

Κατάλογος Εγκεκριμένων Σχεδίων  
**ΒΑΣΙΚΗ ΔΡΑΣΗ 2**

2016



► **Ανώτατη Εκπαίδευση | Επαγγελματική Εκπαίδευση |  
& Κατάρτιση Εκπαίδευση Ενηλίκων |**



**Επαγγελματική  
Εκπαίδευση &  
Κατάρτιση**

**Εκπαίδευση Ενηλίκων**

**2016**





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

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## ΒΑΣΙΚΗ ΔΡΑΣΗ 2

Συνεργασία για  
Καινοτομία  
και Ανταλλαγή  
Καλών Πρακτικών:

### ΣΤΡΑΤΗΓΙΚΕΣ ΣΥΜΠΡΑΞΕΙΣ

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

### Στρατηγικές Συμπράξεις στους τομείς της Εκπαίδευσης και Κατάρτισης

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

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

#### **Στρατηγικές Συμπράξεις που υποστηρίζουν την ανάπτυξη και μεταφορά καινοτομίας:**

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

#### **Στρατηγικές Συμπράξεις που υποστηρίζουν την ανταλλαγή καλών πρακτικών:**

Πρωταρχικός στόχος των εν λόγω στρατηγικών συμπράξεων είναι η ανάπτυξη και ενίσχυση των δικτύων εκπαίδευσης και κατάρτισης, η προώθηση μιας κουλτούρας που μαθαίνει τους εμπλεκόμενους οργανισμούς πώς να μάθουν να αφομοιώνουν καλές πρακτικές μέσω μεθόδων συγκριτικής αποτίμησης, η ενδυνάμωση της ικανότητάς τους να λειτουργούν σε διακρατικό επίπεδο, να μοιράζονται και να ανταλλάσσουν ιδέες και πρακτικές. Από τα σχέδια αναμένεται να δημιουργηθούν συγκεκριμένα απτά προϊόντα, μετρήσιμες εκροές καθώς και να γίνει διάχυση και διάδοση των αποτελεσμάτων των διακρατικών δραστηριοτήτων τους. Η παραγωγή των απτών αποτελεσμάτων, καθώς και οι δραστηριότητες διάχυσης και διάδοσής τους, θα συγχρηματοδοτηθούν μέσω της βασικής κατηγορίας προϋπολογισμού “Διαχείριση και Υλοποίηση Σχεδίου”. Οι αιτούντες οργανισμοί δεν δύνανται να αιτηθούν χρηματοδότησης για τις κατηγορίες προϋπολογισμού “Πνευματικά Προϊόντα” και “Πολλαπλασιαστικές Εκδηλώσεις”.

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

### **Οι Στρατηγικές Συμπράξεις**

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

Η διάρκεια μιας στρατηγικής σύμπραξης μπορεί να κυμαίνεται από 12 έως 36 μήνες με δυνατότητα επιλογής του χρονικού διαστήματος από τον αιτούντα, με μέγιστο ποσό χρηματοδότησης (για τα τριετή Σχέδια) τα 450.000 ευρώ.

Ένας εκ των συμμετεχόντων φορέων αναλαμβάνει τον ρόλο του συντονιστή και οι υπόλοιποι αποτελούν τους εταίρους του σχεδίου.

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

## Ποιές δραστηριότητες ενισχύονται στο πλαίσιο μιας στρατηγικής σύμπραξης;

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

Στο πλαίσιο υλοποίησης της Δράσης ΚΑ2, οι Στρατηγικές Σύμπραξεις λαμβάνουν χρηματοδότηση μέσω ενός μενού επιλέξιμων δαπανών που διατίθεται στους εταίρους και δύνανται να αιτηθούν προκειμένου να υλοποιήσουν το σχέδιο τους και είναι οι εξής:

### **Project Management** (Διαχείριση και Υλοποίηση του σχεδίου)

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

### **Transnational Project Meetings** (Διεθνικές συναντήσεις για το σχέδιο)

Από την κατηγορία αυτή καλύπτονται έξοδα που αφορούν τη συμμετοχή σε διεθνικές συναντήσεις μεταξύ των εταίρων που διοργανώνονται από συμμετέχοντες στη σύμπραξη οργανισμούς για σκοπούς διαχείρισης και υλοποίησης του προγράμματος. Η ανάγκη πραγματοποίησης της συγκεκριμένης δραστηριότητας, η συχνότητα των συναντήσεων και ο αριθμός των συμμετεχόντων θα πρέπει να καθορίζονται από τις ανάγκες του συγκεκριμένου σχεδίου με βάση τους στόχους που έχουν τεθεί και να τεκμηριώνονται επαρκώς. Ο τόπος διεξαγωγής των Διεθνικών Συναντήσεων για το Σχέδιο πρέπει να βρίσκεται σε περιοχή στην οποία εδρεύουν οι οργανισμοί εταίροι.

### **Intellectual Outputs** (Παραγωγή Πνευματικών Προϊόντων)

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

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

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

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

### **Multiplier events** (Πολλαπλασιαστικές Εκδηλώσεις)

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

### **Transnational Training, Teaching and Learning Activities**

(Διεθνικές δραστηριότητες μάθησης, διδασκαλίας και κατάρτισης)

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

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

Στην έκδοση αυτή μπορείτε να βρείτε τα εγκεκριμένα από το ΙΚΥ σχέδια της **Βασικής Δράσης 2 για το 2016** για τους τομείς της Ανώτατης Εκπαίδευσης, της Επαγγελματικής Εκπαίδευσης και Κατάρτισης και της Εκπαίδευσης Ενηλίκων.

+ exceptional cost

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

2 3  
4

**ΑΝΩΤΑΤΗ  
ΕΚΠΑΙΔΕΥΣΗ  
ΕΠΑΓΓΕΛΜΑΤΙΚΗ  
ΕΚΠΑΙΔΕΥΣΗ &  
ΚΑΤΑΡΤΙΣΗ  
ΕΚΠΑΙΔΕΥΣΗ  
ΕΝΗΛΙΚΩΝ**

# Στατιστικά Στοιχεία

**Ανώτατη Εκπαίδευση  
Επαγγελματική Εκπαίδευση και Κατάρτιση  
Εκπαίδευση Ενηλίκων**



# Βασική Δράση 2 Στρατηγικές Συμπράξεις

Ανώτατη Εκπαίδευση

2016

2



## ΣΥΝΤΟΝΙΣΤΕΣ



Πανεπιστήμιο  
Θεσσαλίας



ΤΕΙ Κρήτης



Αριστοτέλειο  
Πανεπιστήμιο  
Θεσσαλονίκης



Πανεπιστήμιο  
Πειραιώς



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Ελληνική Εθνική Μονάδα Erasmus+



# Βασική Δράση 2 Στρατηγικές Συμπράξεις

Επαγγελματική Εκπαίδευση και Κατάρτιση

# 3



Αιτήσεις

92



Εγκεκριμένα σχέδια

9



Εγκεκριμένος  
προϋπολογισμός

2.201.210 €

48

Οργανισμοί σε εγκεκριμένα σχέδια

## Εγκεκριμένες δραστηριότητες

Αφορούν το σύνολο των εγκεκριμένων σχεδίων

	Αριθμός	Συμμετέχοντες	Προϋπολογισμός
Πνευματικά προϊόντα	49		1.398.475 €
Πολλαπλασιαστικές δράσεις	45	1.436	147.800 €
Δραστηριότητες κινητικότητας	12	255	113.000 €

## Δημόσιος vs ιδιωτικός τομέας



## Κερδοσκοπικοί vs μη κερδοσκοπικοί χαρακτήρα



# 9 Δικαιούχοι

## Τύπος οργανισμού



- Μικρομεσαία επιχείρηση (30%)
- Ανώτατο Εκπαιδευτικό Ίδρυμα (20%)
- Ερευνητικό κέντρο (20%)
- Μη κυβερνητική οργάνωση/ένωση/κοινωνική επιχείρηση (20%)
- Κοινωνικός εταίρος ή άλλος εκπρόσωπος της επαγγελματικής ζωής (10%)

## Γεωγραφική κατανομή



- Αττική (66.67%)
- Θεσσαλία (22.22%)
- Ανατολική Μακεδονία, Θρακία (11.11%)

## Δημόσιος vs ιδιωτικός τομέας



## Κερδοσκοπικοί vs μη κερδοσκοπικοί χαρακτήρα



# 39 Εταίροι

## Τύπος οργανισμού



- Μη κυβερνητική οργάνωση/ένωση/κοινωνική επιχείρηση (28.21%)
- Μικρομεσαία επιχείρηση (20.51%)
- Ανώτατο Εκπαιδευτικό Ίδρυμα (15.38%)
- Σχολείο Επαγγελματικής εκπαίδευσης (12.82%)
- Ερευνητικό κέντρο (7.69%)
- Σχολείο εκπαίδευσης Ενηλίκων (5.13%)
- Μεγάλη επιχείρηση (2.56%)
- Δημόσια επιχείρηση (2.56%)
- Κοινωνικός εταίρος ή άλλος εκπρόσωπος της επαγγελματικής ζωής (2.56%)
- Άλλο (2.56%)

## Γεωγραφική κατανομή



- Ελλάδα (28.21%)
- Ιταλία (17.95%)
- Ισπανία (12.82%)
- Βουλγαρία (7.69%)
- Γαλλία (5.13%)
- Γερμανία (5.13%)
- Κάτοχος (2.56%)
- Ην. Βασίλειο (2.56%)
- Αυστρία (2.56%)
- Λετονία (2.56%)
- Πολωνία (2.56%)
- Πορτογαλία (2.56%)
- Ρουμανία (2.56%)
- Σλοβενία (2.56%)



# Βασική Δράση 2 Στρατηγικές Συμπράξεις

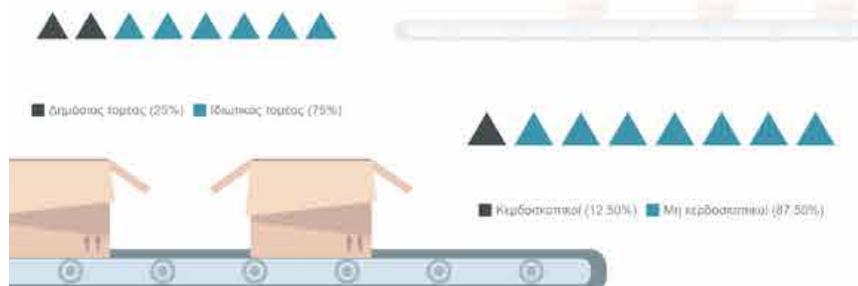
Εκπαίδευση Ενηλίκων



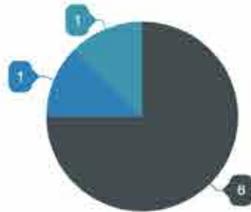
## Εγκεκριμένες δραστηριότητες



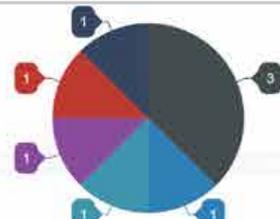
## 8 Δικαιούχοι



## 8 Δικαιούχοι



- Αττική (75%)
- Ήπειρος (12.50%)
- Γελασιάνισσος (12.50%)



- Μη κυβερνητική οργάνωση/ένωση/κοινωνική επιχείρηση (37.50%)
- Μικρομεσαία επιχείρηση (12.50%)
- Ανώτατο Εκπαιδευτικό Ίδρυμα (12.50%)
- Οργανισμός της κοινωνίας των πολιτών (12.50%)
- Μη Κερδοσκοπικός πολιτιστικός οργανισμός (12.50%)
- Άλλο (12.50%)



## 43 Εταίροι

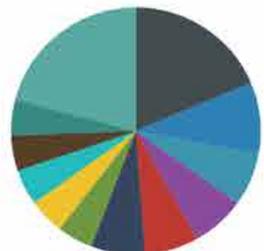


- Δημόσιος τομέας (20.93%)
- Ιδιωτικός τομέας (79.07%)



- Κερδοσκοπικοί (11.63%)
- Μη κερδοσκοπικοί (88.37%)

## 43 Εταίροι



- Ελλάδα (9.30%)
- Σουηδία (6.98%)
- Ιταλία (6.60%)
- Ην. Βασίλειο (6.98%)
- Σλοβενία (6.98%)
- Γαλλία (4.65%)
- Βουλγαρία (4.65%)
- Κύπρος (4.65%)
- Τσεχία (4.65%)
- Ολλανδία (4.65%)
- Άλλες χώρες (20.93%)



- Μη κυβερνητική οργάνωση/ένωση/κοινωνική επιχείρηση (39.53%)
- Μη Κερδοσκοπικός πολιτιστικός οργανισμός (9.30%)
- Ανώτατο Εκπαιδευτικό Ίδρυμα (9.30%)
- Σχολικό εκπαιδευτικής ενότητας (9.30%)
- Οργανισμός της κοινωνίας των πολιτών (4.65%)
- Τοπικές δημόσιες φορείς (6.65%)
- Ίδρυμα (4.65%)
- Ήπειρος (4.65%)
- Άλλο (16.28%)



## Συνολικός εγκεκριμένος προϋπολογισμός

1.286.503 €



**5 ΠΕΡΙΛΗΨΕΙΣ  
ΣΧΕΔΙΩΝ  
ΣΤΡΑΤΗΓΙΚΩΝ  
ΣΥΜΠΡΑΞΕΩΝ  
Erasmus+ ΚΑ2**

5a

ΑΝΩΤΑΤΗ  
ΕΚΠΑΙΔΕΥΣΗ

HIGHER  
EDUCATION



Περίληψεις  
Σχεδίων



**Τίτλος Σχεδίου:** Lean and Agile Practices linking Engineering Higher Education to Industry

**Φορέας:** ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ / ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ

**Τμήμα:** Electrical and Computer Engineering

**Διάρκεια Σχεδίου:** 24 Μήνες

**Συντονίστρια:** Dr. HarikliaTsalapatas, Software Engineer

**E-mail:** htsalapa@uth.gr

**E+ Link number:** 2016-1-EL01-KA203-023624

## Rationale

Higher education prepares learners for their future role as professionals and active citizens in multiple ways: it builds field specific knowledge; it builds learning-to-learn capacity that empowers students to develop knowledge in life-long learning contexts throughout their careers in a constantly evolving job market; it prepares students to effectively transition from the educational environment into the professional world, to become effectively integrated into the professionally community, and to adapt to market-driven processes. According to the Modernization Agenda for Higher Education, the sector faces multiple challenges in its quest to build critically thinking, creative, and adaptable adults (Vassiliou A.); these include the economic crisis, youth unemployment, integration of new technologies and modes of working, and more.

