



Erasmus+

*Κατάλογος Εγκεκριμένων Σχεδίων  
Βασικής Δράσης 2*

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

*2018*







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ΕΚΠΑΙΔΕΥΣΗ **ΕΝΗΛΙΚΩΝ**

2018



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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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## 1. Το Πρόγραμμα Erasmus+

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

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

Το πρόγραμμα Erasmus+ στοχεύει στη βελτίωση των δεξιοτήτων και της απασχολησιμότητας, καθώς και στον εκσυγχρονισμό των συστημάτων εκ-

παίδευσης, κατάρτισης και νεολαίας. Σχεδιάστηκε για να στηρίξει την εκπαιδευτική κινητικότητα, την ανάπτυξη της συνεργασίας μεταξύ ιδρυμάτων/φορέων/οργανισμών και την ενδυνάμωση των εκπαιδευτικών πολιτικών των χωρών της Ευρωπαϊκής Ένωσης.

Το πρόγραμμα Erasmus+ διαρθρώνεται σε τρεις βασικές Δράσεις (Key Actions), οι οποίες καλύπτουν όλους τους τομείς της Εκπαίδευσης, της Κατάρτισης και της Νεολαίας (Ανώτατη Εκπαίδευση, Επαγγελματική Εκπαίδευση και Κατάρτιση, Εκπαίδευση Ενηλίκων, Σχολική Εκπαίδευση) και είναι οι εξής:

### Βασική Δράση 1/KA1

Μαθησιακή κινητικότητα ατόμων

### Βασική Δράση 2/KA2

Συνεργασία για την καινοτομία και την ανταλλαγή καλών πρακτικών

### Βασική δράση 3/KA3

Ενίσχυση σε θέματα Μεταρρυθμίσεων Πολιτικής

Το Ίδρυμα Κρατικών Υποτροφιών/ΙΚΥ αποτελεί τον εθνικό φορέα διαχείρισης των αποκεντρωμένων δράσεων KA1 και KA2.

## 2. Βασική Δράση 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 παραγάγουν 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.

Οι Στρατηγικές Συμπράξεις συνίστανται στη διακρατική συνεργασία φορέων που ανήκουν στον 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 πλέ-



ον 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.

### **Κανόνες επιλεξιμότητας**

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**. Ειδικά για τον τομέα της Ανώτατης Εκπαίδευσης, η διάρκεια κυμαίνεται από 24 έως 36 μήνες.
- 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.

### **Ποιες δραστηριότητες ενισχύονται στο πλαίσιο μιας στρατηγικής σύμπραξης;**

Οι Στρατηγικές Συμπράξεις υποστηρίζουν ένα ευρύ φάσμα δραστηριοτήτων με σκοπό την εφαρμογή καινοτόμων πρακτικών, την προώθηση της ανά-

πτυξης των οργανισμών και την ενίσχυση των πολιτικών εκπαίδευσης, κατάρτισης και νεολαίας σε ευρωπαϊκό, εθνικό και περιφερειακό επίπεδο.

Στο πλαίσιο υλοποίησης της Δράσης ΚΑ2, οι Στρατηγικές Συμπράξεις λαμβάνουν χρηματοδότηση μέσω ενός μενού επιλέξιμων δαπανών που διατίθεται στους εταίρους τις οποίες 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 εμπλέκονται στην ποιοτική διαχείριση του σχεδίου, αποζημιώνονται με βάση τη συμμετοχή τους στις παραπάνω δραστηριότητες. Η κοινοτική επιχορήγηση υπολογίζεται βάσει μοναδιαίου κόστους ανά φορέα/ίδρυμα/οργανισμό ανά μήνα.

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

Από την κατηγορία αυτή καλύπτονται έξοδα που αφορούν τη συμμετοχή σε διεθνικές συναντήσεις μεταξύ των εταίρων που διοργανώνονται από συμμετέχοντες στη σύμπραξη οργανισμούς για σκοπούς διαχείρισης και υλοποίησης του προγράμματος. Η ανάγκη πραγματοποίησης της συγκεκριμένης δραστηριότητας, η συχνότητα των συναντήσεων και ο αριθμός των συμμετεχόντων θα πρέπει να καθορίζονται από τις ανάγκες του συγκεκριμένου σχεδίου με βάση τους στόχους που έχουν τεθεί και 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 υπο-

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

νωση 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.

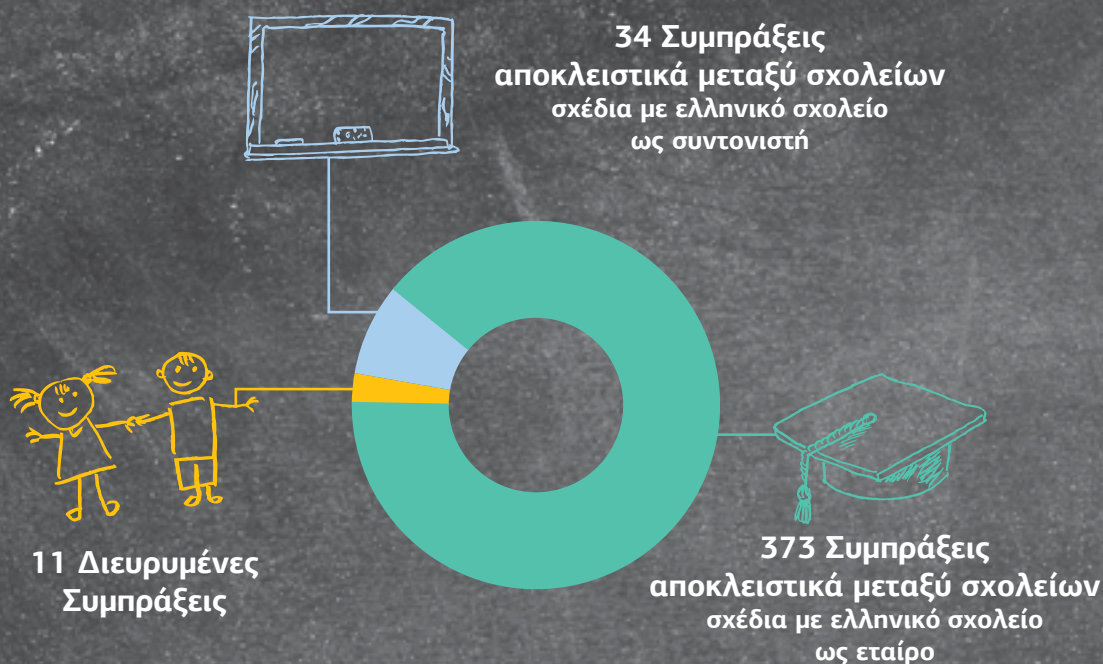
Στην έκδοση αυτή μπορείτε να βρείτε τα εγκεκριμένα από το ΙΚΥ σχέδια της **Βασικής Δράσης 2 για το 2018** για τους τομείς της Σχολικής Εκπαίδευσης, της Ανώτατης Εκπαίδευσης, της Επαγγελματικής Εκπαίδευσης και Κατάρτισης και της Εκπαίδευσης Ενηλίκων.

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

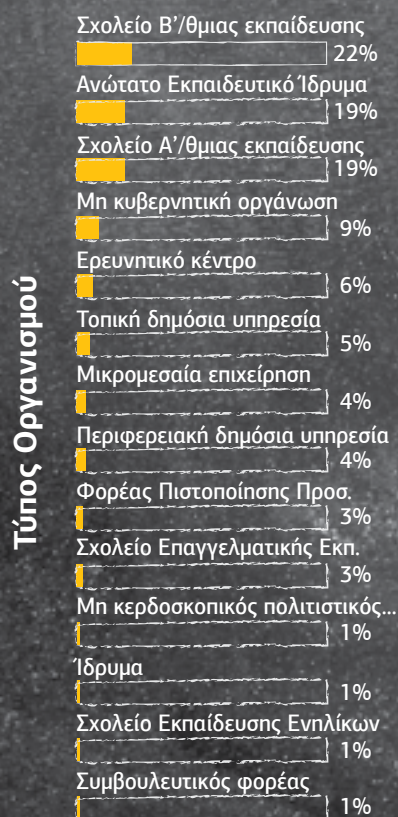




## Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2 στον τομέα της Σχολικής Εκπαίδευσης



### ΔΙΕΥΡΥΜΕΝΕΣ ΣΥΜΠΡΑΞΕΙΣ



**Συμμετέχοντες Φορείς  
συντονιστές + εταίροι**

**Δημόσιος τομέας**



■ Ναι (58.44%)

■ Όχι (41.56%)

**Μη κερδοσκοπικού  
χαρακτήρα**



■ Ναι (74.03%)

■ Όχι (25.97%)

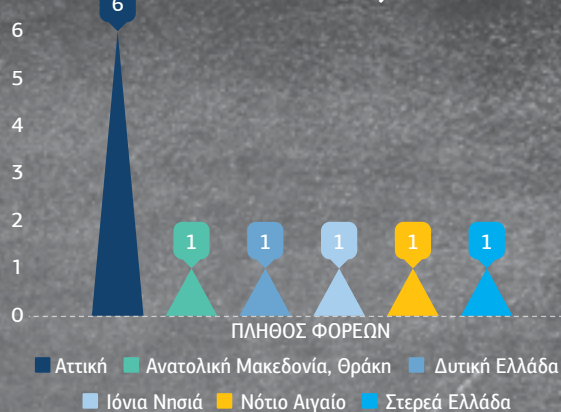


**2.454.298 €**

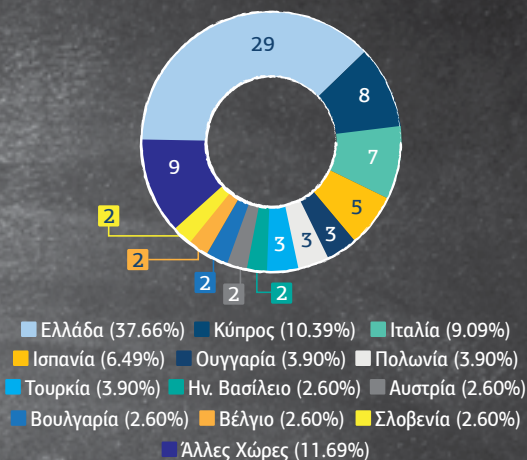
**Συνολικός εγκεκριμένος  
προϋπολογισμός**



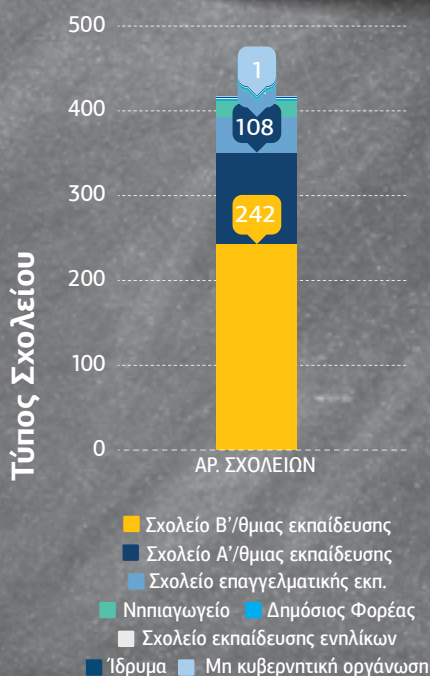
### Γεωγραφική Κατανομή Συντονιστές



### Γεωγραφική Κατανομή Συντονιστές+Εταίροι



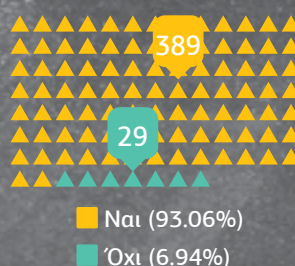
## ΣΥΜΠΡΑΞΕΙΣ ΑΠΟΚΛΕΙΣΤΙΚΑ ΜΕΤΑΞΥ ΣΧΟΛΕΙΩΝ



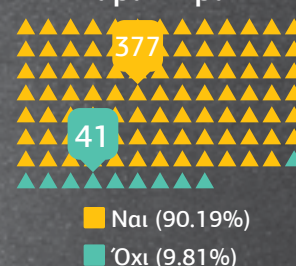
418

### Ελληνικά Σχολεία συντονιστές + εταίροι

#### Δημόσιος τομέας



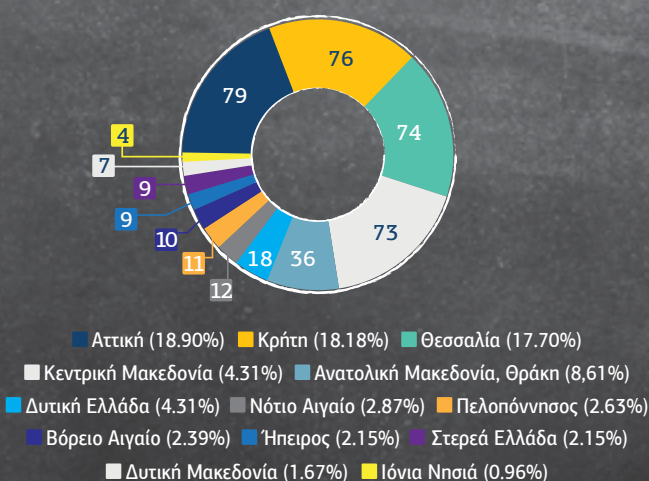
#### Μη κερδοσκοπικού χαρακτήρα



10.825.448 €

Συνολικός εγκεκριμένος προϋπολογισμός για ελληνικά σχολεία

### Γεωγραφική Κατανομή Ελληνικά σχολεία



### Γεωγραφική Κατανομή Συντονιστές+Εταίροι σε σχέδια που συμμετέχουν Ελληνικά σχολεία





## Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2 στον τομέα της Ανώτατης Εκπαίδευσης



### ΣΥΝΤΟΝΙΣΤΕΣ



Πανεπιστήμιο  
Μακεδονίας



Αριστοτέλειο  
Πανεπιστήμιο  
Θεσσαλονίκης



ΤΕΙ Θεσσαλίας



Διεθνές  
Πανεπιστήμιο  
Ελλάδας



ΤΕΙ Κρήτης

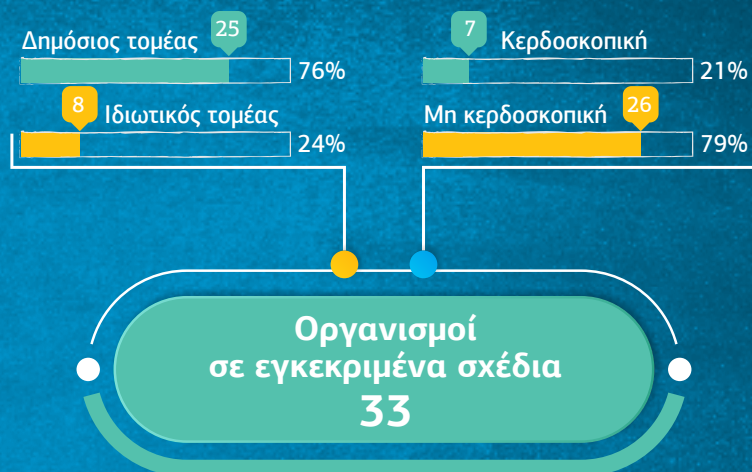


Πανεπιστήμιο  
Δυτικής  
Αττικής



Πανεπιστήμιο  
Ιωαννίνων





■ Ανώτατο Εκπαιδευτικό Ίδρυμα (75.76%) ■ Μικρομεσαία Επιχείρηση (9.09%)  
 ■ Δημόσιος Φορέας Εθνικής (6.06%) ■ Συμβουλευτικός Φορέας (3.03%)  
 ■ Μη Κυβερνητικός Οργανισμός (3.03%) ■ Ερευνητικό Κέντρο (3.03%)





