cuisine and especially the locality can help people to get improved as personalities but will can use the learning results as efforts to the tourism sector and to those who produce local products. Culinary tourism is not just a new trend. It shows how much people are attracted by traditions, by the need to have a look back to the routes and learn, save some values, habits and data. Mediterranean diet and cuisine is a valuable key for the development of tourism especially at the rural areas of Europe that need support.

Is a great suggestion for younger people to stay at the rural areas and develop a new alternative tourist product. This new tourist product can enrich the tourist product identity in the euromediterranean area and can be developed in a more friendly way for the environment, for the culture, for the local societies and economies. Our project will contribute to building trust to a euromediterranean tourist product to the people who travel and will contribute to the euromediterranean brand of the Mediterranean diet.

Our project will strengthen the idea of the cooperation in Europe and Mediterranean area and the intercultural dialogue. In the frame of the project another value will be in the epicenter: the intergenerational exchange between "mentors" (older people that will offer their knowledge, their experiences, their recipes and secrets and they will explain how the diet and cuisine are connected with the traditional

habits, the religion, the seasons, the way of living) and “trainees” (younger people that will share their passion for new knowledge about tradition, about Mediterranean diet & cuisine, about healthy food and longevity, about new way of living and about new style entrepreneurship - eco and culture friendly.

Our project will be based on understanding, on intercultural dialogue and on cooperation by plan and inspiration! The training activities in local level but also in the different countries will ensure the understanding and learning by doing, lifelong adult learning. The engagement of all participants and partners (authorities, enterprises etc) in the project will result in a social and cultural dynamic action. The open local and Mediterranean food festivals will be more attractive to all and will be upgraded in general.

Our website will be a treasure box as it will be open data to everyone who is interested to Mediterranean Diet & Cuisine and it will show reality in Mediterranean countries and authentic social action.

Mediterranean food means GOOD FOOD and the cultural value that is connected with it as also health and longevity means GOOD MOOD and that is what our project aims to bring!



ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062516
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Day Centers Without Walls
ΣΥΝΤΟΝΙΣΤΗΣ	ΚΟΙΝΩΝΙΚΗ ΣΥΝΕΤΑΙΡΙΣΤΙΚΗ ΕΠΙΧΕΙΡΗΣΗ ΣΥΛΛΟΓΙΚΗΣ & ΚΟΙΝΩΝΙΚΗΣ ΩΦΕΛΕΙΑΣ PUZZLE
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·JAUNUOLIU DIENOS CENTRAS ·The Centre for Welfare Reform Limited ·cooperativa sociale Kara Bobowski ·Papillons Blancs de Lille ·ΣΥΛΛΟΓΟΣ ΓΟΝΕΩΝ ΚΗΔΕΜΟΝΩΝ ΚΑΙ ΦΙΛΩΝ ΑΤΟΜΩΝ ΜΕ ΑΥΤΙΣΜΟ ΝΟΜΟΥ ΡΕΘΥΜΝΟΥ
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	18 Μήνες

Περίληψη Σχεδίου

Day Centers without walls is the initiative of 6 organizations from 5 different countries to join forces, for one main objective of exchanging good practices and build capacities. The project aims in improving and innovating inclusion of people with intellectual disabilities through fostering specific actions within the frame work of a Day Center operation in order to foster active participation in volunteer organizations, employment and the active society of citizens.

The state of affairs for people with disabilities is that their full social inclusion and active citizenship are not yet a reality, but future challenges. The policies to remove physical barriers have not been extended to the overcoming of mental barriers. Day centers are the main service providers for People with disabilities and as such, they are at the forefront of providing empowerment, social inclusion and access to the rest of society.

Nevertheless, in spite of numerous initiatives against institutionalization, it is a shared experience of many professionals, that day centers, as any organization, tends to get institutionalized, they do not reach enough out to the community and the clients are not given space to expand their abilities and reach their potential.

It is a core element of any society that citizens have both right and obligations, but People with intellectual disability are in the unique position of being considered "exempt" from the social obligations that are the norm of our societies, such as providing volunteer services. This special status even though it's been set in place in order to protect PIDs, in effect, forces them in second tier citizenship and furthermore maintain the problem of segregation and institutionalization. It is our belief that people with intellectual disabilities are citizens capable of fluffing their "social duty" and as such their inclusion as both receivers and providers of voluntarily services is both possible and beneficial.

All models of care suggest that ID persons, currently mere recipients of support, have to become contributors for the common good. They are not only recipients but also contributors, offering their experiences, reflections, creations... their voices.

The implementing partners have asserted that in their own operations full social inclusion and active citizenship are not yet a reality, but still a challenges and only synergies and a review of existing policies and practices could overcome this gap.

The project creates a framework to support and push exchange of best practices focus on enhancing inclusion and participation in the active life of the community for the recipients of Day Centers services, knowledge sharing in matters of curriculum, standards and tools for an “Open Doors” policy (include staff training). Besides this overall goal, the project specific objectives are to:

1. “browse” national and European best practices and related experiences, products (curriculums, tool boxes, learning materials, etc.);
2. collect methodological information on how to develop initiatives to reach stakeholders, volunteer organizations, future employees taking in special account:
 - a. the particular resources that the participating organizations have available;
 - b. the democratic imperative to increase the inclusion of people with disabilities;
 - c. the innovative use of digital media in the process;
3. identify essential elements for the development an efficient open training program tailored to the specific needs of two target groups:
 - a. the board members and managing staff in Day Centers organizations which provide services to people with disabilities, to strengthen organizational readiness and overcame the inherent organizational inertia;
 - b. the society of citizens, volunteer organizations themselves providing with the resources and information they need to overcame stereotypes regarding people with disabilities and facilitate their inclusion in the society of adult citizens;
4. increase the capacities of the participant organizations and their staff members regarding language skills, intercultural competences and networking on international level.
5. An increase in practices that are based on the participation of ID people.
6. Find good practices for job placement.

Considering the different institutional, academic and even cultural backgrounds, the partner organizations are aware of avoiding a one-size-fits-all approach and based on that conviction, they stress on the need to develop a very concise overview of the best practices of learning design. Meeting these differences and dealing with them is not only about demonstrating the competency for transnational cooperation and the organization’s overall capability, but it is also one pathway to achieve the project targets and a solid resource to improve existing efforts.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062517
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	ID GAMES, Co-Create Assistive Games for People with Intellectual Disability to Enhance Their Inclusion
ΣΥΝΤΟΝΙΣΤΗΣ	CHALLEDU, ΑΣΤΙΚΗ ΜΗ-ΚΕΡΔΟΣΚΟΠΙΚΗ ΕΤΑΙΡΕΙΑ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·PekAmeA ΠΕΙΡΑΙΚΙ ΕΝΟΣΙ GONEON ΚΗΔΕΜΟΝΟΝ ΚΑΙ FILON AMEA ·ASOCIATIA ALIANTA PENTRU COPII ARAD ·ΜΠΙΡΜΠΑΚΟΣ Δ. & ΣΙΑ Ο.Ε. ·Specjalny Osrodek Szkolno - Wychowawczy Nr 1 w Elblagu ·Universidade Lusofona, COFAC COOPERATIVA DE FORMACAO E ANIMACAO CULTURAL CRL
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	30 Μήνες

Περίληψη Σχεδίου

The “ID GAMES” project is based on the belief that each person should be given the chance to be accepted, valued and have equal opportunities to develop their skills and personality.

Social inclusion is defined as “the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.”(UN Report on the World Social Situation, 2016). Among those groups are people assessed with Intellectual Disability (ID) who may be excluded in mainstream community activities due to social challenges they encounter.

Intellectual Disability (ID) is a developmental disorder that affects the adaptive behavior and intellectual functioning of a person, (AAIDD, 2013). People with ID (pwID) face major limitations in conceptual skills, social skills and practical skills. Serious games (physical and/or digital ones) are a well-known non pharmaceutical practice for pwID because they offer a pressure-free environment of experimentation as well as better capture of attention. Traditional games often do not apply to people cognitively challenged, and lead them to lose interest quicker and more easily.

“ID GAMES” project focuses on:

- Developing an innovative methodology (O1) of participatory living labs for inclusion where pwID, their careers, their trainers, healthcare professionals, game-designers/ developers, university students from related disciplines, people from local communities, volunteers, form mixed teams and design ideas-prototypes of serious games addressing the needs of pwID
- Developing 6 serious games (digital, physical, physical) that adapt to the ages, interests and needs of pwID (O3)
- Creating an E-course for strengthening the competences of trainers of pwID, relevant professionals, caregivers and organizations addressing pwID on how to organize and implement participatory game-creation workshops and how to use the serious games (O2)
- Developing and E-platform with all the material of the project for sharing its results to a larger audience within Europe and worldwide and promoting inclusion and skills development of pwID and their carers and trainers (O4).