On the other hand, the Communication on Opening-up Education highlights the need to stimulate innovative ways of teaching and learning through new technologies and digital content, to alleviate the “new digital divide” which has led to 50-80% of students never using digital content, and to exploit the opportunities of the digital revolution in educational contexts.

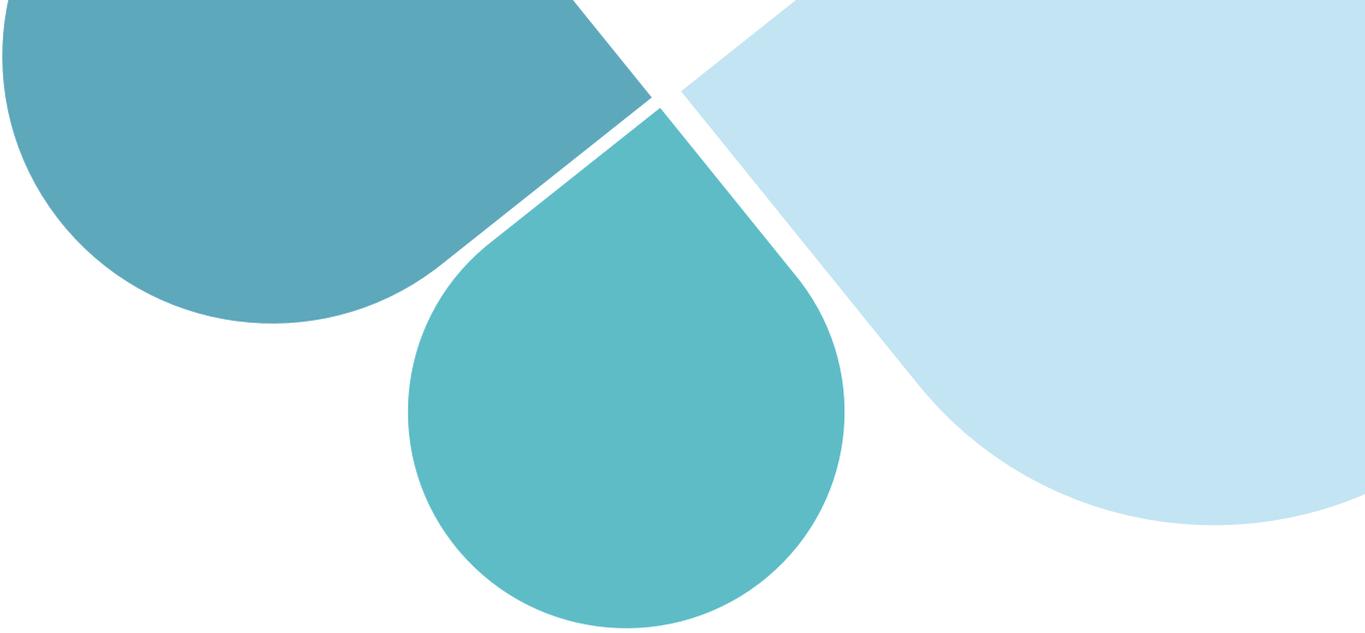
In engineering principles, the knowledge students build, while enrolled in higher education, may become, to a large degree, irrelevant a few years after graduation, as a result of the fast evolution of technology in innovation related sectors. In this context, the capacity to think critically and to learn-to-learn are as important, if not more, as the base knowledge developed through formal curricula. In addition, to facilitate an effective transition to the professional world higher education must expose students to industry practices and processes rather than be limited to the development of core knowledge. This exposure may be achieved to a certain degree through specific courses; more effectively, it may be achieved through the integration of industry processes into curricula thus enabling students to use new skills and competencies in a learning environment that simulates the way industry deploys knowledge.

## Objectives

LEAP aims at building experience and knowledge among higher education students on emerging lean and agile industry practices empowering them to effectively transition into the professional world, focusing on engineering disciplines.

The project further aims at closing the new digital divide by promoting the development of high quality digital content for higher education linked to both academic and industry needs. Lean practices will encourage students to design solutions that meet needs while minimizing the deployment of resources.

Agile practices will expose students to industry cycles in which design is integrated throughout production processes, as opposed to only in the early stages of production, ensuring that the final product effectively addresses consumer needs.



## Methodology

LEAP will pursue these objectives through the design and development of serious games that encourage learners to adopt industry roles, to think critically for addressing community and societal needs through agile engineering solutions, to practice on the application of industrial process management in the context of their higher education curricula, and to take into account environmental responsibility issues in service design and implementation.

Recognizing the importance of supporting educators on integrating the proposed innovative learning methods and tools into their teaching practices LEAP will further develop good practice guidelines and instructor support content. The outcomes will be validated in real-life contexts in classrooms in Greece, Portugal, Spain, Estonia, and the UK.

### The outcomes of the project will be:

- A lean and agile learning design framework that encourages students to think critically for building engineering solutions that effectively address user needs while taking into account environmental issues.
- Proof-of-concept serious games based on scenarios that challenge learners to introduce solutions to real-world issues through engineering innovation.
- Educators support content for facilitating the integration of proposed methods and tools into existing instructional practices.
- Good practice recommendations for promoting uptake and adoption of project results based on evaluation findings.

## Impact

LEAP will promote quality teaching and learning in higher education through the alignment of educational processes to industry needs. It will further promote the implementation of the Communication on Opening Up Education by fostering the development and deployment of digital content for higher education that helps build student capacity in adopting industrial design, by supporting educators in their efforts to continuously update their instructional skills, and by stimulating innovation in learning and teaching through educational frameworks that link education to the professional world.



### Εταίροι

TALLINN UNIVERSITY  
INSTITUTO POLITECNICO DO PORTO  
UNIVERSIDAD DE VIGO  
ETHNIKO KENTRO EREVNAS KAI TECHNOLOGIKIS ANAPTYXIS  
UNIVERSITY OF CENTRAL LANCASHIRE



**Τίτλος Σχεδίου:** Next gEneration netwoRked mEdia over 4G+ infrastrUctureS

**Φορέας:** TECHNOLOGICAL EDUCATIONAL INSTITUTE OF CRETE / ΤΕΧΝΟΛΟΓΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ ΚΡΗΤΗΣ

**Τμήμα:** Informatics Engineering

**Διάρκεια Σχεδίου:** 36 Μήνες

**Συντονιστής:** Assistant Professor Evangelos PALLIS  
Head of PASIPHAE Lab. ERASMUS departmental coordinator

**E-mail:** pallis@pasiphae.eu

**E+ Link number:** 2016-1-EL01-KA203-023637

Recent advances in ICTs have seen the typical boundaries between media and networking technologies to fade, giving rise to a new scientific and technological era, the so-called 4G+, which can foster innovation and gear-up sustainable growth both at regional and national/global levels. Progresses in cloud computing, wireless/mobile communications, social networks, Internet of Things (IoT) and 3D/HD media are only some examples that paved the way towards a unified media-network ecosystem, where people and businesses are so interconnected that global antagonism is inevitable.

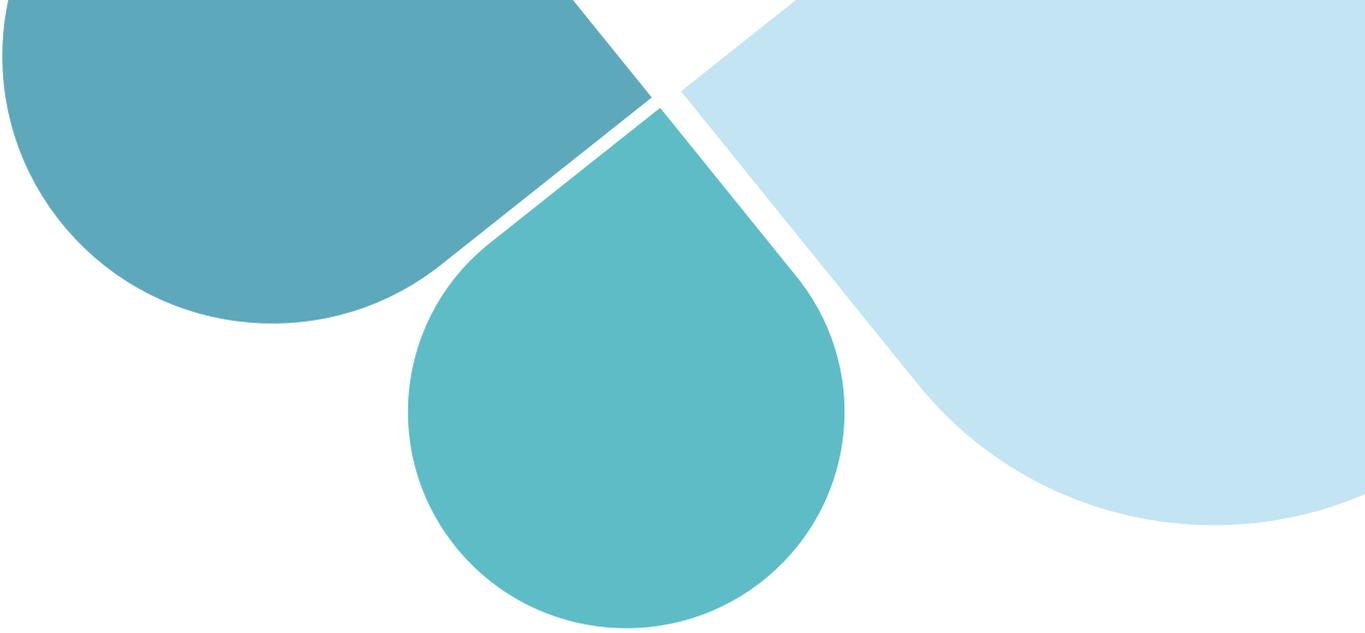
To sort through this new working/living space, new engineers must possess multidisciplinary talents in order to deal with emerging challenges from a large portfolio of economic, cultural and societal activities. Surprisingly and in contrast to the volume, the intensity of the implemented research (a great part of this research takes place in Universities' labs) and the number of publications in topics related to the "media over 4G+ infrastructures", the Higher Education seems to be absent from the recent advances. Although parts of this new S/T domain have been included within a few HEIs' postgraduate degree curricula, they are absent from the undergraduate curricula in the majority of the respective University Departments (Informatics, Networks & Telecommunications, Computer Science, Media and Social Media, ICTs, etc.).

TEI of Crete has identified this gap since 2012, taking the appropriate actions towards the education of undergraduate students of the respective Departments. Among these actions are the implementation of short courses in selected areas of networked media and future infrastructures, including tutorials and lectures for graduates, research/innovation weeks, and implementation of a series of intensive courses in the fields of pervasive networks, services infrastructures and their convergence at both application and platform levels.

The curricula of these intensive programs have already adopted as part of the core syllabus/material of new undergraduate modules in many of the partner Universities. In this context, NEREUS project makes one step beyond, towards the modernization of the European undergraduate education regarding the S/T skills that young engineers must possess in the near future. NEREUS exploits its partners' Erasmus network in the fields of networked media and Future Internet infrastructures and attempts to unify its Erasmus concentrated knowledge & skills in the areas of HD/3D media, open networks architectures and "green" protocols, cloud-based services, secure and trustworthy communications into a series of deliverables.

### **Within a 3-years timeframe, NEREUS plans to implement the following deliverables:**

- 1** Course design and implementation of educational material in the aforementioned topics, including presentation slides, multimedia content and hand-outs in electronic version, examination tests, which will be accessible and free-of-charge to NEREUS learners as well as to the public. This will also include A/V resources and lecturing/training material available via the project on-line educational repository, as well as laboratory based material with interactive capabilities.

- 
- 2** Short term learning activities in the form of Spring and Autumn Intensive courses, for evaluating and testing the implemented educational material, besides acquiring useful feedback for fine tuning them and adapting to the students' needs.
  - 3** Long term learning activities in the form of project assignments, for supplementing students' theoretical skills with practical talents hands-on experience, besides enabling them to experience team-work in a multinational environment through blended mobility.
  - 4** Integration of all modules into a semester's curriculum at the partner Universities, which may have the form of "blended courses" and will combine videos, web-based learning material, presentations and 'traditional' teaching methods.
  - 5** Accreditation (in terms of ECTS) of all modules and the course in total by the relevant HEI's bodies and the national Quality Assurance & Accreditation Agencies, and recognition of them.
  - 6** A short version of the module for professionals, which will be used for fast track education in the field of "next generation networked media over 4G+ infrastructures".

Overall, NEREUS targets the undergraduate and young graduate engineers in the areas of Informatics & Computer Engineering, Computer and Multimedia Sciences, Mass Media and Social Media technologies, business and infotainment domain, e-healthcare and e-agriculture engineering. The educational material that will be implemented will be freely/openly accessible by the partner European HEIs and their colleagues in other countries, collaborating under the ERASMUS umbrella, thus giving a European dimension to all NEREUS results and their impact.



