

MedNetCountries



KA2 Good Practice examples

2021



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Introduction

With the aim of disseminating results at European level, this publication brings together good practice examples from MEDNET countries, namely KA2 Strategic Partnerships projects implemented under the previous Programme period (2014-2020) and finalized in 2021. MEDNET is a network of Erasmus+ National Agencies for the fields of Education and Training based in Mediterranean countries. The members of MEDNET are Croatia, Cyprus, France, Greece, Italy, Malta, Portugal, Slovenia, Spain and Turkey.

The project results are grouped per sector (School, VET, HE, Adult), according to the four main priorities of the current Erasmus+ Programme (2021-2027), European Identity & Active citizenship, Digital and Green Erasmus, Inclusion & Diversity, in order to underline the link between the two Programme periods. You may also find projects targeting at other sectoral priorities such as Entrepreneurship, Work based learning, enhancement of soft skills, health and well-being, Pedagogy and Didactics, etc.

In the new Programme period 2021-2027 Strategic Partnerships are now called «Partnerships for Cooperation». As in the previous Programme period, these projects aim at the development and strengthening of transnational collaborations between organizations active in the fields of education, training or other socio-economic fields with the aim of exchanging experience in international cooperation, strengthening their capabilities and achieving high quality innovative results. Partnerships for cooperation should be relevant to the horizontal and sectoral priorities of the Erasmus+ Programme, both at European and national level, while aiming to create incentives for cross-sectoral and horizontal cooperation in thematic areas. Depending on the objectives of the project, the participant organizations and the expected impact, Partnerships for Cooperation may be of two types:

COOPERATION PARTNERSHIPS

The main goal of Cooperation Partnerships is to enable organizations to improve the quality and relevance of their activities to the needs of a specific target group, to develop and strengthen networking with their partners, to improve their ability to work together at transnational level, enhancing the internationalization of their activities. They aim to support the development, transfer and / or implementation of innovative practices and the implementation of joint initiatives by enhancing cooperation, peer learning and the exchange of experiences at European level. The results produced should be able to be reused or even upscaled and should have a strong cross-sectoral dimension, if possible. Approved projects are also expected to carry out dissemination activities at local, regional, national and transnational level. Cooperation partnerships are available to all sectors of Education and Training.

SCALE PARTNERSHIPS

Small-Scale Partnerships are designed to open access to the Programme for small organizations with little or no experience and individuals with fewer opportunities in the School education, Adult education and Vocational education and Training sectors. With a lower grant, shorter duration and simpler administrative requirements compared to Cooperation Partnerships, this action aims to attract grassroots, less experienced and new comers to the Programme.

This action also supports flexible schemes - combining transnational and national activities which, however, should have a European dimension - providing organizations with additional means to reach people with fewer opportunities. Small-Scale Partnerships can also contribute to the creation and development of transnational networks and enhance synergies between local, regional, national and international policies. Small-scale partnerships are not available in the Higher Education Sector.

We hope that the examples available in this publication will serve as a source of inspiration for you!

Acknowledgments:

This publication would not have been possible without the collaboration of the MEDNET countries NAs which contributed by sending their best-practice examples. We would like to warmly thank them all!

MEDNET NAs:

Agency for Mobility and EU Programmes Agencija za mobilnost i programe Europske unije (AM-PEU-Croatia)

Foundation for the Management of European Lifelong Learning Programmes, (ΙΔΕΠ-Cyprus)

IKY - State Scholarships Foundation

Agenzia Nazionale Erasmus+ (INDIRE-Italy)

Agence Erasmus+ France/Education Formation (ZE2F-France)

European Union Programmes Agency (EUPA-Malta)

Agência Nacional Erasmus+ Educação e Formação (PROALV-Portugal)

Center Republike Slovenije za mobilnost in evropske programe izobraževanja in usposabljanja (CMEPIUS-Slovenia)

Servicio Español Para la Internacionalización de la Educación (SEPIE-Spain)

The Centre for European Union Education and Youth Programmes (CEUEYP-Turkey)





1. European Identity - Active Citizenship



School Education

Organization name (coordinator) Gymnasio Magoulas Karditsas
Code 2018-1-EL01-KA229-047870
Sector School Education
Project title Dynamic citizens of Europe
Countries Greece, Turkey, Italy, Spain, Romania
Partners: Ozel Oguzhan Ortaokulu, Istituto Comprensivo 1 Vasto, CEIP LAS CASTILLAS, Scoala Gimnaziala

As the world is constantly and rapidly changing, education is becoming a problem in different countries. Therefore, the teaching process needs to be re-adjusted by giving students the expertise which can help them adapt fast to changes and integrate into society. Independent thinking, values, teamwork, and social awareness are vital skills that should be nowadays included in teaching. To develop these delicate and flexible skills, the project coordinator identified social inclusion as the initial and essential point.

The present project brought together 4 schools from Greece, Italy, Turkey, and Romania. Diversity is one of the biggest challenges that societies face at the European level nowadays and children are raised within this background. The project addressed students aged 8-14 years old an age when they can still be influenced positively by the role models they meet; hence they should be taught by teachers who encourage active citizenship and promote social inclusion. At the same time, they should be taught how to rely on their behavior codes when they actively take part in voluntary actions which improve community life. In this way, students can become responsible and active European citizens.

Using this project, we intended to make students grasp the idea that active citizenship represents the cornerstone that keeps society united. The objectives of the present project were to:

- Raise awareness among 200 students in 4 European schools during a three-year project about active citizenship.
- Develop 200 students' insight, perspective, and abilities needed to serve as active citizens within the local community.
- Strengthen the concept of active citizenship as a lifestyle among the students from 4 European schools in European countries.
- Create an e-toolkit for schools with examples of good practices which promote active citizenship.

The project addressed several 200 students from primary and secondary schools (8-14 years old) who were indirectly involved and also 50 teachers who had active and direct participation. A series of activities were carefully planned to lead to the fulfillment of the project objectives by using SEL, Social, and emotional learning strategies which helped students become deeply involved in the development of the project. The SEL approach helped people participate in the project to gain knowledge and skills, develop attitudes necessary to understand and control their personal feelings and emotions, set individual goals, increase their empathy perception and create positive relationships.

Different strategies such as role-play, group discussion, debates, simulations, multimedia presentations, and invited speakers, were applied to boost the effective perception of active citizenship. These activities have resulted in 4 different multimedia presentations on the topic «What is active citizenship?», 4 videos: “Cultural values in my country”, 4 seminars held by an invited special guest who gave a talk on civic values and promoted the importance of volunteering. These seminars were held by each member country in the project.





2. European Identity - Active Citizenship School Education



By applying activities that use SEL, namely group activities, comics, team building games, and stories, we intended to foster the students' abilities, approach, and insight into the matter of active citizenship in their community.

The following products were created to enhance the social awareness, self-consciousness, self-management, and decision making of the students: 4 multimedia presentations on the topic «Active citizens and environment», a comics exhibition, a magazine with students' stories, 4 presentations on «My school, city, country» and a common presentation on the topic «Active citizens and environment», comics' exhibition, a magazine with students' stories, 4 presentations «My school, city, country» and a common garden named Erasmus+.

In each of the 4 partner schools 4 Active Citizens Clubs for the students, were created aiming at building up a lifestyle based on active citizenship. These clubs intended to increase the motivation and long-lasting involvement of students in activities referring to their civic responsibilities. The members of the club had a common T-shirt design. One type of club activity was to make handcraft souvenirs for their project partners.

Teachers' work also included the creation of 20 lesson projects with the help of an interdisciplinary approach which afterward were integrated into the e-toolkit for Active Citizenship.

This partnership has intended to promote and support active citizenship and responsibility, boost cooperation between schools and local community institutions, support schools to use the SEL programs to raise students' academic achievements, increase students' networking and organization of activities linked to the project topic, and finally enlarge the school curricula and interdisciplinary teaching.

Discover more about the [Dynamic citizens of Europe](#) and visit its page in the Erasmus+ project results platform [Dynamic citizens of Europe](#).

Organization name (coordinator)

National and University Library in Zagreb
(Nacionalna i sveučilišna knjižnica u Zagrebu)

Code

2018-1-HR01-KA201-047483

Sector

School Education

Project title

Traditional children's stories for
a common future (TRACE)

Countries

Croatia, Latvia, Spain, Greece

Partners: Osnovna škola Josip Pupačić, Udruga za poticanje neformalnog obrazovanja, kritičkog mišljenja i filozofije u praksi Mala filozofija, University of Peloponnese, Fundación Euroarabe de altos estudios, Radasas Idejas





3. European Identity - Active Citizenship

School Education



The TRACE project aimed to introduce to the target group, teachers, and librarians who work with children from age 6 to age 12, as well as a wider audience from all the EU countries, with traditional children's stories from partner countries. Through this aim children, teachers, educators, and librarians learned more about EU countries and their cultures innovatively. Children were motivated and habituated to critical thinking, to read and understand literature/writings from an early age. Intellectual outputs of the project are: Report on the activities of good practice, transdisciplinary literacy developing activities, a database with transdisciplinary prompts for literacy developing activities, and a manual for teachers/educators.

The aims of the TRACE project are based on the European reference framework of key competencies for lifelong learning. Communicating in the mother tongue promotes the reading culture and enhances the skill of communicating in the mother tongue. Translating the stories encourages communication and learning foreign languages. Digital competencies are enhanced through the TRACE E-platform. Social and civic competencies help participate effectively and constructively in social and working life in today's diverse society. The new way of life forces us to give them a new kind of education that consists of researching, thinking, and making conclusions, intending to create one's own thinking and ideas, develop an understanding of oneself and the society we live in, and finding one's life orientation and ethical values.

The key competence in cultural awareness and expression teaches them to value and nurture their own culture, helps them learn about different cultures, and, through methods of philosophy for children, helps them find some answers and knowledge about the world we live in, as well as knowledge of ourselves. The TRACE project outputs are stories translated to five EU languages, learning materials, workshops, and promotional materials (e.g., roll up, leaflets, and a website).

Discover more about the [TRACE project](#) and visit its page in the Erasmus+ project results platform [Traditional children's stories for a common future](#).

Organization name (coordinator)	EB1/PE de Câmara de Lobos
Code	2018-1-PT01-KA229-047259_1
Sector	School Education
Project title	Mult'culture - Promote Education for Cultural Heritage
Countries	Poland, Greece, Italy, Romania
Partners:	ZPO, SZKOLA PODSTAWOWA IM. S. ZEROMSKIEGO W STRAWCZYNI, 37 TH DIMOTIKO SXOLEIO THESSALONIKIS, SCOALA GIMNAZIALA "PIA BRATIANU", ISTITUTO COMPRENSIVO STATALE DI PONZANO VENETO





4. European Identity - Active Citizenship

Adult Education



Building cultural bridges across Europe in our quest to rediscover and explore cultural legacies reinforcing a sense of belonging to a common European space is a priority to this partnership designed by partners from Portugal, Romania, Italy, Greece, and Poland.

Our activities aim to promote inclusiveness in the context of migration and globalization, foster creativity – as Europe needs positive, creative energies, and create opportunities for children to celebrate, experience, and enjoy the European cultural heritage.

Discover more about the [Multicultural - Promote Education for Cultural Heritage](#) and visit its page in the Erasmus+ project results platform [Mult'culture - Promote Education for Cultural Heritage](#).

Organization name (coordinator)	Universidad de Alicante
Code	2018-1-ES01-KA204-050239
Sector	Adult Education
Project title	Heritage in motion – Innovative methodologies for adult education in cultural heritage and active aging
Countries	Spain, Iceland, Poland, Croatia
Partners:	U3A Reykjavik, Towarzystwo Demokratyczne Wschód, Pučko otvoreno učilište Zagreb





HeiM, Heritage in Motion was designed to foster knowledge of local and European heritage, promote its values among citizens, recognize it as an essential resource for the development of European society, and contribute to its dissemination and conservation. The project also developed and implemented innovative teaching methods that valued the experience and skills of people over 50. The proposed action-research methodology offered this group the opportunity to continue their education in innovative environments and become an active part of society, thus avoiding their exclusion and promoting intergenerational cohesion.

The main objectives were to promote the cultural, cognitive, physical, and scientific development of the elderly, to foster knowledge of heritage and the values of the European Year of Heritage, to develop and implement innovative methods of teaching older people, and to promote high-quality activities of social relevance and research among older people to minimize the impact of ageing and retirement.

The profile of the participants was:

- Senior trainers

36 specialists in subjects relevant to the project's themes, primarily with experience in international projects and linked to the consortium, delivered the training program sessions to older adults.

- Students

74 people over 50 years old from the partner institutions were involved in the training program, research, and design of routes.

- Expert Committee (EC)

A panel of academics, scientists, and practitioners provided a broad view of heritage and active ageing. The five meetings held by the consortium members brought together a total of 176 experts.

The Guide on Innovative Methodologies for Adult Education in Cultural Heritage and Active Ageing was the intellectual output produced at the end of the project. Its elaboration was carried out in two cycles structured in three phases (orientation, intervention, and evaluation).

This methodology ensured the quality of the process using an evaluative triangulation system.

The preliminary study was based on a need analysis:

- Orientation

Each country organized a focus group with the EC and mapping to survey the offer of cultural heritage for older people.

- Intervention

A survey was conducted to find out the relevance and interest of heritage resources for the target audience and the tools and skills needed to transmit heritage appropriately.

- Evaluation

Each country wrote EC evaluation reports, and national and comparative reports to ensure the quality of the results.

Development of the HeiM Methodological Guide- Innovative Methodologies for Adult Education in Cultural Heritage and Ageing:

- Orientation

A training Programme was designed and delivered focusing on heritage, active aging, English, and new technologies.

- Intervention

After their training, older adults conducted the research and design of the 21 routes using professional techniques. The methodological guide describes the innovative methods followed to train and motivate older students towards active and professional participation in the design of heritage routes.

- Evaluation

Reports were elaborated based on surveys responded by the students and the EC about the training program and the research of the routes.

The results achieved belong to two categories.

National and comparative reports on older adults and heritage, suggestions for improvement from the EC at every stage of the project, a training program, 21 active Heritage Routes in 5 languages, national reports on routes, publication, and dissemination of the routes, a methodological guide in digital format in 5 languages, and multiplier events for the presentation of results.

Confirmation of the effectiveness of the proposed methodology, the applicability of the skills learned in future projects, recognition of the potential and social relevance of older people, promotion of heritage and involvement in its conservation, and promotion of lifelong learning and active aging.





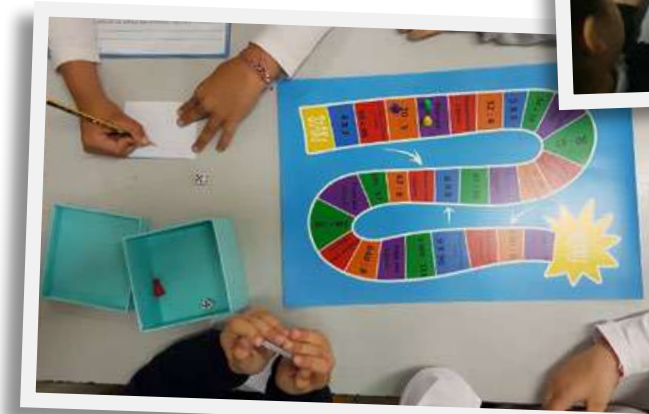
5. Digital Erasmus School Education

The consortium continues disseminating the results and has achieved impact in:

- Adult education institutions: the Centre for Training, Innovation, and Resources for teachers (CEFIRE) in Spain organized a course to implement the methodology created in the project, where 16 new proposals based on the Methodological Guide were designed.
- Tourist boards and offices, museums, and town councils are spreading the routes created and are considering using the methodology to design active heritage routes for older people.
- Older adults funded the HeiM Club in Spain and Iceland to continue researching routes and have requested new training based on the HeiM methodology.

Discover more about the [HeiM - Heritage in motion](#) and visit its page in the Erasmus+ project results platform [Heritage in motion – Innovative methodologies for adult education in cultural heritage and active ageing](#).

Organization name (coordinator)	Lykavittos K.A Elementary School
Code	2018-1-CY01-KA229-046899_1
Sector	School Education
Project title	Innovative Schools Together
Countries	Italy, Germany, Croatia, Portugal (Madeira Island)
Partners:	Istituto Comprensivo Martin Luther King, Brecht Schule Hamburg GmbH, Osnovna Skola Varazdin, Visconde Cacong





According to the recent results of the OECD-PISA tests, the general educational performance level of students in European countries is low to average. The main objective of the partner institutions was to help students maximize their basic skills acquisition through the inclusion of innovative teaching/learning methodologies and ICT in the classroom.

The project objectives were to:

- Improve the schools' approaches and teaching methods in key competencies education by sharing good practices.
- Increase children's motivation for learning by using technology in the teaching and learning process.
- Improve teachers' skills in providing the appropriate, individualized education for children of different learning abilities, social, ethnic, and cultural backgrounds.
- Achieve better learning outcomes for all pupils from a long-term perspective.
- Promote intercultural competencies and knowledge.

The activities included:

- Learning and teaching about Literacy, Numeracy, Celebrations, and Promoting Regions.
- Development of a Digital Competencies Guide for teachers.
- Active participation in several classes of different subjects.
- Learning common phrases of the languages of the partners and their cultural heritage within the context of multilingualism and multiculturalism.

The partner schools cooperated to exchange good practices and apply new teaching approaches and methodologies that would improve basic skills acquisition and development. The partnership project was pupil and teacher-oriented; it applied "learning by doing" instead of traditional lessons, task-based and formal/informal learning, transversal and life skills contribution, and practice of innovative methods of teaching: use of reality, ICT, e-Tools, and Media, blended learning, group work, and peer work with the attention of mixing different learning levels.

5 Learning/Teaching/Training Activities allowed students and teachers to work together at a transnational level, improve key competencies and develop teaching skills.

Intensive training courses were also conducted by teachers who are experts in ICT-specific programs, software, and Media.

The results of the project were both qualitative and quantitative.

Qualitative:

- Improved pupils' abilities to apply knowledge to practice.
- Enhanced their key and social competencies and emotional maturity.

- Broadened knowledge about the European regions.
- Developed life and transversal skills.
- Enhanced teachers' professional development.