The OBJECTIVES of ID GAMES are to:

- Promote social inclusion of pwID by involving them in participatory game design workshop
- Design serious games that empower various types of skills (conceptual, social, practical) of pwID
- Advance the skills of trainers, educators, caregivers, healthcare and other relevant professionals addressing pwID
- Empower the organizations working with pwID or advocate the rights of pwID

The project "ID-GAMES" will have a great number of beneficiaries during its implementation. More specifically, it aims to involve:

- **25** Trainers of pwID and member of staff will be trained through various project activities
- **100** pwID, Carers of pwID, trainers of pwID, healthcare professionals, volunteers, university students, people from local community, game-designers, game-developers) will take part in the co-creation game workshops
- **20** pwID will test and use the beta-version and 50 will play the finalized serious games created throughout the project
- **1000** Carers, trainers, healthcare professionals, organizations working with pwID will get aware about the project outputs through dissemination actions or will attend the E-course through the E-platform

All the innovative materials created through the ID GAMES project are promoting the inclusion of pwID, the importance of enhancement of trainers' competences and the open education in a new digital era. The materials will be available to anybody interested in using and implementing them for 5 years after the end of the project.

6 partners from 4 countries (Greece, Romania, Poland, Portugal) form the project's Consortium that cover all the needed competences for the efficient implementation of the project:

- PEK/AMEA, an organization specializing in improving the quality of life of pwID and in implementing community workshops for the inclusion of pwID
- Challedu, an NGO focusing on creation of serious games for vulnerable groups and implementation of participatory methods for inclusion
- E-SCHOOL, an organization experienced in adult & VET training cooperating involvement with organizations for the Disabled by offering distance learning capabilities
- "Alliance for Children", a teachers association working with students and adults with special educational needs and inclusion of pwID
- School and Educational Center (SOSW), an institution of youth with intellectual disability involving all the levels of education (primary- high school, vocational and work adaptive school)
- Lusofona University, the largest private university in Portugal with specialized department on Interdisciplinary Research Centre for Education and Development.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062518
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Seniors In a Culture Road of Awareness via the Modern and Intercultural Diversity
ΣΥΝΤΟΝΙΣΤΗΣ	ΚΟΙΝΩΝΙΚΗ ΣΥΝΕΤΑΙΡΙΣΤΙΚΗ ΕΠΙΧΕΙΡΗΣΗ ΣΥΛΛΟΓΙΚΗΣ & ΚΟΙΝΩΝΙΚΗΣ ΩΦΕΛΕΙΑΣ, ΘΕΑΤΡΟ PLAYBACK - ΗΧΩ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Dachverband der Beginen e. V. ·Balkanska Agenciya za Ustoychivo Razvitie ·Training 2000 psc ·Università dell'età libera Enzo Ficai ·ΟΙΚΟΛΟΓΙΚΟΣ ΠΟΛΙΤΙΣΤΙΚΟΣ ΣΥΛ ΧΑΙΔΑΡΙΟΥ ·GEORGIAN TECHNICAL UNIVERSITY ·WASLA, Arabisches Deutsches Center für Dialog e. V.
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

The target group of this project, people 55+, increase in all European countries. We live in aging societies. In this process the group of elder people does differentiate by very different living situations and concepts of life as well as different cultural and religious imprints: early retired people; unemployed elder beings; elders in Life Long Learning Institutions; workaholic elders who need reorientation; elders that feel abandoned and are in the risk of social exclusion such as minorities, immigrants, refugees etc.

Characteristic for more or less all European countries is that a growing part of the 55+ are endangered to become separated/ excluded. Social isolation and loneliness in older adults are substantial public health problems, lead increasingly to illness and often to unnecessary health care utilization. Interventions such as peer support, volunteerism, physical activity, arts and recreation- based activities may consequently improve health and well- being. At the same time in many countries of Europe there is a lack of organizations that focusing specially on that age group.

To deal with this multiplicity is a challenge for the whole society. Especially concerning Culture and Education specific offers have to consider life experiences and life conditions of the generation 55+ to improve the chances of cultural and social participation. Due to this project citizens from different countries, cultures and traditions through cultural activities (dances, arts, theatre, photography, cooking, etc), ICT and foreign languages intend to develop intercultural consciousness, limit the prejudices and highlight the commons. This is of high relevance, because the engagement with Arts, ICT, Language and Culture is for many elder people the opening for new opportunities in participation and higher quality of life.

The main aim of this program is to reinforce people at 55+ to adapt an active, healthy, creative and successful way of living. The objectives concerning **a)** citizens of 55+ are: to enrich cultural awareness and heritage, enhance personal development, group cohesion, socialization and sense of belonging and **b)** trainers/staff are to exchange ideas, experiences, good practices, reinforce cooperation and improve management competencies and internationalization strategies.

The partners of this project - 7 organizations from Greece, Italy, Germany, Bulgaria, Georgia- are experts on the fields of Arts, Culture, ICT with seniors and are willing to be innovative in giving seniors some tools and resources from their shared experiences and practices.

The project aims to reach out to the widest possible audience inside (>600) or outside the project (>1500), in particular local communities and regions. For the achievement of the project there will be a precise planning with a clear division of responsibilities and detailed control and coordination. Each partner will determine from the outset who will be responsible for each action and will receive frequent feedback on the process. The coordinator will supervise and be responsible for information such as exact timetable, funding, agreements etc. Five transnational meetings will be used to establish face to face contact, review the project progress and for training and work shop purposes. Each meeting will be reported by the coordinator.

At the first phase questionnaires focusing on Clarification of the needs and the expectations, Cultural Awareness, Quality of life will be given to point out the profile of the target group. The design and implementation of the activities concerning Arts (Folklore Dance, Painting, Theatre etc.) Culture, Language and ICT will be conducted by each partner. A variety of events such as Performances, visits in Museums etc. are going to be held. On line courses, webinars, digital games etc. are going to be conducted as well. All these activities and events are going to be recording and evaluated by each organization. Good Practices will be selected and as a result, a Compendium of Good Practices will be published.

This Compendium will be available online on the project's website, on the partner organizations' websites and fb pages and thus, available to many people inside and outside this project. An online platform for this project with all the material will be installed. A list of members will be created, information and possible involvement of other organizations and associations will be empowered. Another expected result of this project is to create an EU network of seniors to keep up with traditional culture, be familiar with an active way of living and gain well-being. In addition, the creation of a network of professionals/ staff to promote communication, cohesion and exchanging of professional skills. This could be a prerequisite for designing a new European project Partnership Strategies that would involve intercourse and interaction between the stakeholders with multiplier events and intellectual outputs.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062525
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Social Acting
ΣΥΝΤΟΝΙΣΤΗΣ	ΚΟΙΝΩΝΙΚΗ ΣΥΝΕΤΑΙΡΙΣΤΙΚΗ ΕΠΙΧΕΙΡΗΣΗ ΠΡΑΜΑΤΑ & ΘΑΜΑΤΑ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Modernoi Kairoi ·Associação Portuguesa de Formação de Actores para Cinema e Televisão ·Asociatia Culturala Replika ·STOWARZYSZENIE EDUKACYJNO - SPOLECZNO - KULTURALNE TEATR BRAMA ·ALTAMIRA STUDIO TEATER ·ODIN TEATRET, NORDISK TEATERLABORATORIUM
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

SOCIACT (Social Acting) refers to a multilateral project carried out by 6 partners from 5 EU countries, namely Greece, Portugal, Denmark, Poland and Romania. The central idea is to prepare, implement and evaluate 5 study visits in the respective local communities of the partners in order to highlight good practices applied in the field of the so-called Social Theater, i.e. the exploitation of dramatic art for social purposes and for the benefit of weak individuals and marginalized social groups. It also aims to improve the actor's profession and to encourage them to actively participate in social entrepreneurship actions and in the sector of solidarity economy.

The study visits will involve 62 people from the theater sector who are experienced or sensitized in societal matters and human offer to individuals or groups that are on the verge of social exclusion such as elderly, deaf, blind, people with learning disabilities or behavioral difficulties, hospitalized, etc.). Study visits will be organized in partnership with local associated partners and stakeholders from all partner communities, who are active in drama, cultural and social sectors.

The working methods to be applied make use of elements of the socio-cultural theory of learning, emphasizing human relationships, physical objects and cultures. Knowledge acquisition will take place in cooperative environments, through knowledge-tool parallels, but also through discussions and the joint implementation of activities.

The expected results will be the mapping of ways for approaching socially excluded groups through the tools offered by dramatic art, the acquisition of new teaching and operational skills of the participants in the provisional study visits, the widening of the fields of professional or voluntary activity of the professional or student actors and the creation of new or improved social services of partners and associated entities.