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



### Δημόσιος vs Ιδιωτικός Τομέας

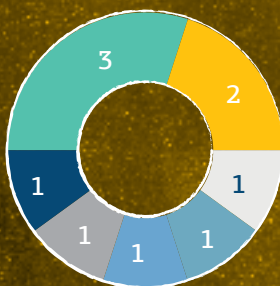


### Κερδοσκοπικού vs μη κερδοσκοπικού χαρακτήρα



10

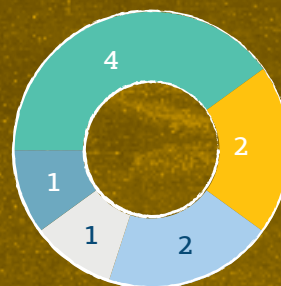
### Τύπος Οργανισμού



- Ανώτατο Εκπαιδευτικό Ίδρυμα (30%)
- Ερευνητικό Κέντρο (20%)
- Δημόσιος Φορέας Τοπικής (10%)
- Δημόσιος Φορέας Περιφερειακής (10%)
- Σχολείο Εκπαίδευσης Ενηλίκων (10%)
- Μικρομεσαία Επιχείρηση (10%)
- Κοινωνικός Εταίρος ή άλλος (10%)

### Δικαιούχοι

### Γεωγραφική κατανομή



- Αττική (40%)
- Κεντρική Μακεδονία (20%)
- Πελοπόννησος (20%)
- Ανατολική Μακεδονία, Θράκη (10%)
- Θεσσαλία (10%)



## Δημόσιος vs Ιδιωτικός Τομέας

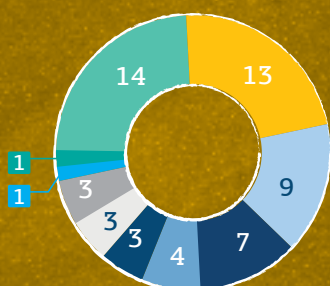


## Κερδοσκοπικού vs μη κερδοσκοπικού χαρακτήρα



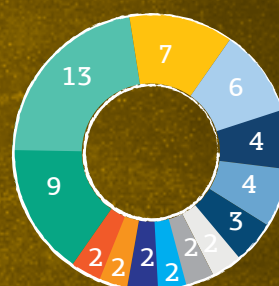
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## Τύπος Οργανισμού



- Ανώτατο Εκπαιδευτικό Ίδρυμα (24.14%)
- Μικρομεσαία Επιχείρηση (22.41%)
- ΜΚΟ (15.52%)
- Σχολείο Επαγγελματικής (12.07%)
- Ίδρυμα (6.90%)
- Δημόσιος Φορέας (5.17%)
- Μεγάλη Επιχείρηση (5.17%)
- Ερευνητικό Κέντρο (5.17%)
- Ευρωπαϊκός Όμιλος εδαφ. (1.72%)
- Οργανισμός Πιστοποίησης (1.72%)

## Γεωγραφική κατανομή



- Ελλάδα (22.41%)
- Ρουμανία (12.07%)
- Ην. Βασίλειο (5.17%)
- Ισπανία (6.90%)
- Ιταλία (6.90%)
- Κύπρος (5.17%)
- Γαλλία (3.45%)
- Ελβετία (3.45%)
- Αυστρία (3.45%)
- Ολλανδία (3.45%)
- Βέλγιο (3.45%)
- Σλοβενία (3.45%)
- Άλλο (15.52%)

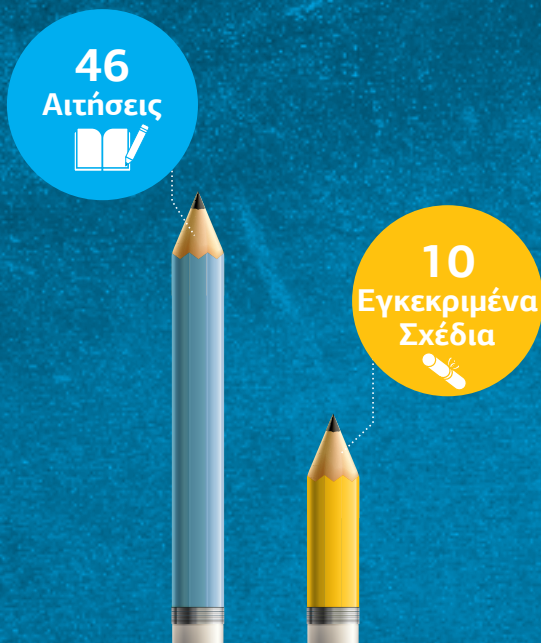
## ΕΓΚΕΚΡΙΜΕΝΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ

Αφορούν το σύνολο των εγκεκριμένων σχεδίων

	Αριθμός	Συμμετέχοντες	Προϋπολογισμός
Πνευματικά προϊόντα	# 44		1.159.707 €
Πολλαπλασιαστικές δράσεις	# 32	# 1.180	123.500 €
Δραστηριότητες κινητικότητας	# 13	# 287	154.524 €



## Στατιστικά Στοιχεία Εγκεκριμένων Σχεδίων Βασικής Δράσης 2 στον τομέα της Εκπαίδευση Ενηλίκων



### ΕΓΚΕΚΡΙΜΕΝΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ





## 10 Δικαιούχοι



■ Δημόσιος Τομέας (10%)  
■ Ιδιωτικός Τομέας (90%)

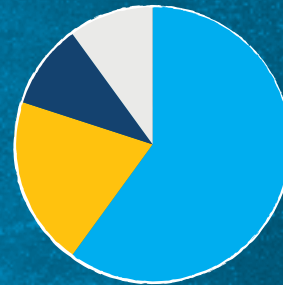


■ Κερδοσκοπικοί (30%)  
■ Μη Κερδοσκοπικοί (70%)

## 10 Δικαιούχοι



■ Αττική (50%) ■ Θεσσαλονίκη (20%)  
■ Ανατολική Μακεδονία, Θράκη (10%) ■ Δυτική Ελλάδα (10%)  
■ Κεντρική Μακεδονία (10%)



■ Μη κυβερνητική οργάνωση (60%)  
■ Μικρομεσαία επιχείρηση (20%)  
■ Ανώτατο εκπαιδευτικό ίδρυμα (10%)  
■ Σχολείο εκπαίδευσης ενηλίκων (10%)

## 55 Εταίροι

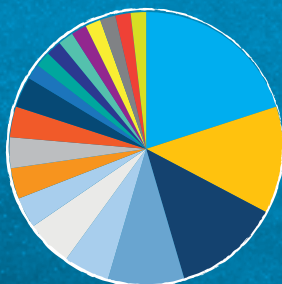


■ Δημόσιος Τομέας (16,36%)  
■ Ιδιωτικός Τομέας (83,64%)

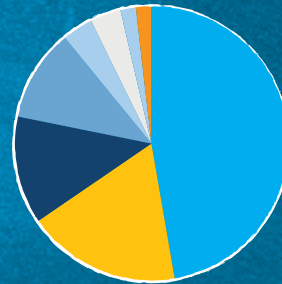


■ Κερδοσκοπικοί (30,91%)  
■ Μη Κερδοσκοπικοί (60,09%)

## 55 Εταίροι



■ Ελλάδα (20%) ■ Κύπρος (12.73%) ■ Ιταλία (12.73%)  
■ Ρουμανία (9.09%) ■ Ισπανία (5.45%) ■ Βέλγιο (5.45%)  
■ Γαλλία (3.64%) ■ Ιρλανδία (3.64%) ■ Δανία (3.64%)  
■ Πολωνία (3.64%) ■ Πορτογαλία (3.64%) ■ Δημ. της Τσεχίας (1.82%)  
■ Αυστρία (1.82%) ■ Μάλτα (1.82%) ■ Π.Γ.Δ.Μ. (1.82%)  
■ Ην. Βασίλειο (1.82%) ■ Γερμανία (1.82%) ■ Βουλγαρία (1.82%)  
■ Σουηδία (1.82%) ■ Φινλανδία (1.82%)



■ Μη κυβερνητική οργάνωση (42,27%)  
■ Μικρομεσαία επιχείρηση (18,18%)  
■ Σχολείο εκπαίδευσης ενηλίκων (12,73%)  
■ Ανώτατο εκπαιδευτικό ίδρυμα (10,91%)  
■ Ευρωπαϊκή ΜΚΟ (3,64%)  
■ Φορέας Πιστοποίησης Προσόντων (3,64%)  
■ Δημόσιος φορέας (1,82%) ■ Β'θμια εκπαίδευση (1,82%)

**Συνολικός εγκεκριμένος προϋπολογισμός 2.312.576 €**

Περιλήψεις Σχεδίων Στρατηγικών Συμπράξεων Erasmus+ KA2

## Σχολική Εκπαίδευση *School Education*



ProjectCode	2018-1-EL01-KA201-047659
Τίτλος σχεδίου	<b>T.A.C.K.E.D.: Traditional Arts and Crafts to keep away Early Drop-out</b>
Συντονιστής	Diefthinsi Defterovathmias Dodecanesou (Directorate of Secondary Dodecanese) - 940199176
Εταίροι	999845446 - THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN, 952356768 - THEOFANIS ALEXANDRIDIS KAI SIA EE, 999556192 - INSTYTUT TRANSPORTU SAMOCHODOWEGO, 960690426 - BUNDESGYMNASIUM UND BUNDESREALGYMNASIUM SCHWECHAT, 998080337 - ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE, 963790449 - CONFEDERACION ESPANOLA DE CENTROS DE ENSEÑANZA ASOCIACION C.E.C.E., 999978045 - NATIONAL UNIVERSITY OF IRELAND GALWAY

**Περίληψη αίτησης:** The project intends to impact on the problems related to lack of literacy, of early school leaving and dropout, which are interlinked to schooling problems that obstacle a full and effective integration of teenagers into the educational and training systems, using Traditional Arts and Crafts as a powerful tool. The revival story of each traditional craft, material or tool, began with the passion of dedicated individuals and communities. In order to pass on this craft's heritage, it's important to preserve the quality materials and tools that are so essential to its survival, as well as support the next generation of craftspeople. Paying efforts to revive craft traditions and rediscovering each product as a symbol of the area from which it originated offers great potential for reaching the Erasmus+ transversal key competences as set out by the Reference Framework: learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression.

The consortium aimed at involving the target-groups of the project in the main activities of the project in order to address their needs more properly. Thus, a survey will be carried out in all partners' countries with the collaboration educators and early school leavers. A collection of learning techniques considered as good practices will be promoted. The findings of both activities will contribute to defining the contents of the Guide "Rediscovering the Lost Crafts: didactic and inclusive practice to fight school failure, early school leaving and dropping out".

Themed workshops are going to be one of the major activities to be completed in the 2nd year of the project. As such, the most important outcomes produced so far are the Guide containing the conclusions about the current needs of the target groups and several techniques to promote creativity and entrepreneurial spirit; a short documentary on Traditional Arts and Crafts. After the realization of the workshops and the development of the final version of the Guide and of the documentary, an Event to present all the consortium's outcomes implemented in all partner's countries will be promoted to present the project's results, to experience some of the techniques used at the workshops and also to distribute the final products of the project.

#### ***Through the project, we are proposing:***

- to improve school success and motivation
- to fight against school failure and absenteeism
- to decrease anti-social behavior
- to increase motivation of the students
- to create growth in extracurricular activities



- to help young people to better understand their history and their environment
- to promote innovation of trades and crafts
- to create a learning community based on training between three European realities
- to have result in fewer learning and behavior problems
- to inform parents and community on the importance of education.

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA201-047682
Τίτλος σχεδίου	<b>HElping Active Lives throughTargeting Healthy Youth</b>
Συντονιστής	DIMOKRITIO PANEPISTIMIO THRAKIS - 999659109
Εταίροι	999974844 - UNIVERSIDAD POLITECNICA DE MADRID, 929995261 - The American Academy Nicosia Ltd, 942906446 - 28 DIMOTIKO SCHOLEIO ACHARNES, 907158842 - 9 <sup>th</sup> Primary School of Komotini, 907158648 - 13 <sup>th</sup> Primary School of Komotini, 919545742 - 1 <sup>o</sup> dimotiko sxoleio komotinis, 921135184 - P.G.M.S. (PRIVATE GRAMMAR & MODERNSCHOOLS) LIMITED, 954777403 - UNIVERSITY OF SUFFOLK LTD, 999739619 - EUROPEAN UNIVERSITY CYPRUS

**Περίληψη αίτησης:** The HEALTHY project is based on the transdisciplinary approach and its aim is to design and to apply a program for pupils that will give them the opportunity to adopt a healthy lifestyle, starting from their schools, through physical education activities, while it will familiarize them with the European and ancient Greek culture through their participation in Greek ancient games and traditional European exercise games. The creation of this project was motivated by the fact that a considerable proportion of children in many European countries do not meet recommended levels of physical activity and they are engaged in sedentary behavior. A sedentary life-style during childhood is a risk factor for future adult overweight, obesity and chronic conditions including diabetes, cardiovascular diseases and various forms of cancer (WHO), health risks that make imperative the implementation of preventive health measures for this population group. WHO's report (HBSC 2009/2010) strongly supports that schooling can help children engage in healthy behaviours of more active ways of living, targeting healthy youth and future healthy adults.

On the other hand, the ancient Greek civilization, as regards physical exercise and sport and their benefits, constitutes for health a valuable world heritage which must be conserved. By choosing the Greek ancient games, combining them with other European traditional games and incorporating them into the physical education classes we obtain both goals: (a) to motivate teachers and children towards alternative ways of physical activity, thus promoting a healthier life-style in an entertaining way and (b) to contribute at the familiarization and preservation of our European Culture. In this way the European Cultural heritage could function as a link that would bring people together, contributing to more cohesive societies through physical activities and healthier habits.

For the fulfillment of all previous goals, the Helping Active Life through Targeting Healthy Youth (HEALTHY) project will develop a new learning program, a Web Platform and a multimedia application with transdisciplinary approach, addressing issues such as exercise, counseling on good eating habits, chronic diseases prevention, history and culture. Through HEALTHY, PE teachers and TS will achieve relevant and high quality skills and competences in designing appropriate programs for pupils that will be effective in motivating them to adopt new healthier lifestyles. At the same time, the project will contribute at the establishment of a timeless European culture through schooling.

First, an analysis of the needs of the pupils, PE teachers and TS will be held. Based on these needs, the Joint Staff Training Event (JSTE) will be developed (target group: PE teachers and TS) through a transdisciplinary approach for physical activity (that will include “traditional” and “ancient” games and address health issues). Subsequently, the new teaching and learning materials will be used by academics and clinicians in order to motivate the PE teachers and TS to enhance the quality and relevance of their knowledge and skills and guide them on how they will be able to: (a) implement the innovated physical activity programs for pupils during physical education classes or in any other leisure time, (b) inspire the pupils to adopt a healthy lifestyle and (c) educate the pupils in European heritage culture through selected ancient and traditional games (target groups: PE teachers and TS and pupils). Also, the open

HEALTHY Web Platform and its multimedia application (including the website of the program) which will provide an online interactive space for all target groups (a) PE teachers and TS and (b) pupils. Finally, the HEALTHY learning materials will be incorporated in the course module entitled “Physical education in elementary school”–which is being offered by the DUTH’s Exercise Science Graduate curriculum–, enhancing, in this way, the quality and relevance of Exercise Science graduate students’ knowledge and skills and providing sustainability of the project (target group: PE teachers and TS).

In conclusion, HEALTHY supports that today’s physical activity programs (exercise and games) must consider each schools’ facilities, eating habits and psychological attitudes in order to help them to adopt a healthier lifestyle. Additionally, it will raise awareness of the importance of Europe’s cultural heritage in PE teachers and pupils through exercise-games based on traditional European and ancient Greek games.

**Διάρκεια Σχεδίου: 34 μήνες**





ProjectCode	2018-1-EL01-KA201-047717
Τίτλος σχεδίου	<b>Our cities: A project involving role play, urban planning and political imagination for an active European citizenship</b>
Συντονιστής	EXEREVNISEIS - 909832938
Εταίροι	Εταίροι: 907360893 - ECOLE ALSACIENNE, 907292605 - HILL SCHOOL: IDIOTIKO EKPEDEUTIRIO ISMINI G. KARRA - EIRINI A. PANAGIOTOPOULOU - ANDREAS ALIVIZATOS OE, 943991003 - istituto comprensivo nettuno 1°, 931607207 - Escola Sant Gervasi SCCL

**Περίληψη αίτησης:** The project “Our Cities, urban planning and citizenship for children” is about the design, implementation and dissemination of an innovative educational programme for schools. It is aimed to children between nine to 11 years old and involves four primary schools in Athens, Rome, Barcelona and Paris coordinated by ‘Explorations’, a nonprofit organization, specializing in the development and implementation of innovative educational activities. A fifth multi-cultural and multi-lingual state primary school, hosting many refugee and migrant children in downtown Athens will be a very important associated partner.