Quantitative:

Creation of a portfolio of educational material and guidance on learning and teaching through practice in digital and paperwork. Also, acquisition and promotion of knowledge of the 5 regions for other groups.

- Collection of Literacy activities: "Innovative Schools Together" writing.
- Traditions and legends from the 5 countries.
- Collection of Numeracy Activities: "Innovative Schools Together" counting.
- Board games – New games – Outdoor games – Coding games.
- Collection of Celebrations: International Day for Tolerance, International Day of People with Disabilities, Book Day, Earth Day, Europe Day, A local Day.
- Collection of Knowing and Promoting the regions.
- Tourist guide (brochure), Video tutorial: itineraries of interest - 4 Seasons in 5 regions' interactive Google calendar - Regional specialties.
- Digital Competencies Guide – a common teachers cooperation result.
- "Innovative Schools Together" Learning in practice: 2 bulletins.
- "Innovative Schools Together" Teaching in practice: a compilation of lesson plans.
- Project website including survey results, multimedia presentations, pupils' and teachers' reports, and photo coverage of events and activities.
- Newsletter, Twinspace, Facebook page, and Wikispaces platform.

The project had a high impact on pupils, teachers, parents, and other stakeholders at the local/regional/national/transnational level. Students acquired knowledge and understanding about the partners' countries/regions and learned how to make school learning applicable and meaningful to their everyday life. By working together with their European peers, they improved collaborative skills and became more flexible in adopting new learning methodologies and techniques. All the activities and their results were constantly communicated to the local press, respective stakeholders, and students' parents.





6. Digital Erasmus School Education

Pupils became more responsible for making decisions that affect their own lives in the present and future; the level of educational achievement is higher; early-school leaving risk is decreased; the quality of the education system is improved; the Digital Guide is a tool available for teachers to enrich their teaching methodologies, techniques, and skills; the tourist guide and the video tutorial are useful tools of interest to the wider community.

Discover more about the [Innovative Schools Together](#) and visit its page in the Erasmus+ project results platform [Innovative Schools Together](#).

Organization name (coordinator) Malta Information Technology Agency
Code 2017-1-MT01-KA201-026955
Sector School Education
Project title Create Digital Games for Education
Countries Malta, Austria, Luxembourg, Malta, Germany, Austria

Partners: MALTA INFORMATION TECHNOLOGY AGENCY, UNIVERSITAT FUR WEITERBILDUNG KREMS, UNIVERSITE DU LUXEMBOURG, Science Centre (Department of Curriculum Management), waza! UG, RESEARCH AND INNOVATION MANAGEMENT GMBH





Digital games are an integral part of most of our students' life outside the classroom. Throughout the years, games have been increasingly recognized as powerful learning tools to facilitate students' learning. Most notably, games allow students to be at the center of the learning experience, allow room for trial and error, and make learning fun and engaging. This Strategic Partnership targeted efforts that challenge traditional pedagogies and encourages the use of innovative game-based learning (GBL) methodologies for learning purposes. The Erasmus Plus Strategic partnership developed a Game Creator Tool (GCT) that can be used on a range of devices, developed for ease of use in classrooms to help enrich the educational and skills portfolios of local and European educators. Furthermore, this partnership promoted sharing of best practices, cooperation, and cross-fertilization between the fields of technology and education.

The impact of this partnership is aimed at bridging the gap between the complex world of programming and designing games with the availability of an open and easy-to-use tool for game authoring. The project outputs are meant to throw light on the need for further research into the positive potential of actively designing games for learning purposes and enhancing the digital competencies of students with a particular focus on media literacy and STEM education via GBL learning.

The synergistic working relationship created between European partners from Malta, Austria, Germany, and Luxembourg strengthened the cooperation between organizations, and post-secondary schools and also facilitate the exchange, testing, and development of best practices in the field of education. The team will work together towards the development of a user-centered game-based learning framework. The GCT will allow students and teachers to work on game projects to dive deeper into the subjects of Fake News and STEM. The Fake News Game will serve as one of the pilot demonstrators for the Game Creator Tool. This will allow both teachers and students to create games related to the subject. Based on the current impact of fake news across social media and news portals, it is essential that the general public, in particular, youth learn how to identify reliable news sources. On the other hand, the STEM pilot game will be based on and inspired by a current theme in the education STEM syllabi currently being adopted in Malta at the post-secondary level of schooling. The game will serve as a precursor to and underpinned by an inquiry-based learning approach, where students will practice both STEM-related process skills and critical thinking skills.

A total of 7 multiplier events were planned however due to the Covid-19 situation only 4 were organized as planned, 2 were organized virtually and 1 was canceled. Originally, 3 transnational partner meetings were planned however the final transnational meeting had to be organized virtually due to the pandemic. One joint training staff event was planned and held in Austria. All of these events involved the participation of various individuals and entities from the European Union to increase awareness of the project and its goals. Results of the meetings and training events, as well as project progress, were disseminated online to the relevant audiences.

Following project closure, the consortium took stock of the lessons learned and the outputs emanating from the project to be in a position to continue disseminating and raising awareness of the game creator tool. A needs analysis report identifying the best practices recommendations document was drafted and published online. The intention of this is to raise awareness of the game creator tool. A needs analysis report identifying the best practices recommendations document was drafted and published online. The intention of this is to amplify the project's aims by reaching out to decision-makers on curricula about GBL as a powerful learning methodology.

The Partnership aimed to enhance the level and quality of digital competencies and the relevance of students' knowledge and skills and promote students' centered learning approaches through ICTs. Through this project, the consortium sought to create an innovative method of teaching as well as learning. ICTs was used effectively to enable educators to diversify their pedagogies and enable students to learn using a tool that is modern and attractive, thus motivating students' appetite to learn.

This Strategic Partnership involved the appropriate mix of complementary project partners with the necessary profile, experience, and expertise to deliver successfully all aspects of the project. The consortium consisted of a team of academics, researchers, education consultants, and ICT experts. The commitments and tasks have been distributed diligently and responsibly to successfully produce high-quality innovative deliverables.

Discover more about the [Create Digital Games for Education](#) and visit its page in the Erasmus+ project results platform [Create Digital Games for Education](#).





7. Digital Erasmus School Education

Organization name (coordinator)	Universidad de la Inglezia de Deusto Entidad Religiosa
Code	2019-1-ES01-KA201-064261
Sector	School Education
Project title	Inclusive environmental STEAM education with Online Labs
Countries	Greece, Cyprus, Portugal
Partners:	ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAWA, UNIVERSITY OF CYPRUS, NUCLIO NUCLEO INTERACTIVO DE ASTRONOMIA ASSOCIACAO

The inSTEAM project aimed at fostering inclusive, environmental STEAM (science, technology, engineering, arts, and mathematics) education through the facilitation and development of new resources and pedagogical approaches in digital learning that give all students equal opportunities to succeed by reducing disparities in access to and engagement with digital technologies in formal and non-formal education.

Among the project's priorities was to engage and accommodate diverse learners and allow all students to pursue careers in STEAM by removing all barriers (SOCIAL INCLUSION). Moreover, the project aimed to encourage all kids to understand the importance of social components in the STEAM courses. Another need that the project aimed to fulfill was to SUPPORT EDUCATORS by strengthening current STEAM curricula with inclusive, innovative, and interdisciplinary methods, tools, and resources based on the Universal Design for Learning principles. Finally, the project STRENGTHENED THE PROFILES OF THE TEACHING PROFESSIONS with suggested technology to encourage teachers in realizing social inclusive STEAM education by providing students with tools that support these forms of learning and train 21st-century skills.

The inSTEAM project intended to create a set of lessons with more individualized and personalized STEAM learning to create pathways to inclusive, innovative, and interdisciplinary environmental education that reduces inequities in access to and engagement with digital education.

TO REACH THIS THE PROJECT'S TEAM:

- Created a socially inclusive pedagogical approach.
- Built 25 inclusive inSTEAM Inquiry Learning Spaces (ILSs) or lessons with consulting educators.

- Introduced environmental topics: SGD6 - Water management, SGD7 - Renewable energy & SGD13 - Climate change.
- Made social inclusive ILSs using appropriate topics, activities, tools, apps, and videos.
- Introduced inclusion with Universal Design for Learning principles.
- Provided students with real-world problems to solve.
- Included online (virtual or remote, datasets) scientific experimentation.
- Applied inquiry- and project-based learning using the Go-Lab Ecosystem.
- Contributed to developing students' 21st-century skills with inSTEAM resources.
- Offered teachers multiple tools to monitor the learning progress of students, providing personal real-time feedback.
- Reached max audience in each country over the multiplier events and dissemination.
- Encouraged schools to use inclusive environmental lessons.

Discover more about the [Inclusive environmental STEAM education with Online Labs](#) and visit its page in the Erasmus+ project results platform [Inclusive environmental STEAM education with Online Labs](#).





8. Digital Erasmus School Education

Organization name (coordinator)	ERCİYES ÜNİVERSİTESİ
Code	2018-1-TR01-KA201-058610
Sector	School Education
Project title	Healthy Digital Life for Pupils
Countries	Türkiye, Germany, Spain
Partners:	DE- Universitaet zu Koeln; ES- UNIVERSITAT DE BARCELONA; TR- Kayseri Emniyet Müdürlüğü



The European Commission's Communication "A new skills agenda for Europe: Working together to strengthen human capital, employability and competitiveness" proposes ways to address the skills challenges that Europe is currently facing. The aim is for everyone to have the key set of competences needed for personal development, social inclusion, active citizenship and employment. Digital competence is one of these and the key components of digital competence are summarized in 5 titles by the European Commission. One of them is "Security". Security aims to understand risks and threats in digital environments, to know about safety and security measures and to have due regard to reliability and privacy, to be able to avoid health-risks and threats to physical and psychological well-being while using digital Technologies, to be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying) and to protect personal data and privacy in digital environments. For the information and data literacy, the main competences are to analyze, compare and critically evaluate the credibility and reliability of sources of data, information and digital content, to analyze, interpret and critically evaluate the data, information and digital content.

The latest findings of the EU Kids Online Research Project strategically increase the importance of these two qualifications: Compared with 2010, 11-16 year-old group's exposure to hate messages increased from 13% to 20%, exposure to pro-anorexia sites increased from 9% to 13%, exposure to self-destructive internet sites increased from 7% to 11%, and cyber-bullying exposure increased from 7% to 12%. The European 9-16 age group says that what they see on the internet online in 2014 affects them higher, from 13% to 17%. According to a scientific study conducted by Ege University, the daily life of 60% of young people is adversely affected by internet usage habits. It is stated that the negative impact on the life of the person in this frame means problematic usage, and according to the findings of the survey, it is stated that the rate of problematic internet usage in our country is very high among the youth. Some research findings reveal the need for young people at the secondary level to be able to control the use of the Internet and be directed to be beneficial to their education and lives. Moreover, according to these researches, the problematic aspects of the relationship that students establish with the internet have a negative effect on their academic achievements.

The project is based on this problematic issue, and has identified secondary school students as the primary target audience as they have become more confident internet users with more varied habits in transition period to a more independent phase.

The project will enable the target group members to manage and / or raise awareness of digital issues through:

- (1) Training teachers who are primary individuals (guides) in a way that they can respond to their needs about "healthy digital life".
- (2) Raising awareness of them and their parents





9. Digital Erasmus School Education

The original aspect of the project is that it does not address digital issues at a single level, as in the case of internet dependency. The project approaches the efforts to overcome digital problems with a holistic perspective and moves from the concept of health.

Designed as 24 months, the project is built on 4 interconnected categories of activities. In this context:

(1) The Category of Administrative Activity:

It aims to ensure that the project outputs are an integral part of the objectives and expected results.

(2) The Category of Capacity Building Activity in the Field of Research:

It will be implemented in a multi-methodological design to provide support for the back-plan information of the project's products as a continuation of the online security and healthy digital life debate that unveils the project proposal.

(3) The Category of Capacity Building Activity in the Field of Education and Human Resources:

It includes use and dissemination activities related with the issues that may be a source of concern of Internet and mobile communication technologies, and the intellectual outputs to overcome these problems positively. In this context, the open educational resources will be designed by separating from traditional methods and utilizing the possibilities offered by the digital world, and will focus on audiovisual elements that facilitate learning and remembrance in multiple environments.

(4) The Category of Dissemination Activity:

It includes a set of activities (website, visibility materials, media planning, country seminars, workshops, conference etc.) related to the sectoral and geographical expansion and dissemination of the project.

Project website: <http://hdlife.erciyes.edu.tr/>

Erasmus project results platform link:

<https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2018-1-TR01-KA201-058610>

Organization name (coordinator)	Bursa İl Milli Eğitim Müdürlüğü
Code	2018-1-TR01-KA201-058963
Sector	School Education
Project title	Code is Loading
Countries	Türkiye, Hungary, UK, Italy, Portugal, Spain, Poland

Partners: HU- Bálint Márton Általános Iskola és Középiskola; UK- Europa Training (UK) Ltd; IT- Liceo Scienze Umane "E.Gianturco"; PT- Agrupamento de Escolas Domingos Sequeira; ES- Universidad de Castilla - La Mancha; PL- Centrum Edukacyjne EST; TR- Ali Osman Sönmez Mesleki ve Teknik Anadolu Lisesi





Within the project, firstly the status of the coding in the curriculums of partner countries was examined. Afterwards, a situation analysis was created by taking the opinions of teachers and students related to coding and programming thanks to the questionnaires which were prepared for both the teachers and the students specifically. With this analysis results, an international online sharing platform (www.codeisloading.com) was established. Various programming language terms, resources, videos, visuals and various teaching materials were provided in this platform for those who want to learn coding programming. With this digital platform; users (mainly students) could share the blocks of code they have prepared. Viewing, examining and developing shared code blocks by other users from other countries increased student-learning cooperation and user interaction, contributed positively to the commitment of the individuals to the school and to the motivation of learning. The primary target group were the pupils who are directly interested in coding and people who were willing to learn, tend to code, know a programming language or wants to learn how to code.

The platform suited everyone's fancy from beginner coders to professionals. In addition, each project partner organized webinars every month for 12 months for the use of a defined coding language. They took nearly one hour and were prepared by experts in the field of coding and there will be high-level information sharing with users. Through the webinars, users had the opportunity to ask questions to the experts, viewed sample applications and evaluate their own coding projects.

Besides the online coding platform, the project also included other innovative outputs. Partner schools organized 2 or 3 days of coding camps (workshops) for students during the project period. Particular importance was given to interaction and participation in these activities and the role of persons with disabilities and their participation was particularly encouraged. Then coding competitions were organized. In these competitions, students tried to create software in determining a theme or a solution to a problem within a certain period of time.

With the implementation of the project outputs, while learning to code in addition to learning mathematical and computational ideas, pupils also learned strategies for solving problems, designing projects, and communicating ideas. These skills were useful for everyone regardless of age, background, interests or occupation. Furthermore, these skills helped them to face many situations they find in life and enabled them to better collaborate between humans and machines.

- Students gained problem-solving, spatial thinking and analytical thinking skills thanks to coding activities.
- The learning habits and culture of students, cooperative working, learning skills, learning by teaching computers were improved.
- A free and easily accessible international learning and teaching atmosphere which is independent of time and space was created.
- Students of the same age were brought together on an online international platform, they worked together, peer learning was provided.

The Code is loading project was completed in 36 months in total, with the 12-month extension period given due to the pandemic. Production of intellectual outputs of the project and the realization of its activities were fully completed. There were 5 Transnational Meetings and 1 Learning, Teaching, Training activity with all partners in order to reach the previously indicated goals of the project.

Coding training is a new approach that was in all curriculums of all countries in the world at present and it is also very popular in the world. Thus, it is foreseen that the outputs of the project will be followed up internationally and will be model educational materials for many schools and institutions.

“Code is Loading” will empower the digital leaders of today & tomorrow.

Project website:

<http://www.codeisloading.com>

Erasmus project results platform link:

<https://erasmus-plus.ec.europa.eu/projects/eplu-project-details#project/2018-1-TR01-KA201-058963>





10. Digital Erasmus Vocational Education and Training

Organization name (coordinator) FUNDACION LABORAL DE LA CONSTRUCCION

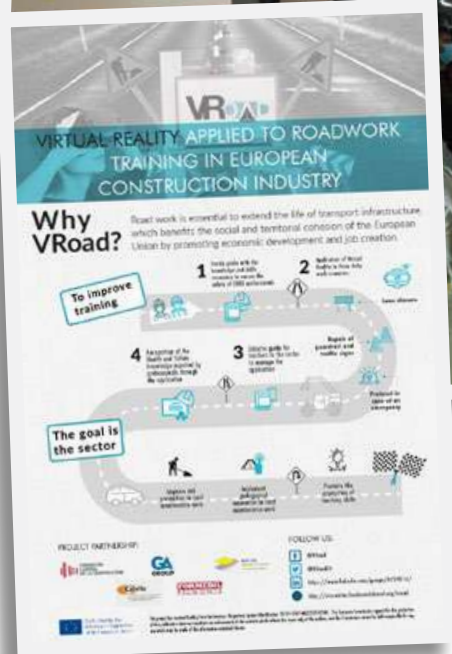
Code 2018-1-ES01-KA202-050294

Sector Vocational Education and Training

Project title Virtual Reality applied to roadwork training in the European construction industry

Countries Spain, France, Italy, Portugal

Partners: Gamificación del aprendizaje y consultoría, BTP CFA Centre, FORMEDIL PIEMONTE, CENTRO DE FORMACAO PROFISSIONAL DA INDUSTRIA DA CONSTRUCAO CIVIL E OBRAS PUBLICAS DO SUL



The VRoad project has been developed in the framework of the Erasmus+ programme. The background for planning the project focused on the availability of a qualified workforce, by safety requirements, needs:

- Risk prevention on road works.
- Pedagogical innovation.
- Acquisition of technological skills.

Consequently, VRoad has aimed to address the specific needs of work-based training and Health and Safety (H&S) in road works through the development, testing, and implementation of a training system based on Virtual Reality (VR).