#### Εταίροι

Institut polytechnique de Bordeaux  
KINGSTON UNIVERSITY HIGHER EDUCATION CORPORATION  
EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED  
UNIVERSITA TA MALTA



**Τίτλος Σχεδίου:** Supporting University Community pathways for REfugees-migrants

**Φορέας:** ARISTOTELIO PANEPISTIMIO THESSALONIKIS  
ΑΡΙΣΤΟΤΕΛΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ

**Τμήμα:** Διάρκεια Σχεδίου: 24 Μήνες

**Συντονίστρια:** Professor (Mrs) Ariadni Stogiannidou Vice Rector for Academic & Student Affairs and Professor at the School of Psychology

**E-mail:** vice-rector-ac@auth.gr

**E+ Link number:** 2016-1-EL01-KA203-023651

The SUCRE project focuses on the response of the Universities to the academic needs of immigrant/refugees students and to the formation of Manuals of Field Testing (Handbook of Good Practices), through the development of training modules addressed to voluntary sector working in the field with the specific population. The negative effects of immigrants/refugees' status on the well-being of children and families are well delineated in the empirical and clinical literature (Hodes et al, 2008; Bronstein & Montgomery, 2011) and appear to accrue over time, partly in relation to experiences in their countries of origin, partly associated with the stresses of a difficult and dangerous journey to a country of refuge, and finally in relation to the uncertainties of waiting for an asylum claim to be settled, and finding ways of surviving in a new environment (Block et al., 2012).

With regard to higher education, Article VII of the Lisbon Convention obliges State Parties "to take all feasible and reasonable steps to develop procedures designed to assess fairly and expeditiously whether refugees, displaced persons and persons in a refugee-like situation fulfil the relevant requirements for access to higher education, further higher education programmes or employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence."

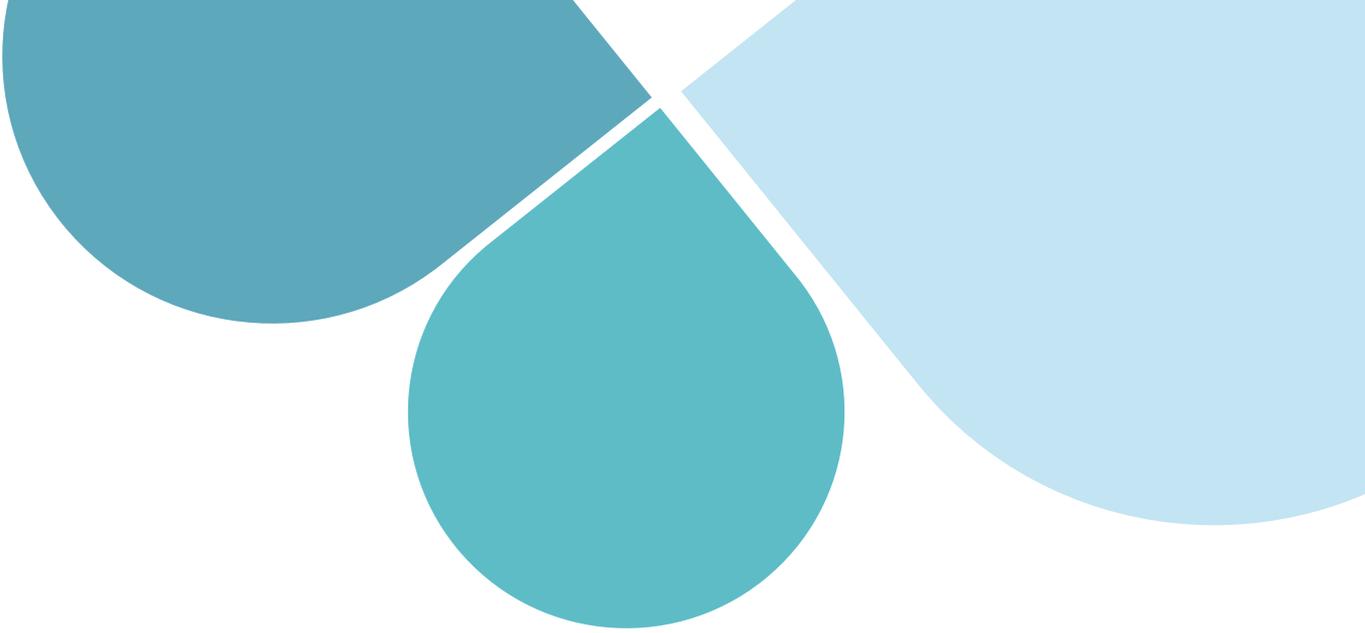
The participating Universities are called to respond adequately and to the migrants' /refugees' academic needs and training leading to adequate legal/health and psychosocial support. The Universities will explore in depth the level of provision and appropriateness of their academic services to immigrant/refugee students and their strengths and barriers for developing collaborative support services with voluntary sectors/municipalities working in the field, already presenting high levels of solidarity and humanitarian values, with specific reference to legal/health and psychosocial support.

### **The objectives of the SUCRE project are twofold:**

a) It investigates how Higher Education can work with communities to facilitate tertiary pathways for refugee students/scholars. The universities need to develop specific policies regarding support for refugee background students/scholars, establishing a repository of best practice strategies for this specific cohort of them in transitioning from community to university. This objective will be led by the Universities of Cologne and Amsterdam due to their expertise and will be tested out in all participant Universities.

b) It will explore the role played by Higher Education Institutions in collaboration with municipal authorities and voluntary sector organizations for providing training opportunities for advocacy support and for front-line services to immigrant/refugee children/young people and families where there are safeguarding concerns in the field of legal, health and psychosocial framework.

The Aristotle University of Thessaloniki, Greece will be responsible in collaboration with the Greek Council for Refugees for the current objective, given the fact that they are in the front line of refugees' reception. In sum, the project will seek to identify the challenges and barriers facing the Universities, in terms of facilitating immigrants/refugees' access to the Tertiary Education and



developing, and testing out adequate and culturally aware legal, health and psychosocial training services to immigrant/refugee children/young people and their families.

### In terms of the activities proposed, the Universities will

- Map out the needs and resources of all involved, through the use of participatory methods.
- Develop appropriate modules.
- Lead a training workshop for testing out modules.
- Carry out ongoing evaluation and quality control.
- Develop Manuals of Field Testing (Handbooks of Good Practices).

The integration of comparative concepts in the development of module, the training and the supervision of community outreach workers and volunteers will lead to European best policies and practices. In terms of the methodology to be used, Rights-based, Community-based and Participatory Approaches (according to the UNHCR) will ensure that refugees and other persons of concern, are involved in all stages of design and implementation of the SUCRE project activities.

The participatory approach will link refugee participation to program design and feedback and a community-based approach recognizes the resilience, capacities, and resources of the refugees. The rights-based approach will be embedded seeking to redress discriminatory practices and unjust distributions of power that impede development progress. In terms of the expected results and short and long term benefits, both immigrants' and community's resources will build resilience, provide/enhance knowledge of existing resources of reception communities and will raise awareness of all involved of the needs of immigrants/refugees.



**Τίτλος Σχεδίου:** Eastern Mediterranean Regional Training Partnership

**Φορέας:** UNIVERSITY OF PIRAEUS RESEARCH CENTER

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ Ή ΚΕΝΤΡΟ ΕΡΕΥΝΩΝ

ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΠΕΙΡΑΙΩΣ

**Τμήμα:** Department of International and European Studies,  
University of Piraeus

**Διάρκεια Σχεδίου:** 36 Μήνες

**Συντονιστής:** Professor Aristotle Tziampiris Director of the  
Department of International and European Studies

**E-mail:** atziampiris@gmail.com

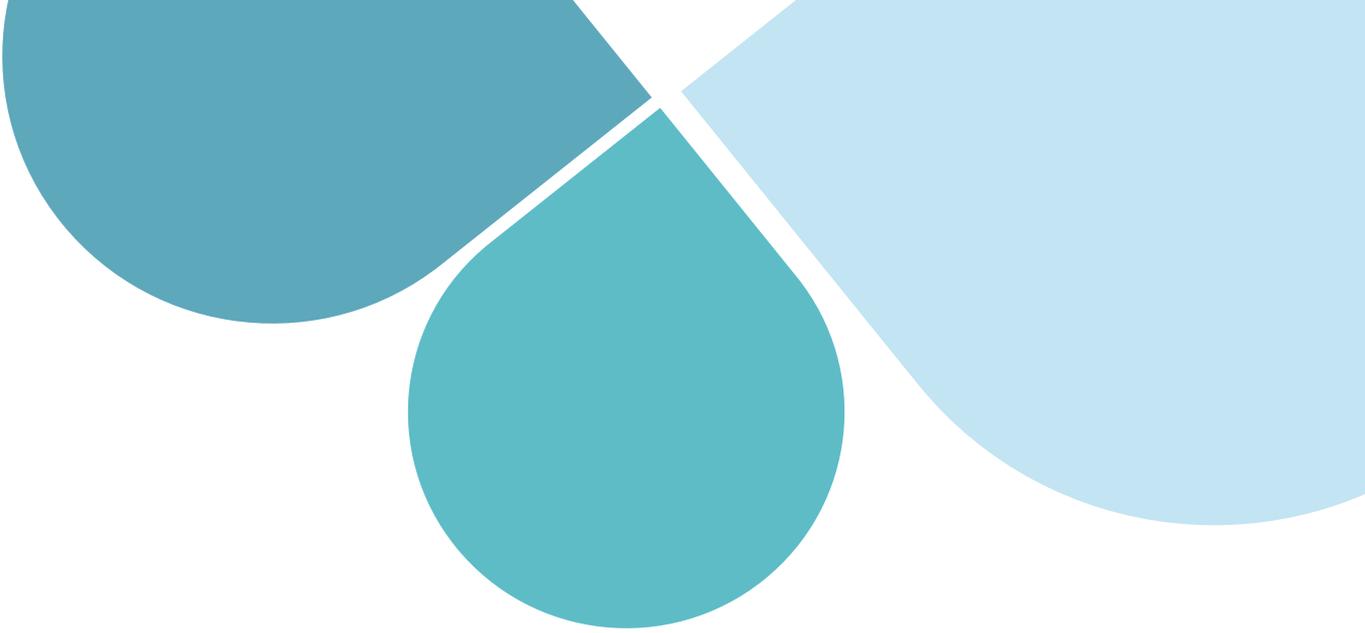
**E+ Link number:** 2016-1-EL01-KA203-023742

The main objective of the EastMed project is the development of a HEI-level Massive Open Online Course (MOOC), focusing on the region of the Eastern Mediterranean. The MOOC, entitled “EU and the Eastern Mediterranean: Prospects and Challenges”, will give an emphasis to the concurrent refugee crisis and energy security, and will be developed and delivered in accordance with ECTS/ESG. Europe and the Mediterranean countries are bound by history, geography and culture. At the crossroads of the European, African and Asian continents, the Mediterranean region presents political and economic challenges that have recently relaunched the debate on Euro-Mediterranean integration and cooperation. However, developments in the 21st century have necessitated viewing it conceptually as a distinct “new” region with specific characteristics. Comprised by Cyprus, Egypt, Greece, Israel, Lebanon, Libya, Syria, Turkey, the region is assuming increased significance in world affairs.

More specifically, the region of Eastern Mediterranean is currently of vital importance for the EU, due to a number of prospects and challenges. The Eastern part of the Mediterranean is indeed witnessing some of the most intriguing, worrisome and dangerous events in today’s world. Ultimately, understanding the Eastern Mediterranean as a “new” region with the aforementioned characteristics can lead to more prescient analyses of shared regional challenges and, perhaps more importantly, actions and initiatives aiming at cooperation and stability. The project follows an iterative and incremental development methodology, which guarantees successful and timely project implementation through repeated cycles (iterative) and in smaller portions at a time (incremental), allowing partners to take advantage of what was learned during development of earlier phases.

### EastMed will deliver:

- Current Situation Analysis, Needs Assessment, Case studies and Best Practices in Regional MOOCs, which will provide the partnership with a clear and coherent understanding of the end-users’ needs regarding the EastMed course, of the state-of-the-art in the development and delivery of subject-related MOOCs, as well as of the pivotal issues and aspects of the regional developments that the EastMed Course should focus on, with an emphasis on the refugee crisis and the energy issue
- Design and Development of the EastMed Course, which will design the EastMed curriculum, modules and assessment as well as relevant Supporting Documents
- EastMed Moodle Platform and website-EastMed educational material and digital content (OER), including the EastMed OER Database will actually be a freely accessible e-library
- Delivery of the EastMed MOOC, in accordance with ESG-EastMed Policy Recommendations, which will reflect the project’s policy orientation and will include Policy Briefs, and a policy-oriented academic collective volume, exploring in depth the “EU and the Eastern Mediterranean: Prospects and Challenges”



**It is expected that at least 2700 persons will benefit from EastMed implementation, including:**

- At least 400 undergraduate students will attend the open, EastMed MOOC during project lifetime.
- At least 1200 undergraduate students in the participating institutions will get informed on the EastMed Course.
- The project will focus in areas of interest for at least 200 academics and researchers in EU studies, IR, Political Science and related fields, and will provide innovative methodologies and tools that can benefit at least 20 e-learning academics, researchers and technicians, as well as ECTS experts and networks around Europe.
- At least 100 research associations/organizations, research centres, educational institutions etc.
- At least 240 persons will be involved through the EastMed Multiplier Events (Policy Dialogues and Info Days).
- One final dissemination event-conference will be held in Cyprus, attracting at least 60 persons.
- At least 10 EU networks and projects in relevant fields will benefit from the EastMed intellectual outputs EastMed will establish a wide range of synergies in local, national, regional, EU and international level, diffusing and promoting the concept MOOC mainstreaming through focusing on the crucial role of the Eastern Mediterranean in contemporary international affairs.



**Εταίροι**

BEN-GURION UNIVERSITY OF THE NEGEV  
UNIVERSITA' CA' FOSCARI VENEZIA  
UNIVERSITY OF CYPRUS



5β



ΕΠΑΓΓΕΛΜΑΤΙΚΗ  
ΕΚΠΑΙΔΕΥΣΗ &  
ΚΑΤΑΡΤΙΣΗ

VET

Περίληψεις  
Σχεδίων



**Τίτλος Σχεδίου:** Innovative Integrated Training in Healing Plants Business

**Φορέας:** ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΙΑΣ

**Διάρκεια Σχεδίου:** 24 Μήνες

**E+ Link number:** 2016-1-EL01-KA202-023491

Farming is important for the EU's natural environment, as around half the EU's land is farmed (82.2% in Greece, 81% in Bulgaria, 87% in Romania, and 80% in Spain). The economic importance of the sector is therefore significant and can enhance its competitiveness by overcoming its structural limitations. Thus comparative advantage of the cultivation of aromatic and medicinal plants, known for their healing and aromatic properties, stands high on this list, recognized as one of the most profitable alternative crops, taking into account that aromatic and medicinal plants can be cultivated in poor mountainous and semi-mountainous areas. For the successful and sustainable development of this sector, specialized knowledge and skills for cultivation, and handling procedures that certifying the quality characteristics of the end product, are necessary.