The theme of the project is about the city, which is an environment that children can easily observe, visualize and represent. The topics that will be elaborated include architecture of houses and public buildings, urban planning, private and public space, transport, recycling, energy, social organization, access to public goods, handling of crises and conflicts, civic rights, decision making. Special attention will be paid to issues related to the inclusion of refugees, immigrants, minorities into city planning and functions. The project will combine educational practices of S.T.E.A.M. (Science, Technology, Engineering, Architecture, Mathematics) with educational objectives that empower conscious participation in community’s issues and citizenship.

### **Description of activities:**

Pupils of partner schools will use their ideas, imagination, language and practical skills and will be actively engaged in a wide range of activities. Observation survey, experiential role plays, workshops, trips, a board game, an on line game (‘Our virtual cities’), an ICT based game for playing in the city (‘Our augmented cities’) and a documentary film will be carried out during a period of 3 years.

### **The concrete objectives are:**

- to cultivate and practice children’s communication skills and enable them to assume a problem-solving attitude,
- to develop ICT skills and use the flipped-classroom,
- to promote the strategic use of Information and Communication Technologies,
- to promote the idea of an active European citizenship,
- to strengthen social, civic and intercultural competences and dialogue, democratic values and fundamental rights,
- to familiarize with our common European cultural heritage and civic values, as well as with the variety of linguistic environments of the other partners.

The methodology to be used in carrying out the project is going to be collaborative, active and participative based on communication and sharing experiences. Physical mobility of participants will be combined with virtual mobility in the context of the project. Children's creativity, guided by their teachers, will be the basis for the development of activities and outputs. A playful approach will therefore be followed in all stages of development of the project. Research will always start from physical observation and exploration of real cities, during specially organized visits. Transfer to the selected platforms and digital environments will follow. Use of information and communication technologies (virtual reality, augmented reality, 3D printing etc.) will be fully adapted to serve educational needs.

The implementation of the project will lead to the production and finalisation of the previously mentioned Intellectual Outputs, as well as to a comprehensive pedagogical guide, including open educational resources on selected subjects related to the educational programme. The project is designed with a view to facilitating its reiteration in different environments, by different schools, teachers, children, that did not participate in the original implementation.

The project intends to have an impact on the educational community, to promote innovation in teaching, to improve cooperation between teachers, to strengthen interdisciplinary approaches in the curriculum, to foster social inclusion. Through the use of ICT the partner schools will establish lasting ties between them and with other European schools and will also share experiences and collaborate in the future.

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA201-047760
Τίτλος σχεδίου	<b>Healthy Life, Better Life, Longer Life</b>
Συντονιστής	1 <sup>st</sup> Primary School of Efkarpia - 944717242
Εταίροι	999990849 - ACADEMISCH ZIEKENHUIS LEIDEN, 998235343 - PERSEUS BVBA

**Περίληψη αίτησης:** “Healthy life, better life, longer life” is an innovative project aimed to raise awareness of healthy eating and physical exercise. Primary education students will be able to implement healthy attitudes in everyday life through conscious choices that they will make as we drive them step by step from nutrition knowledge to new behaviors and finally to the establishment of healthy attitudes.

- By the end of the project students should be able:
  1. To understand the need to promote their health through healthy eating, exercise and avoidance of bad habits
  2. To respect their bodies and the environment
  3. To appreciate the value of the traditional Mediterranean diet
  4. To become familiar with the stories, traditions, languages, cultures of other countries in Europe
  5. To develop an interest in the study of foreign languages
  6. To let them be aware of the importance of self-discipline and acceptance of diversity.

Six primary education schools from Greece, Italy, Portugal, Romania, Bulgaria and Spain take part in this Erasmus + project. The activities of the project are mainly focused on the knowledge and the adoption of a healthy lifestyle by students. The aim is to foster their knowledge of Europe and different aspects of European culture and traditions.

- Some of the activities to be carried out are the following:
  - Plays with themes from European tradition
  - create:
    - ✓ a magazine in electronic form,
    - ✓ a booklet with words related to healthy diet in both their mother tongue and English,
    - ✓ a QR Code book that will include data from cities or regions,
    - ✓ a traditional recipe book and e-book,
    - ✓ a vegetable garden at each school,
    - ✓ a video titled “the little chefs”
- With regard to the methodology to be used, it will be mainly practical with different techniques: Co-operative Learning, Scaffolding, Problem Solving, CLIL, ICT, Interdisciplinary.
- The project will have an impact on all parties involved and associates at different levels:
  - Local/regional level: All project activities will build step by step a holistic educational environment for students regardless of nationality and social class. The entire project is focused on encouraging collaboration among schools involved in the project, local communities, partner associations and other institutions involved in implementing activities.
  - National level: Partner schools through the activities undertaken will co-operate with active organizations on national level such as universities, voluntary unions and government institutions.

They will propagate further positive examples, teaching materials created in the project as examples of good practice for other educational institutions. Attendance of educational conferences or presentations, educational teaching materials with the help of national education authorities will contribute to the propagation of these products, results, activities at macro-level.

- European/International level: All project activities will contribute greatly to improving European curricula. Products and results will contribute to improving the efficiency of new education and report the current lifestyle of Europeans. The project will contribute to reinforcing the knowledge of the history of Europe by developing the students' European identity and encouraging a healthy lifestyle. The project will achieve links between different European partner organizations, which will be brought together by individuals from different social spheres. Furthermore, it will initiate an active and consistent dialogue on current issues related to Europeans healthy lifestyle.
- Through "Healthy life, better life, longer life" the curricula of schools will be enriched. In particular:
  - Pupils:
    1. Strengthen their basic skills that will ensure even better job opportunities for them in the future
    2. Communicate in other languages, share experiences, learn to cooperate
    3. Realise that it is necessary to promote our health through healthy eating, exercise and avoidance of bad habits
    4. Succeed in being European citizens who will consciously follow a healthy lifestyle and spread it to future generations.
  - Teachers will enhance their professionalism and exchange experiences and good practices
  - All other people involved in various sectors (organizations, universities, volunteer groups, civil authorities) through lessons, comparisons and meetings, will contribute by communicating a wealth of stories and facts of considerable importance and will also receive new ideas and feedback useful to their daily work
  - Parents and other local community representatives will increase their awareness of being European citizens. In this way they will become more active in promoting a healthy lifestyle for themselves and their children.

Approximately 2000 persons will indirectly benefit from or will be the target of the activities organised by the project.

**Διάρκεια Σχεδίου: 24 μήνες**

ProjectCode	2018-1-EL01-KA201-047823
Τίτλος σχεδίου	<b>PROMOTING CODING AND STEM SKILLS THROUGH ROBOTICS: SUPPORTING PRIMARY SCHOOLS TO DEVELOP INCLUSIVE DIGITAL STRATEGIES FOR ALL (CODESKILLS4ROBOTICS)</b>
Συντονιστής	NATIONAL CENTER FOR SCIENTIFIC RESEARCH "DEMOKRITOS" - 999978239
Εταίροι	950453628 - Asociatia Habilitas - Centru de Resurse si Formare Profesionala, 986185518 - PANEPISTIMIO DYTIKIS MAKEDONIAS, 914008691 - Challedu, 969662441 - ANZIANI E NON SOLO SOCIETA COOPERATIVA SOCIALE

**Περίληψη αίτησης:** The digitisation of the economy is one of the most important drivers behind the profound transformation of the labour market. Digitisation is seen to bring transformations in existing jobs, to impact working conditions, whereas it has resulted in an increased demand of digital skills, which is expected to continue growing. Digital skills are required in many jobs and have become transversal skills to be acquired from an early age.

The 2015 New priorities ET 2020 emphasise that "knowing how to code is empowering. It allows to understand the digital world we live in and to shape it". Basic coding skills are essential for accessing the jobs of tomorrow and today ...Coding is seen as the red thread that runs through future professions". Similarly, the 2018 Digital Education Action Plan urges MS to 'BRING CODING CLASSES TO ALL SCHOOLS ACROSS EUROPE' (p.9) at an EARLY AGE either 'AS PART OF EDUCATIONAL CURRICULA OR THROUGH AFTER-SCHOOL CLASSES' (p.8) while 'encouraging ALL SCHOOLS IN EUROPE to participate in the EU CODE WEEK by collaborating with authorities etc. The promotion of digital acquisition is evident, as MS are encouraged to organise 'EU-WIDE AWARENESS RAINING CAMPAIGN targeting educators, parents and learners'.

The CODESKILLS4ROBOTICS project joins the efforts of Member States to promote coding and STEM skills in primary schools through robotics while engaging in an effective and innovative way the local community of the school in an attempt to create a holistic approach into dealing with multiplex digital competences.

Based on the above the direct target group is primary school children from 9 to 12 years old who will participate in a coding programme to learn how to code. The indirect target group is primary school teachers whose profiles will be upgraded and strengthened through the professional development programme to acquire the essential digital and coding skills.

The consortium consists of 6 partners from 4 EU countries which cover a wide range of expertise, but with unique characteristics. They are all eager to promote the introduction of coding in primary schools, so that students benefit from the positive aspects early in their life. A geographical balanced representation, as well as representation from different types of organizations to meet the needs of the project, as shown in the distribution of tasks/roles (Research Center, NGO, NPO, HEI, ICT VET Provider, Educational centre) is ensured. All organizations possess the skills and competences required complementing each other.

Various multiplier events will be organized in the school, regional, national and EU level, ranging from INFODAYS, SEMINARS, DEBATES, OPEN CONSULTATIONS, CONFERENCES and events during the CODE WEEK.

It is expected that Coding will help students to learn the importance of clarity of expression, to develop skills such as analytical thinking, logical reasoning problem solving, and creativity, whereas their understanding of maths, science, language, or their ability to learn foreign language or musical instrument will be improved thus meeting MS urge for better learning outcomes (PISA 2013). Schools are key players in introducing programming to students in an engaging way, and helping break down the negative stereotypes around it.

ProjectCode	2018-1-EL01-KA201-047847
Τίτλος σχεδίου	<b>School Networks Alert Citizens protection</b>
Συντονιστής	NATIONAL OBSERVATORY OF ATHENS - 999653677
Εταίροι	999835843 - UNIVERSITY OF CYPRUS, 999871636 - DOKUZ EYLUL UNIVERSITESI, 998480656 - Fondazione IDIS-Città della Scienza, 960322408 - NATIONAL RESEARCH NETWORK ASSOCIATION, 998080337 - ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE

**Περίληψη αίτησης:** Paraphrasing an old African proverb that says, “It takes a village to raise a child”, we can say that “it takes a local community to raise a school.” The European Commission and policy makers in each country should enhance each local school, no matter of its size or location, to take ownership of the issues their local society is facing. In order to achieve this, strong and sustainable community connections and actions must be established. The whole local community engagement is the key and it can be achieved through parental collaboration, curriculum connected to real world experiences and solving local problems. To this end, the School Networks Alert Citizens protection project (SNAC) aims to help schools to become open hubs of innovation, education, training and information to their local society. A SNAC school plans and implements projects that increase the science capital of the local society. In our vision students projects are developing solutions for early warning systems, seismic activity monitoring and civic protection activities. Natural disasters and more specifically earthquakes causing great concern to the citizens mainly in the South Eastern Mediterranean basin, which has the highest seismic rate in Europe. It seems though that there is little knowledge on earthquake disaster prevention and mitigation in these countries.

In this context, the SNAC project aims to set up a proof of concept experiment with the following major activities: A1-Management of the project, A2-Quality Monitoring and Assurance, A3-Development of Training Material & Data Platform, A4-Organization of National Induction Workshops, A5-School Implementation Activities, A6-Evaluation & Consolidation of Project Outcomes, A7-Dissemination Activity.

***Through these activities and their outputs, SNAC:***

- (i) transforms schools to hubs of innovation and information about the seismic activity and the civic protection, that develop networks with local citizens and authorities, civilian protection agencies, research and science centres and other local stakeholders,
- (ii) develops and offers teachers and school heads comprehensive guides and proposes pedagogical practices based on inquiry-based methods that are more effective in science education (O1-Open Schooling Roadmap), as well as dedicated training through O2 (Training Programme for Teachers and School Heads), C1 (SNAC International Training Course) and the Induction and Hands-on Workshops (E1-E5) performed in each partner country,
- (iii) offers to teachers and school heads numerous engaging educational activities of STEM in which school students learn, practice and utilize themselves scientific instruments and methods while at the same time they have to communicate the outcomes of their work with the wider public (O2 - Training Programme for Teachers and School Heads),
- (iv) creates a dedicated database with an easy to use front-end to enable seismological data collection and presentation from the existing network of school seismometers all over Europe (O3 - Open Platform for Scientific Data),
- (v) maps the impact and effectiveness, both quantitatively and qualitatively, at student, teacher and school/institution level through O4 (Evaluation Methodology, Analysis of Results),



- (vi) guides and supports anyone interested in SNAC's results, through O5 (Recommendations for Future use), a guide, containing show cases, best practices and cases of achievements beyond expectations.
- (vii) connects with the eTwinning platform (see O6 - SNAC eTwinning toolkit) where all SNAC guides, databases and other resources will be uploaded in order to inspire the creation of innovative STEM projects and to build communities and networks of SNAC schools, starting from the teachers and students of the participating SNAC School Nodes and opening up to all European schools.

The SNAC consortium is composed of 6 partners from 5 countries. All these countries have significant seismic activity, therefore their societies and their schools are having real interest in studying earthquakes as part of their science curriculum. The project builds on previous experience of all partners and the complementarity of their expertise. The Coordinator is the National Observatory of Athens, Institute of Geodynamics. P2 is Ellinogermaniki Agogi, involved in SNAC both as school entity and as training center for school teachers and teacher educators. P3 is the University of Cyprus, Department of Educational Sciences with long experience in development and implementation of teacher training and professional development programmes. P4 is IDIS, the Citta della Scienza/Science Museum in Napoli which as already established educational programs on earthquakes involving schools. P5 is the National Research Network Association from Bulgaria with long experience on providing support to schools on STEM subjects and P6 is the Dokuz Eylul University from Turkey, which provides research-oriented, creative and student-based education.

**Διάρκεια Σχεδίου: 24 μήνες**

ProjectCode	2018-1-EL01-KA201-047855
Τίτλος σχεδίου	<b>FOOD-AWARE - Training materials and visual learning tools for early education on environmental sustainability and responsible food consumption</b>
Συντονιστής	DOUKA EKPAIDEFTIRIA AE - PALLADION LYKEION EKPAIDEUTHRIA DOUKA - 955736442
Εταίροι	919814238 - SPITALUL CLINIC DE URGENTA PENTRU COPII "M. S. CURIE", 922234970 - Triskelion- Forening for anvendt forskning og kunnskapsmobilisering, 960442300 - NEAPOLIS UNIVERSITY, 999839432 - UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL, 999882306 - UNIVERZITETNI KLINICNI CENTER LJUBLJANA, 999892103 - HOEGSKOLAN KRISTIANSTAD, 947645187 - European Cleft Organisation, 999895013 - TARTU ULIKOOL

**Περίληψη αίτησης:** The FOOD-AWARE project will aim to empower European children to grow into responsible and conscientious food consumers. It will train teachers to educate their students from a young age on the following subjects: Local food production; Food waste; Food chain; Resource efficiency: sustainability and circularity; and Responsible food consumption. European children - especially in urban areas - are rarely aware of how their food is made or where it comes from. It is also clear that European farmers are not getting the returns they deserve for the quality-food that they produce to some the highest environmental and welfare standards in the world. However, in the same vein as early education on food and farming, this denotes a clear gap in terms of any kind of early education on taking individual responsibility, not just for our actions but also for our choices, particularly as consumers. Beyond this, the FOOD-AWARE project products will also aim to stir a sense of responsibility towards the planet, the environment and society in general.