The content and the results of the study visits together with a variety of documentation of the project's complementary actions will be presented in an Activity Report. This product will be available on Web and will be the primary promotional material to be used in the following activities related to dissemination, exploitation and multiplication of project's outputs. The partners intend to continue their co-operation after the end of the project by creating an active network on Social Theater that will promote actors' mobility and application of the identified good practices' activities and they will take steps to further expansion of it.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062606
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Engaging Unemployed Low-Skilled Adults Over 45 Years Old in Training Opportunities Through Collaboration Schemes Among CSOs, Employers and Training Providers
ΣΥΝΤΟΝΙΣΤΗΣ	ACTION AID HELLAS, ΑΣΤΙΚΗ ΜΗ-ΚΕΡΔΟΣΚΟΠΙΚΗ ΕΤΑΙΡΕΙΑ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·INE GSEE INSTITOUTO ERGASIAS ·SZREDA STARA ZAGORA REGIONAL ECONOMIC DEVELOPMENT AGENCY ·ACH, FUNDACION ACCION CONTRA EL HAMBRE ·RETE, ASSOCIAZIONE DI TECNICI PER LA SOLIDARIETA E COOPERAZIONE INTERNAZIONALE
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου



Context

Almost 60% of Europe's 74 million low-skilled citizens are over 45 years old and are the most hard to reach to participate in training, even though they need lifelong learning most. Efforts to reach out particularly to low-skilled adults over 45 years old, who need special motivation to participate in training are essential to reduce risk of social exclusion. CSOs that already work with low-skilled people living in poverty, have to play an important role in engaging them in training, and thus need methodologies and tailor-made strategies to involve the various stakeholders required. On the other side employers' involvement in training programs for unemployed low-skilled older adults is essential to increase perception of benefits of upskilling and connection to employment.



Objectives

- 1** Establish effective local ecosystems that encourage participation of unemployed low-skilled adults over 45 years old in training opportunities.
- 2** Increase collaboration among CSOs, employers and trainers.
- 3** Produce recommendations for employers to increase their involvement in training initiatives for low-skilled older adults.
- 4** Improve socio-labour inclusion of unemployed low-skilled adults over 45 years old.



The Partnership

The Ac+45 project comprises 5 organizations from 4 EU countries representing the worlds of civil society, adult education, labour, policy and regional development. ActionAid Hellas is an affiliate of ActionAid International experienced in empowering vulnerable groups of people, provision of personalized guidance and delivering training on basic skills. The Labour Institute of Greek Confederation of Labour provides scientific justification about interventions related to labour, and training to socially vulnerable groups. Action Against Hunger is a large CSO in Spain working on the empowerment, training and employability of 10000 vulnerable people in 10 regions. RETE NGO in Italy works on social and labour

inclusion of disadvantaged and delivers digital skills courses adjusted to low-skilled older adults. Stara Zagora Regional Economic Development Agency in Bulgaria works with businesses, authorities and civil society towards the regional economic development. The Confederation of Danish Employers (associated partner) represents 14 employers' organizations and has 28,000 private companies as members.



Activities & Methodology

- 1** Desk research, interviews with low-skilled older adults and focus groups with employers to define the requirements for engaging unemployed low-skilled adults over 45 years old in training.
- 2** Development of a collaboration framework among CSOs, employers and trainers in adult education, an implementation guide and experiential training material to establish effective local ecosystems/learning and employability centers.
- 3** Collection of successful practices to produce knowledge resources for employers and encourage their involvement in training initiatives for low-skilled older adults.
- 4** Training of the partnership on the use of Ac+45 collaboration framework and tools.
- 5** Pilot testing and impact assessment of Ac+45 outputs through establishment of local collaboration schemes.
- 6** Creation of a network of Ac+45 adopters to facilitate stakeholders' collaboration and sustainability of results.
- 7** Promotion of the Ac+45 outputs through multiplier events.



Results & Impact

- 1** Requirements and influential factors for engaging unemployed low-skilled older adults in training to provide CSOs and trainers with greater understanding on the needs of this group, and support them in designing more attractive training and empowerment programmes (400 CSOs, 200 Training providers to be reached).
- 2** An integrated collaboration framework and tools to empower CSOs staff to establish effective collaborations with employers and training providers, and motivate potential learners (4000 professionals, 1500 learners to be reached).
- 3** Guidelines for employers to support their involvement in training initiatives for unemployed low-skilled older adults (500 employers to be reached).
- 4** A network of Ac+45 adopters and repository of impact assessment results to promote adoption of project outputs, and support policy makers in the design of employability and up skilling measures for unemployed low-skilled older adults (40 adopters during project, 35 key policy makers to be reached).
- 5** A European conference and four national info-days to reach and involve target groups (285 participants).



Long Term Benefits

- 1** Integration of the Ac+45 collaboration framework, tools and knowledge resources by CSOs, training providers, employers and chambers of commerce in EU, adjusting them in their contexts.
- 2** Uptake and adaptation of the Ac+45 collaboration framework from policy makers in EU, with the aim to improve the impact of current policy measures.
- 3** Participation of a growing number of unemployed low-skilled adults over 45 years old in training programmes on basic and soft skills, promoting their socio-labor inclusion.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062642
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Volunteering for Refugees: Best Practices for Ethical Volunteering Programs and Management
ΣΥΝΤΟΝΙΣΤΗΣ	STAND BY ME LESVOS
ΕΤΑΙΡΟΙ	·Indigo Volunteers ·Wadi e. V. Association for Crisis Assistance and Development Co-operation ·Northern Lights Aid
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	18 Μήνες

Περίληψη Σχεδίου



Context/Background

The project was born after a careful analysis of the employment of volunteers in dealing with the reception and assistance of refugees in Europe.

The project aims to collect good practices from partners from different EU countries; from those at the forefront like Greece, and those like Germany, UK and Norway as countries that most of the refugees see as final destination. Volunteers represent a great for-free resource for organizations, but in relying on them they have to be able to protect their welfare and of the refugees themselves. We want to promote an ethical approach to manage and coordinate volunteers, which avoid voluntarism or exploiting them at any level, implementing the right system of selection and induction pointing on self-help and local community based practices to guarantee assistance and promote integration putting the refugee person at the centre.



Objectives

- Pointing out good and bad practices and to share the best ones between organizations in Europe relying on volunteer force when assisting refugees.
- to point out possible issues which could arise in the local communities experiencing the growing amount of refugees and foreign volunteers.
- to develop suggestions for local and authorities to rely on guidelines on volunteers involvement.
- training 16 key figures on ethical volunteering and best practices for volunteers' coordination, management and welfare.
- promoting ethical approaches in dealing with challenges and opportunities in multicultural and pluralistic societies and empowering participants to work on reflective competences and tools for social change.
- Promoting the importance of EU values, democracy and active citizenship.
- Building bridges between schools, local communities and authorities.



Participants

- staff members participating at the international training, will be 4 people selected by each

participating organization, according to the partners expertise. A minimum of 1 manager profile and the involvement of only long term volunteers is individuated as compulsory criteria to ensure training quality.

- minimum 10 organizations for each country including schools, charities, NGOs, local authorities will be reach through project participants and results dissemination and the direct use of the toolkit by counselors, former refugees, teachers and trainers, including use of the social media pages.



Activities

- Creation of the web site and social media profile of the project.
- Creation of a toolkit for organizations, volunteers' coordinators\managers, local authorities, community workers and volunteers.
- International training activity in Germany.
- National events with local refugee centers \ organizations and local authorities in each of the partner countries.
- Review and publication of the toolkit based on the feedback received.



Methodology

- Helping people to build the management and coordination skills they need to organize volunteers work, with a focus on practical results and ethical guidelines.
- Acquiring new skills and establish an informal cooperation network stretching beyond national borders.
- Learn how groups and civil society, including volunteers, can influence decision-making.
- Develop a more positive and accepting attitude towards practical involvement in volunteer activities in the local community.
- Encourage exchange among partners through practical exercises: presentations and analysis.
- Increase knowledge of and insight into how ensure volunteers and refugees welfare in their working routine and to establish ethically oriented volunteering programs, avoiding exploitation and ensuring safety of refugees.
- To provide practitioners with an accessible explanatory framework for how act positively in leadership/teaching/supervision style, teamwork, conflict perception, and problem-solving styles including cross-cultural communication.



Results, Impact and Long Term Benefits

- To build up a network where different organizations working with the target group (schools, refugee centers, community centers, local authorities, etc.), within each participating country or from different countries, work together for:
 - Sharing good practices with respect of the integration of refugees relying on volunteer based work.
 - Develop new pathways in order to find tools to face the challenges posed by the displacement of millions of people.
 - Educating the target group on the opportunities and threats posed by the wrongdoing in involvement of volunteers.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062744
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Innovative Foreign Language Program for Cognitive Training in High Risk Adults
ΣΥΝΤΟΝΙΣΤΗΣ	ATHENS ASSOCIATION OF ALZHEIMER'S DISEASE & RELATED DISORDERS AAARDR
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Marathon Group ·ASOCIATIA HABILITAS - CENTRUL DE RESURSE SI FORMARE PROFESIONALA ·SLOVENSKO ZDRUZENJE ZA POMOC PRI DEMENCI - SPOMINCICA ALZHEIMER SLOVENIJA ·Apostolos Christodoulakis ·Lingo Flamingo C.I.C
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	28 Μήνες

Περίληψη Σχεδίου



Context

Bilingualism can delay the onset of dementia by up to five years and foreign language training as cognitive therapy, impacting decision-making, multitasking, concentration and communication are areas of active research. The process of learning and using a new language, not the level of proficiency in the language, engages various parts of the brain and triggers multiple cognitive benefits. These benefits can be retained if the new language continues to be practiced.