The knowledge of therapeutic value and possible application of medical plants, which can increase the public demand, create new jobs and provide a serious additional income for rural residents is also an issue of major importance.

The project's main innovation, as its educational system, will be addressed not only to Farming Trainers / Advisors in Area of Medicinal and Aromatic Plants (See <http://www.adam-europe.eu/adam/project/view.htm?prj=10753#.VUjt0tLRgbA>) but to farmers too, as it has been recognized by the European Union too, the lack of agricultural training. As it is already decided, according to European Rural Development Programme (RDP), all project partner countries are about to invest on training of farmers. Therefore, the Total Business Plants project can act complementarily to those actions, offering its innovative training system, aiming to increase employability in the rural section. In the same order, under the RDP umbrella, the partner countries are about to finance young farmers to start up their business, in case they have the necessary knowledge and skills.

Thus, the Total Business Plants project, based on EQF/NQF frameworks, will establish national models, methods and experiences in the partner countries and will find its further realization, contributing to transparency and recognition of skills and competences offering specialized knowledge in the field. The Total Business plants target groups are: farmers cooperation, farmers business associations, local authorities, but as well as to institutions, training establishments who seeks to promote up-and re-skilling of professionals in rural sector. It also focuses on arising public understanding, and promoting the project's open learning recourses practical use, for improving population's general health status.

The Total Business Project will provide a competence based training programme, build in different modules, for total management of aromatic & therapeutic plants cultivation. To this end, the following specific objectives will be pursued:

- implementation of organic farming techniques in aromatic and therapeutic plants cultivation
- certification procedures of the production process
- quality characteristics of the final product needed in order to be admissible from the pharmaceutical industry
- business orientation for expanding in new markets
- knowledge about therapeutic use of aromatic & therapeutic plants
- data base creation for alternative ways of healing and improving general health status in humans

The Total Business Plants project consortium is motivated to organize and perform the project programme on the basis of their broad and complementary background. The A O University of Thessaly, is experienced in leading EU projects and possess strong contacts with project's sector professionals. The partners Sofia University, FYG Consultores Spain, have extensive experience in VET education and close relations with other educational establishments in Europe and the business sector as well. The partner Danmar Computers LLC Poland will also contribute with its professional expertise in ICT and its experience, in marketing and public relations. The NGO Biognosis from Greece will promote the exchange of scientific and technical information, and by its association partner the Hippocratic International Homeopathic Academy will further disseminate the project open learning recourses to doctors, pharmacists alternative healers and wider public.

The Total Business Plants innovative results will be: National Case Studies over viewing targets' needs in rural sector. Total Business Plants Interactive Web Platform & its virtual tool, Innovative Integrated training Material & E-learning Online plants encyclopaedia

The realization of the Total Business Plants project's dissemination strategy is all partners' responsibility. Using their relationships with target organizations and providing information materials to the potential beneficiaries through different dissemination channels will ensure a broad platform for dissemination of project's deliverables and sustainability of project results.

## ▶ Εταίροι

INSTALOFI LEVANTE SL- Ισπανία  
 SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI- Βουλγαρία  
 Danmar Computers sp z o.o.- Πολωνία  
 Biognosis- Ελλάδα

**Τίτλος Σχεδίου:** Age-diverse workforce management for HR managers

**Φορέας:** EXELIA E.E.

**Διάρκεια Σχεδίου:** 24 Μήνες

**E+ Link number:** 2016-1-EL01-KA202-023534

## BACKGROUND & NEEDS

The European workforce is ageing. The number of working age individuals aged 65 and over is predicted to increase by 20% by 2020. For the first time there will be more than five generations working together in organisations, enriching the diversity of experiences, perspectives, personal values and ideas and creating challenges and opportunities which HR managers need to be reflective to address.

Within this context, HR managers and people managers need to develop key competences such as understanding the age-dynamics at the workplace; fostering multigenerational teamwork; dealing with age related stereotypes; culturing emotional intelligence; dealing with the intergroup conflict and underlying anxiety; and promoting intergenerational learning in the workplace. This is why the adoption of new management approaches with regards to age-related demographic changes in the workplace poses new challenges for the continuous training provision (CVET) for HR managers and people managers enriching existing training offerings, beyond the focus of just how to manage, keep employed and lead older workers.

## AIM

The project aims to support VET provision for HR managers in age diversity in the workplace addressing the needs of VET providers and learners by building upon previous projects and training programmes to:

- a) Enrich knowledge, skills and competences regarding age-diverse working conditions in the form of up-to-date learning outcomes.
- b) Develop Open Educational Resources that ensure easy and free access to on-line educational material.
- c) Work towards an educational framework for the mutual exploitation of the updated learning outcomes for HR managers in Europe.

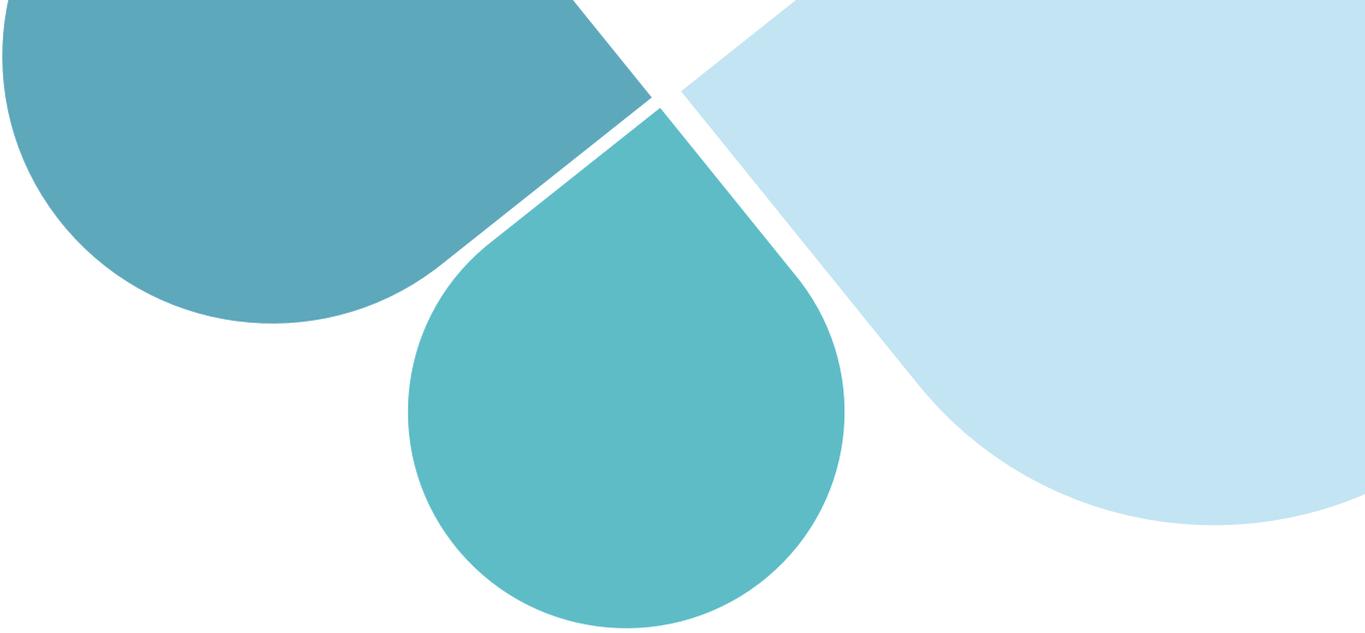
OBJ-1. Develop appropriate learning outcomes to support VET provision on key competences in age-diverse workforce management for HR managers.

OBJ-2. Enhance access of learners to VET provision that support key competences on age diverse workforce management via original OERs and game based pedagogy.

OBJ-3. Facilitate mutual recognition of the developed learning outcomes across EU.

## THE HR4AD PARTNERSHIP

The partnership comprises of 5 organisations from 5 countries from the world of VET, the sector, and field experts. EXELIA has delivered training on communication / negotiation / management skills and is an expert in the development of innovative ICT-based training, and game based ped-



agogies. PRIZMA, GIP-FCIP and KERIGMA bring significant experience on post-secondary VET courses; hold a long field expertise and present strong networking and dissemination capacities. BAPM is representative of the HR managers' needs at national and EU level.

## ACTIVITIES & METHODOLOGY

- 1** Development of learning outcomes, based on evidence collected from VET providers, field experts and the HR managers' industry via original desk and field research on skills requirements, leading to specific definitions of knowledge, skills and competences following EQF and ECVET standards.
- 2** Development of a modular course (in the form of OERs and training game) and VET guidelines for the integration of the HR4AD learning outcomes in current and future training programmes.
- 3** Involvement of educational and VET provision authorities and institutions for the mutual recognition of the HR4AD learning outcomes, through the development and promotion of a strategic cooperation plan and a signed support statement.
- 4** Sharing and validation of outputs with multiplier events, inviting target groups to test and uptake HR4AD results acting as further disseminators.

## RESULTS

- 1** Evidence-based learning outcomes in key competences in age-diverse workforce management.
- 2** VET learning units for a corresponding modular course.
- 3** VET guidelines for the integration of the developed learning outcomes into existing programmes.
- 4** Pedagogical resources and assessment tools offered as OERs.
- 5** An HR4AD training game.
- 6** EU pedagogic framework for the mutual recognition of the developed learning outcomes.
- 7** Five demonstration workshops (SI, EL, FR, PT, BG) to promote results and validate learning materials.

## IMPACT AND POST-PROJECT SUSTAINABILITY

**The HR4AD project is expected to have the following impact and longer term benefits:**

- 1** Promoting participation of a growing number of VET learners using the HR4AD OERs and training game via their availability and dissemination, exploitation and maintenance activities for three years after the project's completion based on the partners own effort.
- 1** Supporting at least 20 VET providers across the EU on enhancing new training programs by integrating the HR4AD outputs.
- 1** Further maturing of certification & accreditation policies, as a result of the developed by the project EU framework towards the development of an EU qualification on age diverse workforce needs for HR managers.

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### ▶ **Εταίροι**

Bulgarian Association for People Management- Βουλγαρία

GIP-FCIP de l'académie de Caen- Γαλλία

KERIGMA - INSTITUTO DE INOVACAO E DESENVOLVIMENTO SOCIAL DE BARCELOS- Πορτογαλία

Fundacija za izboljšanje zaposlitvenih možnosti PRIZMA, ustanova- Σλοβενία



**Τίτλος Σχεδίου:** Intercultural Competences for Healthcare Professionals

**Φορέας:** ΙΑΣΙΣ

**Διάρκεια Σχεδίου:** 27 Μήνες

**E+ Link number:** 2016-1-EL01-KA202-023538

## Background

Assuming a lifelong learning perspective, this project aims to increase the intercultural competences of healthcare professionals in Europe, through non-formal training.

According to EU SKILLS PANORAMA (2014) report on the prospects for health professionals, healthcare providers in Europe should develop their skills as far as societal trends and influences as well as human ethnicity and culture are concerned. The need for intercultural competences has been stressed out by a lot of academics and researchers in the field. Anand & Lahiri (2009, p.388) argue that the key to an efficient healthcare is the “skills to learn about cultural and personal beliefs in a respectful way”. Spencer (2014) emphasizes the teachable dimension of intercultural skills and the importance of this aspect of professionalism for the satisfaction of the patient and the provider, as well as for the health outcomes.

The intercultural competences are a useful tool for all the healthcare providers (doctors, surgeons, midwives, dentists, pharmacists, psychologists, nurses, healthcare assistants) in all the stages of practice: prevention, treatment, management of illness and promotion of physical and mental wellbeing. The inability to cope with different perceptions about illness and health may result in misdiagnosis and mistreatment (Ahmed, 2015). Apart from the generally acknowledged need for development of intercultural competences in the healthcare sector, the current wave of refugees and immigrants towards and inside Europe underlines the need for provision of healthcare that is adjusted to the patients’ needs.