With the help of fun and interactive comics and activities, as well as educational posters and an educational animated video aimed at children, FOOD-AWARE will train teachers and provide them with what they need to educate young children on these subjects and to plant the seed of their responsible consumption in years to come. As a secondary effect, children are also likely to return home and tell their parents about what they learned - who may be sensitised to this information, when it comes from the mouth of their child, making them realise that they have a part to play in securing a sustainable future for the next generation. Other educators or children may also get access to these materials, spreading the word beyond children within participating schools to any parent or educator who sees the value in the subject.

Ultimately, FOOD-AWARE will increase awareness among young European children of issues relating to food production and consumption; environmental (and other) implications of food production and consumption; and possible behavioural changes for them to make in future, or their parents to make now, to improve the sustainability of food production in the EU and across the world. FOOD-AWARE will therefore empower young children to build towards more sustainable futures for themselves and their own lives in years to come.

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA201-047861
Τίτλος σχεδίου	<b>Capitalizing on Local Intangible Cultural Heritage around Europe</b>
Συντονιστής	1 <sup>ST</sup> GENERAL LYCEUM OF LEVADIA - 945102235
Εταίροι	Εταίροι: 949180794 - Razlog Vocational High School 'Nickola Stoychev', 948617903 - Srednja sola Crnomelj, 919570089 - 3rd Gymnasium of Levadia, 941418175 - Kedainiai Sviesioji Gymnasium, 920409624 - ACROPOLIS LYCEUM, 945198653 - Tallinna Tõnismäe Reaalkool

**Περίληψη αίτησης:** CLICHE is the name of an Erasmus+ project that unites 7 European schools and other associated partners. For three years (2018 – 2021) the schools will work together capitalizing on their local intangible cultural heritage (ICH) for a positive sustainable development of our regions.

Immaterial or intangible cultural heritage (ICH) is as important as material cultural heritage but not that obvious at first sight. It refers to things you cannot see like living traditions, talents, skills, certain expertise and knowledge – as well as instruments, objects and cultural spaces associated with them. Another key issue is that ICH is transmitted from generation to generation and is constantly recreated by communities and groups in accordance with their environment, interaction with nature and their history, encouraging the development of cultural diversity and the exploitation of human creativity. Thus, ICH gives a region its identity and is deeply interconnected with the resulting way of life.

A well-known fact is that globalization has an impact for every EU citizen with implications at an economic, social and individual level. Cultural activities maintain, strengthen and support regional and local interests against globalizing effects and radiate, besides continuity and stability, a kind of genuine local spirit and general sense of security. Through our project, we want to make students and the wider community aware of what they can be proud of emphasizing

- the relevance of this capital for today, as an endogenous resource and an asset and
- the entrepreneurial dimension of the cultural and creative industries.

As a first step, students will research and inventory their local ICH by using a joint participatory wiki. It will provide a multilingual platform through which schools and the wider communities can highlight their local ICH, ranging from individual local phenomena to large-scale national elements and learn about the ICH of other communities or countries. Being confronted with other cultures and mindsets and understanding the difference between 'ours' and 'theirs' will help students and communities to make the *raison d'être* of their own cultural heritage visible.

But we will not stop there. By creating a vision and a mission statement concerning the safeguarding of ICH and after making a SWOT analysis considering our strengths and weaknesses, we intent to valorize this immaterial capital. Students using their talents creatively and mimicking the real world will think about state-of-the-art ideas, namely startups, apps or virtual enterprises to capitalize on the exploitation of their local ICH. Then they will make Ted Talks, which will be available on You Tube, promoting it in the best possible way. Education for Sustainable Development (ESD) packages will be created by teachers integrating the safeguarding of our heritage into school education. As the utilization of internet is indispensable, further digitization of ICH will be achieved through the creation of transmedia stories and make them known extensively.

With the organization of thematic workshops at schools and an international fair, we intent to gather useful and implementable knowledge from the project partners about the best practices for the safeguarding and capitalization of intangible cultural heritage, integrating several activities with a multi-

disciplinary approach: culture and traditions, sustainability, technology and social inclusion. Showcasing innovation based on local traditions can set a good example for all.

By disseminating the results of our project, we aspire to create a wide network. Networking can be an effective tool towards designing widely-recognized regional brand names making regions clearly discernible and identifiable. Key actors of this networking, apart from schools, are those bearing and updating the local intangible cultural heritage: families, communities, associations, entrepreneurs producing local products and services and other organisations on the field of regional management and development. Their cooperation could enhance the local people's self-esteem and motivate the sense of responsibility by individuals.

This project will be largely led by pupils who will be upskilled in Presentation, Communication, Management, IT, Entrepreneurial, Problem Solving and Organization skills and learn how to solve real challenges. But we also intent to upskill Teachers who will share successful lessons and learn how to adapt resources to fit their own learning environment. We also want to engage the Community through inter-generational, intercultural sharing experiences and events. Students will share their new skills and gain additional skills by engaging in these events. Our vision is to provide students with an increased sense of initiative and understanding of how community involvement can be a driver for change, increase feeling of ownership and active participation which is also the basis of our sustainability plan.

**Διάρκεια Σχεδίου: 36 μήνες**



ProjectCode	2018-1-EL01-KA201-047894
Τίτλος σχεδίου	<b>English as a lingua franca practices for inclusive multilingual classrooms</b>
Συντονιστής	HELLENIC OPEN UNIVERSITY - 999895110
Εταίροι	999643783 - INSTITOUTO TECHNOLOGIAS YPOLOGISTONKAI EKDOSEON DIOFANTOS, 999866107 - UNIVERSITA DEGLI STUDI ROMA TRE, 999882500 - BOGAZICI UNIVERSITESI, 949885305 - UNIVERSIDADE DE LISBOA, 954982461 - OSLOMET - STORBYUNIVERSITETET

**Περίληψη αίτησης:** According to EU educational policy studies and reports, there is an urgent need to support teachers in addressing and building upon the linguistic diversity found in today's classrooms across Europe. In this respect, special emphasis is placed on the role of Continuous Professional Development (CPD) in empowering teachers to integrate languages of international communication in multilingual classrooms, so as to help their learners, including learners from migrant backgrounds, develop skills which are crucial for social inclusion and employability in the current globalised and highly demanding world. As is highlighted, English language teachers (ELTs), in particular, should acknowledge the role of English as a lingua franca (ELF), i.e. as the most frequently employed means of international and intercultural communication in Europe and beyond. Integrating ELF in multilingual classrooms necessarily requires the development of a new set of competences for ELTs, who, as research shows, have not yet incorporated in their teaching an awareness of this role of English, let alone an awareness of the relevance of ELF to multilingualism or to social inclusion and employability. A key reason for this is that ELF-related issues are not sufficiently covered in Initial Teacher Education (ITE) or CPD programmes across Europe.

Consisting of a network of experts from five increasingly multilingual European countries (Greece, Turkey, Italy, Portugal, Norway) who specialize in teacher education and ELF, the 'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)' project aims at developing an innovative, effective, efficient and sustainable CPD infrastructure which will equip in-service ELTs with the necessary competences for integrating ELF in multilingual classrooms. These include: a) up-to-date knowledge and awareness of the nature and role of ELF (E of ENRICH); b) collaboration and critical thinking skills through networking (N) focusing on multilingualism and ELF; c) skills for planning, managing and co-ordinating teaching which integrates ELF in multilingual classrooms involving especially learners from migrant backgrounds, such as refugees (R); skills for using innovative (I) language teaching practices (translanguaging, CLIL, TBL, ICT) and appropriate cultural content (C) related to the European Cultural Heritage, so as to develop the learners' ELF-related communicative (e.g. mediation, negotiation) and other transversal skills (e.g. cultural awareness) necessary for employability and social inclusion in today's world. To this end, ENRICH aims at employing a high-quality (H) CPD methodology by integrating competence-oriented tasks, mentoring, collaborative, reflective and ICT-based learning, and, when appropriate, by linking CPD to ITE, as regards ELF-related issues not sufficiently covered therein, to ensure the provision of more localised, relevant and effective professional development for teachers.

The ENRICH CPD endeavour will be carried out within a time period of 36 months as follows. At first, a Needs Analysis survey will be carried out to identify: a) the training needs of in-service ELTs with respect to multilingualism, ELF and teaching young and adolescent learners in multilingual classrooms, including migrants, and b) the needs and wishes of these learners, as regards learning and using English. Based on the findings, as well as on a comprehensive literature review on relevant issues, a CPD course will be developed, piloted and implemented across the partner countries. This course will adopt a blended learning (face-to-face and online) approach and will focus on the teacher competences mentioned above. During its implementation phase, the ENRICH partners will act as mentors of the participating

ELTs (approx. 15-30 from each partner country), who, as part of the course, will also be engaged in designing, teaching and evaluating original lessons in their own classrooms. Finally, a Handbook will be created, containing, among others, the CPD materials, good practices from the ELTs' classrooms, and key information aiming at fostering the transferability and multiplication prospects of the project and informing educational policy and research.

Other equally important aspects include: a) the development of the project's website, b) evaluation and quality assurance and c) dissemination, exploitation and sustainability. The main deliverables (Needs Analysis, CPD course, Handbook) will be disseminated through multiplier events in the partner countries, as well as through a final conference, addressing the main target groups of ENRICH: a) ELTs, b) teacher educators, c) educational policymakers, d) experts and researchers in the areas of multilingualism and ELF. Due to the innovative nature of ENRICH and its high potential in breaking new ground in teacher education focusing on multilingualism and ELF, the impact on all of these groups is expected to be more than significant.

**Διάρκεια Σχεδίου: 36 μήνες**



ProjectCode	2018-1-EL01-KA201-047946
Τίτλος σχεδίου	<b>Knights for Road Safety</b>
Συντονιστής	HELLENIC RESEARCH AND EDUCATIONAL INSTITUTE "PANOS MYLONAS" FOR THE ROAD SAFETY AND THE PREVENTION/REDUCTION OF TRAFFIC ACCIDENTS - 999799177
Εταίροι	985770358 - MACDAC ENGINEERING CONSULTANCY BUREAU LTD - MECB, 932220150 - MEDIA CREATIVA 2020, S.L., 906596339 - ZIKAS EYAGGELOS, 999842342 - UNIVERSITATEA POLITEHNICA DIN BUCURESTI, 950400860 - EURO-NET, 945175276 - Evropska rozvojova agentura, s.r.o., 906733109 - Archon sp. z o.o.

**Περίληψη αίτησης:** EU governments are committed to the reduction in the number of road fatalities and casualties. While the situation is improving, road traffic injuries are still the leading cause of death in the 5–24 years age group in Europe. It is widely accepted that learning good road safety habits at an early age is vital in order to create awareness and prevent accidents now and in the future. Teaching safety skills to children can provide lifelong benefits to society and should be seen as a long term intervention strategy as integral part of the school curriculum. Experience has shown that reliance on individuals or organisations visiting schools to give talks on road safety are not effective on their own. Effective and sustainable development of positive attitudes towards road safety are best achieved by inclusion in the core curriculum, either as a compulsory subject in its own right or as a cross-curricular theme.

In the EU of 2018, only 8 countries have implemented road safety education as a mandatory school subject with the most recent addition to be Greece in 2018. There is a great variance across the EU in terms of the provision of mandatory traffic education for children, and the way those programmes are delivered. This is where KROS will make a contribution by creating a strategic partnership of Road Safety Experts, Pedagogues and Curriculum Developers, Local Authorities, Advanced Educational Applications Developers and schools. The network will be joining forces to design, develop and validate teachers professional development programs building on existing best practices and innovate where it is needed.

***The work is divided to seven main Activities, namely:***

**A1** PROJECT MANAGEMENT & QUALITY ASSURANCE (Leader: RSI. Contributors: All partners), **A2** DEFINITION OF THE PEDAGOGICAL FRAMEWORK (Leader: EA. Contributors: RSI, ITS and NUIG), **A3** TRAINING PROGRAMME & MATERIAL DEVELOPMENT (Leader: RSI. Contributors: EA, CECE, BGS, ITS and NUIG), **A4** PLATFORM DEPLOYMENT (Leader: OMEGA. Contributors: RSI, EA and NUIG), **A5** SCHOOL IMPLEMENTATION & TRAINING ACTIVITIES (Leader: RSI. Contributors: EA, CECE, BGS, ITS and NUIG), **A6** EVALUATION AND VALIDATION (Leader: NUIG. Contributors: RSI, EA, CECE and ITS), **A7** DISSEMINATION & EXPLOITATION ACTIVITIES. (Leader: ITS, Contributors: All partners).

***The main objectives of KROS are:***

**01:** To improve teachers' awareness of Road Safety education through traditional and technology based learning techniques, **02:** To improve teachers' professional skills enabling them to integrate Road Safety principles and best practices into their lessons, **03:** To update, internationalize and deploy e-Drive Academy, a technology platform dealing with Road Safety training and awareness issues, **04:** To develop a network of pilot schools which will act as living labs of the KROS approach, **05:** To develop and pilot a systematic validation methodology that could identify the measurable impact of the proposed approach and **06:** To develop a Road Safety Academy that will create a set of guidelines and recommendations that the professional development providers can use.

Seven partners, with diversified and complementary activity, from six different countries will join forces to achieve these objectives.

The three schools are at the core of our consortium operating in diversified national environments in terms of maturity, national framework and culture. EA is based in Greece, CECE a group of schools in Spain and BGS in Austria. RSI, the project's coordinator, is a Greek road safety NGO that has been a pioneer in road safety introduction in Greek schools since 2009 and has been selected by the Ministry of Education as one of the major stakeholders to consult the ministry and participate in the development of the relevant curriculum. OMEGA, a Greek IT firm, has already developed the "e-Drive Academy", a platform dealing with Road Safety training and awareness issues that will be deployed across Greek, Spanish and Austrian Schools. ITS a transport research institute located in Poland, will put together the Road Safety Academy guidelines. NUIG, a university in Ireland, will carry out the challenging task of validation of project interventions in order to make a significant contribution toward proving in socio-economic terms and methodology the direct and indirect effectiveness and efficiency of introducing road safety in schools.

The Knights of Road Safety Strategic Partnership is bringing together unique expertise in road safety research and implementation and awareness raising practices, in the development of innovative educational applications, in engaging teachers training approaches and in community building. The proposed Strategic Partnership has also access to a wide network of schools in Europe that will offer the test bed for the implementation of the case studies. All the project outcomes will be translated in Greek, Spanish, English and German and will be open to the public for further use.

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA201-047954
Τίτλος σχεδίου	<b>The many-facet personality of Ioannis Capodistrias</b>
Συντονιστής	Regional Directorate of Primary and Secondary Education Education of the Ionian Islands - 906636400
Εταίροι	999975523 - UNIVERSITY OF DUNDEE, 967298357 - SPOLECZNA AKADEMIA NAUK, 912841684 - The Polish Farm Advisory and Training Centre not-for-profit Sp. z o. o., 998048812 - ISEKI-Food Association, 907221989 - PROPEL Europe

**Περίληψη αίτησης:** The objective of this educational programme is to allow the educators and the students to follow the life of I. Capodistrias, the first Governor of the modern Greek state, using a narrative starting from Capo d'Istria (today Koper, in Slovenia), from where his family originated, continuing with his childhood years in Corfu and ending with his assassination in Nafplion.

**Ioannis Capodistrias** (Corfu, 1776–Nafplion, 1831) was an exceptional person, having an extraordinary position not only in Greek history, but also in Russian and European history of the early 19th century.

Ioannis Capodistrias was a scholar, a patriot, a European diplomat, a Greek politician.

He was of noble descent and his family had a tradition in politics. He was Foreign Minister in the Russian Empire and later he was appointed as the first Governor of Greece, during the traditional period while Greece was under the protection of the Great Powers.

As a Governor he took special measures regarding education. He created over a hundred schools, with about ten thousands students, during his short period of government – only three years – and took care for the foundation of agricultural schools and the development of public health care.

The partners are going to learn about the important personality of Ioannis Capodistrias following the logic of solving a puzzle.