Objectives

This proposal describes an English-language learning project based on short, intensive language classes that introduce and train our target group in the use of the online games and role-playing scenarios for continued independent practice for a six-month period. The e-learning medium is a particularly relevant teaching methodology for our target audience who may have transportation issues, auditory or other health problems, and who tend to process new information at a slower rate and so require more repetitions than provided in traditional learning setting.

The recorded content can be listened to as many times as a user wants. The scenarios will present two roles, with transcripts available in both English and the native language of the learner. The user can choose between roles, listen to the other role, switch roles, record him / herself in the roles, repeating the process as often as they like before they switch to another role-playing scenario. This methodology facilitates the language skills of listening and speaking. This technique of role-playing incorporates a high degree of novelty, which is another factor that positively impacts language learning. The four components of language learning exposure, understanding meaning, understanding structure and practice - are all addressed with this project.

As for memory games, they increase the ability to remember and retain new words activating the language center of the right hemisphere. The games are fun, easy to play and can be measured. The games will enable our project partners to understand how much time each person spent on a game, the rate of success and progress. Data as such will be our basis to measure the success of the project.



Participants

Healthy elderly with Subjective Cognitive Decline (SCD), Mild Cognitive Impairment or people with early dementia, caregivers, language learning teachers, NGOs, social enterprises, health care professionals and educational providers are targeted by the Super Lingo project and it is expected to reach 9.000 persons and organizations.



Activities

Focus groups analysis, data analysis, design of the training material, design and development of role play games and memory games, training of project's sample target group, evaluation and assessment are the key activities. Pilot testing, dissemination and use of project's results, multiplier events, seminars, webinars and one learning activity will be organized as part of the effort to involve target group members. The Project Management is considered to be the main activity of the project.

1. Pre-intervention neuropsychological evaluation of similar profiles (M0)
2. Two-phase intervention per day, for a week: (1) Face to face teacher guided 20 -30 minutes (games and 1 scenario per day). (2) Online practice 20-30 minutes using the same content for self-practice. This process will be done for one week.
3. Follow up for six months of practicing via online English language role play scenarios (3 per week, total of 18 scenarios) and games with a target of minimum five hours per week.
4. Post-intervention evaluations: cognitive, psychological and level of English (M6)



Methodology

Our methodology includes a) tasks according to plan and quality criteria, b) target group involvement and input, c) promotion and raising awareness, d) an underlying inclusive approach traceable to all activities, e) reporting and meetings to discuss, f) sustainability actions and transferability possibilities of results.

Neuropsychological evaluation pre and post the intervention

- Mini Mental state Examination (MMSE)
- Test of Everyday Attention (TEA) or other relevant test
- Warwick-Edinburgh Mental Well-being Scale (WEMWBS) or other relevant test
- Geriatric Depression Scale (GDS)
- The Short Anxiety Screening Test (SAST)



Long-term impacts

- Empowering people experiencing cognitive decline and people living with dementia..
- Potentially delaying the progression of cognitive impairment.
- Developing interactive educational games and activities for people with dementia.

Content for an engaging, short, intensive course and follow-up games and role playing scenarios. The face- to- face meetings will be the basis for teaching how to continue online the practicing of foreign language exercises of games and role-playing dialogues.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062873
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Preventing Smoking, Alcohol and Internet Addictions Among Children and Adolescents: a Family Oriented Training Approach for Adult Learners and Educators
ΣΥΝΤΟΝΙΣΤΗΣ	ΙΔΡΥΜΑ ΟΡΜΥΛΙΑ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·CSI CENTER FOR SOCIAL INNOVATION LTD ·Bulgaria Youth Prevention ·FACULTY OF MEDICINE, UNIVERSITY OF BELGRADE ·Institute Pilar, INSTITUT DRUSTVENIH ZNANOSTI IVO PILAR ·INSTITOUTO PROLIPTIKIS,PERIVALLINTIKISKAI ERGAIAKIS IATRIKIS
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

Addiction to smoking, alcohol and internet are a common transnational problem, the extent and determinants of which know no boundaries in Europe. Addictive behaviors are high across the EU, especially among children and adolescents in disadvantaged groups contributing to widening health related inequalities regardless of MS or region. Evidence supporting the importance of prevention concerns all MS, as does the importance of family and school as the most crucial protective factors of addictive behaviors among youth.

Children and adolescents are particularly vulnerable to smoking, alcohol and internet addiction, a new understudied phenomenon raising concerns and requiring urgent attention. Internet addiction does not have the same social stigma as other addictions. Nevertheless, there are commonalities between tobacco, alcohol and internet abuse: wide availability, common causes such as childhood initiation, social deprivation and exclusion, poor access to education, problematic family and school environments, mental health effects. Although sharing common causes, adult training addressing these three addictions altogether is yet to be developed.

The ADD-freeTraining project will design and implement innovative training on the prevention of tobacco, alcohol and internet abuse in children/adolescents. Target groups are adult learners, including but not limited to parents from diverse socioeconomic backgrounds, teachers, and adult educators including youth workers, parent association representatives and relevant service providers.

The project promotes a family-centered approach to prevention, simultaneously addressing the school and wider social context and promoting healthy interaction within the family, school, peers and society. The coexistence of parents, teachers and adult educators in a common training environment will facilitate communication and exchange through experiential activities.

The ADD-freeTraining objectives:

1. Develop and evaluate an interactive training curriculum on evidence based methods for alcohol, smoking and internet addiction prevention, reflecting the needs of adult learners, teachers and educators.

2. Increase adult learners', teachers' and educators' awareness and skills on relevant addiction prevention emphasizing the need for active parental involvement, skills in social competence and school based interventions.
3. Enhance partner capabilities to develop and deliver relevant training.
4. Increase awareness of communities, organizations, and other stakeholders on addictions and the new training.

The project will train over 18 staff members and 155 participants through face-to-face training and the Interactive Webplatform. Through the multiplier events over 160 participants will be approached and through the dissemination an audience of over 1,000 stakeholders will be reached.

Six partners from Croatia, Serbia, Greece, Cyprus, and Bulgaria facing common challenges in youth addictions will work towards achieving the project objectives. In order to ensure high quality, training will be based on a review of existing training opportunities and participatory research among target groups to determine knowledge gaps and training needs. The resulting evidence-based training package will include diverse training tools aimed to improve relevant knowledge and skills.

Common and specialized modules will be developed for all target groups. Training will focus on addiction principles, common underlining causes of alcohol, smoking and internet addiction and prevention strategies focusing on family and school based approaches. It will be delivered through face-to-face training and an Interactive Web platform, applications and digital learning tools.

The "Training Adaptation Toolkit" will provide guidelines for adult educators on how to develop relevant training for adult learners. Multiplier transnational/national events will enhance knowledge exchange. Dissemination will target service providers and relevant authorities at local/regional level, adult learning providers, academic institutions, addiction related organizations, parental organizations, school representatives, government services and policymakers at national/European level.

Upon completion increased awareness about knowledge gaps and needs of adult learners in relation to smoking, alcohol and internet addictions will be achieved. The newly developed training will increase adult learners', teachers' and educators' competences in regards to prevention of alcohol, smoking and internet addiction. Important issues, such as the need for active parental involvement, skills in social competence, and relative school based interventions will also be promoted, while providing ready-to-use related training. By increasing adult learners', teachers' and educators' skills in addiction prevention, the ADD-freeTraining envisions in the long term to promote the health and the well-being of children and adolescents in Europe.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062923
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Modern Educational Methods
ΣΥΝΤΟΝΙΣΤΗΣ	ΜΠΙΡΜΠΑΚΟΣ Δ. & ΣΙΑ Ο.Ε.
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·COMPARATIVE RESEARCH NETWORK EV ·Aydin Egitim,Kultur ve Sanat Dernegi ·Youth Europe Service ·STANDO LTD
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Nowadays, the digital advancement has lead into a new era, where low-skilled adults tend to be left behind, or fall into technological “traps” younger generations born “entwined” with technology can easily avoid. Digital illiteracy raises other obstacles to adults, be they in their everyday life or their work and social environment. Moreover, it is commonly acknowledged that adults tend to shun the educational process as it is a common belief that the time for “attending school” has long passed, and a significant number of those who take the first steps towards enhancing their skill set via education drop out early for various reasons, including lack of motivation, skills difficulties and false expectations on the course (DIDO 2017 results). Al the while, the amount of advertisements and newsfeeds is unprecedented and critical thinking is commonly acknowledged as one of the necessary skills of the 21st century.