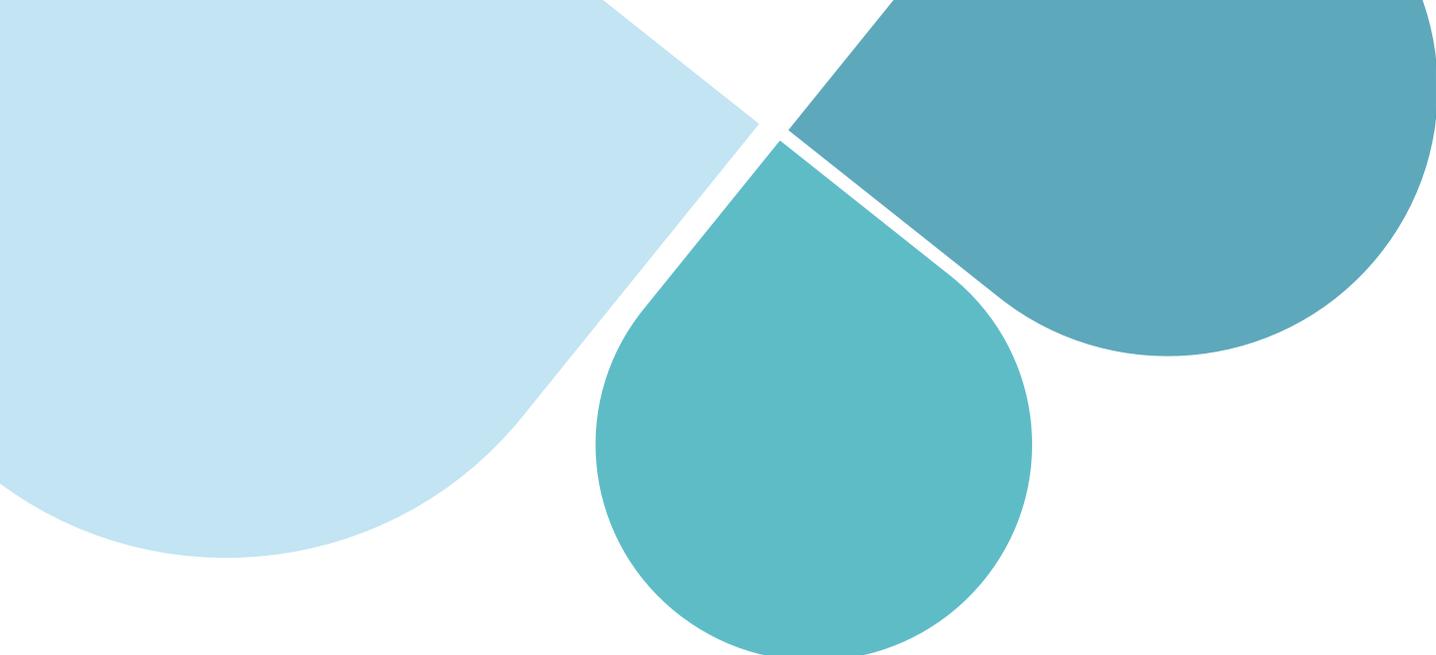
## Objectives

**The objectives of this project are:**

- to equip healthcare professionals with the intercultural competences required in order to provide medical and healthcare services tailored to the needs of their patients,
- to provide non-formal educational methods that can be combined with the formal education of the healthcare professionals,
- to promote the efficient provision of healthcare to ethnic minorities that either inhabit or pass through the partner countries, taking into consideration the significance of different perspectives on health and illness for an efficient and cost-effective healthcare system,
- to sensitize the decision makers of educational and health policies in the partner countries concerning the needs of both patients and healthcare providers,
- to set off an international conversation and cooperation between healthcare professionals
- to address current needs and challenges of healthcare professionals.

## Beneficiaries

The project directly targets all healthcare providers: doctors, surgeons, midwives, dentists, pharmacists, psychologists, nurses, healthcare assistants. Among the indirect target groups that are also addressed through this project are refugees, immigrants, asylum seekers, Roma, Pomaks and any other ethnic minorities treated by the western healthcare system.



## Intellectual Outputs

**IO1** - Baseline report on Intercultural competences for healthcare professionals: Quantitative, Qualitative and Context Analysis. The main result of the Intellectual Output 1 is the identification of the intercultural competences that should be enhanced from the point of view both of the healthcare providers and their patients.

**IO2** - The InterHealth (ECVET based) Curriculum for Intercultural Competences of Healthcare professionals. The expected result of Intellectual Output 2 is a Curriculum for the development of the necessary know-how of the healthcare providers who treat patients with a culturally different background.

**IO3** - The InterHealth Forum for healthcare practitioners and patients in an intercultural setting. The InterHealth Forum aims to promote the active communication among healthcare professionals themselves and among them and the patients on the common ground of the need for intercultural healthcare.

**IO4** - The InterHealth mobile training application for autonomous learners. The aim of this Intellectual Output is to provide an interactive application that will promote autonomous learning of healthcare professionals on the subject of intercultural perspective on health and illness.

**IO5** - The InterHealth policy recommendations report. The main aim of this Intellectual Output is to produce a policy, guidelines and recommendations report which will among other matters review the use of intercultural training for the efficient delivery of healthcare to all patients.

## Results & Impact

The project is expected to have a multiple impact on participating organizations, participants and stakeholders from the healthcare sector and the immigration-related field. The main results will be the provision of innovative training tools for the lifelong training of healthcare practitioners and the influence on policy makers related to healthcare education and training. Indirectly, migrants and refugees will enjoy personalized healthcare which on the same time will be cost effective and time effective.

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### ▶ Εταίροι

FVA SAS DI LOUIS FERRINI & C- Ιταλία  
SOLIDARIDAD SIN FRONTERAS – SSF- Ισπανία  
BERUFSFORDERUNGSINSTITUT OBEROSTERREICH- Αυστρία  
TECHNOLOGIKO EKPAIDEFTIKO IDRYMA ATHINAS- Ελλάδα  
Institut Corse de Formation et Recherche en Travail Social- Γαλλία



**Τίτλος Σχεδίου:** Digital Educational Network for Cultural Projects' Implementation and Direction

**Φορέας:** ΑΝΑΠΤΥΞΙΑΚΗ ΕΤΑΙΡΕΙΑ ΔΗΜΟΥ ΤΡΙΚΚΑΙΩΝ  
ΑΝΑΠΤΥΞΙΑΚΗ ΑΝΩΝΥΜΗ ΕΤΑΙΡΕΙΑ ΟΤΑ - Ε-ΤΡΙΚΑΛΑ ΑΕ

**Διάρκεια Σχεδίου:** 24 Μήνες

**E+ Link number:** 2016-1-EL01-KA202-023542

**DEN-CuPID** is a Strategic Partnership between SMEs, academic institutions and Local Authorities associations, which aims primarily at improving transversal competencies, such as entrepreneurship and managerial skills, and at enhancing knowledge of people active professionally or voluntarily in the field of cultural management. It envisages the optimization of local capacities in designing and implementing projects based on the local cultural endowment, as well as the ability to involve financial and funding tools, particularly innovative ones, for the accomplishment of these projects.

Culture is a rather ill-funded field nowadays, and thus the need for fostering innovation in this field is even more urgent, in order for local societies to be able to turn cultural heritage and cultural activity to a lever of sustainable development. Such change is also hindered by an actual mismatch in the training background of people working in the field of culture and the actual need for innovative approaches and projects.

**DEN-CuPID** aims to address these issues by developing an innovative education and networking platform and a training course comprising a dual-learning approach, to ensure the prolonged development of skills throughout the working life of people, and to better match transversal competencies with the actual demands, in alignment with the 2020 agenda for new skills and jobs. At the same time, DEN-CuPID approach is very well compatible with fast-developing Local and Regional branding processes.

Therefore, the project's results and good practices are expected to stimulate, enhance, and be incorporated into a broader strategy developed by local and regional authorities towards Local and Regional branding, which could break through existing restrictions of sector-oriented approaches to localized development.

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## ▶ Εταίροι

PANEPISTIMIO PATRON- Ελλάδα

Time Heritage - Afroditi Kamara & Co- Ελλάδα

UNION OF BULGARIAN BLACK SEA LOCALAUTHORITIES SDRUZHENIE- Βουλγαρία

FUTURO DIGITALE- Ιταλία

European Grouping of Territorial Cooperation Amphictyony- Ελλάδα

Hellenic National Commission UNESCO- Ελλάδα

Veia Qualitas, S. L.- Ισπανία



**Τίτλος Σχεδίου:** Innovative training approach for Supportive Living Operators

**Φορέας:** ΓΕΟΦΑΝΗΣ ΑΛΕΞΑΝΔΡΙΔΗΣ & ΣΙΑ ΕΕ

**Διάρκεια Σχεδίου:** 24 Μήνες

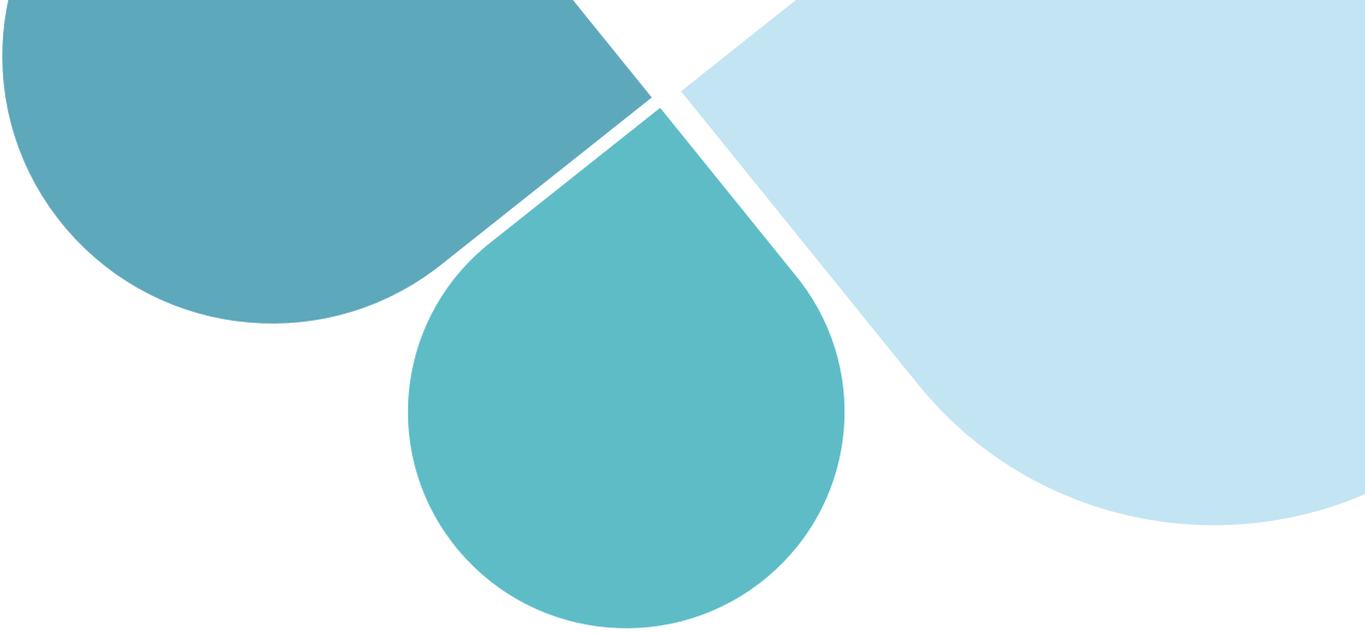
**E+ Link number:** 2016-1-EL01-KA202-023612

**CareVET** project's main objective is to extend the offer of high quality learning opportunities, delivering an up-to-date pioneer curriculum in the field of Supported/Assisted Living. The curriculum will address the latest's technological advancements in the assisted living domain, as well as role playing skills and self advocacy promoting techniques that can be utilized by the supportive living operators (SLOs) to improve the beneficiaries' well being. Special attention will be given to skills transparency through ECVET system and the certification of the course and the SLOs that will be follow it.

**CareVET** is also going to promote work-based learning (WBL) and will involve the trainees working in supported living residencies being supervised by an experienced SLO of the hosting organization. The toolkit will be demonstrating state of the art solutions in Assisted Living (motion detection, location identification, heart rate measurements, step counting, sleep behaviour, etc), that the SLOs will be able to try with beneficiaries during WBL. The e-learning platform will offer modern interfaces (HTML5- responsive design) and will be used during the courses, as participants will be able to bring their tablets/ laptops and make notes directly on the platform. The e-learning platform will also offer features for self-learning and will offer personalization tools and wizards for role playing scenarios design, implementation and evaluation of the beneficiaries.

**The CareVET Curriculum will include the following, non- addressed before in supportive living domain, learning outcomes:**

- ① Therapeutic role playing techniques that has been found to be very helpful for sensory experience and social interaction.
- ① Self advocacy techniques for reducing the isolation of people with disabilities and to give them the tools and experience to take greater control over their own lives.
- ① Social networks developing skills around the beneficiaries with aim the support of their relatives and friends.
- ① Monitoring programs and tools intended to improve the physical and mental health of the beneficiaries, using preventive means that provide measurable results.
- ① Ambient-assisted living tools, assistive devices, aids and equipment for independent living including terminology and interoperability issues.
- ① Ways to create personalized rules and prevent personal/resident hazardous situations.



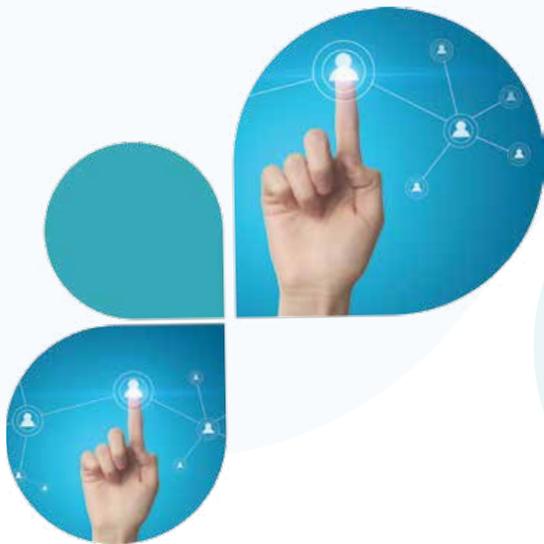
Even though technology offers great potential, it is partially exploited by today's supportive living operators due to the lack of sufficient training and suitable training courses. Since the demand for supportive living operators is expected to grow in the near future, CareVET will try to create an attractive curriculum that will combine ICT and wellness competencies.

CareVET certified professionals will be easily absorbed by Social partners that host people with “special skills” and elder, as well as from private companies that offer products in the field of assisted/supported living, as consultants.

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### Εταίροι

FONDAZIONE ET LABORA- Ιταλία  
TANDEM SOCIETA COOPERATIVA SOCIALE INTEGRATA- Ιταλία  
SenseWorks LTD- Ελλάδα  
FRANKFURT UNIVERSITY OF APPLIED SCIENCES- Γερμανία  
ΚΥΠΡΙΑΚΗ ΕΤΕΡΙΑ ΠΙΣΤΟΠΟΙΗΣΗΣ- Κύπρος  
Sillogos goneon ke kidemonon atomon me anapiria TO ERGASTIRI- Ελλάδα



**Τίτλος Σχεδίου:** Enhancing Social sciences graduates' Transversal Entrepreneurial and EMPloyment skills  
**Φορέας:** ΚΕΝΤΡΟ ΑΝΑΠΤΥΞΗΣ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ ΓΣΕΕ  
**Διάρκεια Σχεδίου:** 24 Μήνες  
**E+ Link number:** 2016-1-EL01-KA202-023644

The main objective of the ESTEEM project is to improve and enrich social sciences graduates' transversal and entrepreneurial skills in order to increase their competitiveness in the labour market and enhance their future employability. The project consortium will approach this aim by developing and implementing a holistic, work-based and flexible training program which will combine e-learning and work-based teaching methods as well. The teaching scheme that will be introduced by this project involves active collaboration between HEI, SMEs and major national social partners in all steps of project's implementation and monitoring.