The objectives of the project were to:

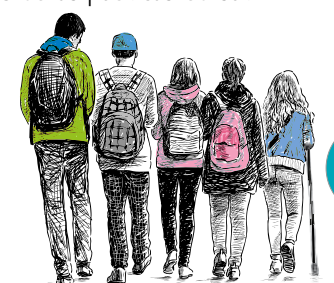
- Define a theoretical and practical learning framework for a training system that meets pedagogical and health and safety objectives.
- Address the specific needs of work-based training and H&S.
- Propose an innovative educational approach to learning by doing on road works through VR, focusing on lane closure, repair of guardrails and traffic signs, and accident protocol.
- Ensuring full exploitation and support to trainers and VET students in the use of the tool.
- Design and establishment of standards and necessary steps to facilitate the recognition of the training system developed in terms of the European Qualification Framework (EQF).

The participants of the projects are VET institutions/centers, local public bodies relevant to VET, current students, VET experts in road works, workers, companies, trainers, teachers, health and safety bodies, experts in New Applied Technologies, and social partners.

Direct participants: 370-500; Potential or indirect participants: +2,000,000

5 expert entities in VET and applied technologies:

- Fundación Laboral de la Construcción (Leader, ES)
- GA Consultants (ES)
- Comité de Concertation et de Coordination de L'Apprentissage du Bâtiment et des Travaux Publics (FR)
- FORMEDIL Piemonte (IT)
- Centro de formacao profissional da industria da construcao civil e obras publicas do sul (PT)





Project management and implementation activities

To ensure proper implementation of activities and financial monitoring (ISO and EQAVET quality criteria).

Project implementation

This group of activities has covered the development of the key contents:

- Set of learning outcomes on road work.
- VR VRoad experience
- Guide for trainers: pedagogical use and technological exploitation of VRoad
- Experimentation and external validation: Pilot experience and validation

Recognition of learning outcomes:

It has had a twofold objective: to set up the National Advisory Groups (NAG) and the Technical Advisory Group (TAG) and to implement a standard recognition process, recognition of Learning Outcomes (LO).

Dissemination, valorization, and sustainability of the project

Dissemination actions have been carried out to achieve the highest possible impact: multiplier events (Info days, Final Conference), international events, and a full set of dissemination activities of the project results (social networks, press, and targeted dissemination).

Methodology

The project was structured over 24 months and planned in stages including partner-led activities. The working methodology has combined qualitative (focus groups) and quantitative (online survey) techniques to obtain first-hand information on health and safety in road works.

Results and impact

The project is expected to have an impact on:

Target groups

- Low-skilled workers, improving their competencies on safety and health at road works. As a transnational project, the workers' knowledge will be valid in the EU.
- VET providers benefit from the modernization of their training content.
- VET learners/trainers had at their disposal a resource to improve the teaching process in safe conditions.
- Stakeholders
- Relevant public educational organizations responsible for determining training plans.

- Construction companies dedicating resources to modernize and adapt the activity to the new scenario of the construction sector.
- Training providers, private or public, involved in providing training on construction activities or related sectors.
- Public institutions and private companies in the field of health and safety.

Benefits

- Improvement of the activity of construction VET providers to include an attractive training offer for the current worker.
- Reinforcement of the preventive culture of construction workers.
- Improvement of the qualification of workers in the use of new technologies applied to training.
- Improvement of the image of the sector, offering a new training technology.

Discover more about the [Virtual Reality applied to roadwork training in the European construction industry](#) and visit its page in the Erasmus+ project results platform [Virtual Reality applied to roadwork training in the European construction industry](#).





11. Digital Erasmus Vocational Education and Training

Organization name (coordinator)	GAZIANTEP UNIVERSITY TECHNOLOGY TRANSFER OFFICE INC
Code	2018-1-TR01-KA202-059252
Sector	VET New Methodologies
Project title	Design, Development, Implementation and Assessment of Skill Formation Process in the Frame of VET for R&D Staff
Countries	Türkiye, Spain, Italy
Partners:	I-BOX CREATE (ES), VITALE TECNOLOGIE COMUNICAZIONE - VITECO SRL (IT), MAN Türkiye A.Ş.(TR), ISTANBUL UNIVERSITY CERRAH-PASA (TR)

In today's world, where science and technology fields are experiencing new developments day by day, R&D has the undeniable importance both in the private sector and in the countries. As is known, R&D activities are systematic studies that can only be carried out with employees who have scientific and technical knowledge. Due to the activities carried out by our organization, Target TTO, it is observed that the engineers working in the industry are deficient on R&D and innovation subjects and that the vocational education required under these headings is not given to the engineers at the undergraduate level and the education given at the graduate and even doctorate levels is insufficient. By taking this international problem into account, the main aim of our project is to implement transnational activities and collaborations which are focusing on supporting and developing R&D and innovation based vocational training of the engineers in both EU and Türkiye. The creation of an expanded international joint vocational training curriculum, the development of ICT-based innovative, effective and sustainable tools (the development and implementation of the e-learning tool and the e-platform), as well as a skill-formation certification which is planned to be given at international level and added into higher education curricula can be counted as the main objectives of the project.

Project website: <https://e-rd.org>

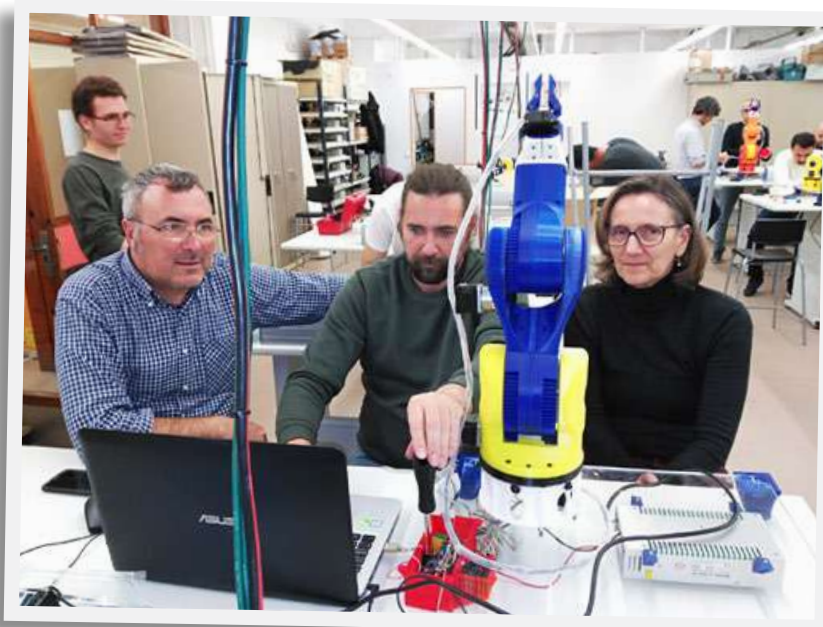
Erasmus project results platform link: <https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2018-1-TR01-KA202-059252>





12. Digital Erasmus Vocational Education and Training

Organization name (coordinator)	Institut Anna Gironella de Mundet
Code	2018-1-ES01-KA202-050482
Sector	Vocational Education and Training
Project title	VET New Methodologies
Countries	Spain, Portugal, Italy, Turkey
Partners:	ESCOLA PROFISSIONAL AMAR TERRA VERDE, Istituto Istruzione Secondaria Superiore E. Fermi, Sule Muzaffer Buyuk Mesleki ve Teknik Anadolu Lisesi



VETNM (Vet New Methodologies) was a project created for the exchange of good practices, using the construction of a robotic arm printed in 3D, and the development of a management and programming SW, interconnected via the network with other robotic arms and with computational vision.

The main goal for this project was to use the methodology of project-based learning (PBL) and create a syllabus and a decalogue of needed materials, to develop such a syllabus and offer it openly.

The target group was formed by VET students of both the middle and higher grades, 114 people had directly participated in training activities designed for project development. These activities have been developed subsequently at partners' schools with the rest of the target students to spread the methodology designed to all vocational student groups of each school adapting the content of the project to each subject through teachers who had participated in the project activities.

The project had a prevue duration of 24 months, that finally was prolonged until 33 months due to the COVID-19 pandemic which made us reschedule the last training activity that finally took place one year later.

During these 33 months, the following activities were developed.

Training of expert students through mobilities about following subprojects which integrate robotic arm project.

- Mechanical assembly of the robotic arm; in this case, technical teachers were physically trained during the meeting, and later this activity was replied in each partner school with the target group by each partner. To develop this training at the partner's schools, they had material with two robotic arms assembled by each partner during the training at the coordinator's school.
- Development of the management and programming SW: a physical activity where both students and teachers were trained. During this activity, technical teachers from the coordinator school reviewed hosting robotic arms working and repaired or substituted those pieces being damaged because of transport.
- Development of network interconnection system among robots: a physical activity where both students and teachers were trained. During this activity, technical teachers from the coordinator school reviewed hosting robotic arms working and repaired or substituted those pieces being damaged because of transport.





13. Digital Erasmus Adult Education

- Development of computer vision system: virtual activity due to pandemic restrictions that do not allow traveling. Partner schools connected by videoconference and coordinator school move since Barcelona partner's robotic arms to test their viability. Both students and teachers participated in this activity. Before this activity took place, new pieces to replace damaged ones were sent to the partner responsible for this activity.

Peer learning to develop the final product at each of the partner schools. These inner trainings were developed by participants trained at different training activities using the methodology developed through a syllabus written to each one of the subprojects testing their effectivity.

Presentation of the final product produced by each partner school throughout an audiovisual. This activity was finally done alive during the last training activity throughout a demonstration once implemented the four subprojects. This session was recorded to be used as diffusion material.

The final products of the project are:

- Two functional robotic arms for each school partner.
- Detailed syllabus of needed materials and the applied methodologies accessible from the Internet openly for everybody through a Drive folder linked to the webpage created for this project.

Discover more about the [VET New Methodologies](#) and visit its page in the Erasmus+ project results platform [VET New Methodologies](#).



Organization name (coordinator)	Center za izobraževanje in kulturo Trebnje
Code	2018-1-SI01-KA204-046998
Sector	Adult Education
Project title	Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities
Countries	Slovenia, Finland, Denmark, Italy, Iceland, Lithuania
Partners:	KPEDU – KESKI-POHJANMAAN KOULUTUSYHTYMÄ, UPSTREAM STORIES, A.N.F.F.A.S. ONLUS DI PORDENONE, THE REYKJAVIK ACADEMY, VSI TARPTAUTINIS DARBO KONTAKTU TINKLAS





People with intellectual disabilities (ID) represent one of the most marginalized and discriminated groups and also receive fewer educational opportunities than any other group. The main aim of this project was to develop an innovative learning approach – digital storytelling adapted to people with intellectual disabilities to deliver an innovative, empowering, and fun tool for teachers/facilitators that work with the intellectually disabled.

The key objectives of the project were to:

- Up-skill facilitators/teachers who work with the intellectually disabled to use digital storytelling methods adapted to the intellectually disabled and thus increase people with ID acquisition of different life skills: literacy, digital skills, social skills, etc.
- Increase educational opportunities for the intellectually disabled to participate fully in society and manage successfully transitions in the labor market.
- Enhance basic skills (literacy and digital skills) of people with intellectual disabilities, enable their participation in society, and thus increase their social inclusion.
- Mainstream and sustain innovative digital storytelling methodology that explains the practical implementation of the process with practical cases and includes a Methodology implementation manual and Simple guidelines for people with ID for future use.

Digital storytelling is a simple and creative process through which people with little or no computer experience gain the skills needed to tell a personal story as a two-minute film using predominantly still images that can be streamed on the web or broadcast on television. Through this process, the project enhanced the access, participation, and learning performance of the intellectually disabled. In addition, the project empowered them to tell their own life stories and thus raise awareness about the target group, promote non-discrimination and contribute to their social inclusion.

The teachers, who often encounter a lack of effective methods of working with people with intellectual disabilities, gained an effective learning tool for adults with intellectual disabilities, while the people with intellectual disabilities received a handbook for learning through storytelling, written in an easy-to-read and understandable form.

All participating organizations already introduced the method into their regular work. A project in addition to excellent results, produced in seven different languages, excels also at extremely wide dissemination, which was carried out with the help of the European Association for Adult Education (EAEA) and the Inclusion Europe network.

Discover more about the [Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities](#) and visit its page in the Erasmus+ project results platform [Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities](#).





14. Digital Erasmus Higher Education

Organization name (coordinator)	UNIVERSITY OF ZAGREB- Faculty of Mechanical Engineering and Naval Architecture
Code	2018-1-HR01-KA203-047486
Sector	Higher Education
Project title	E-learning Platform for Innovative Product Development (ELPID)
Countries	Croatia, Austria, Slovenia, Italy
Partners:	UNIVERZA V LJUBLJANI, POLITECNICO DI MILANO, TECHNISCHE UNIVERSITAET WIEN, SRCE (UNIVERSITY OF ZAGREB – University Computing Centre)



The underlying idea of this project was to enhance the existing e-learning infrastructure used within project-based learning courses and develop a methodology for its customization and implementation in other courses. E-learning, as an approach, has a significant role in obtaining and acquiring digital skills due to its scalability and the possibility to update available content. Furthermore, through enriched e-learning experiences during their higher education, students got used to navigating digital content, engaging in online/virtual tasks, and generally becoming more comfortable with digital tools. The proposed e-learning infrastructure embraces existing Web and other ICT technologies that facilitate technical and non-technical knowledge and information exchange and foster creativity and problem-solving in virtual project-based learning courses.

The focus of the research and development activities in the project was on establishing e-learning platforms to adapt to the demanding needs of project-based design courses. New concepts and structure of the e-learning platform were established, implemented, and validated simultaneously with three consecutive years of student project-based learning courses, conducted in close cooperation with selected industrial partners. This way, a real industrial environment was simulated to thoroughly test, improve and demonstrate the intellectual outputs of this project.

Four main intellectual outputs were proposed:

- Proof-of-concept of the e-learning platform for virtual project-based design courses (O1). This includes a definition of e-learning platform architecture and content type. As a part of activities related to this output, different problem-solving, creativity, CAD/CAE, and visualization tools were tried out to check their suitability for virtual project-based learning courses.
- Completed e-learning platform for virtual project-based design course (O2). The completed e-learning platform merges the general functionalities of online collaboration tools with problem-solving, creativity, CAD/CAE, and visualization tools, which are needed for flawless project work in a virtual environment.
- Methodology for customizing and implementing e-learning platforms within project-based design courses (O3).
- The virtual PBL course structure and organization of the virtual workshop (O4). The obtained knowledge of e-learning systems and virtual tools allowed us to conduct the complete PBL course in an online environment seamlessly (advancement to previous course editions).

A sequence of three consecutive summer semester courses at participating HEIs was used to conduct case studies and validate intellectual outputs. In addition, work done by students with the e-learning platform throughout the courses was presented at the final workshop events at the end of the blended short-term mobility of the students.





15. Digital Erasmus Higher Education

This project introduced students to the state-of-the-art digital technologies used in a virtual engineering environment, preparing them for the future working environment. The accompanying research studies resulted in invaluable insights for educational researchers.

Project-based design courses are quite common in European and international universities, and the project outputs comprise guidelines on how to tailor e-learning platforms and how to provide students with better digital support during PBL work. Therefore, the proposed platform can motivate educators in other academic institutions to further develop this key aspect of their design courses. As such, these courses would better reflect today's engineering practice and attract more students because of their immediate applicability and hands-on experience (quite often neglected in traditional design courses).

Since there is a continuous tendency to integrate more digital tools into engineering education, the outputs of this project could have a significant impact on different design project courses and the improvement of existing e-learning support for project-based learning in general. Building on these premises, we expect that project outputs could be adopted and used in other areas and sectors besides engineering design.

Discover more about the [E-learning Platform for Innovative Product Development \(ELPID\)](#) and visit its page in the Erasmus+ project results platform [E-learning Platform Innovative Product Development \(ELPID\)](#).

Organization name (coordinator)	Univerza v Ljubljani, Slovenia
Code	2016-1-SI01-KA203-021558
Sector	Higher Education
Project title	DigiLing: Trans-European e-Learning Hub for Digital Linguistics
Countries	Slovenia, Croatia, Germany, Czech Republic, United Kingdom
Partners:	University of Zagreb, Johannes Gutenberg University Mainz, Charles University in Prague, University of Leeds, Lexical Computing CZ s.r.o.





Digital Linguistics is a new interdisciplinary field that develops knowledge and skills for understanding, processing, and exploiting language content in the digital era. DigiLing created a transnational e-learning hub for Digital Linguistics containing online core modules covering the essential skills and competencies as identified through the labor market survey.

The DigiLing consortium consisted of 5 university partners and the partnership connected experts and institutes from different fields (translation, multimedia, information science, computer science, corpus linguistics), which was essential given the interdisciplinary nature of Digital Linguistics.

The DigiLing objectives were:

- Create a model curriculum for Digital Linguistics by analyzing employers' needs and identifying key competencies and skills of future graduates.
- Train the teachers in relevant disciplines in the use of authoring tools and the design of high-quality online learning materials.
- Design online courses for selected modules; localize, evaluate, test, and implement.
- Disseminate and sustain.

DigiLing results have been publicized to a broad network of stakeholders, the widest academic community, and the public at large including special needs students. A word about the project reached an estimated audience of 100.000 people, and the DigiLing e-learning resources bring potential long-term benefits for anyone studying or planning to study in any language- or IT-related study program.

Digital skills of HE teachers and students were improved at the local, regional and national levels, promoting the use of e-learning and opening up education. A solution for inclusive online learning by providing open multilingual e-learning courses accessible also to special needs students was created. The quality of HE was improved, by building an international network of excellence and promoting (real and virtual) mobility, by using multi-tiered evaluation of teaching and learning, and by promoting entrepreneurial activities through our industrial partner and DigiLing users from the language industry. With the project activities at the national, international, and EU levels the partners contributed to the strategic goals as described in the Opening Up Education, Modernization Agenda, ET2020, the Paris declaration, and other strategic documents.

The main longer-term benefit is the new Joint Master Programme in Digital Linguistics with 3 university partners (Ljubljana, Zagreb, Brno). This interdisciplinary program, only the 2nd of its kind in Europe, brings together institutes, professors, and experts from different fields within the highest form of international collaboration in HE, and represents an important step towards a better and more future-aware university education.

Discover more about the [DigiLing: Trans-European e-Learning Hub for Digital Linguistics](#) and visit its page in the Erasmus+ project results platform [DigiLing: Trans-European e-Learning Hub for Digital Linguistics](#).