The first puzzle piece is going to be filled by the students of Koper, Slovenia, who are going to visit the I. Capodistrias' statue, in the main square of their city, and they will have the opportunity to search the roots of this Byzantine family, back in time.

The second puzzle piece is going to be filled by students from Corfu, Greece, where I. Capodistrias was born and raised, inside a purely patriarchic family, following a strong religious education. Starting from the Capodistrias' Mansion (the family's winter house), the Capodistrias' Museum (the family's summer house) and Capodistrias' tomb, in the Holy Monastery of Platytera, the students are going to search for information regarding Capodistrias' childhood and young age, his education and his relation to the Greek-orthodox religion through Monk Symeon in the Monastery of Platytera. Subsequently, starting from the Latin (Romeo-catholic) church of Holy Mary of Tenedos, where the first public school, founded by Capodistrias, as well as the newly founded Ionian Academy were active, the students will research Capodistrias' work as educational inspector of the Ionian States (1803-1806).

Subsequently, the students from Bucharest will fill the third puzzle piece, following I. Capodistrias visit to their town, starting May 20th, 1812, and stayed there for three months as chief and director of Admiral Tsitsagkoff's Diplomatic section's Secretariat. His stay in Bucharest made Capodistrias come in touch with the Ottoman Diplomacy.

The Nurnberg students will fill the puzzle with the piece regarding the actions Capodistrias did in favor of solving the Greek question, while being the Foreign Minister of the Russian Empire, as well as his philhellenic actions, that were obvious in 1825 in Bavaria. This philhellenic movement, which was active throughout Europe, was in part secretly ignited by Capodistrias and had a positive effect to Greek Revolution.

The puzzle is finished with Capodistrias' work as the first Governor of the newly founded Greek state in its capital Nafplion. The students will search his presence in the buildings of this era (Capodistrias' Governor's Building, "Central War School of Evelpis", National Hospital).

We believe that the students who are going to participate, from all the partner schools will take a journey having as goal to learn more about the multi-facet personality of this "Saint of politics". In addition in this journey they will be able to make new friendships and exchange views on the historical period under study.

Also, through solving this puzzle, the partner students will learn to cooperate with their peers from different countries, having different cultures and even a different view of the world. In this way, they are going to proceed in their effort of becoming active European citizens, citizens of a globalised new world, that is changing constantly and is full of challenges.

**Διάρκεια Σχεδίου: 24 μήνες**





ProjectCode	2018-1-EL01-KA201-047972
Τίτλος σχεδίου	<b>Environmental Storytelling for Sustainable Development</b>
Συντονιστής	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON - 999643007
Εταίροι	963790449 - CONFEDERACION ESPANOLA DE CENTROS DE ENSEANZA ASOCIACION C.E.C.E., 913238317 - Elementary School of Vivlos Naxos, 941587925 - KYPRIAKI ETERIA PISTOPOIISIS, 940167457 - Nareg Armenian Schools, 932455181 - PROEMASA Las Chapas, 952356768 - THEOFANIS ALEXANDRIDIS KAI SIA EE, 913024723 - Zographeion High School, 948945278 - COMUNE DI PESCARA

**Περίληψη αίτησης:** ENVSTORIES project is based on the thesis that every instructive activity aims at a better communication of human beings with their environment. The experiential action, achieving successive goals, constructivism and interaction with the artificial and natural environment are teaching approaches essential to the evolution of the education process. ENVSTORIES will bring together “young changemakers” from four countries to brainstorm ideas for solutions to local, national and international environmental problems.

***The project aims at strengthen teachers’ profile to effectively coach pupils in working effectively in relation to the subjects:***

- Health & Environmental Effects on Society
- Natural Environment
- Geophysical Hazards
- Natural Resource Depletion
- Waste disposal and recycling

Through this material pupils will acquire practical, logistical and personal skills to lead environmental actions and spread the word about the need to live more sustainable lifestyles.

The project will offer comprehensive training material for the above subjects, a teachers guide with the pedagogical approach and an online collaboration platform to be used by the pupils for the co-creation of interactive stories (in the form of e-books), spreading to their social environment the need for more sustainable lifestyles. Teachers, acting as coaches, will be assisting pupils to develop these (env)stories triggered by the offered training material. Pupils will have to work collaboratively using the platform in order to produce stories that will communicate complex concepts to others structuring information and data in meaningful and useful ways (storytelling).

During the project, the pedagogical framework behind ENVSTORIES platform will be developed related to the specific goals while complex environmental missions will be created by teachers and environmental experts and will be given as challenges to groups of pupils in order to create their own stories tailoring their messages for the intended audiences (Other pupils and Parents). Blended mobility of school learners (age 10-12) will take place with pupils from Greece, Cyprus, Italy, Spain and Turkey and will visit NKUA to learn about geology and nature from actual hands-on experiences.

The students with their teachers will use the platform during a full school year to learn and to create stories and will visit cultural heritage sites (natural history museums, geological parks) to gather material (photos, videos) for their stories. Feedback will be gathered and applied to the methodology and tools. The final platform with the training material, the pupils’ stories in the form of interactive e-books and a teacher’s guide will become publicly available for open for all use at the end of the project.

ENVSTORIES will focus on creating awareness, knowledge and experience to the teachers, pupils and the wider community on sustainable development, which is achieved through the actions of environmental education.

***Consequently, our project objectives will be to:***

- Increase educators competences on advanced teaching methodologies (Experiential Teaching, Storytelling, Deep Learning ) and ICTs.
- Provide educators and pupils with the necessary training material and digital tools to collaboratively create attractive stories tackling more complex tasks together than they could manage individually.
- Develop a digital platform and interactive teacher guide to be used by all project partners and also other schools as a best practice.
- Encourage and strengthen inter-cultural understanding and communication by school collaboration and pupils exchange.

***The duration of the project is 24 months and the activities planned are:***

A1: Project Management

A2: Pedagogical framework and training material

A3: Development of the ENVSTORIES Platform

A4: Pilot implementation

A5: Evaluation and Exploitation

A6: Dissemination

A7: Quality & External Evaluation

***Expected Intellectual Outputs include:***

01: Pedagogical framework

02: Environmental training handbook

03: ENVSTORIES Platform

04: ENVSTORIES stories

05: Course materials certification

06: Professionals guide on the use of ENVSTORIES methodologies and tools

07: Dissemination and Exploitation Plan

In parallel, 5 workshops, and 3 conferences will take place for the dissemination of the project.

The countries that constitute the consortium are Greece, Cyprus, Italy, Spain and Turkey. The consortium has been formulated to be able to handle all risks involved in the project and consists of 4 schools, 2 organizations in close connection with schools teachers, a University relevant to environmental training, a certification company and an IT partner.

**Διάρκεια Σχεδίου: 34 μήνες**

Περίληψεις Σχεδίων Στρατηγικών Συμπράξεων Erasmus+ KA2

## *Ανώτατη Εκπαίδευση Higher Education*



Higher  
Education

ProjectCode	2018-1-EL01-KA203-047691
Τίτλος σχεδίου	<b>Educating Vaccination Competence</b>
Συντονιστής	PANEPISTIMIO DYTIKIS ATTIKIS – 905978255
Τμήμα	Department of Public Health and Community Health
Εταίροι	997340033 - METROPOLIA AMMATTIKORKEAKOULU OY, 994330026 - TRNAVSKA UNIVERZITA V TRNAVE, 999840887 - UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA, 999837977 - FUNDACIO UNIVERSITARIA BALMES

**Περίληψη αίτησης:** Background: Vaccinating is globally one of the most cost-effective preventive health care innovations. It requires special education, and vaccination professionals (public health nurses, health visitors, public health specialists, nurses, midwives, etc) should be competent and qualified professionals to provide high quality care, and it should be safe and cost-effective.

Aims and objectives: The EDUVAC project objectives include: fostering each partner' institutions' internationalisation strategy by the mobility of staff and students; enhancing the quality and relevance of the learning programme in vaccination; developing and implementing a web-based course (3 ECTS) and an Intensive Course (2 ECTS) for vaccination for international use; and finally strengthening the knowledge, skills and attitudes of students in the four EU strategic partner universities in vaccinating the clients.

Partners and participants: The partners of this project are 5 HEIs which share the same goals and needs in vaccination education among their students. The partners from each HEIs are highly educated with many years experience in educating students and they have excellent working experience in the field of health care and immunization, in particular. There are also associated partners involved in the project. The participants of the project are students who are studying public health, public health nursing, nursing, midwifery and community health in the 5 HEIs partners.

Activities and methodology: The EDUVAC project activities include the development and implementation of a web-based course and an Intensive Course. These will be tested and revised in order to be improved. The final material will be produced and it will be available on Open Access for anyone interested after the project cycle. The development of the courses includes the production of a syllabus and the production of the content and material for the courses. The web-based course will take place 3 times and the Intensive Course will take place 2 times. Furthermore, the evaluation of the project and the analysis as well as activities for the dissemination of the results including a Multiplier Event will take place. Throughout the 36 months, meetings will take place in order to support and work on the different phases of the project.

Results and dissemination: The results and material of the project will be disseminated so that interested parts can learn about the project and access the material produced for their use. The potential longer term benefit of the EDUVAC project is to promote collaboration on vaccination education among different countries. Moreover, another potential longer term benefit is to promote the health of the population in the countries of the partner institutions by increasing the vaccination coverage and ultimately promote vaccinations worldwide.

**Διάρκεια Σχεδίου: 36 μήνες**

ProjectCode	2018-1-EL01-KA203-047726
Τίτλος σχεδίου	<b>Biosafety in Biotechnology: Connecting Academia with the Bioeconomy Market</b>
Συντονιστής	DIETHNES PANEPISTIMIO ELLADOS – 969038343
Τμήμα	SCHOLI OIKONOMIAS KAI DIOIKHSHS
Εταίροι	953460822 - KEK ELTA, 939986940 - COMPANIA NATIONALA POSTA ROMANA SA, 908575527 - ASOCIATIA PENTRU FORMARE EDUCATIE SI DEZVOLTARE EUROFED, 966004377 - ASSOCIATION DES OPERATEURS POSTAUXPUBLICS EUROPEENS, 999593537 - INSTITUTUL NATIONAL DE CERCETARE-DEZVOLTARE IN INFORMATICA ICI BUCURESTI RA, 945918102 - EEO GROUP SA, 966536422 - ELLINIKA TACHYDROMEIA

**Περίληψη αίτησης:** The International Hellenic University's MSc in Bioeconomy Law, Regulation and Management is designed to develop technological, financial, legal, and managerial expertise for people who intend to work in public or private services dealing with the studies, consultation, management, regulation and development of biotechnological processes and products. It targets to provide with real world skills the professionals involved in health care facilities, pharmaceutical and medical equipment companies, food production and in general in the agro/industrial sector (agricultural, chemical, energy industries, biochemical industries etc.) as well as research centers and universities, and the scientists who deal with specific legal, biosafety and bioethical issues in biotechnology, pharmacy, health, biochemistry, engineering and environmental sciences.

The aim of the proposed partnership action is to enrich the curriculum of two taught courses in the MSc, the "Biolaw, Biosafety and Environment" and the "Biomedicine and Law" in connection to related recent technological achievements, in order to increase the Programme's alumni connections to the Bioeconomy market in the fields of biosafety management and biorisk assessment in regards to environmental protection, and to clinical research safety and ethics. To achieve this, the other two partners are companies that have a specialized know-how in the safe use of biological material with respect to the environment, public health, biomedicine practices, clinical research and the full spectrum of biosafety-related principles in general. The students and the academic staff of the Programme will gain valuable insight from real-life case studies presented and analyzed by the companies' experts and knowledge of the needs of the market. Students will also have the opportunity to work on real-life projects proposed by the partners in different sectors (e.g. agri-food, health, industry), and with different stakeholders (authorities, industry). At the same time, the companies' biosafety and regulatory specialists will acquire up-to-date academic knowledge of novel biotechnological breakthrough tools used in agro-industrial, marine, environmental and red biotechnology area (e.g. Next Generation Sequencing, bioinformatic analysis, Gene Modification, CRISPR, Genetic Engineering and Recombinant DNA). Furthermore, the clinical research experts will get informed by the University's academic legal experts on Biolaw, about the regulative directions concerning Biomedicine Law and clinical research biosafety management, according to the up-to-date European legislation and directives.

**Διάρκεια Σχεδίου: 36 μήνες**

ProjectCode	2018-1-EL01-KA203-047794
Τίτλος σχεδίου	<b>Critical Skills for Electronic Engineers of 2020</b>
Συντονιστής	TECHNOLOGICAL EDUCATIONAL INSTITUTE OF CRETE – 999440180
Τμήμα	Electronic Engineering
Εταίροι	948096819 - Web2Learn, 991473861 - INSTITUTO POLITECNICO DO PORTO, 999904034 - AALBORG UNIVERSITET, 999572294 - UNIWERSYTET WARSZAWSKI, 949761824 - ECOSISTEMAS VIRTUALES Y MODULARES SL, 991017767 - THOMAS MORE MECHELEN-ANTWERPEN

**Περίληψη αίτησης:** Globalization and technological innovation (4th Industrial Revolution) bring long term changes in the world economy that are alternating the structure and the future of the labour market. The decision makers should realize that in the near future the job vacancies will not be reduced due to technological advances but the nature of these vacancies will change. These new vacancies will shift rapidly in favour of employees that are skilled and educated people in the fields of nanotechnology, robotics, machine learning, artificial intelligence, Internet of Things, programming, automations, data science. Moreover the market needs employees that have the ability to solve problems, to take the initiative, to be innovative, to have management & entrepreneurial skills in order to survive & be employable under open market globalization conditions. Moreover the business world believes that new technologies such as AI will create more jobs than it will destroy; by 2020 AI will automate 1.8 million out of the work but will create 2.3 million jobs - a net gain of 500.000 jobs. It is harder to imagine industries that do not yet exist and how they will create jobs for all types of workers. This is why data science for example is so intriguing right now: it is one of the early, emerging industries that has come into being because of AI. A direct product of data science is the field of IoT; right now 8 billion sensors are connected to collect applicable information for various human activities (e.g. track noise, track pollutants, the number of cars in a parking lot); until 2020 more than 20 billion will be connected. This is expected to create more jobs related to new technologies the 4th Industrial Revolution will introduce.

The Higher Education in Europe should react fast and shape its educational programs in order to ensure that its graduate students enter the work equipped with the sort of skills firms are willing to fight over in a global base. HEIs should contribute also to the life long distance learning of the European citizens in order the latter to be able to re-skill themselves and remain employable under the new conditions the 4th Industrial Revolution have set.

CRETE projects proposes a flexible curriculum of modules & training activities that addresses all the aforementioned priorities. CRETE project that will offer innovative, high quality training in all the new and interlinked emerging technologies the 4th Industrial Revolution brings and will demand an electronic engineers to know. The proposed modules in nanoelectronics, nanophotonics, artificial intelligence, robotics, data science, neural networks, machine learning, management, innovation & entrepreneurship will complete the existing conventional course curricula of the consortium Universities. The project is not envisioned to cancel the existing curricula but to make them more competitive and tuned to the forthcoming changes. This will make the proposed modules easier to be integrated and accredited by all the partner Universities. The project is not only focused on the teaching of engineering students in technical themes but empathizes the teaching of academics of the most modern educational methods in order to provide high quality education which will result in competitive graduate students. So the program will offer training in problem solving learning strategies for engineers, online teaching & assessment methods, teaching oral & written presentation skills, performing open science research. The online form (online lectures) of all the proposed modules and their free access through the project's educational platform is believed it will contribute towards the re-education of the adult learners all over



the globe in modern technological & teaching skills (technical & soft skills) and in accordance to the modern market needs and future developments. To increase the impact of the project all modules will be developed in English, all planned Intensive courses will be live streamed in the Internet in order for more people to benefit from the CRETE project. The consortium envisions to engage more partners into the project during and beyond its lifetime. The consortium promises to make the project's objectives priorities within the consortium Universities and update the project's educational platform with new material even beyond its funding lifetime. This action is very important to be followed by the consortium and beyond it in order for the HEIs curricula to be able to respond to the fast pace change of the market requirements regarding the skills an electronic engineer should have.