The innovative aspect of the project lies in the training model to be developed that combines e-learning and digital teaching with a "remote internship/mentorship" program. The proposed methodology will test new cooperation models between VET providers and enterprises to promote work-based learning. The innovative model of the "remote internship/mentorship" program will be pilot tested and assessed thus feeding into policy innovation experimentations for the labour market.

The workplace is shifting from traditional structures into innovative ones where physical presence on the job location is not necessary and companies are adopting virtual employment methods. In this context, the project will form new partnerships and develop new teaching and assessment methods for virtual employment and work-based learning. The main objective of the training program to be introduced by the project is to develop an effective blended training course on transversal skills that meets the skill needs and requirements of young SME employees and entrepreneurs.

### The transversal skills the project aims to address are:

- Personal development skills: Personal development skills are essential life and employment skills, especially current in the fast changing economic landscape and include soft skills as coping with uncertainty, ambiguity and risk, learning through experience, embracing change, eliminates resistance or fear, self-promotion etc.
- Working with others: Collaborating, communicating effectively (including social media communication and digital social skills), team-working, cooperating are important transversal skills for the workplace environment
- Conceptualizing and transforming ideas into business options and entrepreneurial opportunities: The ability to develop ideas, creating concepts and transform them into options and opportunities than can be realised are the core competencies for creative and innovative thinking.

In this context, skills like identifying a need or a problem, prioritize, initiative taking, envisioning, planning, mobilizing and managing resources and entrepreneurial thinking will be included in the training program.

### To this end, the project main objectives are to:

- ① Design a training methodology for transversal skills development which combines e-learning and remote work-based learning.
- ① Organise, implement & evaluate a “remote internship/mentorship” program.
- ① Support the model of work-based learning and project-based learning for customised learning experience.
- ① Promote collaboration and exchange of good practices among VET providers, HEIs, social partners and enterprises.

The project’s consortium consists of 6 partners from 4 countries incorporating a wide range of experience and expertise related to the scope of ESTEEM. The Lead Partner is KANEP-GSEE representing the Greek General Confederation of Labour in the area of Education and Lifelong learning, promoting the agenda of trade unions which includes employment policies, policies for combating social exclusion, and reinforcement of trade union presence in society.

The project is expected to have a significant impact on the target group of social science graduates as it will facilitate their transition from education to labour market and enhance their career prospects and business progression. Moreover, the project will feed into the educational organizations which can be further motivated to shift from traditional, teaching methods, including the incorporation of a larger proportion of blended learning or wholly work-based modules than is generally common.

Finally, the ESTEEM project’s desired impact is expected to be realized in both national and European level. Overall the project aims to address the priorities of European 2020 strategy on transversal skills development in a lifelong learning perspective as well as the promotion of novel forms of work-based learning by providing insights, experiences and policy recommendations.

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#### ▶ Εταίροι

Latconsul SIA- Λετονία???

CONFEDERACION DE EMPRESARIOS DE ARAGON- Ισπανία

CMT PROOPTIKI CONSULTING MANAGEMENT TRAINING- Ελλάδα

UNIVERSITY OF PELOPONNESE- Ελλάδα

STUDIO COME SRL- Ιταλία

**Τίτλος Σχεδίου:** An Innovative Modular Dual System Based on Business Processes Modeling and Simulation for Company Oriented Vocational Education and Training  
**Φορέας:** ΤΕΧΝΟΛΟΓΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ  
**Διάρκεια Σχεδίου:** 32 Μήνες  
**E+ Link number:** 2016-1-EL01-KA202-023657

The significance of vocational education varies considerably throughout the states of the European Union. The situation in Greece e.g. can be considered as an example of occupational selection behaviour by adolescents graduating from secondary education that is influenced primarily by the aim to attain the highest possible educational level: In favour of presumed better career perspectives, the path of vocational education and training is quite often disregarded. In view of the considerable unemployment rates among young people in several European countries a mismatch problem between companies needs and education output becomes apparent. The proposed project intends to generally raise the esteem for vocational education and training (VET) as a career option for young people and support recently begun relevant changes in different countries like Greece and Romania.

The main objective of the project is to promote open and innovative education, training and youth work with the implementation and adoption of an innovative modular VET BSIT Tool in order to model and simulate business processes of real enterprises. Modelling and simulation of business processes of real enterprises is the cornerstone of the project since the establishment of a virtual lab is going to serve that purpose and it will be an invaluable tool for educators and enterprises due to its modularity and it will also stimulate and engage not only VET students but also current employees, educators and entrepreneurs. In this way, the transition from education/training to the world of work will be enhanced. These aims will also be pursued by organizing different workshops and establishing networks with the relevant stakeholders by stimulating transfer of know-how between VET experts in different EU countries.

The project contributes to change a purely school-based VET system step by step towards a dual (school and company-based) VET system. This will be affected by creating supportive materials and instruments (action guidelines), which can be applied also to other countries.

## Εταίροι

Asociatia pentru Educatie si Dezvoltare Durabila- Poupavio  
F-BB FORSCHUNGSINSTITUT BETRIEBLICHE BILDUNG GEMEINNUTZIGE GMBH- Γερμανία



**Τίτλος Σχεδίου:** Naval Fire Fighting Training & Education System

**Φορέας:** ΑΚΑΔΗΜΑΪΚΟ ΔΙΑΔΙΚΤΥΟ

**Διάρκεια Σχεδίου:** 24 Μήνες

**E+ Link number:** 2016-1-EL01-KA202-023676

The NAVAL FIRE FIGHTING TRAINING and EDUCATION SYSTEM (NAFTES) is a holistic framework for the training of crew and officers in simulated fire conditions in representative ship engineering compartments. NAFTES assumes three different facets structured around the Fire Fighting Simulator (FFS) and Crew Evacuation Simulator (Damage Control School) of the Naval Training Command of the Hellenic Navy. The FFS, a central component in the Damage Control School, has been in operation since 2006 and adopts a conventional training workflow which will be radicalized through NAFTES. The Hellenic Navy (participating organization in NAFTES through the Hellenic Ministry of Defense, HMOD) intends to broaden the use and extend the scope of this unique training platform to commercial shipping companies from all around the globe. Therefore, NAFTES is considered of paramount importance to the Greek shipping industry, one of the most important sectors of the Greek economy which currently undergoes a serious crisis.

The different facets of NAFTES are the following:

- ▶ Introductory Training (IT)
- ▶ Theoretical (classroom) Training (THT)
- ▶ Hands-On Training (HOT)

**IT** is to be materialized through a properly structured/populated tele-training (TT) platform based on an advanced learning management system (LMS), which allows crews and assigned officers to become acquainted with the fire training fundamentals and the particulars of the FFS. Such introductory training will allow the training capacity of the Damage Control School to be highly increased while meeting the challenges and needs of modern shipping businesses. Trainees with very busy professional schedule can undertake the introductory training in their premises ashore or in their ships while stationed at remote harbours.

**THT**, performed in the Damage Control School by highly skilled instructors, will be supplemented by multimedia material (videos, animations, slides), which is to be integrated in the LMS, retrieved and presented during classroom hours.

**HOT** will be an advanced portable system, which will be carried by trainees during their presence in the simulated (and fire impacted) engineering room. The system will come in the form of augmented reality (AR) applications, which will overlay warnings or explanatory text to their viewport of the training “stage”.

Such applications will be executed in optical head-mounted displays (Google glasses), which will retrieve material from the LMS. A very important feature of such devices is their indoor localization capability. This is to be exploited by HOT in order to deliver a full image of the training “stage” to the DCS instructor. NAFTIS platform will be complemented by a post-training assessment module (online) which will be appended in the IT-THT-HOT workflow.

## ▶ Εταίροι

MINISTRY OF NATIONAL DEFENCE, GREECE- Ελλάδα  
INTELLIGENCE FOR ENVIRONMENT AND SECURITY SRL IES SOLUTIONS SRL- Ιταλία  
DANAOS SHIPPING COMPANY LIMITED- Κύπρος



**Τίτλος Σχεδίου:** A VET course for Cultural Mediators to address the refugee crisis' skills needs

**Φορέας:** ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΚΟΙΝΩΝΙΚΩΝ ΕΡΕΥΝΩΝ

**Διάρκεια Σχεδίου:** 24 Μήνες

**E+ Link number:** 2016-1-EL01-KA202-023714

## BACKGROUND & CHALLENGES

With over 310 million adults & children, legally defined as refugees, asylum seekers and migrants on the move within EU territories on their way to a destination country, there is soaring demand for a relatively new kind of humanitarian professional: the Cultural Mediator. Due to the current and emerging refugee crisis in Europe, skills requirements are changing rapidly calling for up-to-date VET curricula, openly available to the Cultural Mediators professional community, as well as to organisations responsible for their vocational training.

### VET provision must be tailored to emerging skills needs, helping Cultural Mediators to:

- Respond immediately providing support in situ, in the “hot spots”, where big populations of refugees are gathered (e.g. ports, borders, islands).
- Assist in the long-term integration of refugees in the hosting EU countries

### Therefore, there is an urgent need to develop up-to-date VET curricula to up skill Cultural Mediators on emerging skills requirements as regards:

- crisis, conflict & risk management,
- new organisational & communication challenges,
- dealing with the psychological trauma often caused by war, displacement and hardship experiences in transit countries & dangerous travels,
- adapting to the changing national & EU regulation,
- assisting in the relocation & mobility of refugees,
- battling rumours that create confusion among refugees, and xenophobia in the hosting communities etc.

## AIM

### The project aims to support the Vocational Education and Training for Cultural Mediators, developing a modular course by:

- identifying current and emerging training needs,
- producing Open Educational Resources that ensure simple and free access to on-line training resources, and
- promoting a framework towards the development of an EU qualification for Cultural Mediators.

## OBJECTIVES

**OBJ-1.** Develop up-to date evidence based learning outcomes to support VET offerings for Cultural Mediators.

**OBJ-2.** Enhance open access of Cultural Mediators to original curricula in the form of Open Educational Resources (OERs) and Massive Open On-line Course (MOOC).

**OBJ-3.** Facilitate mutual recognition of the produced learning outcomes across the EU based on EQF and ECVET standards.

THE ReCULM PARTNERSHIP The National Center for Social Research – EKKE (EL), the UNIMORE University (IT), the ALMERIA University – UAL (ES) and the University of Glasgow – UGLA (UK) form a Strategic Partnership comprising field, academic and research expertise from 4 European countries in current issues related to migration, multiculturalism, and the needs of vulnerable groups, as well as the training of cultural mediators.

## ACTIVITIES & METHODOLOGY

- Development of up-to-date learning outcomes, based on evidence collected from VET providers, field experts and Cultural Mediators via field and desk research on skills requirements, leading to specific definitions of knowledge, skills and competences following EQF and ECVET.
- Development of a modular course and VET guidelines for the integration of the developed learning outcomes in current & future training programmes.
- Involvement of education and field authorities for the future certification & accreditation of the developed curricula, through the promotion of a support statement and a strategic plan.
- Sharing and validation of outputs with multiplier events, inviting target groups to test and uptake ReCULM results acting as further disseminators.

## RESULTS

- Up-to-date, evidence-based learning outcomes to support VET provision for Cultural Mediators in refugee crisis skills needs
- VET learning units and OERs
- VET guidelines for the integration of the developed learning outcomes into existing programmes.
- A ReCULM Massive Open Online Course
- A Support Statement and a Strategic Plan for the valorisation of the ReCULM on an EU level
- Four national workshops to promote results and validate learning materials

## IMPACT AND POST-PROJECT SUSTAINABILITY

**The ReCULM project is expected to have the following impact and longer term benefits:**

- 1** Promoting participation of a growing number of VET learners using the ReCULM OERs and MOOC via their availability and dissemination, exploitation and maintenance activities for three years after the project's completion based on the partners own effort
- 2** Supporting at least 40 VET providers, NGOs and academic institutes across the EU on enhancing new training programs for Cultural Mediators by integrating the ReCULM outputs
- 3** Further maturing of certification & accreditation policies, as a result of the developed by the project framework towards the development of an EU qualification for Cultural Mediators, and in particular via the dissemination and signing of the ReCULM support statement and strategic plan by relevant stakeholders

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### **Εταίροι**

UNIVERSITY OF GLASGOW- Ηνωμένο Βασίλειο  
UNIVERSIDAD DE ALMERIA- Ισπανία  
UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA- Ιταλία

5γ

ΕΚΠΑΙΔΕΥΣΗ  
ΕΝΗΛΙΚΩΝ

ADULT  
EDUCATION



Περίληψεις  
Σχεδίων





**Τίτλος Σχεδίου:** Traditional Settlements, Cultural Heritage and Sustainable Development

**Φορέας:** ΚΕΝΤΡΟ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΦΙΛΙΑΤΩΝ

**Διάρκεια Σχεδίου:** 24 Μήνες

**E+ Link number:** 2016-1-EL01-KA204-023477

The Erasmus+ Project “Traditional Settlements, Cultural Heritage and Sustainable Development” refers to all the actions we could implement towards the sustainability and using the adult education tools. In the region of Thesprotia there are: five (5) Traditional Settlements, characterized as “traditional” by law, according to the Presidential Decree on Traditional Settlements 13-11-1978, (Government Gazette of Hellenic Republic, Sheet 594/ forth issue/1978). They are constructed in the 15th to the 19th century, during the Turkish Occupation in Greece and they have rare aesthetical, urban and historical value. Our Centre implements educational relevant educational programmes in national level since 2008.