16. Digital Erasmus Higher Education

Organization name (coordinator)	Istanbul Technical University
Code	2018-1-TR01-KA203-058252
Sector	Higher Education
Project title	Immersive Business and Engineering English in Virtual Reality: A Tool for the Sustainable Mobility of the Skilled Workforce in the EU
Countries	Türkiye, Austria, Spain, France, Poland
Partners:	UNIVERSITAT WIEN, UNIVERSITAT POLITECNICA DE CATALUNYA, Centrale Lille Institut, UNIWERSYTET PEDAGOGICZNY IM KOMISJI EDUKACJI NARODOWEJ W KRAKOWIE, Pandora Artirilmis ve Sanal Gerceklik Teknolojileri A.S., ITU Mezunlari Dernegi

The coordinator and partner institutions, which have long been teaching English as a foreign language, were already aware of the need to further integrate communication skills into the curriculum, especially for Engineering students. However, although awareness was the first step, this need had to be put forward scientifically and the practice had to be based on valuable scientific data and their analysis. Therefore, in the first step of this project, a questionnaire was created to determine the English needs of professional engineers and was completed by 270 engineers from Austria, France, Poland, Spain and Turkey. These results were combined with real-time observations at 10 different companies in the specified countries to identify needs.

Following this, the English for Specific Purposes curricula at different higher education institutions in all partner countries were analyzed and compared with the identified needs, and common weaknesses were presented. In the light of the analysis of the data and this research, the second phase of the project, the production phase, was started and an independent module curriculum was created by each partner. According to the specifications provided for different types of materials, each partner prepared course materials of various types of materials and these materials were piloted at partner institutions, then based on the results of the surveys of students and teachers, as well as the results of the survey answered by the senior teachers who reviewed the course materials in general, the course has been revised.

The entire course, including all completed versions of these materials, is available for both students and teachers on the project's official website: <https://ibeivr.itu.edu.tr/i-bee-vr-modules/> as well as Moodle for personal use. This platform can be accessed from the given link: <http://moodle.ibeivr.org/>.

This course was implemented after the refinement and at this stage it was also analyzed by questionnaires and interviews with teachers and students.

Within the scope of professional development, 2 short-term training activities were held, focusing mainly on how to teach this course using the platform and the integration of the Virtual Reality component, and a total of 47 trainers participated in the training. All these training documents and presentations will be shared with the teacher candidates of the course and thus increase its impact.

In summary, within the scope of the project, 275 professional engineers were given a needs analysis in English and observations were made in 10 international companies.

The English for Specific Purposes curriculum of 32 educational institutions in 5 project partner countries was examined and a report was prepared. By analyzing all these data, deficiencies and needs were determined and the course curriculum was created. The project was introduced with in-house meetings at five partner institutions and an in-house introductory meeting was held at Istanbul Technical University School of Foreign Languages. During the project process, 2 international conferences and 7 transnational meetings were held. The project course consists of approximately 90 different activities and 5 modules of assessment for each module, and 2 or 3 instructional videos





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have been prepared for each module. In addition, there are videos shot in real business environments in each module. 2 virtual reality scenarios and activities were prepared for each module. The project course was implemented as a pilot in 4 different institutions and then implemented. The education platform, which currently has 110 users, will be opened free of charge after the project is closed.

A language course will be opened within the scope of the project at Istanbul Technical University, Ecole Centrale de Lille and the Polytechnic University of Catalonia; at the University of Vienna and the Pedagogical University of Krakow, a course with the theme “How to teach a VR-integrated English course” will be opened for teacher candidates and in Pedagogical University of Krakow, this course is planned to be used as a component for General English courses.

This innovative course, which meets international standards and integrates foreign language-related business skills into a digital platform with an immersive virtual reality technology that increases the expected impact on engineering students, has been one of the most important outputs of the project. Institutions will continue to implement the course not only for engineers, but also for the teachers who train these engineers, and will support the use of the open source course.

Project website: [I-BEE-VR MODULES – I-BEE-VR \(itu.edu.tr\)](https://www.itu.edu.tr/i-bee-vr-modules)

Erasmus project results platform link: <https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2018-1-TR01-KA203-058252>

Organization name (coordinator)	Istanbul Commerce University
Code	2018-1-TR01-KA203-058835
Sector	Higher Education
Project title	FORESIGHT - Future Oriented Education for Students Incorporating GSC in High-paced Times
Countries	Türkiye, Netherlands, Spain, Belgium, Hungary
Partners:	STICHTING FONTYS, UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA, KAREL DE GROTE HOGESCHOOL KATHOLIEKE HOGESCHOOL ANTWERPEN, BUDAPEST METROPOLITAN UNIVERSITY

The rapid technological development and digitalization is a trend of transformation both for economic and social life at globe. The pandemics started at the beginning of 2020 also accelerated this process. The future which we are going through is also a changing one comes with the problems.

The changing tools (technological trends) and the global problems (grand societal challenges) can be seen as a threat for current generations but on the other hand they create further business, social and economic opportunities for the younger ones. During the preparation of the project before submission, the project partners with this approach aimed to develop teaching modules that enable students to look to the future (apply foresight) and to develop innovations based on those futures that are not only commercial sound, but also are socially right and are sustainable. In addition, the partners also planned to develop an instrument by which it is possible to monitor the ‘future consciousness’ or ‘future orientation’ of the students during the period that they follow the courses developed within the project.

In the previous three years, the project partners worked on creating the methods, content and materials for “Foresight” courses, developed the teachers’ manual for these materials to be used efficiently, started classes at the home universities with students to apply to course in pilot level, organized three intensive programmes (one for teachers and two for students) to test the effectiveness of the materials in international level and developed a monitoring content to measure the success of the tools. The course materials are started as presentations but for the MOOC and the





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last online intensive programme (because of the pandemics) the materials also created as videos by partners.

There were two multiplier events organized (midway conference and final conference - both online) and also dissemination and management activities were followed as mentioned in the application form.

During these events 20 teachers from 5 partner universities participated to the IP1-Teach the Teacher. 99 students participated to the IP2-Pilot Programme in Antwerpen and 45 students participated to the IP3-Online. The midway conference in June 2020 and final conference in May 2021 were both organized online and broadcasted via youtube and zoom. There were 165 registrations in midway conference and 83 of them from Hungary were budgeted. But in the youtube there were 316 followers in the time. For the final conference there were 15 local participants in the zoom and the rest were the students.

The project partners organized 6 management meetings including the kickoff. One of them was organized online due to pandemics but the rest of the meetings were face-to-face. Apart from these general meetings the project partners organized meetings to manage the pandemics crisis over the project every month from April 2020 to July 2020 and from September 2020 to January 2021. The pandemics and its impact on physical meetings had a negative impact for the coordination in the beginning but by the September 2020 the project partners used all online tools to cowork on the project.

The methodology and content was applied 2 semesters (Fall 2019 and Fall 2020) on students. In fall 2021 even the project ended still 3 partner universities are applying the courses as electives at their universities. The project helped students to develop projects, business ideas and social entrepreneurship ideas that may be applicable in the near future. In Netherlands and in Turkey we have seen that 4 applications by the participating students about the global problems started to be applied in the field of healthlife and wellbeing and climate action. The developed methodology and course materials are still in use in partner universities and disseminated in academic platforms with the conferences that the project partners attended. The partners also working on a new project to apply Erasmus Capacity Building in the field of Higher Education program to use the results of the project outside Europe. The project was disseminated with the social media, academic conferences, local media at partner universities and with publications disseminated in country-level.

Project website: <https://www.foresight-edu.net/>

Erasmus project results platform link: <https://erasmus-plus.ec.europa.eu/projects/eplu-project-details#project/2018-1-TRO1-KA203-058835>

Organization name (coordinator)	UNIVERSITAT DE VALENCIA (UV)
Code	2018-1-ES01-KA203-050827
Sector	Higher Education
Project title	Knowledge, beliefs, Perceptions about Science of European Students (PERSIST_EU)
Countries	Spain, Italy, Poland, Slovakia, Germany, Portugal
Partners:	Trnavska Univerzita V Trnave, Observa Associazione, Instituto de Ciencias Sociais, Danmar Computers Sp Zoo, Instalofi Levante SL, Karlsruher Institut Fuer Technology





Persist_EU was an Erasmus+ project, co-funded by the European Commission, that aimed to evaluate the knowledge, beliefs, and perceptions on scientific issues of European university students in the five participating countries, as well as to provide an ICT tool for teachers and science communicators to evaluate their activities.

Attitudes, beliefs, perceptions, and trust seem to have a greater impact on decision-making than factual knowledge. Therefore, understanding how EU student opinions are formed and how we can improve their scientific literacy to allow them to participate more actively in the design of public health or environmental campaigns or programs was key for the promotion of a more democratic European Union.

The objectives of the projects were to:

- Produce an ICT-based assessment method for the teaching of science among university students that might be applicable in the future for any teaching activity and potentially to any educational level. The platform will be also useful for science communicators.
- Improve the knowledge for science social appropriation of university students across the EU on specific topics of substantial social influence: climate change, vaccines, the use of CAMs, phytosanitary strategies, and food safety.
- Analyze the regional, gender-related and cultural differences of university students in regards to their science social appropriation. For that purpose, the activities will be carried out in five different EU countries, two central European (Germany, Slovakia) and three south European nations (Portugal, Spain, and Italy). Therefore, we ensure to cover differences related to socio-geo-political issues.

There was a wide range of activities in the project involving different types of participants such as:

- e-Learning, Teaching, and Training activities (LTTA)

16 participants including IT experts, teachers, sociologists, science communicators, and training developers. They were oriented towards training the personnel of the different organizations participating in the project. It allowed preparing the transnational activities to evaluate the ICT platform as an assessment method and design in a co-creative way the ICT platform itself. The scientific partners shared their desired features and the technical partners fixed the bar for what is achievable in the set time frame of the project and presented the partners with the available options.



- ScienceCamps

572 university students from 5 different European countries (Germany, Slovakia, Spain, Portugal, and Italy). 473 of which tested the online platform. These camps were organized to know the origin of the ideas and values of the students around topics of great relevance and social impacts such as climate change, genetically-modified organisms, or alternative therapies, different activities were carried out in five European countries (Spain, Italy, Portugal, Germany, and Slovakia).

These activities were called Persist_EU ScienceCamps and, in total 575 students participated, voluntarily, offering their point of view to generate knowledge about beliefs and perceptions of great value for the future construction of the EU. ScienceCamps were divided into two parts, a first part of receiving information about the different topics (through short videos and talks held by experts on each topic) and a second participatory part consisting of a Q&A section, a discussion for finding arguments in favor or against a sentence presented for each topic and a final debate among the students.

- Multiplier events

500 participants, including University students, teachers, researchers, and science communicators. They were closing events for the project as well as the presentation of the project results. They allowed the dissemination of the project results and the generation of connections to ensure the sustainability of the project.

About the results and impact attained, it can point out:

- ICT tool for the assessment of natural and social science teaching activities. The ICT tool developed allows assessing the initial knowledge of European students when configuring their beliefs and perceptions on different scientific topics and also the changes undergone during their participation in the project activities.
- A digital book and country reports with the methodology of the project, indications to use the ICT tool, and an analysis of the science social appropriation of European University students on science-related hot-topics (climate change, vaccines use, complementary therapies, GMOs) that have a significant impact in EU day-to-day life and policy.

The intellectual outputs created and the different activities resulted in an improvement of the transnational relations among partners, an improvement of the scientific literacy of the students participating in the activities, and an improvement of the appreciation of science by the student participant in the activities.

Discover more about the [Knowledge, beliefs, Perceptions about Science of European Students \(PERSIST_EU\)](#) and visit its page in the Erasmus+ project results platform [Knowledge, beliefs, Perceptions about Science of European Students \(PERSIST_EU\)](#).





19. Digital Erasmus Higher Education

Organization name (coordinator)	Associação Porto Business School - Universidade do Porto
Code	2018-1-PT01-KA203-47514
Sector	Higher Education
Project title	UniverCity Action Lab
Countries	Portugal, Slovenia, Spain, France and Netherlands

Partners: Associação Porto Business School - Universidade do Porto; Innovation Development Institute of the University of Ljubljana; Institut Mines-Télécom Business School; University Industry Innovation Network.

UniverCity Action Lab – embedding Europe’s education and knowledge institutions into their urban environment to unlock their innovation potential and address metropolitan challenges.

Today more than 70% of Europe’s citizens live in cities, which makes European Union one of the most urbanised areas in the world. While these areas are considered to be the engines of European economy with extensive job opportunities, and the educated population they attract, they are also places where social and environmental challenges are concentrated, concerning mobility, sustainable land and energy use, inclusion of migrants, digital transformation and poverty. Without doubt, universities hold great potential to act as key actors in fostering dialogue among regional stakeholders to initiate and sustain joint actions towards creation of smart and sustainable cities. However, despite efforts, urban engagement is not an inherent component of HE systems, nor are they a part of ongoing academic programs. HEIs lack relevant strategies, tools, resources, and knowledge to apply to engage in city initiatives. Hence, it is crucial to expand the bottom-up support for the cities to co-develop, test and implement the solutions, and thus consolidate efforts. HEIs can support anchoring innovation by raising interest in the urban areas they are based in, offer resources, and facilitate change. HEIs should also exploit cities as living labs incorporating the open spaces, institutions, and local community in their research and teaching programs.

Project website: <https://www.ucitylab.eu/>

Erasmus project results platform link: <https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2018-1-PT01-KA203-047514>





20. Inclusion and Diversity

School Education

Organization name (coordinator)	DIMOTIKO SCHOLEIO AGIAS NAPAS-ANTONI TSOKKOU
Code	2018-1-CY01-KA229-046875_1
Sector	School Education
Project title	My roots become our wings - TRAVEL AGENCY
Countries	Romania, Lithuania, Poland, Italy, Austria

Partners: Scoala Gimnaziala Nr. 9 NICOLAE ORGHIDAN Brasov, Vilkevaskio Salomejos Neries pagrindine mokykla, Szkola Podstawowa nr 13 im. KEN, Direzione Didattica Statale 2° Circolo "G. Cirincione", Volksschule St.Peter am Wimberg



In the last years, it is observed that pupils and educators are facing barriers to effective participation and learning due to the lack of efficient practices and transversal skills. School boards are among the local stakeholders who deal directly with this issue. They face the need to support, inspire, and even sometimes propose ways or solutions to their school staff and members to escape from this unpleasant condition of keeping themselves and their pupils, unintentionally, far from an improvement. Thus, the core of the designed policy of all stakeholders is suggested to be the development of the basic key competencies and improvement of inclusive practices of their staff.

The Erasmus+ programme offers great opportunities to schools for opening doors to partnerships that address issues like developing transversal skills, increasing awareness of social inclusion, and enhancing digital integration in learning and teaching.

The project "My Roots become Our Wings-Travel Agency / MRBOW-TA" aimed to increase awareness of the importance of skills and competencies in today's life, through the implementation of inclusive education and digital integration.

The project intended to show how international cooperation through a strategic partnership can improve basic key competencies, with a special focus on initiative and entrepreneurship in the framework of inclusive practices, for the development of pupils and educators into (more) independent lifelong learners. About this, all 6 partners (Cyprus, Romania, Lithuania, Austria, Poland, Italy) with 159 teachers and 2063 pupils during the project, showed the power of KA2 collaboration in improving key competencies for developing entrepreneurship, removing the barriers to social inclusion and providing ways of turning schools into learning communities.

Several methods and tools were used for the realization of the aims and objectives of the project:

- Pupils were travel agents who aimed to increase awareness of local and European identity/citizenship and cultural heritage through the use of transversal skills, digital integration, and inclusive practices. Teachers guided and supported pupils while at the same time they were involved in a self-improvement procedure.
- Teachers and pupils worked using collaborative methods with tools of formal and non-formal learning.

Non-formal learning: simulations, role play, problem-solving case studies, debating.

Formal learning: They made use of media and technology, implemented skills and competencies from math, mother tongue, and foreign languages, social and civic skills, and a sense of initiative and entrepreneurship.





The objectives were to:

- Develop basic and transversal skills, such as entrepreneurship, digital skills, and multilingualism in all fields of learning and teaching, using innovative and pupil-centered pedagogical formal and non-formal approaches.
- Improve the level of key competencies and skills, with particular regard to their relevance for the nowadays life and their contribution to a cohesive society.
- Promote digital technology as an entrepreneurial tool for enhancing independence in lifelong learning and social inclusion (in local, national, and European society).
- Develop participants' social and personal skills.
- Help young Europeans and educators in the planning and implementing of practices for tackling social exclusion.
- Increase awareness about the power of Erasmus+ programs for supporting the development of transversal skills.

During and by the end of the project the partners ensured the visibility and dissemination of E+ KA2 projects through many channels. We created a blog, uploaded videos, and produced teaching games and booklets (recipe books, dialogue books), photo albums, etc. We also produced a joint learning outcome which will be an Index for improving teaching and learning in practice. This LO will be disseminated to the wider LL Community and will support the power of such collaborations.

The impact on participants:

Having been through this project, we believe that all participants got the opportunity to change their attitudes and beliefs towards major issues, such as inclusion, cultural diversity, and tolerance in education. They gained knowledge to develop empathy in diversity and increase self-reflection in favor of solidarity in a continuously transformed society.

As a direct impact, we witnessed more openness in the attitude of the participants which will help them understand their status of living and thinking in a more complex way. The project is also expected to help teachers improve their opportunities and at the same time help pupils deal with new unexpected situations daily. Participants developed their competence in social skills, media technology, and entrepreneurial thinking. Moreover, they developed a sense of being independent active learners, regarding their self and professional development and the social inclusion practices they use.

Results:

- Practical & reusable resources for the practitioners
- Activity book
- Tourist booklet – Mr. Bow-TA
- Online dictionary
- Capital poster
- Cookbook

- Video and radio advertisement
- Games
- Final product

Discover more about the [My roots become our wings - TRAVEL AGENCY](#) and visit its page in the Erasmus+ project results platform [My roots become our wings - TRAVEL AGENCY](#) and the [eTwinning page](#).