**Διάρκεια Σχεδίου: 24 μήνες**





ProjectCode	2018-1-EL01-KA203-047826
Τίτλος σχεδίου	<b>Short-cycle Training Courses on Thermal Analysis in Material Science</b>
Συντονιστής	ARISTOTELIO PANEPISTIMIO THESSALONIKIS - EIDIKOS LOGARIASMOS KONDILION EREVNAS – 999895692
Τμήμα	Physics
Εταίροι	999835843 - UNIVERSITY OF CYPRUS, 999995796 - UNIVERSITA DEGLI STUDI DI MILANO, 999987745 - UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA, 999868823 - SLOVENSKA TECHNICKA UNIVERZITA V BRATISLAVE

**Περίληψη αίτησης:** Project's general aim is meeting the need for efficient and innovative European training scheme on Materials' Thermal Analysis, via establishing an attractive and highly efficient virtual community of practice by bringing together institutions and professionals trained in performing reliable analysis conformed to the requirements of European and international quality standards. The project is aiming at spreading thermal analysis as a technique for the study and characterization of materials. Main objective is training students and professionals on thermal analysis through flexible short-cycle training courses. That means to provide the students with a theoretical and practical knowledge on Thermal analysis applications to the study and characterization of materials. Emphasis is strongly given on combining theory and practice – learning by doing after necessary theoretical introduction.

**Concrete objectives of the project are therefore:**

- (a) Creating certified training courses and examinations, within a shared pool of resources of modern thermal analysis techniques applied on Material Science.
- (b) Adapting a learning-outcomes-oriented, strictly modularized form, permitting individualized attainment of knowledge and skills.
- (c) Offering of both face-to-face practical workshops and on-line courses and assessments, in order to guarantee flexibility in time and location, without implying obligatory ICT literacy.
- (d) Training and testing of tutors and teachers adequately for enabling them to deal with all aspects of these focused-on, personalized learning activities.
- (e) Disseminating the products within already fully operating, by EuroMediterranean Cooperation in research and education, Intensive School schemes.

Project's objectives are clear and realistic, since they address a concrete problem, the lack of structured trans-national short-cycle study curricula for topics on thermal analysis techniques applied on Material Science. Realizing these objectives will bring a substantial amelioration in the interaction among professionals working on thermal analysis, valorisation and promotion all over Europe and beyond its borders. To achieve this goal of course, it should be seriously taken into account: no barriers to be created in the choice of particular teaching/learning modules and packages; individual interests to be addressed, in order to attract professionals to the scheme proposed; and quality to be ensured at every phase.

Target groups are evidently identifiable as well; active employees on the field of Materials' thermal analysis or graduates wishing to work on this field, undergraduate and post graduate students in Sciences, institutions wishing to offer a more transparent and flexible way for organizing joint short cycle training courses, professionals associations seeking to further a particular profession, the interests of individuals engaged in that profession and the public interest and companies, authorities or laboratories employing material scientists.

**Activities organised within the project are:**

- a. A European Learning Portofolio will be developed, as a reference tool for ensuring recognition, validation and transparency of competences and qualifications for those active in the field of materials' thermal analysis.
- b. Adaptation of products of previous collaborations which are accurately enlarged and creation of new learning material, including self-assessment courses, progress tests and examinations; designed for on-line or face-to-face use. A complete series of products are set up and evaluated in the common working language English, ensuring involvement of all partner. After being tested, the evaluated versions will be included in the Materials' Thermal Analysis short-cycle training courses educational material.
- c. Organisation of workshops and especially designed Teaching Knowledge exams, guaranteeing a systematic certified training for tutors/teachers/assessors.
- d. Pilot operation of Materials' Thermal Analysis short-cycle courses under real conditions is performed through intensive activities of physical mobility of learners. They will go through all types of modules, be examined and certified, under conditions simulating the actual operation of Short-Cycle training courses, but in a concentrated form covering all possible issues and choices.

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA203-047844
Τίτλος σχεδίου	<b>Innovative Dairy Science education material development, focused on Products, Processes, Quality, Safety &amp; Entrepreneurship, using Information and Communication Technologies (ICTs) and Open Educational Resources (OER)</b>
Συντονιστής	PANEPISTIMIO THESSALIAS – 986152150
Τμήμα	Food Technology
Εταίροι	908776220 - Social & SundhedsSkolen, Herning, 950453628 - Asociatia Habilitas - Centru de Resurse si Formare Profesionala, 999976978 - THE UNIVERSITY OF NOTTINGHAM, 953856194 - Royal Hospital for Neuro-disability, 906973766 - IDRYMA PERITHALPSEOS CHRONIOS PASCHONTON, 999597223 - TECHNOLOGIKO PANEPISTIMIO KYPPOU

**Περίληψη αίτησης:** InnoDairyEdu refers to the development of a Dairy Science module intended in principle for Food Science/Technology students, focused on innovation for products, processes, quality, safety and entrepreneurship, by using ICTs and OER. More specifically, the project will use as a starting point the assessment of the current situation in relation to the Dairy Science modules, in the participating universities and also will exploit the views on the level of awareness of dairy science professionals from the associated partners that will originate from the dairy industry. Based on these results, the partnership will tailor-made a Dairy Science module and the relevant training material will be developed. The project aims at enhancing digital integration in learning, teaching and training at various levels by developing scientific, pedagogical, informative and formative materials in Dairy science. Each partner according to the project's management will create OER learning modules that, at the end, will compose a MOOC. The MOOC will be supported by the INNODAIRYEDU -a platform which will be based on the latest technologies for OER distribution and utilization, interaction between course participants and customized training paths provision. The material will be pilot tested and evaluated in all the participating countries and the final material will be further disseminated through conferences, multiplier events and a Summer School. The material produced alongside with entrepreneurship case studies to be developed, will be also interactively shared with the dairy industry partners. The main objective of InnoDairyEdu is to offer to Food Science and Technology students and/or professionals an innovative and holistic training on Dairy Science in order to fill the gaps that the Dairy Industry highlights.

**Διάρκεια Σχεδίου: 36 μήνες**

ProjectCode	2018-1-EL01-KA203-047890
Τίτλος σχεδίου	<b>Platform for Advancement of Self</b>
Συντονιστής	PANEPISTIMIO IOANNINON – 999852818
Τμήμα	DEPARTMENT OF PHILOSOPHY, EDUCATION AND PSYCHOLOGY
Εταίροι	999861936 - UNIVERSITA DEGLI STUDI DI TORINO, 999902870 - UNIVERSITEIT ANTWERPEN

**Περίληψη αίτησης:** Successful transition into higher education is considered crucial both for the student as well as for the educational institution (Tinto, 2015). It is regarded more as a complete phase, rather than a single event (Coertjens et al., 2016). This transition may become a stressful period for many freshman students, while they have to deal with a number of serious challenges, such as the need for developing novel learning patterns and also the adaptation of the already existing learning strategies in the new academic environment (Vermunt, 2005). Students show difficulties in academic adjustment that mainly are due to ineffective learning strategies and unsatisfactory self-regulation (lack of ability to monitor learning progress, difficulty to adapt behavior to the demands of the new learning situations, Zimmerman & Schunk, 2008). Also, students have a difficulty to understand the difference between studying at University and studying at an upper secondary school or the demands of the university level teaching-learning environment (Haharala-Muhoven et al. 2016).

Current research emphasizes the need for further investigation of the variables contributing to students' well-being, learning and persistence in studies as for some students transition phase may be challenging and for others full of stress (Coertjens et al., 2016). Some of these factors are: motivation (Deci & Ryan, 2000), executive functioning (Gioia et al., 2000), individual characteristics (self-efficacy; Bandura, 1997), personality dimensions (resilience; Cassidy, 2015), sense of coherence (Antonovsky, 1993), anxiety (Spielberger, Gorush, & Lushene, 1970), other factors as academic emotions (Schutz & Pekrun, 2007), explicit and implicit emotion regulation (Gyurak, Gross, & Etkin, 2011) and mental-health factors. In line with the need for further exploration of the relations underlying the above variables to enhance students learning, this project aims to develop an on-line diagnostic tool/platform that comprises cognitive/learning and psychological constructs contributing to students' psycho-educational profiles and academic success. According to their scores, students will be given feedback followed by guidance and coaching guidelines will be available to teachers on demand. The design of the platform will be based on modern web development tools following previous experience in Flanders (Vanthournout et al., 2012). It will be a new improved tool developed and tested in three different countries and languages ensuring the transferability of it. It will enhance students' awareness of their pros and cons, strengths and weaknesses, increasing their resilience and self-development that will enable them to engage with learning and regulate their progress in order succeed. The ultimate goal at policy level in higher education is to develop a supportive learning environment for better quality of mental-life, well-being, learning and academic success in a highly complex society (Barnett, 2000).

**Διάρκεια Σχεδίου: 36 μήνες**

ProjectCode	2018-1-EL01-KA203-047967
Τίτλος σχεδίου	<b>OPEN EUROPEAN LANGUAGES AND CULTURES NETWORK</b>
Συντονιστής	UNIVERSITY OF MACEDONIA – 999874352
Τμήμα	ECONOMICS
Εταίροι	999597223 - TECHNOLOGΙΚΟ ΠΑΝΕΠΙΣΤΙΜΙΟ ΚΥΠΡΟΥ, 998596668 - PIXEL - ASSOCIAZIONE CULTURALE, 999923337 - THE OPEN UNIVERSITY

**Περίληψη αίτησης:** Mobility is one of the cornerstones of European society according to both the Council of Europe and the European Union. Though the lack of language competences is still one of the main barriers to participation in European education, training and youth programmes. With 4 million mobility participants by 2020, Erasmus+ is a unique opportunity to study, train, gain work experience or volunteer abroad (EU press, 2014). As languages are the heart of mutual understanding and comprehension, it is essential to promote language learning for Erasmus+ KA1 mobility participants.

**OBJECTIVES:** This project aims specifically at developing 'The OPENLang Network', which envisages to connect all the Erasmus+ KA1 Mobility participants (HE students and staff, VET (at least 1 month mobility), Adult and School education staff, Youth learners, Youth Workers, Youth Entrepreneurs) in an OPEN informal and highly interactive online environment which could support more efficiently their effort to raise language awareness of the target mobility EU languages and to develop European intercultural knowledge. The project also aims at language teachers joining this network and voluntarily supporting this initiative. As a reward for their participation they will have the opportunity to get certified professional training on creating, sharing and using Open Educational Resources (OERs). This network will also supplement and enhance the formal Online Linguistic Support (OLS) European service by offering a truly informal and authentic language learning experience which will address the language needs of every European.

**ACTIVITIES:** Any registered member in the platform will be able to find an e-tandem language partner which the system will automatically recommend based on his/her profile. In this way each member of the OPENLang Network will be able to practice the target language(s) of his/her choice with a native or near native speaker using either a desktop PC or a mobile device. The volunteer language teachers, who will also join the network, will have the possibility to attend the MOOC offered by the OPENLang Network, to participate in a number of activities which will broaden their professional network and get certifications. More specifically, a number of multiple innovative services and interactive material will be integrated in the OPENLang platform in order to address all educational/training needs: **1)** the E-Tandem 24 EU Languages Learning Matching Service, **2)** Qualified Assessment Tools for 24 EU languages, **3)** An Open & highly interactive Forum, **4)** A Personal Member's Dashboard, **5)** An open and interactive database of Language Open Educational Resources (OERs), **6)** An OERs e-Toolkit including a quality framework for Language OERs, **7)** An Open Educational Practices (OEPs) e-book, **8)** A language teachers' training MOOC on the creation, sharing, use and reuse of multilingual OERs.

**PARTNERSHIP:** The OPENLang Network will be carried out by a transnational consortium composed by 4 partners: the University of Macedonia (GR), the Open University of UK (UK), the Cyprus University of Technology (CY), and the international education and training institution Pixel (IT). Each partner brings a different expertise to the project but they all have active engagement with Language Learning and/or OERs, MOOCs, Mobile Adaptive/Personalized and/or Collaborative Learning & Assessment, Learning Analytics, etc.

**DURATION:** 3 years.

**PROJECT STEPS:** The total workflow of the project will be articulated in 6 ‘macro-phases’ (a final brief overview report will be developed after the completion of each phase): **1)** Preparation Phase; **2)** Production Phase; **3)** Implementation Phase; **4)** Data collection & Evaluation phase; **5)** Dissemination Phase; **6)** Sustainability Phase. The project will produce 11 Intellectual Outputs (the main OPENLang Network E-Platform including). In addition, the project will develop many dissemination activities: a project’s Website, two Webinars promoting the Language Teachers’ Training MOOC, the Pan European Contest on Open Educational Practices (OEPs), 3 local and 1 international Events, 11 Dissemination Tasks (one per Output), a Guide and a Tutorial Video presenting the E-Platform services, as well as a Sustainability Plan.

It is envisaged that more than 1200 adults (Erasmus+ KA1 mobility participants and language teachers) across Europe will be initially benefited by the OPENLang Network.

The project will deliver benefits that will endure in time thanks to the large variety of OPEN access services and materials offered free for use and reuse which will remain available for at least 5 years after the lifetime of the project. The OPENLang platform aims to become a milestone in Erasmus+ KA1 language preparation in view of mobility exchanges.

**Διάρκεια Σχεδίου: 36 μήνες**



Περίληψεις Σχεδίων Στρατηγικών Συμπράξεων Erasmus+ KA2

## Επαγγελματική Εκπαίδευση & Κατάρτιση VET





ProjectCode	2018-1-EL01-KA202-047738
Τίτλος σχεδίου	<b>Vocational training on Communication and Teaching Approaches in Autism Spectrum Disorders</b>
Συντονιστής	UNIVERSITY OF MACEDONIA - 999874352
Εταίροι	920927604 - Greek Scientific Foundation of Special Education, 999603916 - UNIVERSITATEA DIN BUCURESTI, 968740262 - AUTISME-EUROPE AISBL, 957686336 - PANTELIS MAKRIS, 948696085 - INTELEARN INFORMATION TECHNOLOGY IN LEARNING ETAIREIA PERIORISMENIS EYTHINIS

### Περίληψη αίτησης:

**Title:** Vocational training on Communication and Teaching Approaches in Autism Spectrum Disorders-TrainASD

**Aim:** The aim of the proposed project is the creation of a European -level strategic partnership and know-how exchange network for vocational training of professionals in the field of ASD. This will be achieved through the preparation, development and implementation of a large-scale training program on the use of alternative systems of communication for individuals with Autism Spectrum Disorders by professional and also the management of the National curriculum for students with ASD by their teachers. The target population of the project are teachers for students with ASD in Europe. Emphasis will be given on balancing transnational and national participants in the training programs and in attracting parents to get informed and involved.

**Target group:** is mainly teachers but also other professionals, specialists and practitioners in the field of teaching methods and alternative systems of communication, for children with ASD.

### Project activities:

- Study/research on perceptions and ideas related to key ASD training concepts in order to illustrate the current situation concerning the education of people with autism, training structures, educational material, curricula, to identify training needs and select the appropriate practices and tools to include in the learning content.
- Exchange of know-how, expertise and best practices among researchers, specialists and practitioners in the field of teaching methods, alternative systems of communication, management of behavioral difficulties of children with ASD.
- Design of a unified - accredited –openly licenced on line training program aimed at unlimited participation and open access via the web – with a strong use of stimulation for teachers dealing with children with ASD. This program:
  1. will develop teachers' skills on systematic observation of children with Autism Spectrum Disorders (ASD)
  2. will train teachers on alternative communication systems (PECS, TEACCH, Makaton)
  3. will train teachers on managing behavior difficulties (e.g. social deficits etc) through techniques e.g. a) the circle of friends, b) social stories etc.
  4. will enable teachers to become creators of the National Curriculum
  5. will enable teachers to support parents. Focus on teachers parents collaboration
- Creation of the project's training platform. The training platform will contain all the training material and information regarding the specific issues arising. The platform will have the ability to register

users, to perform training lessons and provide evaluation for the trainees. It will contain links to further reading available for the trainees, such as datasets of legislation, national strategies etc. An advantage of the platform will be its multilingual character thus its use is expected to be continued for a much longer period than that of the actual project, by users of many countries.