The project targets to the education and training of the adults in order to take, in future, the initiatives which will reveal the beauty of the traditional features in every region and in the same time to create start-up business in the framework of environmental sustainability. The interventions would be guided mainly by a dominant objective that rehabilitation works succeeded in valorising and restoring to the settlement and selected buildings their original ambiance and an authentic vitality: preserving, restoring and rehabilitating buildings and building complexes, and arranging them in order to shelter tourist accommodations or other public uses (lodging, buildings of public use, Community Office, hand weaving workshop, museums, restaurants, olive presses, watermills etc). The participants Partners will be from several European Countries and through benchmarking we will exchange good practices towards a sustainable development.

#### **Εταίροι**

Razvojna agencija Sotla  
Associazione Paesaggi Connessi  
ASPECT-MANAGEMENT AND INTERCULTURAL RELATIONS  
Tudás Alapítvány  
INSTYTUT ROZWOJU SPORTU I EDUKACJI  
Shoqata Shqiptare e Ambientalisteve Industriale  
Comune di Petrosino



**Τίτλος Σχεδίου:** iDance - support innovative practices in inclusive dance education

**Φορέας:** ARIONA HELLAS ΑΕ (Στέγη γραμμάτων και τεχνών Ιδρύματος Ωνάση)

**Διάρκεια Σχεδίου:** 28 Μήνες

**E+ Link number:** 2016-1-EL01-KA204-023548

Dance can be a challenging and rewarding activity, and a viable career for people with disabilities, yet they face several barriers to participation and training. Disabled people wishing to access dance face several obstacles including aesthetic, training-related, logistic, and access barriers, as well as a lack of knowledge or available information about career opportunities.

The aim of our project is to review the practice around barriers to dance training for disabled people and to put forward practical recommendations for overcoming these challenges by proposing a framework for talent development and training. “i-Dance” is intended to produce innovative approaches for addressing people with and without disabilities and the dance community, by providing more attractive education and training programmes, in line with individual needs and expectations. The partnership will support the development of new pedagogical approaches and particular e-learning tools and open educational resources which will be supported from an on-line collaborative platform where adults/amateur dancers, professional dancers and teachers with and without disabilities will be able to learn teach and evaluate the expected learning outcomes. All partners will work together to propose inclusive training programmes and methodologies and exchange of learning experiences in order to encourage contemporary dance participation at a range of levels and support people with and without disabilities throughout their dance journeys. The project will build progression routes, increase the visibility of integrated dance, signpost adults to activities and provide enrichment opportunities such as shadowing and mentoring.

**The aim of the i-Dance project is to exchange good practices in adult education for inclusive dance and develop and disseminate four innovative intellectual outputs:**

- 1** A Comparative analysis of existing tools and conditions for development of competencies for inclusive dance teachers, amateurs and professional dancers in partners’ countries dedicated to themes of access and dance training and the physical and intellectual barriers in this.
- 2** Open Educational Resources for Inclusive Dance Training and Inclusive Choreography Training raising awareness of requests of dance teachers, amateurs and professional dancers with or without disabilities.
- 3** Digital content Create a set of virtual dance classes and online video sources which will further develop the exchange of ideas internationally, as well as progress in the field and broader audiences throughout the world. The objectives are to give adult educators, and therefore adult-learners, access to a proven methodology, which is grounded in experience provided only in few inclusive dance companies.

The results will increase capacities of adult educators to develop inclusive dance training programmes for disabled adults and the actual support of professional dancers with and without disabilities by offering them international coaching opportunities and a platform to acquire new skills. The Strategic Partnership will include transnational meetings of partners to exchange practices and design the project, as well as carry out training, teaching and learning activities which will bring added value in the achievement of the project objectives. The project will provide significantly new learning opportunities, skills development, access to information and to state-of-



the-art research results and other pedagogical materials for the participating adults and teachers of inclusive dance courses. “i-Dance” project will support a training-based collaboration between cultural organisations, professional dance schools, dance companies, conservatoires, academics, NGOs, access workers, artists and adults with our without disabilities to develop test and implement innovative course packages enriching inclusive dance participation as well as adult educators competitiveness based on an exhaustive needs analysis and focusing on:

- ▶ People with and without disabilities, with and without a prior engagement in dance.
- ▶ Dance teachers, choreographers and emerging professional dancers with and without disabilities.

We believe that the challenges faced by disabled adults, who would like to get involved with the arts and pursue a dance career in particular, geographic and cultural isolation as well as lack of professional development opportunities, can only be solved through transnational cooperation. We believe that by sharing our learning and other European best practice widely, and by sharing detailed professional development toolkits and information, we can have a profound impact on European cultural institutions and their engagement with disabled people.

Partners: Onassis Cultural Centre (ARIONA HELLAS SA) – GreeceStopGap Dance Company – UK-Holland Dance Festival – NetherlandsSkånes Dansteater – Sweden



#### **Εταίροι**

STICHTING HOLLAND DANCE FESTIVAL  
Stopgap Dance Company  
Skånes Dansteater AB



**Τίτλος Σχεδίου:** Advancing the Third Sector through Innovation and Variation

**Φορέας:** ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΛΟΠΟΝΝΗΣΟΥ

**Διάρκεια Σχεδίου:** 36 Μήνες

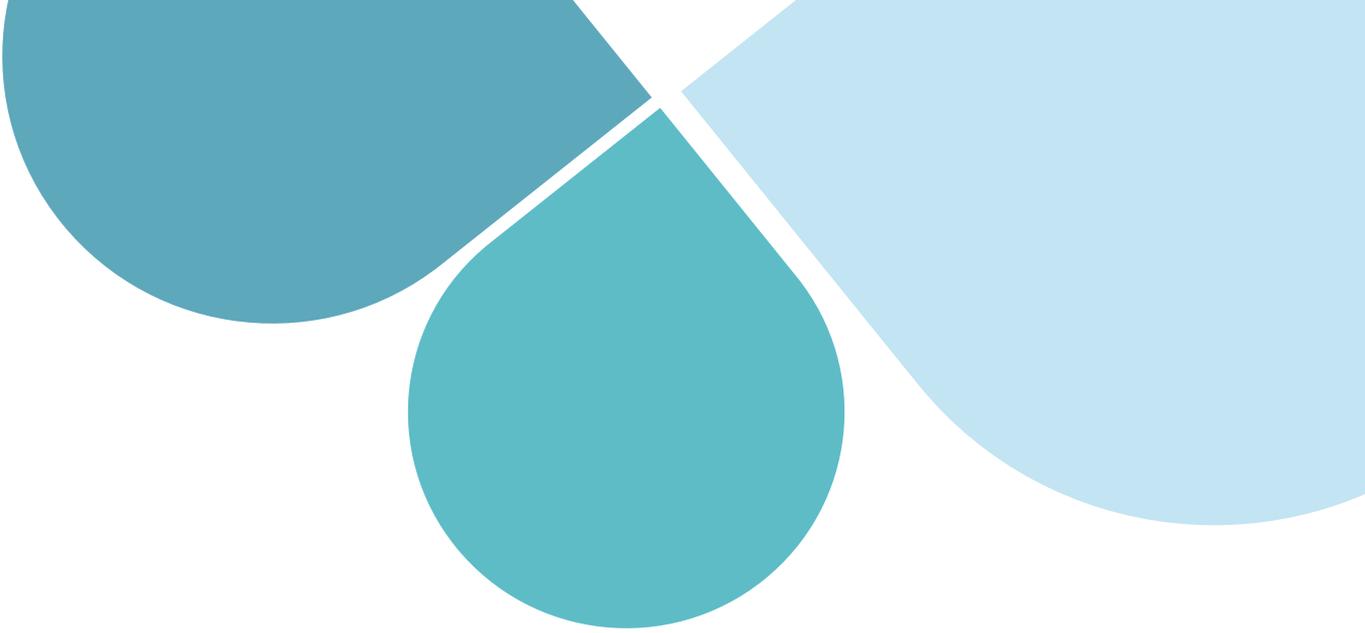
**E+ Link number:** 2016-1-EL01-KA204-023550

Lower income regions such as, the crisis struck and underdeveloped East, South East and Mediterranean (ESEM) EU Countries, are in desperate need of innovative ideas to support regional growth, to preserve living standards and to adhere to global trends. However, it is quite often that such regions fail to meet such demands and provide its citizens with adequate tools and mechanisms to support this appraisal (Abazi and Aliu, 2015). Having recognized this context, non Governmental Organizations (NGOs) and, more recently, social enterprises, have, been among the top new job providers in the EU. However, these positive developments have mainly affected West European countries such as UK.

In ESEM Europe it has been rather difficult to mobilize people for social ends and attract especially the young generation in voluntary organizations (Sotiropoulos 2005). Thus, in order to address this matter, NGOs play a central role - by being the key institutions having the capacity to engage more people into this working sector. Nevertheless, there is a highly confirmed multi-lateral skill gap of NGO (adult) workers in ESEM countries from the basic project management and budget raising strategies to the ones most critical for NGOs - necessary skills of their staff to actively engage with stakeholders and actively promote NGOs as the new emblematic image of ESEM countries by encouraging more people to join this sector and help to achieve a EU-wide homogeneous active citizenship and social cohesion, while mitigating groups at risk (Clarke et al 2015; Frangonikolopoulos 2015). However, such skills can be acquired only through co-creation (in an open innovation manner) between adult NGO workers and the involved stakeholders: society (primary resource), research/innovation (for best practice transfer), policy makers (favouring policies), industry (philanthropy and social inclusion in growth mechanisms) as well as any other associations - all these stakeholders being acknowledged as the quadruple helix system (Carayannis & Campbell, 2012; Chesbrough, 2013). Considering the similarity of this problematic context in ESEM countries, this project (ATSIV) will develop a multisectoral network of partners from Greece, Bulgaria, Romania, Poland (the four ESEM countries) and UK (Western countries) in order to develop the required skills of adult NGO workers from ESEM countries by infusing best practices from already successful Western societies (i.e. UK) where these skills are flourishing.

ATSIV adheres to OECD's vision that "adult skills and, in particular, civic engagement skills, by capitalizing on NGOs form an integral part of adult education - next to literacy and numeracy" and thus adult education in this field is core to ATSIV. This transnational aim will be achieved through the following objectives:

- 1** Perform a training needs analysis (TNA) of the existing skill gaps in the involved countries as well as collect a base of best practices in terms of NGO related skills (globally, from developed countries).
- 2** Together with quadruple helix stakeholders, co-create an NGO game-based curriculum to fill the skill gap of adult NGO workers. The innovative curriculum will be game based in order to provide constructive social learning and progress based-cohesion as well as social group discrepancy mitigation.
- 3** Develop an open access (globally) virtual learning environment (VLE) in order to enable co-creation in an open-innovation manner.



The VLE will contain the NGO game based curriculum as well as best practices that will shape the skills of adult NGO workers. The VLE will enable forum-based co-creation for quadruple helix stakeholders (open access) in order for the stakeholders to constantly co-create and moderate the curriculum & best practices/scenarios posted online (by the learners involved in the game) in order to ensure that the NGO game based curriculum & best practices are highly suitable for the needs of each stakeholder involved in this process. This approach will also enable mass impact and mobilization at no cost for disadvantaged adult NGO workers ensuring a homogeneous impact in EU.

- 4 Organize three transnational face-to-face pilots with the involved ATSIV partners and quadruple helix stakeholders in order to capitalize the co-creation and ensure an optimum VLE and game based curriculum. ATSIV will impact in terms of: more skilled and socially aware adult NGO workers; enhanced quadruple helix co-creation and local/regional/national/EU level, increase of active citizenship, mitigation of the social groups at risk, boost of NGO job market, increased philanthropy from quadruple helix stakeholders towards NGOs, cross-EU homogenous NGO innovation through co-creation, achievement of EU2020, EU Digital Agenda, EU Social Cohesion & active citizenship agenda, EU HE Modernisation/Internationalization Agenda, Digitalization of industries, EU directive on social entrepreneurship, etc



#### **Εταίροι**

FUNDACJA WSPIERANIA ORGANIZACJI POZARZADOWYCH "UMBRELLA"  
KENTRO EREVNON NOTIOANATOLIKIS EVROPIS ASTIKI MI KERDOSKOPIKI ETAIREIA  
Law and Internet Foundation  
Higher Incubator Giving Growth & Sustainability (HIGGS)  
NATIONAL SCHOOL OF POLITICAL STUDIES AND PUBLIC ADMINISTRATION  
National Council for Voluntary Organisations



**Τίτλος Σχεδίου:** 4XF for Silver Safety  
**Φορέας:** 50και ΕΛΛΑΣ ΑΣΤΙΚΗ ΜΗ ΚΕΡΔΟΣΚΟΠΙΚΗ  
**Διάρκεια Σχεδίου:** 24 Μήνες  
**E+ Link number:** 2016-1-EL01-KA204-023574

Project 4xF for Silver Safety aims to address every-day challenges that threaten the safety of older adults, while providing solutions with a view to empower them to cope successfully. This later life learning programme is based on the objectives of the European Agenda on Security for 2015 by the European Commission and the policy framework of the WHO on Active Aging.

The need for this project derives from a lack of information and education for older adults on the topic of safety. The main goal is to help seniors take responsibility for their safety and well-being; to stress the fact that their belief in themselves as being powerful, important and competent is the most important self-protection tool that they have. As the population of Europe ages, the demand will continue to rise for initiatives that improve quality of life for older adults and promote common European values.

For this reason it is important to increase educational opportunities that encourage and empower seniors to take responsibility for their well-being. The programme will focus on ways of improving skills for lifelong safety so that effects are noticeable in adopting healthier lifestyles, increasing self-esteem, confidence and sociability and reducing risks. It suggests a holistic approach covering a wide range of everyday needs of older adults from a mental, physical and behavioural perspective.

The 4xFs for Silver Safety stands for Food safety, Fitness for physical safety, Focus on mental safety and Fraud. All elements will be elaborated during the transnational meetings and subsequently during the local seminars that will take place in all partners' countries (Greece, Poland, Cyprus and Slovakia). Although the target group of the project is older adults, it also invites professionals working with and on behalf of older adults in a paid or voluntary capacity (e.g. individuals who have older people in their classes or groups; run events that attract older people; work with seniors in public services, voluntary and community groups or private companies) as well as agencies and organizations that promote healthy and active aging.