21. Inclusion and Diversity

School Education

Organization name (coordinator)	Faculty of Teacher Education, University of Zagreb (Učiteljski fakultet Sveučilišta u Zagrebu)
Code	2018-1-HR01-KA201-047499
Sector	School Education
Project title	Development of Literacy and Language Learning for Disadvantaged Young Learners - DEAL
Countries	Croatia, Slovenia, North Macedonia
Partners:	Osnovna škola Ivana Gundulića, UNIVERZA V MARIBORU, Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE

The main aim of the project DEAL was to enhance the learning opportunities of disadvantaged young learners (DYL) by:

- Using all learning contexts (formal, informal, and non-formal) more effectively for language learning and literacy development.
- Connecting language learning with the development of other competencies since the language is a prerequisite for learning.

The main underlying principles of all project activities were: literacy development, multilingualism, intercultural competence, transdisciplinarity, transferability, language awareness, innovation, creativity, and gameplay. At the project 4 intellectual outcomes (IO) were developed. The Report on the activities of good practice (IO1) was created to map existing educational practices in partner countries that have a positive influence on literacy development and language learning of DYLs.

The goal of the project was to develop learning materials that would foster language development while developing other competencies. For that purpose, 80 transdisciplinary literacy developing activities (IO2) were created. Users of IO2 are provided with all ready-to-be-used materials required to perform the activities, in a form of a Database with transdisciplinary prompts for literacy developing activities (IO3). The Database reduces the educators' preparation time and ensures that all educators can properly and effectively facilitate the proposed learning activities to the outcomes of each activity to be achieved by children. The design of the Database, as a searchable opensource digital base, allows its transferability - its content can be used beyond the activities for which it was created. The Manual for Teachers/Educators (IO4) explains the theoretical principles on which the project was grounded. It also contains a detailed description of the designed activities and the database, with the guidelines for their usage.

The impact of the project is expected on three levels:

- The target group is provided with new, innovative, and more effective learning and teaching materials and with guidance for their use.
- New teaching practices will increase the quality of DYL education.
- The project will give more input to stakeholders in the field of education on the education of DYL, which might initiate changes at the level of educational policies.

Discover more about the [Development of Literacy and Language Learning for Disadvantaged Young Learners - DEAL](#) and visit its page in the Erasmus+ project results platform [Development of Literacy and Language Learning for Disadvantaged Young Learners - DEAL](#).





22. Inclusion and Diversity

School Education

Organization name (coordinator)	St. Theresa College Secondary School
Code	2018-1-MT01-KA229-038472
Sector	School Education
Project title	Evolving Patterns of Diversity
Countries	Malta, Austria
Partners:	St. Theresa College Secondary School, RG Modellschule Graz

United in Diversity is the European Union's official motto. The project involved schools from diverse countries and cultures, in particular Malta and Graz, Austria. Throughout the project, the participants worked to embrace multiculturalism in Europe and explore the many differences and similarities between the countries.

This project aimed at encouraging students to discover and explore some of Europe's cultural heritage, and to reinforce a sense of belonging to a common European family.

The project focused on the countries' evolving patterns of diversity, and beyond, in a holistic way: diversity in seasonal, geographical, natural, architectural, and culinary patterns, and followed the European Cultural Heritage slogan: "Our heritage: where the past meets the future". The project served to bind past traditional patterns with the present and to form responsible citizens that will shape the future of Europe.

A project-based learning attitude was adopted, which allowed students to delve better into curricular subjects. Students developed skills to learn diversely.

Objectives and results were to:

1. Enhance the 5 Cs of education, mainly creativity, critical thinking, collaboration, communication, and cooperation, that are required to function as successful future citizens. This was observed when students created the educational brochures, posters, the final culinary book, and other presentations.
2. Increase participants' overall competencies and skills.

In particular to:

- Widen the artistic skills and competencies of all participants e.g. design of brochures, books, etc.
- Increase their scientific competencies e.g. Environmental and Biology fieldwork and nutritional benefits posters.
- Increase the students' entrepreneurial skills e.g. they were tour leaders during exchange visits.
- Increase the students' competencies in using digital tools and online programs that go beyond the traditional mode of teaching e.g. using InDesign to create brochures and books.

- Adopt a holistic approach to the teaching and learning of languages, mainly during communication on social media between students and during the exchange visits.
- 3. Increase and instill amongst participants a sense of intercultural awareness and learning, as well as the importance of values of diversity and inclusion. For example, organized workshops to educate students about cultural inheritance in various local museums. Other workshops to educate them about culinary inheritance were organized, during which students participated actively in the actual cooking.
- 4. Provide increased and varied learning and mobility opportunities for disadvantaged and at-risk learners.

All activities were modified to include the less able students that participated in this project. Learning support educators guided such students. All activities were carried out in small teams, enhancing leadership skills and collaboration. Each partner school was represented by a team of enthusiastic teachers who all got actively involved in the activities of the project. The project was planned as a team and worked as one team. There was no activity in which students worked on their own.

This is a project about diversity and diversity amongst students has been promoted. They always worked in teams to support the less advantaged students. Furthermore, international teams were created to strengthen friendship bonds. Teams were changed from one activity to the following to build bonds among all involved. The project has enhanced the learning and teaching process. Tangible results, mainly educational and historical brochures, posters, and the culinary book can be used by successive students attending the school. Being interactive, these products can increase retention of content and improve students' attitudes toward learning. Beyond the school scenario, this project served students to acquire skills to tackle realistic problems as they would be solved in the real world.

Students found their voice through working in teams and learned to take pride in their work, boosting self-confidence and self-esteem. Students learned to look at problems with a critical thinking lens, asking questions and coming up with possible solutions to such questions. It has instilled a meaningful change in all participants, promoting friendship skills, problem-solving skills, a positive self-image, and respect for others. By the end of the project, all students showed tolerance for the differences among their peers. This project has proved that when project-based learning is practiced, there is a decline in absenteeism, an increase in cooperative learning skills, and an improvement in student achievement.





23. Inclusion and Diversity School Education

The project has been awarded:

- The National and European eTwinning Quality Label
- The Best National eTwinning Project 2020 (Secondary Schools)
- The project with the Best Digital Use in the EMBED awards

Discover more about the [Evolving Patterns of Diversity](#) and visit its page in the Erasmus+ project results platform [Evolving Patterns of Diversity](#).

Organization name (coordinator)	CEIP Manuel Pacheco
Code	2018-1-ES01-KA229-051047_1
Sector	School Education
Project title	Cultural patrimonial map / Social inclusion
Countries	Spain, Italy, Portugal, France

Partners: CEIP (Colegio de Educación Infantil y Primaria) Manuel Pacheco, Istituto comprensivo Zannotti-Fraccacreta, Agrupamento de Escolas do Cerco do Porto, Ecole primaire publique Alice Errota





The project 'Cultural Heritage Map / Social Inclusion' has motivated an innovation and cooperation that has served to enhance the social and educational value of European Cultural Heritage.

They have worked on Cultural Heritage as a fundamental component of diversity and intercultural dialogue, bringing it closer to students and promoting its accessibility as a common heritage of humanity. It has served to raise awareness towards 'inclusive European citizenship' in the school, with joint action, focusing on Social Inclusion and artistic manifestations in a diverse and multicultural Europe. As a result, the project has become a tool to motivate students toward heritage (locating, cataloging, and preserving it).

It has also been useful to prevent conflicts, often caused by 'difficulties in multicultural understanding', thus a consequence of the fear of the unknown, assuming negative stereotypes of rejection of migrants: language, culture ... with xenophobic attitudes of exclusion. At the same time project has helped in fighting against school failure and early school leaving.

The project focused on appeasing this school's needs:

- Lack of interest in the new generations for the artistic manifestations.
- Inexistence of a "European conscience" that values cultural heritage.
- Little cultural content in the educational curriculum.
- Deficient habits of citizenship (care for the historical heritage).

They provided the added value of transnational cooperation between European organizations, strengthening the 'internationalization' and the quality of "educational practice":

- Design and elaboration of cultural heritage maps of towns and cities.
- Promoting direct knowledge of cultural and heritage wealth.
- Awareness actions that have promoted social inclusion in a diverse Europe.

They were advised by Cultural Heritage entities, which allowed them to work directly with cultural associations, libraries, museums, and local and regional authorities.

The main actions carried out included:

- Research in the classrooms to discover how to contribute to the conservation, protection, and improvement of the cultural heritage of the environment.
- Elaboration of curricular tools 'Didactic Units on Cultural Heritage', starting from the current school curricula and the competencies required at each educational level. Relating the activities carried out with other artistic and cultural transversal disciplines.
- Valuing the Cultural Heritage legacy through History, with the creation of 'Dynamic Cultural Guides' disseminating the European Heritage. They applied an innovative methodology in collaboration with local artists and museum professionals, making the contents accessible to students through visits to unique buildings, exhibitions, contemporary plastic art collections, and concert auditions.
- Set up Artistic Creation spaces in the schools, with students as main protagonists. They produced collaborative works about European heritage, guided by creative people, with the support of discovery and participation dynamics.

Results obtained have been integrated into the dynamic of participant centers, alleviating their initial needs. Outcomes have been measurable and included in a Quality Plan in the centers, which features:

- Organizational meetings for project, economic and documentary management.
- Teacher training and learning activities with the exchange of good practices.
- Collaboration with cultural and heritage institutions and town councils.
- Dissemination of the work done on cultural heritage through local exhibitions.
- Dissemination of synergies resulting from the 'artistic creations'.
- Creating ways of doing as the students are the protagonists in exhibitions, conferences, seminars, and publications.
- Communication of project's activities and results through TV, radio, and educational magazines.
- Dissemination of Good Practices in social networks, project's web, and Blog, eTwinning, TwinSpace, and Valor Platform.
- Fulfillment of UNESCO's objectives by celebrating the 'International Day of the World Heritage'.

Discover more about the [Cultural patrimonial map / Social inclusion](#) and visit its page in the Erasmus+ project results platform [Cultural patrimonial map / Social inclusion](#).





24. Inclusion and Diversity

Vocational Education and Training

Organization name (coordinator)	TECHNOLOGIKO PANEPISTIMIO KYPROU, Cyprus
Code	2018-1-CY01-KA202-046848
Sector	Vocational Education and Training
Project title	Empowering migrant and refugee families with parenting skills
Countries	The United Kingdom, Romania, Greece, Germany, Italy

Partners: MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION, Asociatia EDUNET, ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON, ASSOCIATION OF DOCTORS OF THE WORLD-GREEK DEPARTMENT, St. Augustinus Memory-Zentrum, C&B SOC. COOP. SOC.



According to UNHCR in 2018, 70.8 million people were forcibly displaced worldwide because of human rights violations, including conflict, and violence. More than 2,000 migrants and refugees died in the Mediterranean Sea trying to reach Europe in 2018, mainly through Greece and Italy. Children of migrants and refugees are the fastest-growing segment of the child population in many countries. All children fleeing conflict, especially those traveling alone are vulnerable to abuse of different kinds: Sexual and labor exploitation including trafficking, being sold and being coerced into marriage, in their homes, communities, society, or in places where migrants and/or refugees reside - including reception centers, refugee camps or informal settlements at source, transit, and destination countries.

IENE 8 contributes to the need of protecting and preventing unwanted situations within the migrant and refugees' families, focusing on children.

The overall goal of the project was to create an online curriculum, including a learning tool/guide for health and social professionals and volunteers to enable them to provide support, knowledge, and skills on parenting and child-family health care need under unique and difficult conditions.

The objectives of the project were to:

- Review the literature on the needs of migrant and refugee families with children on parenting skills, focusing on factors that provide resilience, as well as those factors that disempower parents and children during refugeedom.
- Develop a curriculum for nurses and other health and social professionals and volunteers, to enable them to provide support, knowledge, and skills on parenting and child-family health care needs, under extreme and unique conditions.
- Develop bite-size learning units for parents to enable them to improve knowledge with regards to parenting and support of their children and family.
- Provide training for nurses and other health and social professionals and volunteers.
- Use the Knowledge hub (Khub) to share stories from professionals regarding their experience and training refugee and migrant families with children on parenting-related matters.
- Disseminate the results and the outputs of the project through workshops, webinars, and national seminars.

The target groups included health and social care professionals, volunteers that work with migrants/refugees, migrant and refugee families, and children.





25. Inclusion and Diversity Vocational Education and Training

The project included mapping national, international, and European literature on the needs of migrant and refugee families with children on parenting skills (e.g. health practices) and focusing on factors that empower and disempower families. The national literature included the partner countries: CY, DE, EL, IT, RO, and the UK. All mapping and IENE 8 are based on a theoretical model-Papadopoulos, Tilki, and Taylor Model of Cultural Competence (PTT). Based on these, the Partners developed a curriculum for nurses and other health and social professionals and volunteers, to enable them to provide support, knowledge, and skills on parenting and child-family health care needs, under extreme and unique conditions.

Further, the project developed 20 online bite-size learning tools for professionals, volunteers, and parents and collected 27 stories from parents on parenting challenges and achievements. Most of them were from Syria, others from Afghanistan, Iraq, and so on. All these are uploaded on the Knowledge Hub of IENE projects (<http://www.ienerefugeehub.eu/>). The stories are in 5 languages (EN, EL, DE, IT, RO), while the learning tools are in the five partners' languages, plus in Farsi and Arabic, as this was of high importance in reaching directly affected families.

All products, such as curriculum, learning units, and stories were used during the pilot implementation and training on parenting skills of health and social professionals, volunteers, and migrant/refugee participants.

The pedagogical approach of co-production through co-creation principles and evidence from IENE projects was used.

The project enhanced the development of intercultural competencies in professionals and volunteers, involving academics, educators, and civic society, all of which contributed to the development and implementation of all activities of this project. The project emphasized the use of an open, innovative learning tool, based on the principles of peer learning and support, co-creation, and effective utilization. The project is in line with the European Commission's Agenda on Migration.

The new curriculum and training tools support migrant and refugee families in parenting skills. Khub is enriched and increased its usability as a collective multilingual learning tool with enormous benefits for professionals, volunteers, and migrants. Furthermore, the curriculum and the bite-size learning tools form a paradigm and a good practice for effective use of technologies and pedagogies in training health professionals and volunteers in the vital issues of migration, integration, and healthy community, regarding parenting skills and psychosocial support of migrant and refugee families with children. This is considered an added value of the project to the local and EU community.

Discover more about [Empowering migrant and refugee families with parenting skills](#) and visit its page in the Erasmus+ project results platform [Empowering migrant and refugee families with parenting skills](#).

Organization name (coordinator)	AGENZIA DI FORMAZIONE PROFESSIONALE DELLE COLLINE ASTIGIANE SCARL, Agliano Terme (AS) - Italy
Code	2017-1-IT01-KA202-006052
Sector	Vocational Education and Training
Project title	PACE Training
Countries	Spain, Denmark, Finland, Latvia
Partners:	CONFEDERACION ESPANOLA DE CENTROS DE ENSEÑANZA ASOCIACION C.E.C.E., Biedriba "Malpils tautskola", VOLKSHOCHSCHULE IM LANDKREIS CHAM EV, Invalidisäätiö, CIFASA





26. Inclusion and Diversity Vocational Education and Training

The project aimed at counteracting the dependency people with special needs have on their families. This has to be done by promoting the active citizenship of the target group by acquiring skills that they may use for the labor market which in the project's case is focused on the hotel and restaurant sector.

The target group became more independent because it can earn a source of income by attaining skills at its own pace with qualified trainers. To achieve such results, it has been vital to design, pilot, and implement specific training programs that have fostered their abilities and provide them with proper skills to make them suitable and attractive for the employers too. Therefore, the project aimed at developing and piloting an overarching approach to design and run training paths leading to a possible qualification in the field of tourism, hospitality, and catering.

The main results of the project were:

- Identification of the professions whose minimal skills and abilities can be performed by persons with minor cognitive potential.
- Design of specific qualification paths, including identification of learning outcomes, grouping into units, and assessment procedures, including the piloting of the training model.
- Provide the EU training workforce (trainers/teachers) with the necessary skills to perform their tasks with the target groups: identification and implementation of a training methodology based on common contents.
- Planning of field-specific communication with the labor market—construction of a favorable environment for future employment perspectives for the target groups.

The initiative targets are special needs learners; trainers who work closely, teaching or supporting special needs people, families and relatives of people with special needs, and companies who may hire or produce a job offer for people with special needs, each one at a different level.

Discover more about the [PACE Training](#) and visit its page in the Erasmus+ project results platform [PACE Training](#).



Organization name (coordinator)	Biotehniški center Naklo, Strahinj 99, 4202 Naklo, Slovenija
Code	2017-1-SI01-KA202-035535
Sector	Vocational Education and Training
Project title	FARMID - FARming as an employment opportunity for people with Mild Intellectual Disability
Countries	Slovenia, Austria, Spain, Italy, Belgium
Partners:	Grunt, zavod za socialno podjetništvo, Chance B Holding GmbH, Union de Agricultores y Ganaderos-Jovenes Agricultores de Jaén, On Projects Advising SL, Confederazione Italiana Agricoltori Regionale Umbria, European Landowners Organization





27. Inclusion and Diversity Vocational Education and Training

The general aim of the project FARMID was to promote employment of people with Mild Intellectual Disabilities (MID) on family farms and with that promote social inclusion.

The need for people with mild intellectual disabilities for employment has been growing, especially in the countryside. This project's direct target group was farmers, landowners and rural entrepreneurs, and farmers' trainers; however, indirectly, the project aimed to improve the lives of PMID and their caring families. The project's main objective was to develop a new comprehensive training program and learning materials for farmers, entering the field of social entrepreneurship on farms (or simply employment of PMID), to acquire adequate knowledge, skills, and competencies needed for employment and working with people with MID.

The main results of the project are:

- Guidelines for sustainable employment of PMID in rural areas
- Developed case studies (13), gathering best practices in the field of employment of PMID on farms
- Developed curriculum: Training for sustainable employment of PMID on farms
- Developed contents of the training program and e-learning platform
- Implemented 25-hours joint short-term staff training for 15 trainers, employees, or members of the project consortium
- 5 multiplier events, involving over 100 main sector stakeholders, such as farmers, farmer trainers, special needs educators, work rehabilitators, policymakers, representatives of social service providers, etc.
- Pilot test of the developed platform with 35 participants from 4 countries
- Promotional video in Slovenian and English, with subtitles to all consortium languages

The most important impact, already shown by the project, was the employment of several people with mild intellectual disabilities on farms or farm-related jobs. Farmers have already expressed interest in PMID employment and are taking steps towards organizing their agricultural enterprise direction. After the presentations of case studies, farmers have fewer restraints, related to PMID employment. Because of this project, some partners decided to further develop the topic in similar projects.