Adult Trainers and Adult Education Stakeholders are in a constant battle to attract adults and combat the skills gap between generations. While there is a plethora of potential attracting solutions, such as portraying market needs and displaying the benefits of gaining skills necessary to the labor market and the 21st century daily life, Adult Trainers and Stakeholders also face the need to keep the trainees’ interest peaked throughout the learning process, in order to maintain the group’s focus and increase absorption of information during the session.

It is also commonly accepted that the traditional teaching methods and student-teacher relationship is not as effective as it used to be prior to the age of technology, and students (especially adults) quickly lose interest in sessions being held under that learning model. Thus, it is imperative for the Adult Education process to be conducted in modern and innovative ways, using modern techniques which include more critical thinking and understanding over memorizing and assimilating information, and which take advantage of the technology at hand.

The objective of this project is to conduct a series of Training Activities, where the involved institutes will be able to share the educational methods/tools they use with one another, and be able to locate the differences and benefits of integrating each methodology/tool in their own processes.

The partners will each task 3 adult trainers related to their institutions to attend the LTTAs, and understand/discuss the processes suggested by the host partner organizations, such as

- Game Based Learning (5-day activity)

- Critical Thinking and Information Filtering (5-day activity)
- Augmented Reality in the Classroom (5-day activity)

The target groups regarding this project are: Adult Education Trainers, who will be able to share experiences and upgrade their skill set, Adult Education Stakeholders who will benefit from the enhanced skill set of the Trainers, and finally Adults wanting to learn and catch up to 21st century skills.

In general, the expected outcomes of the project for the organizations are:

- Increase the Trainer skill set on Game Based Learning
- Increase the Trainer skill set on Critical Thinking and Information Filtering
- Increase the Trainer skill set on Augmented Reality
- Power Point presentations of the context of each LTTA
- Present the results of satisfaction questionnaires

The expected results of the project's activities for the participants are summarized as they will:

- be able to use Augmented Reality apps for educational purposes
- be able to understand & apply key concepts in logical and critical thinking
- be able to apply logic trees (decision trees)
- Use GBL and integrate it in their sessions
- Design their sessions based on GBL
- Obtain a better understanding and respect for the cultural diversity within the EU
- Understand more clearly their European identity

The project has a detailed management plan in effect including 4 TPMs, where the main focus is the qualitative preparation of the participants, the activities and the dissemination activities. Dissemination for the project will occur in often intervals to achieve the maximum impact and keep the target groups' interest of the project peaked.

The potential impact is expected to reach a minimum of 1.000 Adult Trainers via the dissemination activities of the project and the dissemination of the associated partners of each participating organization. Of course, locally the participants will greatly add to the dissemination via telling of their experience.

The participants and through them and the internal dissemination actions their peers and the organizations will greatly benefit in the long-term as the enhanced skill set of the Adult Trainers will have an added value to the organizations' prestige. The organizations will be able to create courses of increased value, and be able to attract Adult Learners via the new educational methods. The Adult Learners will also clearly benefit and increase their modern day skill sets.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062935
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Deaf Adults as Role Models for the Hearing World: Links of the Same Chain
ΣΥΝΤΟΝΙΣΤΗΣ	ΕΛΛΗΝΙΚΗ ΟΜΟΣΠΟΝΔΙΑ ΚΩΦΩΝ, ΟΜΚΕ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Open Pedia, Open Pedia ΜΟΝΟΠΡΟΣΟΠΙ ΙΔΙΟΤΙΚΙ ΚΕΦΑΛΑΙΟΥΧΙΚΙ ΕΤΑΙΡΙΑ ·Kindergarten for the deaf and hard of hearing of Arggroupolis ·Union on the deaf in Bulgaria ·Deaf People Association (Malta) ·UNIVERSITY OF WESTERN MACEDONIA UOWM
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

Most hearing people do not come in contact with Deaf people unless they have Deaf members in the family, at school or as adults in the workplace and the community. Hearing people have misconceptions about Deaf people, Sign Language and the Deaf Community.

Most deaf people (about 95%), all over the world, have hearing parents and do not come in contact with Deaf adults and Sign Language before the age when formal primary education starts. The majority of hearing parents do not come in touch with deafness even after their child is diagnosed of being deaf. This lack of contact and knowledge marginalizes Deaf people, their Sign Language and their Deaf culture. Hearing adults and in general the family or coworkers of Deaf people do not know and do not use Sign Language in their every day communication.

The Objectives of our project is to contribute to change this negative social state. Healthy, realistic expectations for the Deaf, positive reactions to deafness, and exposure to Deaf Role Models will better develop a bicultural identity and form healthy relationships with Deaf and hearing people alike. Acquiring a bicultural identity is crucial for most Deaf people in developing a productive and rewarding life. Hearing adults living or working with Deaf people of all ages will benefit from contact with Deaf adults in terms of understanding and accepting deafness and Deaf culture.

The Participating Organizations consist of 6 distinct partners based in 3 countries of the European Union (Greece, Bulgaria, and Malta). Six participants from three countries are part of the Project. Three National Associations of the Deaf representing the Deaf communities of their respective countries of Southern Europe (Bulgaria, Greece and Malta). All three are members of the European Union of the Deaf (EUD) and the World Federation of the Deaf (WFD). One University, one School of the Deaf and Hard of Hearing, and one private sector company, all experts in the field of Deafness and Sign Language, constitute the Strategic Partnership:

1. The Hellenic Federation of the Deaf (HFD) Leader, Greece.
2. The Deaf People Association (DPAM), Malta.
3. The Union of the Deaf in Bulgaria (UDB), Bulgaria.
4. The University of Western Macedonia (UWM), Greece.

5. Kindergarten for the Deaf and hard of hearing of Argyroupolis (KDA), Greece.
6. Open Pedia (OP), Greece.

To prevent linguistic and social deprivation of the Deaf we will implement the following activities:

Train Deaf Adults to be Mentors, Role Models and Sign Language teachers of hearing adults, practitioners and the members of the general hearing society in the following areas:

- a. Development of hearing people's awareness on Deaf peoples competencies and skills, teaching and use Sign Language in their everyday communication.
- b. Support for communicative and psychosocial family environment development.
- c. Use of state of the art digital skills.
- d. Development of social and organization structures.

The methodology selected is based on the adult education principles which are:

1. The combination of theory and practice.
2. The creation of a link of the learning object to learners' needs and interests.
3. The development of critical thinking and a two-way relationship between the trainer and the trainee.
4. The selection of educational techniques that develop learners' active participation, such as case studies, small practical work, role playing, dialogue, learning, simulation, discussion in small groups,
5. Emancipatory disability research.

As a result of our project we expect to adequately train Deaf adults to be Role Models for both the Deaf and the Hearing Worlds. This training will empower Deaf and Hearing people to live happy and productive lives and set standards for others to follow in our countries, the EU and the World.

Since the leading Organization and the partners from Bulgaria and Malta are National Associations representing the interests of their respective Deaf Communities the potential longer term benefits is in their "hands" and we all feel that the benefits will be long lasting.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062964
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Sharing Good Practices for the Psycho-Education of Children of Parents with Mental Health Problems in Europe
ΣΥΝΤΟΝΙΣΤΗΣ	ΔΥΝΑΜΗ ΖΩΗΣ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> •CHILDREN OF MENTALLY ILL PARENTS - Associazione di Promozione Sociale •FONDAZIONE INTERNAZIONALE DON LUIGI DI LIEGRO ONLUS •Centre Neuro Psychiatrique Saint-Martin •Greek Carers Network EPIONI •EUROPESE FEDERATIE VAN FAMILIEVERENIGINGEN VAN PSYCHIATRISCH ZIEKE PERSONEN IVZW •GAZIANTEP UNIVERSITESI
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	20 Μήνες

Περίληψη Σχεδίου

Many parents experience mental illness over the course of their lives. In the United Kingdom, approximately 2.5 million children live in families affected by parental mental illness (Tunnard 2004). In the Netherlands 577.000 children grow up with a parent with a mental illness and/or addiction. In Greece, about 40% of people being admitted in psychiatric hospitals or clinics are parents. Overall, over 67% of women and over 75% of men with serious mental illness are parents (Nicholson et al. 2004).

Serious mental illness (including schizophrenia, major depressive disorder, bipolar disorder, or severe borderline personality disorder) is associated with impaired parenting capacities. Children report experiences of child neglect and abuse, feeling scared or unsafe due to parents' psychiatric symptoms, or becoming caregivers to their parent (Duncan et al., 2009). The gene–environment interaction, in combination with high exposure to stress, render children in a high risk of having greater cognitive, emotional, and behavioral difficulties, potentially leading to diagnosable psychiatric problems in later life (Gladstone et al. 2014).

Despite this, children in these situations are often overlooked in mental healthcare settings and have been described as being 'invisible' (Maybery & Reupert 2009). Therefore, a more comprehensive knowledge is needed for public health strategies to provide helpful services and psychoeducation in such a vulnerable population.