The aim is to provide them with solutions in order to help seniors cope effectively and successfully with challenges that undermine their safety and well-being. At least 500 participants are expected to be reached at the first level through local seminars that will be organized in each partner country. The applicant organization alone counts 765 active members that will be invited to participate in future implementations of the project.

Furthermore, the professionals that will participate will play a key role in disseminating the projects outputs, as they will be encouraged to use them in their own groups. The 4xF for Silver Safety Advisory Booklet, the main product of the project, will be available on-line from all partners' websites providing guidelines for life-long safety.

#### Εταίροι

Omilos Gynaikon Eleftheris Kythreas  
Dobre Roky 50 plus  
E. KOUTSOURAKI & SIA E.E.



**Τίτλος Σχεδίου:** Booster the emotional dimension of social inclusion for immigrant mothers and children  
**Φορέας:** Comicdom Press  
**Διάρκεια Σχεδίου:** 24 Μήνες  
**E+ Link number:** 2016-1-EL01-KA204-023586

The BONDS proposal intends to design and develop specific training/education programme for immigrant mothers and children, focusing on the acquisition of key competences and soft skills for social inclusion and well-being through the methodology of Collaborative Comics Storytelling. More than a million migrants and refugees crossed into Europe in 2015, compared with just 280,000 the year before. The scale of the crisis continues, with more than 135,000 people arriving in the first two months of 2016.

The EU's external borders have increasingly been the scene of human tragedies to which the EU, together with its Member States, must take immediate action. Migration often involves the separation of families and changed roles within families. It can be a traumatic experience that affects children and mothers' sense of well-being. Moreover, severe post-migration living difficulties such as delays in processing refugee applications, obstacles to employment, racial discrimination, and loneliness, can contribute to long term difficulties in emotional dimension and the social inclusion of these people in the host contexts.

At the same time, migration needs to be better managed in all its aspects; through the European Agenda on Migration (2015), the EU aims at providing its Member States with tools to do so in the medium as well as long term. The Agenda states that European migration policy will succeed if underpinned by effective integration policies. This is why the programme will be aimed at the acquisition of soft skills and language/cultural/ICT/social and civic competences through the exploitation of the emotional dimension of training. These competences will also provide women and children opportunities for public voice (providing information on access to social services, on access to communication and rights and responsibilities), which are fundamental for a real social inclusion in the host community.

#### **Comics will be used for two main reasons:**

- ▶ it is a narrative form that combines two other forms of expression, words and pictures. During the creation of a comic story you might work alone or you might have to work with others as a collaborative and co-creation oriented-team, building on diverse backgrounds, knowledge, experiences and skills (script writer and penciler, inker, letterer etc). Comics creation is nevertheless a co-creation process. You work alone, or you work inside a team, you always interact with your audience and external environment. We use comics storytelling as a tool to foster collaboration, teamwork and creativity;
- ▶ Comics, according to many scholars and educators, do not tell the stories of creatures with supernatural powers, but they also have this supernatural power to transfer knowledge. According to many researchers comics can strengthen "students' understanding of literary devices such as point of view, themes, symbolism, allusions, morals, tone and mood, flashback, and foreshadowing", as well as reading comprehension and understanding (Gavigan, 2010).

### Four main activities will be realized in order to achieve the project objectives:

- ▶ the first activity is a preliminary survey for defining the main contextual factors that in the host community affect emotional/knowledge dimension of immigrant women and children and hinder their social inclusion;
- ▶ the second activity is the planning of educational workshops and seminars for women and children as part of an educational programme for letting them acquire key competences for social inclusion and well-being.

### These key competences will mainly focus in three areas, namely

- 1** Soft skills for social inclusion and well-being.
  - 2** Accessing critical information such as social services (including online services and media as a source of information and civil participation through ICT) and rights and responsibilities; improving family-school relationships (through making explicit information on the school system, its organization and structure that is often perceived as tacit knowledge for the locals).
  - 3** Promoting the social inclusion of families through the provision of cultural-content courses in the language of the hosting country with translation facilities and multimodal means for both mothers and their children.
- ▶ the third activity is the evaluation of the educational programme at European level so to define its effectiveness and impact;
  - ▶ the fourth activity provide the realization of a specific framework for organizations working with immigrants as well as policy makers, aimed at developing training models which address the needs of immigrants.

The project action will be carried out at European level, in national contexts characterised by different migration flows and policies, because we need to identify sustainable solutions to prevent immigrants social exclusion and this requires more systematic cooperation across a range of actors and policies at EU and Member State level.

#### ▶ **Εταίροι**

Associazione Arci Comitato Provinciale di Siena  
Asociación Columbares  
TIBER UMBRIA COMETT EDUCATION PROGRAMME  
Institut za raziskovanje in usposabljanje v vzgoji in izobraževanju - IMZ  
European University Cyprus  
International Child Development Initiatives - ICDI  
ASOCIACION CULTURAL EUROACCION MURCIA

**Τίτλος Σχεδίου:** Developing social entrepreneurship competencies of migrants and refugees through simulation training in recycle and reuse

**Φορέας:** Κέντρο Έρευνας Γυναικείων Θεμάτων

**Διάρκεια Σχεδίου:** 24 Μήνες

**E+ Link number:** 2016-1-EL01-KA204-023604

The project's rationale is to develop the social entrepreneurship skills and competences of unemployed migrants and refugees from 6 European countries (Greece, Germany, Italy, UK, Lithuania and Turkey), who have an interest in creating their own social business and have an interest for recycling and reuse – one of the most important business sectors in EU.

### The overall objectives of the project are:

- To promote social entrepreneurship education among unemployed migrants and refugees, especially in countries with a high migrants' unemployment rate, this will lead to new business creation and employability and ultimately, assist them in building a future for them.
- To create a transnational European identity among participating migrants and refugees to embrace active citizenship and provide a new perspective.
- To facilitate innovative learning practices in social entrepreneurship education by developing curricula and implementing trainings based mainly on simulation educational method.

A minimum of 220 unemployed Migrants and Refugees trainees in 6 countries (Greece, Germany, UK, Lithuania, Turkey, and Italy) will improve their skills and qualifications regarding recycling and reuse social entrepreneurship. Utilizing experience, knowledge and common social and economic conditions as far as it concerns migrants and refugees entering in EU, partners decide on designing and implementing a common educational approach.

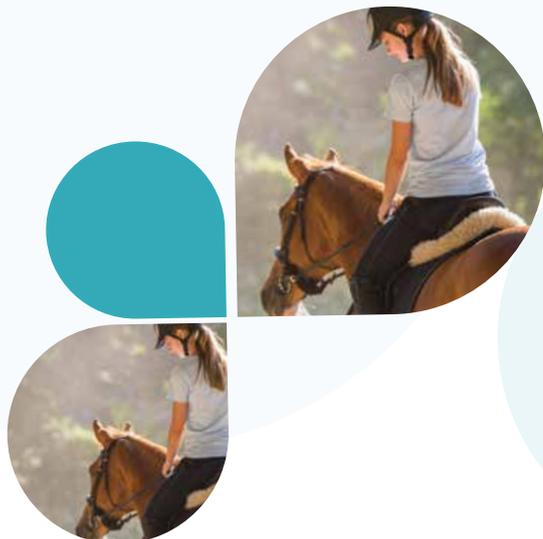
The project activities are the preparation and development/implementation/organization of the following: on line Training Platform, Social Entrepreneurship in Recycling and Reuse Legal Status and Funding Guide, Key Competencies on Becoming a Social Entrepreneur Inventory, Simulation Learning Training Course Manual, Distance Learning Training Course Manual, Training Package, Training seminars in recycling and reuse social entrepreneurship in 6 countries, On-line seminar for educators/tutors, Awareness Action Plan, Conference, Awareness Events, Evaluation Report, Social media page, Website.

The implementation of this project will provide significant tools to participating organizations so as to be able to develop and implement training plans targeted at migrants and refugees in a specialized market sector. Project aims to promote the idea of recycling and reuse social entrepreneurship at the local, regional, national and European levels, to improve skills and qualifications of migrants and refugees on labour market and to contribute to the preparation of European countries for the accomplishment of future quantitative targets regarding social entrepreneurship in general and in recycling and reuse sector in particular both for migrants and refugees as for all citizens as well.



#### Εταίροι

Associazione Irene  
Moteru informacijos centras  
buca evka-1 kadin kultur ve dayanisma evi dernegi  
Bundesverband der Migrantinnen in Deutschland e.V.  
Day-Mer Turkish and Kurdish Community Centre



**Τίτλος Σχεδίου:** Horses teach me how to find “my way”  
**Φορέας:** Σύνδεσμος Θεραπευτικής Ιππασίας Ελλάδας  
**Διάρκεια Σχεδίου:** 36 Μήνες  
**E+ Link number:** 2016-1-EL01-KA204-023708

Equine Assisted Therapy (EAT) activities contribute to improving the health, the interpersonal and the socialization of the beneficiary involved. Since there is no common approach and technique, there is a great need in creating a space to exchange, develop and establish updated practices. People who are in any relation with horses and their environment are trained to follow rules, respect the timetable and obligations, be patient, respectful and cooperative. At least 25 persons of 6 European countries will participate and benefit from the project directly and more than 600 persons indirectly, since one of the program’s objectives is the dissemination of practices. Greece, Italy, Spain, Croatia, Turkey and Ireland are the countries involved in the proposed project with professionals in education, health and horse management.

The project proposal is to update the therapeutic tools in EAT across Europe and at the same time explore and exchange innovative ideas upon them, considering the different cultural and socio-economic environment in each country. Participants from each organization will be trained in updated therapeutic techniques through seminars and workshops, and then practice and spread this knowledge in their countries. Training and practice will be the tools of the knowledge spreading and supervision and feedback sessions will serve as the evaluation and ensuring tools of qualification level.

Professionals working in EAT will benefit from the project’s results. All the involved partners believe that it is important for our development and improvement to create a common space in order to learn from each other, ensure the quality of the services that we offer and finally come out with some good practices guidelines. Potentially, this will lead to the official recognition of Equine Assisted Therapy (EAT) as a therapeutic procedure by all countries and putting high standards in its applications. Therefore, this will help disabled people experience effective therapy from highly educated professionals and also, reduce the costs of other supportive means.

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#### Εταίροι

Krila-terapijsko jahanje, udruga osoba sa cerebralnom i dječjom paralizom  
AEDEQ asociación española de equinoterapias  
Nevsehir Haci Bektas Veli University  
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Festina Lente



**Τίτλος Σχεδίου:** Re-inventing Europeans through History, Art and Cultural Learning

**Φορέας:** Euracademy Association

**Διάρκεια Σχεδίου:** 33 Μήνες

**E+ Link number:** 2016-1-EL01-KA204-023722

The Re-inventing Europeans through History Art and Cultural Learning project (REHAC Learning) is implemented by a partnership of different types of organizations from the Greece, Slovenia, Sweden, Norway and Italy, including education institutions of different remit (university, adult education centres, non-formal learning providers), public authorities and representatives of the civil society operating in the interests of refugees. The partnership is led by Euracademy Association, a European-wide non-profit network of education and sustainable development practitioners and academics, devoted to capacity building of communities in rural Europe. The target groups to be supported are the educators of refugee learners and the refugee learners themselves.

The project provides learning methods, tools and resources for the training of trainers who would apply the REHAC methodology; and also learning tools and resources for the learning courses aimed to facilitate the integration of refugees in the host society and labour market. Refugees entering European countries, carrying the trauma of war or political instability are very vulnerable and need a great deal of psychological support and training to help them establish a foothold in their new country. At the same time professionals in education and social care in many EU countries need to learn very quickly about how best to support the refugees whose knowledge of their new country may be limited and their skills in the language of their new country may be slight or non-existent.

### The main objectives of the project are:

- To design an innovative learning methodology and learning resources based on history, art and culture, freely available to education and other refugee integration professionals, leading to an introductory learning course, to ease the first steps of integration of refugees in their host country
- To ease the transition experienced in cultural change and start the process of building confidence and personal growth after a traumatic life-changing event
- To offer basic skills and language training to refugees who are starting a new life in an EU country
- To enhance language skills and other non-verbal methods of communication
- To introduce lifelong learning to refugees
- To provide 'pointers' to different activities such as work, self-employment, vocational work, learning for fun and social inclusion for adult learners
- to network educators working with refugees in different EU countries and in different learning situations, as well as other individuals and organizations working for the integration of refugees, forming a community of interest, so that they can readily exchange experiences and best practice
- To influence policies makers in each partnership country to provide guidance and educational support for the expanding refugee population integrating into many EU countries

### This project will develop, over a period of 33 months:

- A methodology and tools for identifying the learning needs of refugees, once they enter the host country
- A learning methodology based on an innovative approach, exploiting the benefits of history, culture and art in training, through the channel of “storytelling”
- A training of trainers’ course, to help educators to apply the REHAC methodology with refugee learners
- A refugee training course, operationalised in a number of learning packages, to guide the introduction of refugee learners in language and basic skills, as well as in job orientation
- A Handbook presenting in a succinct, easily comprehended and illustrated format, with examples, the sequence of activities and resources developed by the project, which can be used by educators and trainers to help start the integration process in the host country, through learning
- A community of interest, hosted in a specially created platform, to bring together stakeholders from different sectors working for the integration of refugees, to exchange experiences and best practice, and receive help in applying the REHAC methodology

The REHAC Learning methodology and tools will be piloted in all partners’ countries, with a total of about 100 refugees, while a training of trainers’ course, involving 15 trainers, will ensure that the education leaders of the pilot courses are well prepared to apply the new methodology and learning resources. 5 workshops at national level and one international conference will assist in the dissemination of the results of the project, and in building the community of interest of the stakeholders.

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#### Εταίροι

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the Nordic centre of Heritage Learning and Creativity  
HOGSKOLEN I SOROST NORGE  
Provincia di Livorno Sviluppo  
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