Discover more about the [FARMID - FARming as an employment opportunity for people with Mild Intellectual Disability](#) and visit its page in the Erasmus+ project results platform [FARMID - FARming as an employment opportunity for people with Mild Intellectual Disability](#).

Organization name (coordinator)	Eskisehir Provincial Directorate of Disaster and Emergency (Eskisehir AFAD)
Code	2018-1-TR01-KA202-058236
Sector	Vocational Education and Training
Project title	"f Accessible, I am Safe"
Countries	Türkiye, Czechia, Spain, Portugal
Partners:	ESKISEHIR TEKNİK UNIVERSİTESİ (TR), VYSOKÁ ŠKOLA BANSKÁ – TECHNICKÁ UNIVERZITA OSTRAVA (CZ), HANDY CLUB OSTRAVA ZAPSANÝ SPOLEK (CZ), ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES (SPN), PREVIFORM - LABORATÓRIO, FORMAÇÃO, HIGIENE E SEGURANÇA DO TRABALHO, LDA. (POR)

Within the scope of the project, which offers solutions for the disabled individuals to meet their shelter, hygiene and food needs without the need of anyone in the temporary settlement areas created after disasters and population movements, a temporary shelter container was developed, which includes universal accessibility and security designs for the physically, visually and hearing impaired. This product also serves as a vocational training area. Technical design guides, training videos and animations have been prepared in 5 languages: English, Czech, Spanish and Portuguese. The studies were transferred to digital media and made available to the interested parties on the www.ifasproject.com platform.

The ultimate aim of the project, which focuses on disability, is to contribute to the development of disaster and emergency planning and policies that are sensitive to individuals with special needs

Project website: <http://www.ifasproject.com>

Erasmus project results platform link: <https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2018-1-TR01-KA202-058236>





28. Inclusion and Diversity Higher Education

Organization name (coordinator)	Universidade de Lisboa
Code	2018-1-PT01-KA203-47343
Sector	Higher Education
Project title	Fall-in-Age Project, Innovative Training for Technology-based Frailty and Falls Management
Countries	Portugal, Netherlands, Spain and Italy
Partners:	Universidade de Lisboa (UL);, Instituto Superior Técnico (IST), Faculdade de Motricidade Humana (FMH), Instituto de Biomecânica de Valencia (IBV);, Istituto Nazionale di Riposo e Cura per Anziani (INRCA);, European General Practice Research Network (EGPRN);



Presently, there is an increasing trend in the world population over 65 years, especially in Europe, which implies an increase in the number of detected cases of frailty and falls. Frailty is a multifactorial problem and people with frailty need simultaneous, coordinated, and stable health and social care, adjusted to the principle of continuity of care. The models of social healthcare generate a social and economic problem that is necessary and urgent to address. According to the World Health Organization (WHO), prevention strategies to be adopted by health systems should be aimed at the identification of risk factors, since one in three older adults suffers at least one fall per year, constituting one of the main geriatric syndromes and the second world cause of accidental or unintentional death. A fall also implies a deterioration in the autonomy of the elderly, decreasing their quality of life and that of their social environment, increasing their frailty.

Despite the benefits and potential of biomechanical technologies to improve the assessment of frailty and risk of falling of elder people, it is undeniable that their applications are still limited to research and academic scopes. Experts have not brought down the technical and methodological barriers yet, being these methodologies mostly unknown by the majority of students of medicine and healthcare professionals.

The aim of this project was the development and implementation of an online free access course to assure students, specialists, and professionals of medicine, who want to improve their skills, a worthy education and training regarding the applicability of biomechanical technology in the context of treatment of frailty and, especially, to reduce the number of falls in advanced aging people.

Project website: <https://fallinage.ist.utl.pt/index.html#>

Erasmus project results platform link: <https://erasmus-plus.ec.europa.eu/projects/eplu-project-details#project/2018-1-PT01-KA203-047343>





29. Inclusion and Diversity

Adult Education

Organization name (coordinator)	ActionAid Greece
Code	2019-1-EL01-KA204-062606
Sector	Adult Education
Project title	Engaging unemployed low-skilled adults over 45 years old in training opportunities through collaboration schemes among CSOs, employers, and training providers (Project Acronym: Act45)
Countries	Bulgaria, Greece, Italy, Spain
Partners:	Agentsiya Za Regionalno Ikonomichesko Razvitie (SZREDA), Institut to Ergasias, (INE GSEE), Associazione di Tecnici per la Solidarieta e Cooperazione Internazionale (R.E.T.E. Ong), Fundacion Accion Contra el Hambre (ACH)

In the EU the highest long-term unemployment rates are found in adults over 45 without upper secondary education, with low levels of proficiency in basic skills, low participation in training, and at high risk of poverty and social exclusion. Efforts to reach out to this group that needs special motivation to participate in training are essential to reduce the risk of social exclusion. CSOs that already work with low-skilled people living in poverty have to play an important role in engaging this population in training opportunities and thus need methodologies and tailor-made strategies to involve the various stakeholders. Employers' involvement in training programs for unemployed low-skilled older adults is essential to increase the perception of benefits of upskilling connected to employment, as well as to turn down negative stereotypes and prejudices linked to age that are often a barrier to employment. Act45 project was designed as a response to this need, that is to reach out to unemployed, low-skilled adults over 45 years old, and motivate them to participate in training initiatives, through the establishment of effective local ecosystems with the involvement of different stakeholders.

In this context, the main objectives of the project were to:

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

Act45 partnership worked towards the achievement of these objectives through the implementation of a set of activities, leading to the production of concrete outputs, mainly comprising the following:

- Identification of requirements and influential factors for engaging unemployed low skilled adults over 45 in training, through desk research, interviews with low skilled adults over 45 years old, and focus groups with local employers in partners' countries, which provided a greater understanding of their needs in designing attractive training programs.
- Development of an integrated collaboration framework and tools to establish effective local ecosystems engaging unemployed low-skilled adults over 45 years old in training and empowerment programs, translating the requirements and the influential factors identified in the previous stage into a concrete collaboration framework for all stakeholders. Tools to empower CSOs in establishing collaborations with employers and training providers and motivate potential learners. The material created includes documents to be used and procedures to be followed for motivating and engaging both learners and local employers, tools to work with the target group, and tailor-made training material on basic and soft skills co-designed with employers.
- Collection of successful practices on employers' involvement in the design and implementation of training programs for the target group, through a survey conducted in all partner countries.
- Development of guidelines and knowledge resources for employers to support their involvement in the design and implementation of training programs for unemployed low-skilled adults over 45 years, including the development of specific tools to be used by employers assisting their work with the target group.
- Training on the use of the Act45 collaboration framework and tools for all partners.
- Pilot testing of the collaboration framework developed and tools created in the previous stages through the establishment of local collaboration schemes in all partner countries, assessing also the schemes' impact on the target group, i.e. unemployed low skilled adults over 45 years old. The schemes created followed a specific methodology composed of individualized sessions, group and training sessions, and participation of employers.
- Creation of a network of Act45 adopters to facilitate stakeholders' collaboration and sustainability of results.
- Promotion of the Act45 outputs through multiplier events.





The COVID-19 pandemic undoubtedly produced many challenges to the project, as it changed the way of working in almost all the project activities and plans. All countries have experienced a period of lockdown and working methods had to be revisited to continue the planned activities as for a long period, it was impossible to carry out meetings, seminars, and workshops in person. However, partner countries have been able to adapt quite effectively to the new circumstances, most of the project activities were adjusted and implemented online and interesting results have been achieved.

Through the pilot testing activities, it has been shown that the framework suggested can produce valuable results. The project did encourage the creation of partnerships and collaborations among different stakeholders, establishing local ecosystems in partner countries, and supporting the participation of the target population in training, with the involvement of 40 stakeholders offering training opportunities to 145 participants in total.

The collaboration framework, as translated into concrete collaboration schemes in partners' countries, and all relevant tools and strategies, have been evaluated in most cases as effective in producing their intended results, i.e. establishing effective collaborations to motivate the target group to participate in training which is close to the labor market needs. Still, those results seem to highly depend on the collaboration scheme created and employers' degree of involvement remains critical for the scheme to be effective.

It has been shown that the schemes created in the pilot phase had an impact on the main target group (low skilled unemployed adults, over 45 years old): In Greece and Spain, the project had a positive impact on participants' employability profile in terms of acquiring skills and knowledge on the field training and in participants' overall empowerment, improving self-awareness/self-confidence, also achieving change in attitudes towards training and job search. In some cases, the empowerment achieved goes beyond employability and can be extended to an overall increase in motivation, confidence in their skills, positive attitude, and the improved situation in their family or environment.

Indicatively: 80% of participants responding to the relevant questionnaire in Greece report that they feel more willing to seek training opportunities to upgrade their skills, 95% in Spain. The project has also contributed to 30% of participants finding a job in Spain and 40% finding a job in Greece.

In Italy, the collaboration scheme created had an impact on participants in terms of overall empowerment and satisfaction with the process. Indicatively, 80% of respondents in Italy report that they feel more motivated, more confident in their skills, and have a more positive attitude after participating.

In Bulgaria, the pilot testing activities involved testing the case studies designed. The scheme created had an impact on participants, in the sense that they participated in a training corresponding to their professional needs, gaining sufficient knowledge of the topic (98% of respondents agree or strongly agree with the statement), which they will use to fulfill related professional tasks (85%) and which will help them in the process to find employment (98%).

The project's multiplier events and final conference have attracted interest from stakeholders in all countries, resulting in the participation of approx. 300 people in all countries. In the context of these activities, the difficulty of the target group to have access to the labor market was widely acknowledged and there was a shared perception that the prevailing services and training are not sufficient, the thus-the project represented a response to an existing need. Through these events, stakeholders have been acquainted with the project's outputs, exchanged good practices, and shared feedback on the project's material. Overall, they confirmed that they appreciate the

body of knowledge established by the project and that they could exploit the material further.

The project's outputs are publicly available on the project's website, which could further facilitate all stakeholders in comprehending and adopting the material, while dissemination activities reaching over 102.000 people in total and over 23.100 people from targeted audiences, set the basis to further enhance project results.

The methodologies and tools created through the Act45 project are designed for unemployed low skilled adults over 45 years old, thus they deal with three different vulnerabilities: unemployment, low skills, and age and they could be adapted, extended, or directly applied in various projects that focus on empowering vulnerable people with one or more of these characteristics (unemployment, low skills, and/or people over 45 years old).

It is worth noting that a large number of strategies and tools have already been adapted and integrated into the day-to-day activities of the partner organizations and are used to assist and support beneficiaries with various vulnerabilities. In addition, with adequate adaptations, the material could be used by all stakeholders involved in the adult learning, employment, and support to vulnerable populations ecosystem, while it could serve as a starting point for further development and use in future relevant initiatives.

Discover more at [Act45](#) and visit its page in the Erasmus+ project results platform [Engaging unemployed low-skilled adults over 45 years old in training opportunities through collaboration schemes among CSOs, employers, and training providers](#).





30. Inclusion and Diversity Adult Education

Organization name (coordinator)	AMAR TERRA VERDE LDA
Code	2018-1-PT01-KA204-047456
Sector	Adult Education
Project title	Upskilling Pathways in AE-PRO
Countries	Portugal; Belgium, United Kingdom, Finland, Sweden, Norway

Partners: EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS, NATIONAL LEARNING AND WORK INSTITUTE, KANSANVALISTUSSEURA SR. / Kvs Foundation, Glokala Folkbildningsföreningen, Nordic Network for Adult Learning



UP-AEPRO addresses the constant need and interest of adult education (AE) trainers and staff to learn more about European developments in adult education and other countries' systems and innovation. In particular, the project contributes to deepening the knowledge and fostering the discussion about a recently launched European strategy in adult education: The Upskilling Pathways initiative (UP).

The initiative, which was approved by the European Council in December 2016 within the New Skills Agenda, aimed to tackle the need for basic skills and qualifications in Europe through 3 steps: skills assessment; tailored-made learning offer; and validation and recognition of the skills acquired.

The choice of the Upskilling Pathways initiative was due to an advocacy need because AE providers and organizations (like the partner organizations) have an interest in knowing more about it. Thanks to UP-AEPRO, AE organizations and providers were able to increase their advocacy skills and feel empowered in being involved in the initial implementation. However, the initiative's three steps also provided them with the opportunity of an enriching deepening and exchange about their organizations' and members states' practices. Participants profited from each other's innovations and knowledge and thus the aim of a better professionalization and quality of adult education staff was reached.

Thus, the project had the following objectives:

- Increase the knowledge about the Upskilling Pathways initiative and other Lifelong Learning policies at the European level.
- Allow the exchange of innovation across Europe on the Upskilling Pathways initiative-related topics.
- Improve quality, professionalization, and capacity building of AE staff and providers.
- Support UP-AEPRO learners and partners to develop online learning and introduce ICT tools into their daily work.
- Increase the intercultural skills of AE trainers and staff.
- Strengthen the cooperation with peers and policymakers in their countries and Europe.
- Improve the UP-initiative implementation at a different level by enabling AE trainers and staff (and the organizations for which they work) to be involved.

The project results are:

- An online course on the Upskilling Pathways initiative including four innovative modules on the following topics: Policy overview and European Advocacy (IO1), Skills assessment (IO2), Tailored-made offer (IO3), and Validation and recognition (IO4).





31. Inclusion and Diversity Adult Education

- Five peer learning sessions (IO5) were organized by the learners themselves with the support of the UP-AEPRO partners.
- An advocacy toolkit (IO6).
- A transnational learning activity (C1-2).
- A final conference (ME1).

The benefits of the project are already very visible. Thanks to the extended and developed competencies of educators, the learning provisions are more effective, meaningful, and inclusive for all learners. After learning from each other's systems and innovation, trainers and staff are also able to improve their practice and methodologies, which foster the supply of high-quality learning opportunities tailored to their needs (low-skilled or low-qualified adults and the UP initiative potential users in particular). More coherent and grass-rooted education policies obtained through the engagement of trainers and staff in the UP-initiative implementation lead to an increase in participation (especially of disadvantaged learners) and the reaching of the ET2020 goals. The enhanced technical and ICT skills of trainers are both inspiring for them, enriching for their future learners, and very valuable for the project sustainability.

Due to their online nature, the project outputs are open, free, and highly sustainable. Partners worked on a sound and effective dissemination and exploitation plan to reach the highest number of AE trainers and staff and thus maximize their impact. With a relatively low budget and in only two years, the project contributed to a better quality and an increased innovation in adult education that supported the progress towards a truly European area of lifelong learning.

Discover more at [Upskilling Pathways in AE-PRO](#) and visit its page in the Erasmus+ project results platform [Upskilling Pathways in AE-PRO](#).

Organization name (coordinator)	Glocalmusic, grémio para o desenvolvimento da música criativa, CRL
Code	2018-1-PT01-KA204-047483
Sector	Adult Education
Project title	Tão Longe... Tão Perto — Artes inclusivas
Countries	Portugal, Finland, Hungary, Turkey
Partners:	Teatterimuseo, Magyar Specialis Muvészeti Műhely Egyesület (MS-MME), Esenler Ortopedik Engelliler Dernegi





32. Inclusion and Diversity Higher Education

The main motive was a work of art crossing performance arts, theatre, dance, and music, created from four tales from the book “Aventuras de João sem medo” of José Gomes Ferreira, a Portuguese writer of the 20th century, and presenting the show in one of the institutions involved. There were several outputs, like editing an intellectual product, in a video and written booklet support, good practice in artistic areas for technicians in the area of disability; Exhibition of props, costumes, photographs, and other materials resulting from the shows (The exhibition will take place in all the countries of the project, on the day of the show).

Several participants: a group formed by 4 handicapped people from each country and 2 technicians from each country. Each country was responsible for working individually on a tale and bringing it to the collective.

The training/workshops were carried out in all the involved countries with two trainers in the areas of theatre, music, and dance, with a duration of five days each. Theatre, Musical games, and Dance. The intellectual product was created with the contribution of all partners, as an instructive manual of good practices and a repository of the results of the process. The project had a duration of 24 months, beginning in October of 2018.

Discover more at [Tão Longe... Tão Perto — Artes inclusivas](#) and visit its page in the Erasmus+ project results platform [Tão Longe... Tão Perto — Artes inclusivas](#).

Organization name (coordinator)	UNIVERSITAT AUTONOMA DE BARCELONA (UAB)
Code	2018-1-ES01-KA203-050275
Sector	Higher Education
Project title	Easy Access for Social Inclusion Training (EASIT)
Countries	Spain, Italy, Slovenia, Germany, Sweden
Partners:	Radiotelevizija Slovenija Javni Zavod Ljubljana, Universidad de Vigo, Stiftung Universität Hildesheim, Dyslexiförbundet, Sprachen- Und Dolmetscher-Institutmunchen Ev, Università Degli Studi di Trieste, Zavod Risa, Center za Splosno, Funkcionalno in Kulturno Opismenjevanje





EASIT is a strategic partnership of stakeholders from different fields addressing innovation in higher education, with a focus on one of the European priorities: social inclusion. It originated from existing learning assets aiming to generate a comprehensive training ecosystem for the many accessibility professionals required in Europe to fulfill legal requirements and societal needs. EASIT has built on previous project results in Easy-to-Read (ER) and media accessibility and has given a step forward in the recognition of new professional profiles in easy-to-understand (E2U) language that will join existing accessibility experts such as the audio describer (ADLAB PRO), the live subtitler (ILSA, LTA) or the accessibility manager for the scenic arts (ACT).

EASIT has defined the skills of the professionals involved in creating E2U content, with an emphasis on how already existing professionals (audio describers, subtitles, journalists) could expand their skills to cater to innovative hybrid contexts in audiovisual media (IO3). EASIT has defined a methodological framework for implementation, putting forward shared practices in E2U across Europe (IO1). EASIT has also produced recommendations on how E2U language could be integrated with existing access services in audiovisual media, going beyond the traditional emphasis on the written printed word (IO2).