The "Share4Carers" aims to promote key solutions by uniting patients' organization, academics, clinicians and carers from Belgium, Greece, Italy and Turkey at national level and providing them with the skills and knowledge necessary to promote psychoeducation and raise awareness about the societal impact of being children of parents with mental health problems in Europe. Representatives of the above groups will meet on multiple occasions during the lifecycle of the project in order to share good practices, exchange perspectives on effective advocacy strategies and learn how to engage with decision-makers at national and EU levels.

We will foster cooperation between seven organisations from four different countries and other stakeholders by consistently promoting dialogue between patients, caregivers, scientists, and society. Our goal is to draw the attention of the academic and the general public, as well as relevant state

institutions, to the importance of the development of basic and clinical psychoeducation as well as key solution in the prevention, early detection, intervention and support of children. The creation of a project website in WordPress platform, linking to the partners' own websites, where all project outcomes will be uploaded and contact details will be made available.

Focus Groups organized by representatives of the partners aimed at familiarizing the participants with their work will be facilitated during each event. Furthermore, a Webinar that will revolve around relevant EU policies impacting psychoeducation as well as how to engage with the European Institutions will be organized as part of the project. In addition, various round-table discussions will be held in order to enable the participants to share their perspectives on priorities. Lastly we will create a free of charge support group for people with parents mentally sufferers, 8-12 people, with the aim of sharing experiences, updating and supporting them in their core difficulties, and setting up a support network 8-10 people is proposed during the duration of the project.

- The creation of a project website in WordPress platform, linking to the partners' own websites, where all project outcomes will be uploaded and contact details will be made available in March 2020 from Dynami Zois.
- Facebook, Twitter and LinkedIn accounts will be created for the project by the Italian partner "CHILDREN OF MENTALLY ILL PARENTS" and EPIONI. Facebook, Twitter and LinkedIn posts from Partners' (Dynami Zois, EUFAMI, Fondazione di Liegro, COMIP, EPIONI & CNP St-Martin) social media accounts will also be utilized as a means of disseminating project results to a wider audience.

All stakeholders, including the seven partners and the seven associated partners will be invited to share good practices and examples of psychoeducation of adults with a mentally ill parents. Dedicated sessions organized by representatives of academic institutions aimed at familiarizing the participants with their work will be facilitated during each meeting. Furthermore, various support groups and workshops will be conducted on relevant EU policies impacting people with mental health problems and their caregivers.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062967
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Educating Caregivers of Kidney Patients
ΣΥΝΤΟΝΙΣΤΗΣ	SARONIC NEPRHOLOGICAL CENTER (DIALYSIS UNIT)
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> •Federación Nacional de Asociaciones ALCER •SARONIC NEPRHOLOGICAL CENTER (DIALYSIS UNIT) •ANZIANI E NON SOLO SOCIETA COOPERATIVA SOCIALE •Greek Careers Network EPIONI •Komiteen for Sundhedsoplysning
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	33 Μήνες

Περίληψη Σχεδίου

The majority of patients with Chronic Kidney Disease (CKD) and patients with kidneys insufficiency rely on their family members for their daily activities and medical care, since the family is the best source for providing care to these patients. Studies have shown that good family support has a positive effect on successful patients' adaptation to dialysis treatment and compliance with a dietary regimen.

However, sometimes patients do not follow the dialysis treatment' restrictions due to their perception that they have become a 'burden' to their family. Thus, family caregivers play an important role in the provision of effective communication to dialysis patients when it is appropriate. However, caregiving is regarded as a chronic stressor due to the demanding activities and the emotional burden of caring.

A large proportion of family members take full responsibility for making decisions about the Renal Replacement Method (RRT=hemodialysis, peritoneal dialysis or transplantation) the patients will follow, taking into consideration the opportunity to maintain their lifestyle and the possible risk of the therapy. They also take into account their priorities and their capability to manage home hemodialysis.

However, sometimes family caregivers have to take difficult decisions, such as interruption of dialysis therapy or referring their patients to hospice services .Frequent hospitalizations of the patients and factors associated with the disease can lead to the deterioration of depression and reduction of caregiver's quality of life. Identifying family, professionals or individuals 'caregiver burden' early will optimize the well-being of the caregiver. Therefore, the evaluation of caregiver's status and determination of their needs are very important.

The ECARIS (Educating Carers of Kidney Patients) project will focus on the needs and the problems addressed by informal carers and professionals who work with carers of patients with ESRD (End Stage Renal Disease) from Greece, Spain, Denmark, and Italy. It will attempt to provide education, support, and encouragement for caregivers of patients with ESRD. End-stage renal disease (ESRD) is the last stage (stage five) of chronic kidney disease (CKD). This means kidneys are only functioning at 10 to 15 percent of their normal capacity. When Chronic Kidney Disease develops into ESRD, dialysis, peritoneal dialysis or a kidney transplant is necessary for the patient so to stay alive. Chronic Kidney Disease (CKD) is an aggravated condition in renal function in which the body will gradually lose its ability to maintain electrolyte and metabolic balance leading to increased blood urea and its retention in the

body. Dialysis and Peritoneal dialysis are methods of removing unnecessary fluids and wastes when the kidneys are unable to perform their task due to impairment. A kidney transplant is the transfer of a healthy kidney from one person into the body of a person who has little or no kidney function.

The ECARIS (Educating Carers of Kidney Patients) project aims at exploring ways of supporting caregivers that can have beneficial effects on the outcomes for both the patient and the caregiver. Discussing coping skills can improve the caregiver quality of life even in the difficult environment of end-of-life care. Psychosocial intervention can have significant, positive effects on caregivers' burden and improve their satisfaction with their role.

The benefits of informing/learning/teaching caregivers are numerous and include issues such as illness education, medication concordance improvements, explanation of prognostic expectations, and various other psychosocial and practical inputs.

Although it involves a lot of work, the payoff more than rewards the effort. Carers become virtual members of the multidisciplinary team, and their contribution to care plans is valued and respected. Relapses are spotted earlier and admissions become less frequent as carers become more adept at managing problems and knowing whom, where, and when to call for assistance.

The involvement of kidney patients' associations, dialysis units and hospitals' nephrology departments, caregivers' associations and healthcare professionals will contribute to exchanging and recording caregivers' experiences/concerns/fears and highlighting the problems caregivers face at these countries. The project with all these participants is going to boost the awareness and improve the skills of caregivers in social and health field. The participating organizations' goal is this project to become the first successful hotbed of further connections across Europe.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062986
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Assistant Gardener Curriculum for People with Intellectual Disabilities
ΣΥΝΤΟΝΙΣΤΗΣ	ΣΥΛΛΟΓΟΣ ΓΟΝΕΩΝ ΚΗΔΕΜΟΝΩΝ ΚΑΙ ΦΙΛΩΝ ΑΤΟΜΩΝ ΜΕ ΑΝΑΠΗΡΙΑ «ΤΟ ΕΡΓΑΣΤΗΡΙ»
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Società Italiana Disability Manager ·Association "Halfway There" ·Andragoski zavod Ljudska Univerza Velenje ·OMEGATECH, THEOFANIS ALEXANDRIDIS ΚΑΙ SIA EE ·MINISTRY OF AGRICULTURE, RURAL DEVELOPMENT AND ENVIRONMENT OF CYPRUS ·KYPRIAKI ETAIREIA PISTOPOIISIS LIMITED
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

GreeNet aims in improving and innovating inclusion of people with intellectual disabilities through fostering specific actions within the framework of Adult Education and Rehabilitation for people with Intellectual disability (PIDs). The state of affairs for people with intellectual disabilities is that their full social inclusion and active citizenship are not yet a reality, but future challenges. The policies to remove physical barriers have not been extended to the overcoming of mental barriers. Nowhere has this been more evident than in the employment and work based training provided to PIDs.

Even though in the last few years there has, been a visible shift at the European level towards integrating PIDs into the labour market, still PIDs are often unable to complete adult education programmes, and are restricted to participating in courses, which do not grant the student any official certification of their gained qualification. Furthermore, the majority of programs, designed for PIDs need the constant participation of a guide or trainer, limiting their autonomy, are designed for use in a "protected environment" and mainly focus on maintaining life skills and not bridge the actual skill gap between PIDs and the general population.

Even though, the main effort by such programs is guided toward work place "equality" for people with intellectual disabilities and their peers, the perceived need of supervision leads, to segregation. One of the 8 areas of action defined in the "European Disability Strategy 2010–2020" is to "Promote inclusive education and lifelong learning for pupils and students with disabilities", furthermore, The Council Directive 2000/78/EC (Employment Framework Directive) aims to promote equal opportunities and combat discrimination on several grounds, including disability, in employment, self-employment and occupation (European Commission, 2000), but still the problem persists.