- One (1) SP-VET-SHORT - Short-term joint staff training events for the training of trainers which will provide the pilots in each country
- As an added value to the project, the training sessions will also be recognised and validated through the OPEN BADGES SYSTEM which will be widely adopted in the project as a method for the recognition and validation of the skills and competences acquired.
- Evaluation of the training package through the implementation of a pilot (20 trainees) in each partner country consisting of an e learning session (3 weeks) to forge better relationship and connect trainees.
- Creation of an E-book titled “Handbook of Best Practices: Education and Communication of children with Autism Spectrum Disorders”
- Multiplier Activities: 4 training promotion events in each participating country in order to attract trainees and inform the relevant stakeholders about the project, 4 final conferences in each participating country, in which various stakeholders and individuals from other target groups will be invited to be informed about the project and its possibilities, as well as the exploitation of the project’s intellectual outputs and results.

**Partners:**

- ✓ Leader: University of Macedonia-GR
- ✓ Greek Scientific Federation of Special Education-GR
- ✓ University of Bucharest – RO
- ✓ Interlearn-GR
- ✓ Autism Europe - BE
- ✓ Pantelis Makris- CY

**Διάρκεια Σχεδίου: 24 μήνες**

ProjectCode	2018-1-EL01-KA202-047749
Τίτλος σχεδίου	<b>Education for Zero Waste and Circular Economy</b>
Συντονιστής	ANAPTIXIAKO KENTRO THESSALIAS - 949047516
Εταίροι	999903646 - UNIVERZA V MARIBORU, 997911169 - ENVIROS SRO, 968002480 - PROSPEKTIKER INSTITUTO EUROPEO DE PROSPECTIVA Y ESTRATEGIA SA, 925596020 - EKOrast, 994187921 - Laboratorio Nacional de Energia e Geologia I.P. , 907870046 - STADTLABOR INNOVATIONEN FUR URBANELEBENSQUALITAT GMBH, 905388689 - Asociatia Centrul National pentru Productie si Consum Durabile, 907609019 - Global Reach Astiki Mi Kerdoskopiki Etaireia, 986309290 - ATMOTERM SA

**Περίληψη αίτησης:** The transition to Circular Economy (CE) is an essential contribution to the EU efforts of developing a sustainable, low carbon, resource efficient and competitive economy (Closing the loop – An EU action plan for the CE, 2015). Such a transition represents the opportunity to transform our economy, generate green jobs and build up sustainable competitive advantages for Europe. This project aims to fill a gap in Vocational Education and Training (VET) programmes dealing with zero waste and circular economy.

Skills and competences for Zero Waste and Circular Economy (ZW&CE) are becoming extremely important. In Europe, we are using per person 16 t/a (tons per year) of material, of which 5 t/a become waste. Although waste management continues to improve, the EU economy still loses a significant fraction of potential ‘secondary raw materials’ in waste streams. The CE package, adopted by the Commission in 2015, has created an important momentum to support the transition towards a more CE in the EU. CE gained more significance in 2018, when the new CE Action Plan and a series of more restrictive waste and product policies have been adopted (eg, plastic policy). Transition to CE may only be successful if the corresponding awareness, competences and skills are deeply embedded in the knowledge and daily routine of EU professionals and companies and from this perspective VET education for ZW&CE is critical.

The primary goal of EduZWaCE Strategic Partnerships is to supporting exchange of good practices, enabling stakeholders to deepen and spread out knowledge, develop and reinforce networks, increase their capacity to operate at transnational level, and share and confront ideas, practices and methods. The project aims to create new VET programmes dealing with waste and circular economy, and focuses on developing the interdisciplinary skills needed for the jobs of the future that are tailor-made for the needs of the employers/SMEs.

With this project we would like to build up a common approach for VET Teachers and learners across EU to respond to the requirements of the future and flexible job market.

***The project will focus on the following specific objectives:***

- Develop partnerships amongst educators, businesses and stakeholders with the purpose of supporting VET learners in acquiring and developing skills and key competences in CE and foster employability
- Facilitate recognition and validation of competences for new jobs: the ZW&CE Manager and the ZW&CE Technician, by building two Skill Card Sets, structured in accordance with the standards and designed based on the ECVET requirements
- Make education in ZW&CE available for all, by setting the EduZWaCE as an Open Education Resource (OER)

The project will be implemented based on a collaborative approach: cooperation between the project partners and collaboration between the consortium and the stakeholders at the local, national, and international level. EduZWaCE will respect the Sociocracy 3.0 collaborative approach. The project outcomes will be delivered using free, open, collective purpose based framework of patterns, will support exchange of good practices allowing organisations to develop and reinforce networks. It will increase their capacity to operate at transnational level, share and confront ideas, practices and methods whilst respecting co-creativity principles, fostering transparency and guaranteeing the equivalence of all participants in decision making.

Through its deliverables: (1) EduZWaCE Knowledge HUB; (2) EduZWaCE Skill Card Sets for two jobs roles; (3) EduZWaCE online collaborative platform; (4) EduZWaCE course and (5) EduZWaCE diagnosis tool, the project will foster cooperation between companies, stakeholders and VET educators. It will increase motivation of VET Teachers to use/re-use, adapt and/or modify the training materials, with the aim to improve the acquisition of key competences for their learners/students and to raise awareness of the local and regional policy makers on the importance of taking measures for promoting best practices and flexible learning pathways in VET from an interdisciplinary perspective.

On long term the project will have a strong impact on the creation of better interdisciplinary competences directly used for current or future professions and to the adoption of more circular economy solutions.

The project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project. They will become the facilitators of the EduZWaCE platform, support its utilization and the co-creation of CE solutions through cooperation and exchange – this will empower them as main stakeholders of ZW&CE application in the countries and will contribute to their organisational development.

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA202-047778
Τίτλος σχεδίου	<b>Mentorship Evaluation aNd Training in ORganisations for WBL at EU</b>
Συντονιστής	INSTITOUTO MIKRON EPICHIRISEON GENIKIS SYNOMOSPONDIAS EPAGGELMATION BIOTECHNON EMPORON ELLADOS IMEGSEBEE - 938912374
Εταίροι	920982312 - Fondation EFCoCert, 998076748 - BAHCESEHIR UNIVERSITESI FOUNDATION, 942604679 - MANPOWER EMPLOYMENT ORGANISATION, 989377982 - CENTRE FOR FACTORIES OF THE FUTURE LIMITED, 908193929 - DIMOSIO INSTITOUTO EPAGELMATIKIS KATARTISIS AIGALEO, 907256036 - ViaSyst Synergy Services SA

**Περίληψη αίτησης:** The European Council in its informal meeting in January 2012 agreed that Member States should increase “substantially the number of apprenticeships and traineeships to ensure that they represent real opportunities for young people, in cooperation with social partners and where possible integrated into education programmes”. In addition, according to the newly adopted “European Framework for Quality and Effective Apprenticeships” (October 2017), European Commission identifies 14 key criteria that Member States and stakeholders should use to develop quality and effective apprenticeships. Among the specific criteria, a concrete reference is made on the necessity to create a specific procedure for teachers, trainers and in company mentors to “update their skills and competences in order to train apprentices according to the latest teaching and training methods and labour market needs”.

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

Based on the above and also the identification of the WBL needs and gaps by NetWBL, there is a significant need for the development of standards and qualifications identifying certain knowledge, skills and competences providing adequate assessment that will lead to valid certification ensuring quality in-company WBL mentorship by enterprises providing apprenticeships and internships.

***This proposal aims to:***

- develop ECVET compliant qualifications for trans-sectoral vocational skills, knowledge and competences necessary for qualifying high quality in- company WBL mentorship
- boost the skills of in- company WBL mentors, while recognising prior learning which is now underdeveloped and non-qualified, through on-line training based on innovative learner-centred approaches incorporating the use of ICT
- develop VET business partnerships for ensuring labour market relevance through high quality WBL provision from companies and accessibility to continuing VET learning
- enhance, through a European certification scheme for workplace mentors based on a European skill card for mentors, transparency, recognition and validation of skills and qualifications via innovative e-assessment methods through the development of an online platform dedicated to competences examination
- enhance prior learning facilitating the transition from education to work.



Under the aforementioned rationale, #Mentor4WBL@EU project's partners were chosen based on their previous or current EU projects' involvement, their skill sets and their ability to deliver the project outputs. The consortium is composed by partners experienced in EU-projects such as, employers organizations (IME GSEVEE), public authorities (OAED), Certification bodies (EFCoCert), SMEs (ViaSyst and C4FF), Universities (BAU) and VET providers (IEK Aigaleo).

The methodology followed by the project aims in the fulfillment of a twofold target. The first, to assure the validity and acceptability of project's results among the partners. The specific procedure will be guaranteed through the creation of a Steering Committee composed of project's partners, that will meet on a regular basis (e.g. managerial meetings, virtual workspace). The second, to involve as many related stakeholders as possible, in order for project's outputs to gain in validity and expertise. Thus, three multiplier events (i.e. United Kingdom, Turkey and Greece) and a final conference (Greece) will take place, in order for a broader debating procedure to be implemented.

***In the framework of the project a number of IOs will be produced:***

- Course and Syllabus design for WBL mentors
- Mentor Certification Scheme
- E-course content development and platform
- IT platform for online competence certification
- Testing of the training and of the certification scheme
- Exploitation report

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

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

**Διάρκεια Σχεδίου: 24 μήνες**

ProjectCode	2018-1-EL01-KA202-047813
Τίτλος σχεδίου	<b>CVET and accreditation framework to up-skill interpreters to support the social inclusion of refugees</b>
Συντονιστής	ETHNIKO KENTRO KOINONIKON EREVNON - 999525831
Εταίροι	949715555 - ETHNIKOS ORGANISMOS PISTOPIISIS PROSONTON & EPAGGELMATIKOU PROSANATOLISMOU, 999840887 - UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA, 999884440 - UNIVERSIDAD DE ALMERIA, 999974165 - UNIVERSITY OF GLASGOW

### Περίληψη αίτησης: CONTEXT & BACKGROUND OF THE PROJECT

The dramatic rise in the number of refugees arriving in Europe produced a soaring demand for humanitarian professionals, including interpreters, ready to respond to the emerging needs of refugees in the EU today. Within this context, interpreters play a crucial role that exceeds their usual job profile; they are called to work in fragile environments, refugee camps, and urban refugee settings.

Due to the huge demand for interpreters speaking the beneficiaries' languages, the role of the humanitarian interpreter, especially in the Mediterranean EU countries like Greece, Italy and Spain, is delivered by refugees and migrants without adequate training & accreditation to support their professional needs. Furthermore, their growing professional community is not institutionalized, there is no occupational profile, targeted VET, and established code of professional ethics for them.

In this context, there is a need a) to redefine their role in a way that will help them pursue the missions of humanitarian organizations working in the field with refugees, and b) to develop up-to-date VET curricula to up-skill humanitarian interpreters on emerging skills requirements as regards: a) inter-cultural communication & mediation, b) emotional challenges, d) conflict & risk management, d) ethics and the interpreter's role, e) medical, legal & EU regulation terminology.

### AIM

The project aims to support the continuous VET and accreditation of humanitarian interpreters, developing a modular course by: a) identifying emerging training & skills needs, b) producing OERs and VOOC that ensure free access to on-line training resources, and c) developing a framework for the integration of the humanitarian interpreting learning outcomes into the national & EU qualification schemes.

### OBJECTIVES

1. Develop up-to-date cVET curricula for interpreters & for their trainers, grounded on original learning outcomes, to respond to work challenges related to the provision of humanitarian aid for refugees in Europe today.
2. Support interpreters & their trainers to address their self-training requirements as regards their flexible respond to their humanitarian work, enhancing access to original OERs.
3. Facilitate recognition of the occupational profile of the humanitarian interpreter leading to EU & national accreditation based on EQF & ECVET standards.

### THE ReCULM PARTNERSHIP

The National Center for Social Research – EKKE (EL), the National Organisation for Qualification & Vocational Guidance – EOPPEP (EL), the University of Modena - UNIMORE (IT), the University of Almeria – UAL (ES), and the University of Glasgow – UGLA (UK) form a Strategic Partnership comprising ac-

ademic, research and accreditation expertise from 4 European countries in current issues related to migration, multiculturalism, and the needs of vulnerable groups, as well as the training of humanitarian workers, including interpreters.

### **ACTIVITIES @ METHODOLOGY**

1. Development of up-to-date learning outcomes & assessment criteria, based on needs research & analysis on the emerging skills requirements in humanitarian interpreting.
2. Development of an open modular course & trainer's guide in humanitarian interpreting.
3. Involvement of social partners, accreditation bodies and field experts to lead the certification & accreditation of the developed learning outcomes on humanitarian interpreting, through a public consultation process and the promotion of a support statement & a strategic plan.
4. Sharing and evaluation of the course with multiplier events, inviting target groups to test and uptake Inter4Ref results acting as impact multipliers.
5. Training & accreditation of 30 trainers based in the developed learning outcomes in humanitarian interpreting.

### **RESULTS**

1. Up-to-date, evidence-based learning outcomes to support VET in humanitarian interpreting
2. VET learning units & OERs
3. A Vocational Open Online Course
4. A Support Statement and a Strategic Plan for the valorisation of the Inter4Ref learning outcomes on an EU level
5. Four national workshops to promote results and evaluate learning materials
6. One Train the Trainer seminar in Athens

### **IMPACT AND POST-PROJECT SUSTAINABILITY**

***The Inter4Ref project is expected to have the following impact and longer term benefits:***

1. Promoting participation of a growing number of VET learners using the Inter4Ref OERs/VOOC via 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 VET provision for humanitarian interpreters by integrating the Inter4Ref learning outputs.
3. Developing a European "yeast" of humanitarian interpreters' trainers trained & accredited by EOP-PEP.
4. Integrating the Inter4Ref learning outcomes and occupational profile into the EU and national certification & accreditation schemes.

**Διάρκεια Σχεδίου: 30 μήνες**

ProjectCode	2018-1-EL01-KA202-047904
Τίτλος σχεδίου	<b>Cultural Mediators in the Postal Sector</b>
Συντονιστής	ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΚΟΙΝΟΝΙΚΟΝ ΕΡΕΥΝΟΝ - 999525831
Εταίροι	997491450 - UNIMED - UNIONE DELLE UNIVERSITA DEL MEDITERRANEO, 939889746 - ENOROS CONSULTING LIMITED, 948716164 - European Association of Career Guidance, 936140308 - ORGANOSI GI, 949615839 - Haute école de la province de Liège

**Περίληψη αίτησης:** The EU postal sector accounts for €91 billion or 0.72% of EU GDP (letter post alone accounts for €44 billion or 0.34 percent of the GDP, and the number of letters was 82 billion). Postal services play a key role in an effective and dynamic EU Single Market and they are of crucial importance to businesses and EU citizens alike. The European Commission works on improving the quality of delivery and access to postal services, and aims to complete a well-functioning Single Market for postal services.

However, the postal sector is currently in a period of profound change. Technological developments, challenges to the traditional economic model, liberalization, new customer expectations and significant shifts in consumption patterns are all factors that are pushing Posts to re-invent themselves. Both employers and trade unions have recognized an increased requirement for flexibility and efficiency of the workforce. However, both sides have also recalled that efficiency should also be closely interlinked with quality of service and customer orientation based on the employees' know-how. Indeed employees are an essential part of the unique selling opportunities that postal operators have and contribute to build trust in the contact with customers. The adaptation of skills and competences can be considered as an essential answer to manage the changes in and challenges for the sector.

It is also true that EU is facing a considerable migration crisis which results in a considerable increase of third country nationals and refugees living in EU member states. All member states are struggling for their integration. More effective integration of migrants can make an important contribution to the target identified by the EU 2020 Strategy to reduce by 20 million the number of people in or at risk of poverty and social exclusion. In order to constitute a genuine instrument for the integration into society in which they live, long-term residents should enjoy equality of treatment with citizens of the Member State in a wide range of economic and social matters. Additionally, as the Commission pointed out in its Communication of 7 April 2016, "national economic and social policies will need to cater for the recent inflow of immigrants and refugees", to provide for their immediate needs and their active participation into society. Immigrants and newly-arrived refugees face problems, including cultural and language barriers and risks of stigmatisation in education and other social activities that do prevent them from a more active participation in host societies.