In this regard, EASIT has made an innovative terminological proposal and talks about 'easy-to-understand' as an umbrella term ranging from Easy-to-Read (or Easy Language) to Plain Language. EASIT has proposed a modular curriculum design to train experts, both in academic and vocational learning (IO4), considering cross-fertilization with existing curricula developed as part of other strategic partnerships (ACT, ILSA, ADLAB PRO). It has developed flexible multilingual educational resources, freely available and easily integrable in different learning environments catering to the needs of diverse student profiles (IO5). The project has also considered what certification procedures could be implemented beyond the life of the project, giving suggestions for both academic and vocational environments (IO6).

All project objectives and expected tangible results have been met:

- Common framework obtained through a survey: IO1.
- Recommendations on hybrid services: IO2.
- Skills card: IO3. Three skills cards, instead of one, have been produced.
- Modular curriculum design: IO4. Two curriculum proposals have been produced, beyond what was included in the application.
- Open educational resources: IO5. All content is in open access.
- Proposed certification strategy: IO6. Apart from the proposed certification strategy, different options for vocational and academic training have been suggested.

A multilingual approach has been favored, considering major languages such as German, English, Italian, or Spanish and less spoken languages such as Galician, Catalan, Swedish, or Slovene. A wide selection of subtitled content is available.

The methodology has put the user at the center of the design. Six events have taken place, with almost 500 participants, guaranteeing a wider impact of the outputs. EASIT has impacted various target groups: higher education institutions wanting to offer training in E2U has a ready-made modular curriculum that can be easily implemented, as well as training materials to be re-purposed. SMEs or associations wanting to offer training have a definition of skills and flexible content to be used, as well as a MOOC proposal. Freelancers can access materials and expand their skills. All citizens, especially persons with disabilities or reading difficulties, can benefit indirectly because professionals trained with EASIT resources will be able to produce accessible content.

EASIT has been possible thanks to a balanced combination of partners experienced in Erasmus+ projects and newcomers. Partners come from different backgrounds and have complementary expertise: academia (UAB, UVIGO, SUH, SDI, UNITS), industry (RTV Slovenija), and end-user NGOs (Zavod RISA, Dyslexiförbundet).

Some expected intangible results have also been achieved:

- Raised awareness about E2U. The project has been disseminated widely and is recognized as a key project in E2U, as shown by the invited keynotes given and the accepted project presentations.
- Further professionalization of the experts: 3 specialization courses have been approved by UAB, which will allow professionals to be recognized through certification.
- EASIT partners have been involved in a network of E2U language experts at the European level, which has produced the first book on the topic at the European level.
- The educational resources can contribute to training professionals, which will involve new audiences and provide quality E2U content. The content can also be used to enhance acceptance of diversity in society, as it contains dedicated educational content on this topic.

Discover more at [Easy Access for Social Inclusion Training \(EASIT\)](#) and visit its page in the Erasmus+ project results platform [Easy Access for Social Inclusion Training \(EASIT\)](#).





33. Entrepreneurship School Education

Organization name (coordinator) Agência DNA Cascais - Cascais Um Concelho Empreendedor

Code 2018-1-PT01-KA201-047413

Sector School Education

Project title Network of Entrepreneurial Schools

Countries Portugal, Greece, Latvia, Romania

Partners: DYPALL NETWORK: ASSOCIACAO PARA O DESENVOLVIMENTO DA PARTICIPACAO CIDADA, DIEYFTHYNSI DEYTEROVATHMIAS EKPAIDEYSIS N. KARDITSAS, SCOALA GIMNAZIALA TRAIAN, MALTAS VIDUSSKOLA

Entrepreneurship plays a key role in addressing the global challenges of the XXI century, contributing to more sustainable development, the creation of employment opportunities, promoting social value for society, and stimulating the development of local territories. It's crucial to develop educational strategies for Entrepreneurship, where children and youngsters can develop skills, knowledge, and attitudes that allow them to create social and economic value, empowering them with entrepreneurial skills that allow them to act as an agent of social change. Reinforce entrepreneurial education in schools will have a positive impact on the entrepreneurial dynamism of our economies.

Discover more at the [Network of Entrepreneurial Schools](#) and visit its page in the Erasmus+ project results platform [Network of Entrepreneurial Schools](#).



34. Entrepreneurship Vocational Education and Training

Organization name (coordinator) UNIVERSITY OF CYPRUS

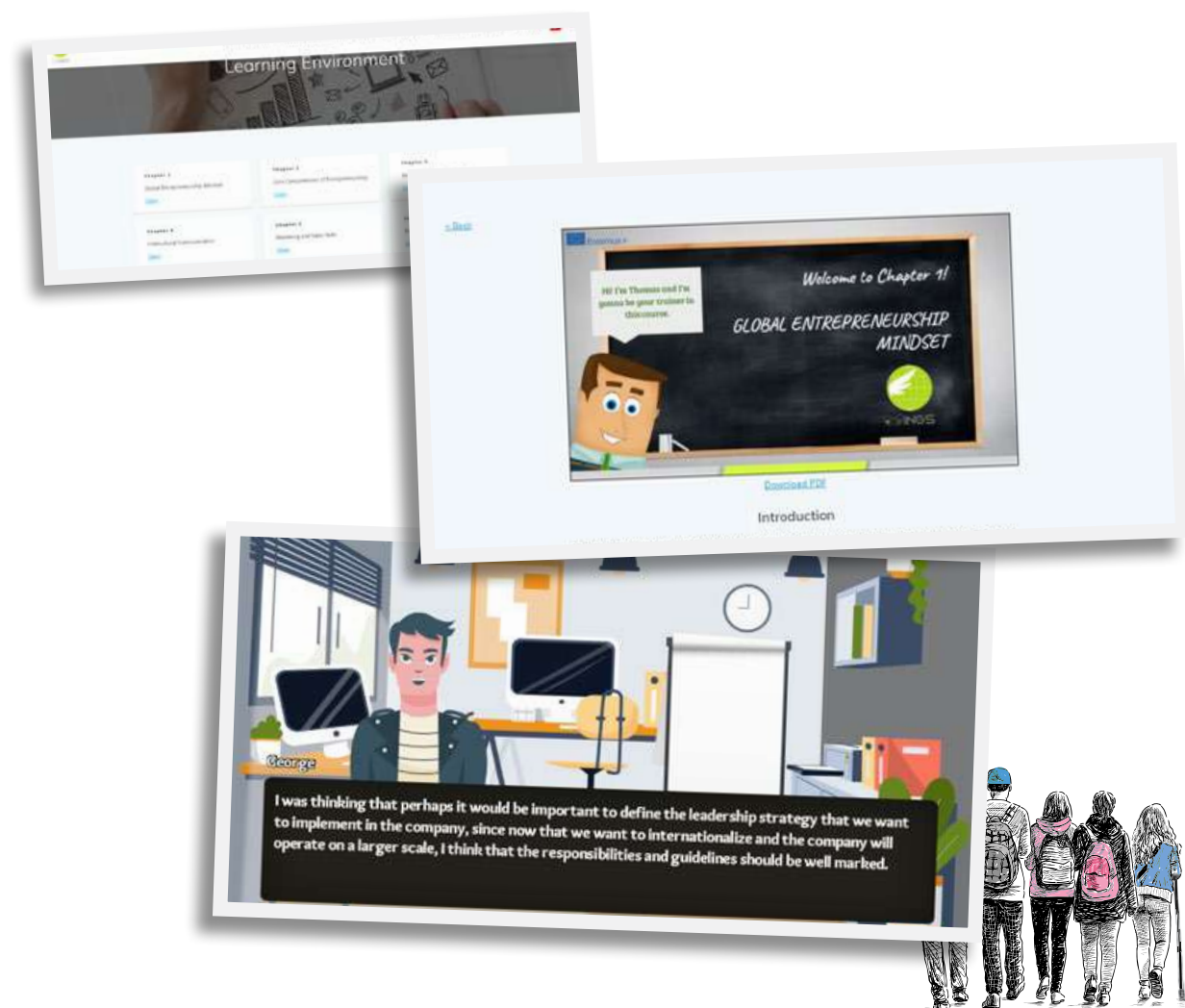
Code 2018-1-CY01-KA202-046856

Sector Vocational Education and Training

Project title INternationalization serious Game for Start-ups and entrepreneurs

Countries Poland, Spain, Bulgaria, Portugal, the Czech Republic

Partners: DANMAR COMPUTERS SP ZOO, INSTALOFI LEVANTE SL, FONDAT-SIYA NA BIZNESA ZA OBRAZOVANI, INOVA+ - INNOVATION SERVICES, SA, bit cz training, s.r.o.





The internationalization of companies is an important issue for the EU in recent years. Nevertheless, there is a lack of internationalization spirit and knowledge to ensure that a company will have success abroad with certain stability ensured. Hence, a gap has been identified between the need for knowledge and the available knowledge to ensure an internationalization company's success. By developing internationalization abilities among SMEs, start-ups, and potential entrepreneurs, and providing them with the necessary knowledge, WINGS contribute to addressing this gap. The specific project aim of WINGS was to embed Virtual Games within business education and enhance trainers' competencies in utilizing them for Strategic Management training.

Project objectives included:

- Deepening the assessment of the actual competencies of trainers in using Virtual Games in Strategic Management.
- Developing a course consisting of six teaching notes in Strategic Management.
- Developing six-game cases for the six teaching notes.
- Piloting the teaching notes with 50 trainers across the partner countries.
- Piloting the game cases with 250 entrepreneurs across the partner countries.
- Developing the "Teaching Notes" textbook and publishing an article on using "ICT in the Teaching Process".
- Disseminating results of the project for wider exploitation.

The WINGS project has produced an online course, consisting of teaching notes and a serious game (with six-game cases), which can be accessed from the WINGS Learning Environment (WLE). It has the objectives of developing entrepreneurship and internationalization skills within real-life situations by educating/teaching the player about the various issues associated with internationalization that concern real-life situations.

The innovative and new-sophisticated approach of the project, by learning through the WLE with virtual serious game cases, enhances the abilities of players/learners about internationalizing their business by:

- Working collaboratively to find and share information.
- Increasing their knowledge in specific areas like financial issues, marketing plans, and business plans, among others, in the global world market.

Through the WINGS project, the partnership aimed to influence the internationalization desires and competencies in Europe and play a role in shaping future successful business stories.

The total number of people that have been reached through a range of dissemination activities exceeded 100000. This included representatives of target groups who had participated directly in project activities, representatives of target groups and stakeholders who participated in selected activities, and persons informed about the project via electronic channels and media.

Discover more about the [Internationalization serious Game for Startups and entrepreneurs](#) and visit its page in the Erasmus+ project results platform [Internationalization serious Game for Startups and entrepreneurs](#).





35. Entrepreneurship Vocational Education and Training

Organization name (coordinator)	INSTITUTO PEDRO NUNES ASSOCIACAO PARA A INOVACAO E DESENVOLVIMENTO EM CIENCIA E TECNOLOGIA
Code	2018-1-PT01-KA202-047332
Sector	Vocational Education and Training
Project title	Imprinting quality to entrepreneurship education – IN-QUAL
Countries	Portugal, Netherlands, Greece, Belgium, Italy, United Kingdom

Partners: EUROCREA MERCHANT SRL, AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA, STICHTING BUSINESS DEVELOPMENT FRIESLAND, Finance & Banking, Associazione per lo Sviluppo Organizzativo e delle Risorse Umane, LIFELONG LEARNING PLATFORM, CIVIC COMPUTING LIMITED

The project aimed to address the challenge toward the improvement of quality assurance mechanisms in Vocational Education and Training, most particularly in the field of entrepreneurship education in continuing VET.

To achieve that the project foresaw the application of the European Quality Assurance Reference Framework in this particular sector, through its adaptation to the particular needs of entrepreneurship education, not only at the level of the formal/informal/non-formal training but also for the on the job training path.

To achieve that the project developed:

- Recommendations and guidelines for a common framework of Quality Assurance
- Definition of the entrepreneurship education Quality Manager profile
- Tools, instruments, and training contents needed for the Quality Manager
- Awareness of the staff working in the entrepreneurship education providers' organizations, toward the creation of a culture of Quality Assurance at all levels

The project was entrenched in two main concepts that aimed to underpin the view of raising awareness in VET providers of entrepreneurship education.

- Quality management is a 'hard' concept based on facts, figures, and measurements within the organization.
- Quality culture is an 'a soft' concept, depending on the prevailing attitudes and behavior of individuals in the VET organization.

The two concepts build on each other and their interaction function well when there is a professional Quality Manager as well as a committed and aware staff that can demonstrate quality-oriented behavior.

Participants in the project can be categorized into three groups:

- Entrepreneurship education providers in CVET
- Staff of the entrepreneurship education providers and most particularly managers
- Entrepreneurship education providers as a whole are considered together with the stakeholders they have, organizations collaborating with them, institutions, learners, and businesses

Project outputs were:

- Guidelines for the implementation of a Quality Assurance System in entrepreneurship education: to set the basis, tools, and methodologies, not only for the development of the output itself but also for the other two that will be implemented after that.
- The Quality Manager: training plan, contents, and tools: will provide the foundation for the development of the Quality Manager's competencies and skills. Moreover, all the results of this phase, as well as, the previous ones, will be integrated into an online platform that will be capable to provide at anytime and anywhere the necessary instruments.
- Recommendations for the implementation of the Quality Assurance system in entrepreneurship education: the results of all the activities performed through the project will help VET providers in implementing the whole process.

The primary objective of this project was to present to entrepreneurship education VET providers interested in quality issues a range of instruments, methods, and tools they can work with to develop by themselves a quality culture within their organizations.

Ultimately the project wanted to bring VET providers to reflect on their quality assurance approaches in comparison to the EQAVET indicative descriptors and to find out strengths and areas for further development.





36. Soft skills Higher Education

The project idea has been raised from the shared experiences of project partners and the analysis of the sector – entrepreneurship education. All the consortium partners share the same background and address entrepreneurship from various perspectives. Some of the partners were more focused on entrepreneurship programs and activities that develop entrepreneurship soft skills, while the others were more focused on entrepreneurship hard skills and consultancy activities. On the other hand, in the consortium, there were also partners experienced in transparency and quality assurance tools and actions. Europe was also well represented from a geographical point of view: North/Continental Europe with South/East Europe (Portugal, United Kingdom, The Netherlands, Greece, Italy, and Belgium), thus bringing background and experiences from different perspectives and cultures, not only in the field of entrepreneurship.

Discover more at [Imprinting quality to entrepreneurship education – IN-QUAL](#) and visit its page in the Erasmus+ project results platform [Imprinting quality to entrepreneurship education – IN-QUAL](#).

Organization name (coordinator)	UNIVERSITY OF ZAGREB-FACULTY OF VETERINARY MEDICINE
Code	2018-1-HR01-KA203-047494
Sector	Higher Education
Project title	Pan-European soft skills curriculum for undergraduate veterinary education (SOFTVETS)
Countries	Croatia, Austria, Slovenia, Hungary, Germany)
Partners:	VETERINAERMEDIZINISCHE UNIVERSITAET WIEN, UNIVERZA V LJUBLJANI, EAEVE, WIRTSCHAFTSUNIVERSITAT WIEN, UNIVERSITY OF VETERINARY MEDICINE BUDAPEST, STIFTUNG TIERAERZTLICHE HOCHSCHULE HANNOVER





Scientific literature, together with surveys among veterinarians shows an increasing need for enabling veterinarians with skills to cope with challenges imposed on them by the rapidly changing world and the enormous strain the profession puts on them. The COVID-19 pandemic is a perfect example of the importance of having a broader view of complex problems. Skill acquisition and development are essential for the performance and modernization of the profession to provide new forms of flexibility and security for veterinary professionals.

Project objectives that were set in the beginning were achieved to the full extent and within the project timeline:

- Developing recommendations for life skills competencies for veterinary students (IO1).
- Developing a new life skills curriculum applicable in veterinary HE institutions. (IO2).
- Developing 3 training concepts for teachers (IO3) in communication, entrepreneurship, and digital skills.
- 46 teachers were trained in teaching & training activities for competence in specific modules of the new life skills curriculum.
- Implementation partners have carried out a pilot project at their institutions, and implemented and evaluated selected learning outcomes in the existing courses from the new curriculum.
- The participants in the pilot project (more than 200 students) have evaluated through an online survey based on IO4 their experience, overall satisfaction with a new course, and obtained competencies.

IO1 provides recommendations of life skills competencies for veterinary students focusing on three key areas: communication, digital skills, and entrepreneurial skills. The list of competencies applies to higher education in veterinary medicine and can be integrated into whole or in part into existing curricula.

IO2 provides a suggestion for a life skills curriculum for use in veterinary higher education. The Curriculum includes 3 courses syllabi in 3 sections: Communication skills, Entrepreneurship skills, and Digital skills. The SOFTVETS life skills curriculum for use in veterinary higher education is prepared for veterinary teachers, teacher trainers, students as well as faculty management and regulating bodies. This document aims to aid the implementation or integration of proposed syllabi in existing curricula.

IO3 provides training concepts for the education of veterinary teachers involved in life skills teaching in 3 areas: communication, digital skills, and entrepreneurial skills. Training concepts are also suitable for teachers of any veterinary subject wishing to upgrade their teaching techniques. The training ensures that teachers acquire new knowledge on the topic of specific life skills, gain an insight into how these topics are taught elsewhere and obtain ideas they can include in their everyday teaching.

IO4 The SOFTVETS Evaluation Questionnaire for Students and the SOFTVETS Reflection Questionnaire for Teachers was developed for higher education institutions that aim at evaluating competency-based courses.

The project results are applicable in the institutions that have recognized the importance and need for implementation of life skills teaching into their curricula.

During the project, three Teaching & Training workshops for teachers were organized in implementation partners' schools. The project team also organized an online conference on the topic "Teaching life skills in medical education".