GreeNet aims to create a complete training Course for Adult Educations in Horticulture (Assistant Gardener – PID). Special attention will be given to skills transparency through EQF and ECVET system as well as the certification of the course materials and the trainers and future supervisors themselves. GreenNet is also going to promote Work Based Learning (WBL) and co-training and will involve the trainees working in the community. GreeNet will provide the opportunity to PIDs to obtain a certification for the learning units achieved or the entire curriculum.

The course will address the latest's technological advancements in the supported employment (Assistive Technology solution), in order to bridge this lack of skills, to increase autonomy and maximise social impact. An Assistive Technology toolkit will be prepared to control in real time garden conditions to improve services, to reduce time and resources required, and also reduce the possibilities of human error. The toolkit will include a weather station, soil moisture sensors, sunlight exposure, etc).

The main Objectives of the project are:

- To promote inclusive education and lifelong learning for people with intellectual disabilities.
- To design and develop an Assistant Gardener curriculum for people with intellectual disabilities of EQF levels 1 and 2.
- To develop an Assistive Technology toolkit to assist in WBL, but also later on when the certified trainees will work in real jobs helping them to retain their skills and increase their autonomy.
- To offer easy to read training materials specifically designed from the start, to cover the beneficiaries' vocational needs.
- To develop a certification system for the assessment of the training content and the trainees. Each training module will consist of learning outcomes that will correspond to training units.
- To train 2 trainers professionals working with PID in each country (Greece, Italy, Slovenia, Cyprus and Serbia) in the use of sensor technologies in horticulture and guide them or the successful organisation of the training's with main goal to ensure sustainability of the project results.
- To pilot train 10 PIDs as gardener in all partner countries in order to test the effect of the methodology and the tools.
- To offer the materials for free through an online platform and the corresponding manuals to be used worldwide.

Considering the different institutional, academic and even cultural backgrounds, the partner organizations are aware of avoiding a one-size-fits-all approach and based on that conviction, they stress on the need to develop a very concise overview of the proposed solution and best practices. Meeting these differences and dealing with them is not only about demonstrating the competency for transnational cooperation and the organization's overall capability, but it is also one pathway to achieve the project targets and a solid resource to improve existing efforts.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-062996
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Threads Crossing the Warp
ΣΥΝΤΟΝΙΣΤΗΣ	ΧΑΡΟΚΟΠΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·EUROPEAN UNIVERSITY OF TIRANA UET ·VOCATIONAL TRAINING CENTRE MARGARITA ·Fundação afid Diferença ·GALICIAN CONFEDERATION OF PEOPLE WITH DISABILITIES ·Complexul National Muzeal ASTRA ·IDRYMA PROSTASIAS APROSARMOSTON PAIDON I THEOTOKOS THEOTOKOS FOUNDATION
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	36 Μήνες

Περίληψη Σχεδίου

The main objective of the project is a process of apprenticeship and collaboration on the traditional art of weaving. The project develops itself in depth (education, inclusion of people with intellectual disabilities, production) and in breadth (dissemination, creation of educational and productive points in five European countries and an open to everyone, digital platform with educational material). It connects the past with the future by attempting to revive a traditional art in the modern world and to design social cooperative enterprises that will create jobs for people with intellectual disabilities and other vulnerable groups of people from the typical population. A second aim is to provide the material and the expertise to people who wish to lead training weaving workshops.

More specifically the project aims to:

- To ensure the maintenance of weaving workshops in vocational training centers and set up new ones.
- The development of manuals for (a) the trainers and (b) the trainees with intellectual disabilities.
- Improve the inclusion of people with intellectual disabilities by giving the chance to local communities to attend in inclusive weaving seminars.
- Create job positions related to the field of weaving.

The beneficiaries who will participate in the training seminars will be 30 people in total per country. From the 30 people, 15 of them will be of the general population from vulnerable social groups (e.g. long-term unemployed, women) and 15 will be people with intellectual disabilities. The training seminars will last for 600 hours (7 months) and will be divided in two sections one theoretical (150 hours) and one practical (450 hours). Those who complete the training seminar can attend a second part of seminars which will prepare them to become trainers in Weaving Workshops by focusing on the methodology of training but also on the history of weaving, equipment and weaving techniques, its connection with the current era and the current market trends (30 hours). The manuals will be available in digital and paper form. The manuals will be a tool for universities, lifelong learning centers, institutions which promote the Art of Weaving, Weaving Workshops in VET Centers.



Intellectual Outputs:

1. Analytical Curriculum
2. Trainers Manual
3. Manual for people with intellectual disabilities (easy-to-read)
4. Web Platform – Webinars

The project aims to contribute to the revival of traditional Weaving Art, an art that is in danger of being forgotten, as the weaving process has been mechanized, the hand loom has been replaced by the weaving machine. The revival of the hand-held loom thus, has a wider reference to intangible cultural heritage. At the same time, it has a great educational value due to its potential for the development of fine and thin motor skills, attention, concentration and psychosocial development, especially for people with mental disabilities.

The methodology of the project is based on the balance between the theoretical and the practical training as well as the management of traditional techniques in modern times. Since weaving by its nature requires synergies of different specialties (qualities), which complement each other, the project will attempt to be developed through the principles of collaboration through craft. Finally, it will be governed by the principles of inclusion, giving space to the coexistence of different groups of the population (general population, disabled people, elderly people, immigrants from countries with tradition in the subject, etc.).

In terms of impact, the CROSSWARP project aims to strengthen the creation of loom workshops in the Vocational Training Centers in the participating countries at first (across Europe thereafter) by offering integrated training tools.

As far as longer term benefits are concerned, the project will highlight training in weaving as a field for the development of social cooperative enterprises in the context of the promotion of KALO, which can ensure employment for people from vulnerable social groups.



ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-063027
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Support & Empower Women Autonomy through Non-Formal Learning Exchange
ΣΥΝΤΟΝΙΣΤΗΣ	ALTERNATIVE INNOVATIVE DEVELOPMENT CIVIL NON-PROFIT SOCIETY
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Federació d'Associacions Culturals i Educatives de Persones Adultes ·Amrita OBK Egyeseület ·COVENTRY UNIVERSITY
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	28 Μήνες

Περίληψη Σχεδίου

Despite the European Union's efforts, it is an undeniable fact that social behaviors - prejudices, stereotypes and cultural views continue to tend to exert a negative influence, with women facing challenges in different areas. At the same time, the current structures, both economic, professional and social as well as exponential technological and scientific development, have created and demanded a wide range of needs and a diverse set of skills, demonstrating the importance, role and necessity of non-formal education and learning to empower and support vulnerable social groups and people living in exclusion.

This program, entitled «Support & Empower Women Autonomy through Non-Formal Learning Exchange» (NEFELI), with a total duration of 28 months and start date 01-09-2019, is a Transnational Strategic Partnership in the field of education for the exchange of know-how on methodological approaches, non-formal learning methods and techniques developed and / or developed by its partners with a view to creating a network of adults active in empowering and supporting women's personal, professional and entrepreneurial autonomy, and to raise public awareness of these issues.

The specific objectives of the project are:

- the education and training of trainees of each partner,
- a review and enhancement of the literature on the role that non-formal learning can play in supporting and empowering women,
- designing and implementing multiplier actions to raise public awareness of the deficiencies and needs identified,
- the promotion of diversity in the ownership of common values such as gender equality and the elimination of discrimination for the social and occupational integration of women who live under conditions of exclusion or belong to vulnerable social groups adopting a more positive attitude towards European ventures and EU values.

The results of the project are expected to be:

- the exchange and transfer of know-how, methods, approaches, non-formal learning tools that each partner has created and developed through actions and European-national programs through 2 education, teaching and training activities (mixed learner mobility),

- the development of a non-formal learning support and empowerment learning book with a particular focus on women living in exclusion and / or women belonging to vulnerable social groups,
- the development of a website and a forum that will form the basis of the program for the creation of a network of trainees to support and empower women, as well as four actions to raise public awareness,
- creating newsletters in each country's media (at least 8), creating pages on social media (Facebook, twitter), and posting articles relevant to each stage of the project.

Each partner organization is responsible for a part of the project, assuming responsibilities and tasks that have been divided into partners' expertise, while this project will place particular emphasis on the implementation of 2 transnational education, teaching and training activities, enhancing the participation of a total of 28 participants with the participation of 12 participants with fewer opportunities with the basic criteria are women or adults without a university degree and / or have low or non-formal qualifications and / or live under the poverty line of their countries, usually running the risk of exclusion and having difficulty participating in formal social, political and economic life.

This program builds on the foundation that achieving true equality is a human, not a woman's right, by providing a comprehensive overview and exchange of different methodological approaches, methods and techniques of non-formal learning that each partner organization has developed / developed to support and empower women , aiming at the use of this information for the better "equipping" of both the educational members of each partner as well as in the operation and improvement of his own training methods the partner organization.

The plan and its implementation are expected to have a positive impact on a graduated level towards all those involved by improving the skills, skills, perceptions and attitudes of both people involved and organizations. This project has as a direct result the creation of a network of organizations and adults who, using diverse methods, tools, non-formal learning approaches, support and empower women, especially women living in exclusion and / or belonging to vulnerable social groups.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-063043
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Social Integration Skills for Newly Arrived Migrants and Refugees Through Social Stories Scenarios Enacted Using European Cultural Heritage Sites and Near-Peer Role Models
ΣΥΝΤΟΝΙΣΤΗΣ	CO-CREATE SHARED GROWTH AND IMPACT
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·Centre Recursos d'Iniciatives i Autocupació sl ·KSPM-ERP, Integration Center for Migrant Workers-Ecumenical Refugee Program ·Associazione SALAM ONG ·AJUNTAMENT DE SANT BOI DE LLOBREGAT ·OMEGATECH, THEOFANIS ALEXANDRIDIS KAI SIA EE ·Akademie Klausenhof/Akademie Klausenhof gGmbH ·M.M.C MANAGEMENT CENTER LIMITED
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Many European Union member states have accepted newcomers in their societies for decades. However, no one was prepared for the mixed, increased migration flows that Europe has faced since 2015. Not only were individual member states not prepared, but they struggled to define an effective, common response to the arrival of asylum seekers and migrants.

While the media and public debate have focused on the initial reception of migrants, recent increases in new arrivals have exposed the underlying governance weaknesses for both the short and long-term responses for integration. According to a 2018 OECD report, refugee and migration- integration needs to happen where people are, in their workplaces, in their neighborhoods and the schools to which they send their children, in the local supermarkets where they shop, and in the public spaces where they will spend their free time. Successfully managing increasingly diverse local areas in terms of origins, cultural and religious backgrounds requires effective co-ordination between central/federal and sub national administrations, active local communities and local authorities capable to design what successful integration should look like and communicate their vision to citizens.

Ensuring access of migrants and refugees to mainstream services is an important aspect.

In this framework, the project seeks to support migrants and new comers as well as organisations (either state or non governmental) that deal with such populations, by developing an easy to use tool that will enhance their ability to interact, facilitate their access to services and places of interest and familiarise them with their new environment.

The main goal of "EUFAST" project is to reach out migrants and refugees, train them in oral communication skills (listening, body language, friendliness, clarity, empathy, respect) aiming at their fast integration, culture awareness and active participation in the society. The training material, offered through role – playing, multilingual, social stories scenarios enacted through the use of mobile devices, will cover skills ranging from basic interaction with people in the neighborhood, to using public services and interacting with local people. The project aims through oral communication training to prevent and

tackle exclusion and discrimination, foster mutual understanding, fast integration and respect among people from different cultures and lay the foundations for active citizenship. EUFAST will help newcomers to develop skills so as to faster understand and adjust in their new country.

The acquisition of social and civic competences is one of the major objectives of Europe for the near future; however, there are several shortcomings in education and training setting that EUFAST project aims to tackle with. The challenge of harmonious co-existence in a heterogeneous society and migration-related diversity asks for educational policies that are able to respond to the needs of the entire population. Knowledge of the language and familiarisation with the habits of the reception country is fundamental for migrants and refugees in order to avoid first and foremost social exclusion, and consequently exclusion from the job market or other opportunities for professional and personal development. EUFAST project is offering a methodology for faster acquisition of oral skills and civic competences in a simple and engaging way. EUFAST project will involve role model migrants and/or refugees in all participating countries that have been successfully integrated in their new societies.

The objectives of EUFAST project are:

- Developing and implementing innovative methods and practices to foster inclusive education.
- Enhancing the acquisition of social and civic competence
- Supporting the inclusion of newly arrived migrants in good quality education
- Involving role models for greater impact among target groups

The project consortium is capable to mobilise the necessary resources for achieving the project goals. A healthy mix of researchers, trainers, business people, technicians and developers from all partners are ready to collaborate towards defining the learning materials, developing the ICT tools, contacting target groups, testing, evaluating and disseminating the project results, as well as ensuring sustainability of results beyond the project's conclusion.

The transnational approach will help the project to co-design and evaluate the tools in different cultures and with refugees and migrants from different origin countries. The consortium is composed from 8 partners from 5 European Countries (Greece, Cyprus, Germany, Italy and Spain) collecting all the required expertise in the design and development of the project outputs. The duration of the project is 24 months.

The project outputs will be offered for free through the project website, Erasmus+ results platform, while the apps will be offered for free from the relevant stores.

ΚΩΔΙΚΟΣ	2019-1-EL01-KA204-063049
ΤΙΤΛΟΣ ΣΧΕΔΙΟΥ	Interactive Toolset Supporting Development of Educators of Adults' Skills in Boosting Entrepreneurship Among NEETs
ΣΥΝΤΟΝΙΣΤΗΣ	ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ & ΑΝΑΠΤΥΞΗΣ ΙΕΡΑΣ ΜΗΤΡΟΠΟΛΕΩΣ ΣΥΡΟΥ
ΕΤΑΙΡΟΙ	<ul style="list-style-type: none"> ·CESIE ·STOWARZYSZENIE CENTRUM WSPIERANIA EDUKACJI I PRZEDSIĘBIORCZOŚCI ·CENTRE FOR EDUCATION ·Κε.Δι.Βι.Μ2 ΚΑΙΝΟΤΟΜΙΑ & ΣΙΑ Ε.Ε. ·Diciannove Società Cooperativa ·MARKEUT SKILLS SOCIEDAD LIMITADA ·Centrum Kształcenia Edukator Sp. z o.o.
ΔΙΑΡΚΕΙΑ ΣΧΕΔΙΟΥ	24 Μήνες

Περίληψη Σχεδίου

Many initiatives are taking place in Europe in order to improve the employment situation of young adults, e.g. with Youth Guarantee implementation, the number of NEETs aged 15–29 has slightly decreased, from around 14 million at the height of the crisis to 12.5 million in 2016 (14.2%). The NEETs situation is better today than a few years ago but still, unemployment rates in the group of NEETs is much higher when comparing to the unemployment rates of overall unemployment in given country. Looking at the latest available annual data from Eurostat (Labour Force Survey, 2017), in all partner countries, in NEETs group, unemployment is at higher rate than the EU average (EU:10,9; GR:15,3; IT: 20,0 ;ES: 13,3; PL: 13,4).

However, these figures do not tell the full story as many young people are not registered as unemployed and are not looking for a job due to a variety of factors, including family responsibilities or health issues but also discouragement and a lack of incentive to register as unemployed. In addition, the crisis has hit the young population hard and fighting youth unemployment remains a priority [Investing in Europe's Youth]. In order to improve NEETs situation, the education has to give young people the right set of skills needed on the labour market.

The Forbes published article with headline, "90% of start-ups fail". This article refers to number of start-up businesses that fail during their first 3 years. In all countries there is a need to link theory with work practice. The ideal situation for young adults that want to be entrepreneurs could be, if they learn directly from those that are already successful entrepreneurs.

As an answer to the above problems, the main aim of the project is to extend and develop competencies of educators of adults in the area of entrepreneurial skills (in non-formal settings) through providing them with guidance and motivation strategies and equipping with innovative solution - Interactive toolset for Educators of young adult people which will support the development of their skills needed for boosting entrepreneurship among NEETs. This toolset will allow Educators for assessing the skills of NEETs, propose them customised learning path and provide adapted training and in effect connect young adults and real life entrepreneurs of small and micro businesses.

The project will directly involve educators of adults, particularly NEETs, in Greece, Italy, Spain and Poland. They will participate in various stages of the project taking part in research, contribute to the development of the report and toolset, test and evaluate it, participate in trainings. In addition to that, other participants from the area of adult education will be informed about the project results. Minimum of 300 stakeholders will take part in dedicated to the project multiplication events in all partner countries and others will be informed at different occasions and via internet. This number will be about 20000.

Besides activities connected with management, evaluation and dissemination, the partners will carry out activities leading directly to preparation of two outputs. From the beginning of the project, parallel research will take place: one among Educators of adults and second, among representatives of micro and small businesses. They will end with report which will reveal the entrepreneurial methods used in educating of young adults and the second, the skills required today for being employed or running a business from the point of view of successful entrepreneurs.

The report will be prepared as interactive resource accessible online and via mobile app. It will also be the base for creation of the interactive toolset supporting adult educators in boosting entrepreneurship among NEETs which will allow for assessment of needs and through customized learning path will point to the appropriate training. The toolset will be also alternatively possible for self-assessment and self-administered learning by young people.

The partners plan wide dissemination of the project and expect that the impact will be significant especially on Educators of NEETs but also on young adults who can use the resources of the toolset themselves. In the long run, the young adults, especially NEETs prepared by better educated Educators with the use of new methods and updated to today's needs content will have the right set of skills for working or opening and running own business successfully. In the long run the project will have impact on reducing unemployment among young adults and on reducing number of NEETs.







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