Project team members and all participating individuals (especially teachers and students) have gained a comprehensive view of the scope, importance, and necessity of life skills in veterinary education. The necessity for the implementation of such skills that we have anticipated while applying for the project has only been accentuated in the years of pandemic we now live in. What has started as "a nice idea" is finding its way into strategic documents of institutions and associations, largely due to the "buzz" raised by this project and its members spreading the word, both in personal communication within institutions as well as in more formal occasions. The long-term benefits of this project are systemic and include both veterinary HE as well as the veterinary profession at the EU level with a special emphasis on student-based teaching (competency-based teaching).

The project team worked highly interdisciplinary involving veterinarians, psychologists, communication, educational and entrepreneurship experts as well as veterinary students. They managed to extract the positive aspects of various veterinary curricula throughout Europe, which vary considerably, emphasizing the most common topics and competencies that should enter future competencies curricula. Implementing new, non-professional skills into veterinary curricula is a difficult task but one has to start somewhere and the project outputs make a good aid in getting there.

Discover more at [Pan-European soft skills curriculum for undergraduate veterinary education \(SOFTVETS\)](#) and visit its page in the Erasmus+ project results platform [Pan-European soft skills curriculum for undergraduate veterinary education \(SOFTVETS\)](#).





37. Health and wellbeing Higher Education

Organization name (coordinator) University of West Attica
Code 2018-1-EL01-KA203-047691
Sector Higher Education
Project title EDUVAC - Educating Vaccination Competence
Countries Greece, Italy, Spain, Slovakia, Finland

Partners: The University of West Attica, Metropolia University of Applied Sciences, Trnava University, University of Vic, University of Modena, and Reggio Emilia

Vaccinations are globally one of the most cost-effective public health interventions. The recent situation with the COVID-19 pandemic, which has affected every aspect of life, has stressed even more the need for vaccinations. Vaccinating requires special education and vaccination professionals should be competent and qualified professionals to provide high quality and safe care, which is cost-effective.

EDUVAC was a three-year project which aimed at the development of a web-based course (3 ECTS) and an Intensive Course (2 ECTS) for vaccination for international use, strengthening the knowledge, skills, and positive attitudes of future health professionals /students regarding vaccination, with the ultimate goal to increase vaccination coverage. EDUVAC also aimed at enhancing the digital skills of everyone involved in the project, fostering internationalization of each partner/ Higher Education Institution (HEI) through the mobility of staff and students, with an impact that goes beyond the project life cycle. In addition, the academic community of the partners/HEIs had the opportunity to work in a multicultural environment enhancing their foreign language skills.

Different pedagogical approaches and learning material have been co-created and developed by the five HEIs/partners. The material is available for open access, licensed under Creative Commons "Attribution-Non Commercial-Share Alike 4.0 International License". Two syllabi are also available to open access to provide the overall description of the web-based course and the Intensive Course and present the different pedagogical approaches and suggestions for their implementation. Additionally, simulation guides with vaccination cases have been developed that can be integrated into any learning process (either face-to-face or blended). All are available at EU.

Discover more at [EDUVAC - Educating Vaccination Competence](#) and visit its page in the Erasmus+ project results platform [EDUVAC - Educating Vaccination Competence](#).





38. Health and wellbeing Adult Education

Organization name (coordinator)	Escola Oficial de Idiomas de Ferrol
Code	2018-1-ES01-KA204-050153
Sector	Adult Education
Project title	Promote healthy habits and improve languages
Countries	Spain, Italy, Lithuania, Slovakia, the Czech Republic

Partners: Università delle LiberEtà del FVG – ETS, Informacijos mainų ir švietimo centras, Jazykova skola Palisady 38, Střední škola zemědělská a veterinární Lanškroun, CÍFP Anxel Casal - Monte Alto



Prevention and promotion of healthy habits are a real need in today's society to improve the quality of life and delay health problems. It is usually difficult to change an adult's bad habits and education provides the tools and procedures which will make the change easier. Adults may lack the confidence, resources, or knowledge to find information on their own so it is important to create the right contexts to improve the situation.

Linguistic skills are very important to communicate in nowadays wide European context so multilingualism is a great opportunity to open doors to other worlds, identities, possibilities, and purposes. Promoting lifelong language learning inside and outside the school provides the opportunity to live in a Europe without borders.

It is also true that nowadays new technologies are part of our everyday lives and one of the most effective ways of dissemination. As most adult learners are digital migrants, they need a lot of support in this field so ICT was used throughout the life of the project. An online Application ('App') in different languages was developed at the European level which is a very effective motivating tool to engage users.

In this exchange of good practices, the approach between different countries and backgrounds helped us build up common European measures of awareness of prevention and the need for healthy habits.

The project aimed to:

- Increase awareness of the importance of prevention and healthy habits.
- Break false myths about nutrition and health.
- Develop critical thinking about the topic of health.
- Develop strategies to improve our lifestyle.
- Create authentic contexts for linguistic exchange.
- Improve linguistic abilities.
- Create innovative didactic materials.
- Improve ICT skills.
- Promote equal opportunities regardless of age, gender, disability, and race.

Our target groups were staff/teachers and a wide range of adult learners with different motivations towards the learning process, from different social, cultural, professional, and economic backgrounds, with different abilities and educational needs.





39. Pedagogy and Didactics School Education

In this strategic partnership for the exchange of good practices, each partner's contribution was essential to achieving common goals as they brought in a different complementary piece to this European puzzle with their expertise (Ferrol – Spain + Slovakia: language teaching and creating materials, Italy: physical and mental wellbeing, Lithuania: ICT, Czech Republic: bio-agriculture and healthy bio food and Coruña-Spain: Health and Social Care Education).

Towards the common framework of measures, our main products are a website, health action protocols, an online 'App' and innovative didactic materials in different languages, a virtual net of communication, training sessions webinars, more awareness of prevention and good health habits changing attitudes towards them in a positive way.

Activities include workshops, training sessions, webinars, video calls, talks, debates, exhibitions, tastings, a celebration of health and food days, blended mobilities, and exchange of communication. In the process, there has been a lot of searching, comparing, contrasting, creating, disseminating, training, informing, critical thinking, acquiring knowledge, making decisions, and learning by doing.

The methodology was motivating, practical, and collaborative in which work teams of staff and learners worked together encouraging both individual and group responsibilities to build up common goals. The approach was inclusive at all times, contributing to lifelong learning from a practical active critical, and creative point of view.

It has had a wide impact on the participants who improved their social linguistic and ICT skills and their awareness of the importance of health and prevention, enriching at a personal and professional level, benefiting from the free innovative didactic materials and the online 'App' available for free use and download, shared with all organizations, institutions, schools interested in them. This guarantees sustainability not only for the participants but for the public in general in the lifetime of the project and the future.

Discover more about the [Promote healthy habits and improve languages](#) and visit its page in the Erasmus+ project results platform [Promote healthy habits and improve languages](#).

Organization name (coordinator)	The University of Ljubljana, Faculty of Education
Code	2017-1-SI01-KA201-035523
Sector	School Education
Project title	Three Dimensions of Inquiry in Physics Education
Countries	Slovenia, Belgium, Ireland, Poland
Partners:	Catholic Education Flanders – vzw VSKO, Artevelde University College, Dublin City University, UC Limburg, Jagiellonian University in Kraków, National Educational Institute Slovenia





The main objective of the project was to empower the teachers for inquiry-based learning through inquiring about their practice as a part of continuous work in professional learning communities of teachers and to develop courses for training other teachers.

The project Three Dimensions of Inquiry has successfully shown that learning through experimentation, group learning, and self-evaluation are successful ways of overcoming resistance to physics and related sciences, which students usually perceive as extremely abstract. The project proved that teachers consciously and unconsciously already use such methods but the project laid a solid theoretical foundation for the application of those in different systems and circumstances.

The key learnings are gathered in Four Volumes of an eBook:

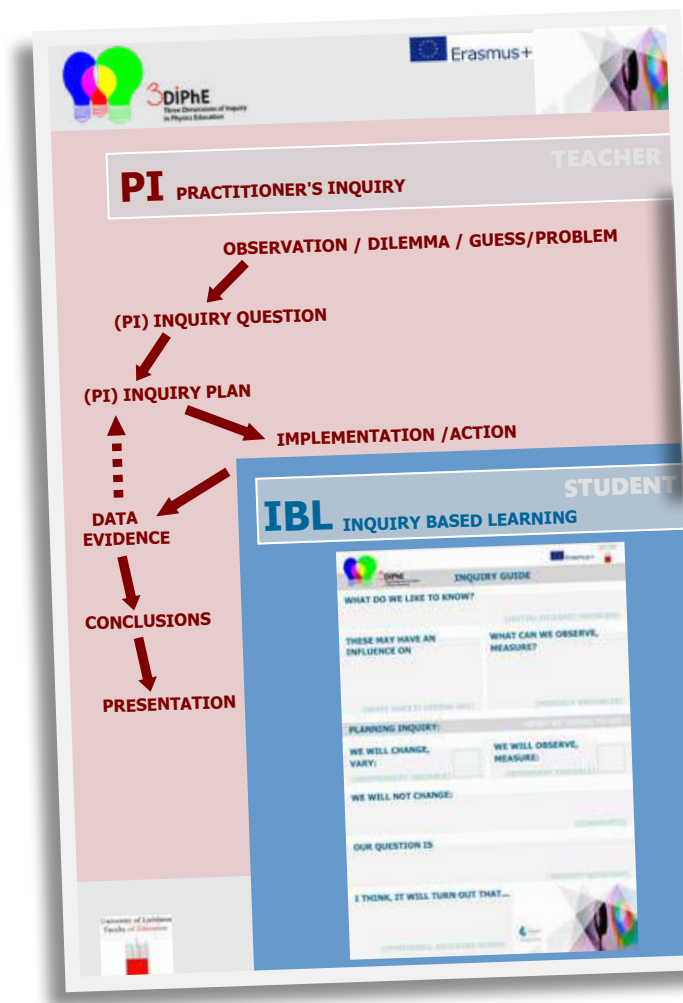
- Volume 1: Inquiry-Based Learning to Enhance Teaching.
- Volume 2: Practitioner Inquiry in Context of Inquiry-Based Learning
- Volume 3: Facilitate Reflect Learn: Building Professional Learning Communities
- Volume 4: Inquire Share Learn: Educational Design Research for Teacher Professional Learning

More than 100 teachers of physics, math, and elementary school teachers were trained in inquiry-based learning and practitioner inquiry, which is the most direct impact of the project. Indirectly, these teachers implemented the new knowledge in one or two generations of their learners. As most of the teachers are subject teachers, they are in contact with 100-150 different students each. Opinions of students were collected in presentations at local multiplier events and the Final Conference and were highly positive.

The coordinator has, through a parallel mobility project (KA1), enabled physical mobility for participating teachers, which were not part of the partnership.

Finally, each partner now has a team of coaches, proficient in all three levels of inquiry, able to implement all developed training, and apply methods of EDR to future projects.

Discover more at [Three Dimensions of Inquiry in Physics Education](#) and visit its page in the Erasmus+ project results platform [Three Dimensions of Inquiry in Physics Education](#).





40. Work-based learning Vocational Education and Training

Organization name (coordinator)	Institutoto Mikron Epichiriseon Genikis Synomospondias Epaggelmaton
Code	2018-1-EL01-KA202-047778
Sector	Vocational Education and Training
Project title	Mentorship Evaluation and Training in ORganisations for WBL at EU
Countries	Greece, Switzerland, Turkey, United Kingdom

Partners: Public Institute of Vocational Training of Aigaleo, ViaSyst Synergy Services SA, Bahcesehir Universitesi Foundation, Centre for factories of the future limited, Fondation EfCoCert

The European Council (January 2012) agreed that the member states should increase “substantially the number of apprenticeships and traineeships to ensure that they represent real opportunities for young people, in cooperation with social partners and where possible integrated into education programs”.

According to the newly adopted “European Framework for Quality and Effective Apprenticeships” (October 2017), European Commission identifies 14 key criteria that the Member States and stakeholders should use to develop quality and effective apprenticeships, among which concrete reference is made for a specific procedure for teachers, trainers, and mentors to “update their skills and competences to train apprentices according to the latest teaching and training methods and labor market needs”.

In-company WBL mentors are at the core of quality WBL, however, in most European countries, they lack standardized support and guidance which will set the expectations and boundaries clarifying and ensuring their successful contribution to the learning process. Thereby it poses administrative barriers to achieving the EU’s targets for the promotion of a coordinated, unified network system on VET and the targets of the LLL-program to bolster the cross-border mobility of workers.

Based also on the WBL needs and gaps identified by NetWBL, there is a significant need for the development of standards and qualifications identifying certain knowledge, skills, and competencies providing an adequate assessment that leads to valid certification ensuring quality in-company WBL mentorship for apprentices and interns.

“#Mentor4WBL@EU” project contributes to the institutionalization of mentorship as an innovative WBL approach and the professionalization of in-company WBL mentors in the EU as it aimed to:

- Develop ECVET compliant qualifications for trans-sectoral vocational competencies for qualifying high-quality in-company WBL mentorship for apprentices and interns.

- Boost the skills of in-company WBL mentors, while recognizing prior learning which is now underdeveloped and non-qualified, through online training based on innovative learner-centered approaches incorporating the use of ICT.
- Develop VET business partnerships for ensuring labor market relevance through high-quality WBL provision from companies and access to continuing VET learning.
- Enhance, through a European certification scheme for workplace mentors based on a European skill card for mentors, transparency, recognition, and validation of skills and qualifications via innovative e-assessment methods through the development of an online platform dedicated to competencies examination.
- Enhance prior learning facilitating the transition from education to work.

Under the aforementioned rationale, the #Mentor4WBL@EU project’s partners had been chosen based on their previous or current EU projects’ involvement, their skill sets, and their ability to deliver the project outputs. The consortium is composed of partners experienced in EU projects such as employers’ organizations (IME GSEVEE), public authority and Apprenticeship providers (OAE), certification bodies (EFCoCert), and SMEs (ViaSyst and C4FF), universities (BAU), and VET providers (DIEK Aigaleo).

The implemented methodology aimed at the fulfillment of the following 2 targets:

- Assure the validity and acceptability of the project’s results among the partners. The specific procedure was guaranteed through the creation of a Steering Committee composed of experts from the project & associated partners.
- Involve as many related stakeholders as possible, so that project’s outputs gain validity and expertise. Thus, three multiplier events (i.e., United Kingdom, Turkey, and Greece) and a final conference (Greece) took place, so that a broader debating procedure could be implemented.

In the framework of the project several IOs were produced:

Course and Syllabus design for in-company WBL mentors for apprenticeships and internships.

- EU WBL Mentor Certification Scheme.
- E-course content development and platform.
- IT platform for online competence certification.
- Testing of the e-training and the e-certification scheme.
- Exploitation report





41. Work-based learning Vocational Education and Training

Finally, and based on the previously mentioned activities, the project's main impact can be summarized as follows:

- Development of skills and competencies of in-company WBL mentors for apprenticeships and internships.
- Improving the quality of apprenticeships and internships.
- Transform SMEs into quality WBL venues.
- Boosting the “culture” of cooperation, LLL, and certification for in-company WBL mentors based on a common methodology.
- Usage and dissemination of e-learning platform (and course) by the involved partners at the national level.
- Certification of WBL mentor competencies available in all of Europe.
- Increase the number of mobilities of certified mentors in Europe.
- Exploitation of the EU WBL mentor certification scheme manual and the e-assessment platform by other stakeholders (e.g. PCBs, national relevant authorities).

Discover more at [Mentorship Evaluation aNd Training in ORganisations for WBL at EU](#) and visit its page in the Erasmus+ project results platform [Mentorship Evaluation aNd Training in ORganisations for WBL at EU](#).

Organization name (coordinator)	E.N.F.A.P. MARCHE – Ancona – Italy
Code	2018-1-IT01-KA202-006806
Sector	Vocational Education and Training
Project title	R.APP - European Roadmap for Apprenticeship Effectiveness and Quality-Governance
Countries	Italy, Germany, Romania, Greece, Malta
Partners:	Reattiva - Regione Europa Attiva, IHK- PROJEKTGESELLSCHAFT MBH, ASOCIATIA EUROPEAN ACADEMY, SYNDESMOS VIOMICHANION ATTIKIS KAIPEIRAIOS, Hermes Corporation Ltd, APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFISIS ANONYMI ETAIREIA

Apprenticeship is a priority of all EU member states: R.APP project partners were from 5 EU Countries and, apart from Germany, where apprenticeship in a dual system is a strong reality, 4 of them (Italy, Romania, Malta, Greece) share the same situation of very limited performances and even if regulations and schemes are rather recent, they are all at one for the cultural legacy that influences effectiveness, governance and employers' perception.

R.APP project represented a reply to the above-mentioned problems and it aimed to pursue the following objectives:

- Train Apprenticeship Tutors within VET Providers and Schools, who need to gain or improve skills to plan and manage Apprenticeship schemes.
- Train Apprenticeship Tutors within Enterprises, who need to gain competencies in normative and administrative aspects and recruitment procedures
- Foster the adoption of quality assurance procedures to raise the standing of apprenticeship among VET stakeholders.
- Lay the basis for widening an EU VET Mobility area for Apprenticeship with transparent qualifications systems which enable the transfer and accumulation of LOs and allow young apprentices to further develop their skills and enhance their employability perspectives.



The Main R.APP project results are:

- Didactical Guidelines for training VET Tutors, a compact presentation of how didactical and learning processes should be organized and implemented when dealing with apprentices, to support them during the Apprenticeship experience even at the EU level in Mobility projects or the guidance and counseling aimed at WBL/Apprenticeship experience.
- Training Guidelines for training VET Tutors is to develop an innovative and target group-oriented Model for the effectiveness of apprenticeship pathways.
- Tutors Vademecum is aimed at providing a very practical and innovative and quality governance for Apprenticeship in Europe, by enriching the competencies of VET & Enterprises staff who deal with the planning and management tool for in-company tutors/mentors when dealing with learners during WBL-Apprenticeship experiences, both at NA and EU level.
- Apprenticeship Mobility Vademecum for VET and enterprises Tutors aims at supplying a very practical tool to the envisaged targets when dealing with apprentices who take part in mobility experiences abroad.

Discover more at [European Roadmap for Apprenticeship Effectiveness and Quality Governance](#) and visit its page in the Erasmus+ project results platform [European Roadmap for Apprenticeship Effectiveness and Quality Governance](#).



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