Within this context, it becomes critical to establish initiatives that increase social inclusion and improve the quality of delivery and access to postal services. To achieve that, our proposed project aims to provide a solution establishing a multicultural environment within the post offices and design a joint curricula, aiming at training post employees to deliver services within this multicultural environment.

In any sense, immigrants in a foreign country find it difficult to live with diversity, to transact and to do business with "unknown" people in unfamiliar environments. This misunderstanding usually exists within local citizens and is generated by the lack of knowledge of the "other".

In view of this fact, Cultural Mediators as professionals will be trained to facilitate relations between local and foreign citizens and to promote reciprocal knowledge and comprehension have the ability to promote social and working inclusion aimed at favouring a positive relationship, between persons of different cultural backgrounds.

Our training programme is going to include soft skills and language skills and target indirectly immigrants that will learn about the post services. This results to social and professional development of our target group, embracing migrants and refugees into our societies, through social integration.

***The objectives of the project are summarized below:***

- 1) Combating discrimination and stereotypes through “people to people” provision of postal service centered on a better acknowledgment of the richness of multicultural identity in Europe;
- 2) Foster social inclusion by organizing an environment where immigrants will feel “welcomed” and can have access to several services
- 3) Improve the quality of services provided to immigrants.
- 4) Enhance Transparency and recognition of skills and qualifications related to the postal sector.

***There are four main target groups that are going to be addressed:***

1. Post office employees current and future
2. Local and rural societies, where social inclusion is going to be enhanced
3. Public administration and organizations that are delivering services to migrants, since they are going to be provided cost effectively within a controlled environment.
4. Immigrants population

**Διάρκεια Σχεδίου: 24 μήνες**





ProjectCode	2018-1-EL01-KA202-047907
Τίτλος σχεδίου	<b>Act Now - A training program development for healthcare professionals to use the principles of acceptance and commitment therapy (ACT) to facilitate patient adjustment to the challenges of living with a visible difference</b>
Συντονιστής	GENIKO NOSOKOMEIO PAPAGEORGIOU - 912963710
Εταίροι	999978045 - NATIONAL UNIVERSITY OF IRELAND GALWAY, 941587925 - KYPRIAKI ETERIA PISTOPOIISIS, 952356768 - THEOFANIS ALEXANDRIDIS KAI SIA EE, 944427600 - M.M.C MANAGEMENT CENTER LIMITED, 906558218 - Specialisterne Foundation

**Περίληψη αίτησης:** In Europe it is estimated that approximately 12 million individuals have a disfigurement that results in body image dissatisfaction (BID), which is recognised as a global public health concern. Healthcare professionals (HP) across Europe commonly report caring for patients who have BID as a result of a disfiguring condition. There are many causes of disfigurement, including craniofacial conditions (e.g. cleft lip and/or palate), injury (e.g. burns and combat-related injuries), skin conditions (e.g. psoriasis) and medical treatment (e.g. following cancer or meningitis). Given their high level of contact with patients with disfiguring conditions, HP are well placed and motivated to positively address patients' BID, but many lack knowledge and confidence to do so. Research shows that giving HP simple training and access to specialist resources enables HP to take on this role.

Acceptance and Commitment Therapy (ACT) offers a psychological model well suited to the needs of patients with a disfiguring condition. ACT focuses on helping patients to lead fulfilling lives and teaching them skills to manage difficult thoughts and feelings, which enhances their quality of life.

The objectives of this project are to (i) develop, (ii) test (iii) implement and (iv) disseminate the training package for HP, enabling them to use ACT principles to facilitate patient adjustment to a disfiguring condition. A further objective is to produce a functional training programme, reflective of the sociocultural diversity across Europe. A needs analysis of each partners' healthcare setting will therefore be carried out. The project aims to make the training material accessible to a broad range of HP and will do so through multi-mode delivery.

In the partnership there is highly experienced researcher partners (United Kingdom, Sweden) and knowledge mobilisation partner that has extensive VET experience (Norway), Health Care providers (Estonia, Greece, Cyprus, Slovenia, Romania) and NGO (Netherlands). These partners have been selected to provide the necessary expertise and experience of the project's educational remit, and to target health care professionals from Estonia, Greece, Cyprus, Slovenia and Romania, in order to implement the training into service provision.

### ***Project methodology and activities comprise:***

1. A functional and evaluated training material that is based upon research evidence and the needs analysis from the target recipient nations.
2. The training will quickly have an impact through high quality work-based VET that enhances service provision by addressing the need to create tools on how to address the patients with body image dissatisfaction (BID) as a result of disfiguring conditions.
3. Health care organisations will have access to this open resource material so they can provide continuing education and training (CVET) that will update their health professionals' knowledge in this area in order to maintain safe and effective practice.

4. As prioritised by the European Commission, it is paramount to create more sustainable health care system that can address that everyone has access to affordable, preventive and curative health care of good quality. Those individuals that are affected by body image dissatisfaction will receive an enhanced provision of service since health professionals or other relevant stakeholders will have a better awareness of the needs of this group. This will also reduce or prevent any unintentional marginalisation of members of this group.
5. The training will be economically viable to implement and at the same time be able to reach a large group of members of healthcare staff, students or NGO's. This is due to the methodological design of a concrete and focused 1-day training course that emphasis on addressing knowledge and skill deficits in this area.

In the long-term, the training package together with its implementation plan will be updated and adapted for other partners' operational directives. The project's key products (project outline, reports, didactic guidelines, extracts from the training pack) will remain freely available online for a minimum of 5 years after funding, allowing longer-term access for HP and healthcare stakeholders. It is anticipated that the transnational networks and relationships formed through this project will also lead to new training initiatives and projects across Europe.

The project will result in raising a European awareness of these aspects, which adheres to the established priorities of the European commission (European Commission Communication 'European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe', November 2010; European Commission Communication 'The European Platform against Poverty and Social Exclusion', December 2010).

**Διάρκεια Σχεδίου: 24 μήνες**

ProjectCode	2018-1-EL01-KA202-047922
Τίτλος σχεδίου	<b>Caregiver Training for Immigrants Through Serious Game</b>
Συντονιστής	UNIVERSITY OF PELOPONNESE - 999548238
Εταίροι	942747366 - OXFAM ITALIA INTERCULTURA SOCIETA'COOPERATIVA SOCIALE DI TIPO A ONLUS, 947155143 - VEREIN MULTIKULTURELL, 951460294 - INTERACTIVE 4D, 999852818 - PANEPISTIMIO IOANNINON, 994242047 - APHOI KOUMANAKOU & SIA EE

**Περίληψη αίτησης:** The MigCare Strategic Partnership presents a unique new approach to vocational training. An international consortium consisting of 6 institutions from 4 European countries will constructively collaborate to establish the gamification learning method in the vocational education of caregivers. A freely-available multilingual application will contribute to the amelioration and enhancement of efficiency enhancement of training of the migrants. The International Organization for Migration (IOM) estimates that more than 1.011.700 migrants arrived by land in Europe in 2015 and almost 34.900 by sea. According to these estimations any activity regarding the integration of these people in the European society will be beneficial as much for European countries as migrants.

While there may be millions of sites, Massive Open Online Course (MOOCs), courses, syllabuses and freely available educational material on the web, there is a striking absence of an educational initiative combining entertainment characteristics with learning content. The Project's partnership will work towards the integration and exploitation of gamification features within an educational setting. Although gamification is a well-known with acknowledged potentials, the penetration of the method is sporadic overall, let alone in vocational training.

The Caregiving sector follows a developmental orbiter due to the quickly ageing population of developed countries. The aforementioned fact highlights the need for effective handling of educational needs of the active and inactive (unemployed) work force of the sector. It must be stressed that a significant part of that workforce are migrants who can use the penetration of technology in order to overcome barriers related to social exclusion. Additionally, the traditional educational model and the use of established e-learning methods using synchronous and asynchronous formats of communication do not seem to account for drop out phenomena or low motivation symptoms. Gamification -the cutting-edge ICT method - can bridge this game democratizing and providing attractive knowledge. The participation in the project will provide an effective way to improve employment prospects and personal development opportunities combined with entertainment aspects.

The deliverables of the project will be available on the web and the participation in any event or process will be free to anyone who is interested. Additionally, any information or educational material will be multilingual (English, Italian, Arabic, Greek) allowing learners across Europe, and especially migrants, to access it. The use of the application will be accompanied by instructional material in order to enhance participation and increase its usability.

The MigCare Strategic Partnership aspires to highlight the role of caregivers in modern society integrating such high end technology to the vocational ecosystem of caregiving. The MigCare project must be considered a benchmark in vocational training as it embodies a dynamic method in a dynamically rising professional sector, which makes partners secure the long-term sustainability of the project outputs beyond the project period. The project outcomes will include an innovative training course to meet country-specific needs and provide care workers with increased competences and skills; VET trainers with increased skills and knowledge; VET e-learning professionals with increased skills and competences for developing European online social networks for shared learning experiences.

The Erasmus+ grant will be the essential mechanism for transmitting motion to an ambitious initiative with huge and immediate impact on caregivers all over Europe. The benefiting migrants or Europeans who will have the opportunity to live the experience of the application will deem the recent technological and educational advances conducive to their professional maturity.

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA202-047936
Τίτλος σχεδίου	<b>Education PrOgram for Carers in Facilities with Neuro Disabled Subjects</b>
Συντονιστής	NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA - 999978142
Εταίροι	944179474 - Osnovna skola Stjepan Radic Oprisavci, 948936257 - Istituto Comprensivo Statale "Elio Vittorini" via Dusmet 24 S. P. Clarenza CT ctic85300t, 910632800 - 107 Primary school "Khan Krum", 907835805 - CEIP AMBRA, 931671809 - Scoala Gimnaziala Nr. 16 Take Ionescu, 940280850 - Agrupamento Escolas A Lã e a Neve

**Περίληψη αίτησης:** As the aging population of Europe increases, the proportion of people suffering with neuro-disabilities increases every year. As statistics show, the need for care regarding activities of daily living and/or medical assistance is a necessity. This care is either given by formal professional carers who may or may not be officially trained, either from volunteer carers such as family members. Carers develop practical skills and knowledge in a range of areas. However, these are rarely obtained through training or skills recognition processes. Carers are provided informal training by health care providers, carer support groups and representative associations that seek to address this large gap in an ad hoc basis.

Not all carers will want to pursue further education, training or employment in health or community services. The skills acquired by carers in their caring role are relevant to the competencies required for occupations and qualifications in community, aged care, health, youth, housing and disability support services.

As mentioned, the aging population, the number of subjects with neurological lesions living in hospices and long term care facilities has increased. It makes a strong case to educate carers to help these subjects. A literature review indicated that existing mechanisms to support individuals into education and training have the potential to support carers. However, there is a lack of evidence on how to design and implement mechanisms such as foundation skills courses and programs to best meet the needs of carers. It is this gap EPoCFiNDS that aims to address.

Our goal with Education PrOgram for Carers in Facilities with Neuro Disabled Subjects (EPoCFiNDS) is to create training programmes for carers that treat adults with neurodisabilities in various facilities across Europe.

#### ***Our objectives are the following:***

- Developing skills for trained attendants
- Educating carers in modern technologies for neuro-disabilities regarding activities in daily living (ADL)
- Obtaining basic theoretical training on neuro-disabled diseases
- Recognizing the possible capabilities of subjects with various neuro-disabilities
- Developing the communication and management skills of caregivers with the neuro-disable subjects
- Increasing the number and abilities of volunteer carers
- Create a network of organizations that exchange knowhow and best practices on caring for people with disabilities
- Create awareness

In order to achieve these objectives, specific Intellectual outcomes and training activities have been designed, along with carefully planned dissemination activities.

Carers are the canes of people with disabilities. They contribute to their physical and mental health. Their goal is to cover all their personal care activities, such as feeding, toileting, mobilization, and in general, meeting all of these priorities that contribute to the socialization and well being of the individual.

**Διάρκεια Σχεδίου: 36 μήνες**



ProjectCode	2018-1-EL01-KA202-047962
Τίτλος σχεδίου	<b>Improving work based learning in MOBILity by increasing TEACHers' planning competences</b>
Συντονιστής	C.O.P.A.E. ILIS MONOPROSOPI IDIOTIKI KEFALAIOUCHIKI ETAIREIA - 949838551
Εταίροι	949055276 - ROC Da Vinci College, 950157487 - INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPONSABILIDAD LIMITADA, 948454555 - Foyle International Ltd., 909856024 - I.S.I.S.S. MAGNAGHI - SOLARI, 947095973 - ALFMED, 932072128 - 1ο EPAGGELMATIKO LYKEIO LECHAINON, 948548839 - UNISER SOC. COOP. ONLUS

**Περίληψη αίτησης:** Teachers and trainers' professional development continues to be a high priority on the EU policy agenda. In 2010, the Bruges communiqué (2010) invited Member States to invest in VET teachers and trainers by offering flexible training provision. The Riga conclusions (2015) have put renewed emphasis on the issue, calling for more systematic approaches and better cooperation and partnerships. There is a need of competences from VET providers on how to set up innovative Work-based learning methodologies to prepare students for their future occupation thus improving their employability when leaving the school. In particular, the staff of VET providers need to become more acquainted with organising WBL experiences in mobility, because they allow students to acquire key competences and professional competences at once, apart from contributing to their personal development. Therefore, more training opportunities for the staff operating in VET providers have to be created in order to gain competences on WBL in mobility and share best practices.

Starting from the needs and listed above, the partners of Mobiliteach will exchange practices with the general objective of increasing the quality and internationalisation of WBL in Europe by delivering a training methodology for addressed to practitioners in the VET field.

#### ***The specific objectives are:***

1. To improve competences of VET teachers/trainers on how to plan, organise and evaluate high quality WBL experiences in mobility.
2. To exchange practices in teacher training on WBL and internationalisation, and thus identify, test and mainstream an innovative training methodology.
3. To improve networking and collaboration between VET providers and mobility experts to develop Internationalization strategies together.

The partnership is composed by 8 organisations from 6 European countries each of them specialized in a particular aspect related to WBL and mobility. The good practices exchange and the know-how of each organization will shape the prototype of a summer school that will be tested during the project. In order to create the summer school, the partners will be:

- Collecting good practices concerning WBL and methodologies/pedagogical approach to prepare WBL experiences in their country and abroad.
- Researching and developing innovative tools aimed at empowering teachers by experimenting an intercultural environment, developing their own intercultural competences and exchanging about the companies' working culture in the different countries -Defining and piloting the training program of a four days summer school.
- Testing the summer school in Greece (June 2018) and in France (July 2019) with up to 44 practitioners and collect feedbacks about the output developed.

***Projects activities will unfold in:***

- Coordination meetings every 6 months to research, design, organize and pilot the logistical and pedagogical aspects of the summer school.
- Short term joint staff trainings will be used to test the summer school. They will be organised once per year in Italy and in France and will be the occasion for teachers to meet, exchange practices and be trained on how to innovate WBL by including intercultural learning and European mobility opportunities.
- Dissemination activities will be arranged in every country to present the result of the summer school to other stakeholders and practitioners at local level, and therefore multiply the impact. This activity will improve the impact of the project and its quality thanks to the direct involvement of local stakeholders which will provide feedbacks and possibly support the activities.

At the end of the project the partnership is expected to deliver a methodology and brand for a summer school which will increase the competences of VET teachers and mobility experts for delivering high quality work based learning experiences to students. In the long run this will have an impact on their professional competences and personal development and it will allow the access to mobility experiences to a higher number of students.

**Διάρκεια Σχεδίου: 24 μήνες**

ProjectCode	2018-1-EL01-KA202-047964
Τίτλος σχεδίου	<b>Creating gastronomy experiences for the designation of the Mediterranean nutrition value and the development of a tourism thematic network</b>
Συντονιστής	Chamber of Professionals and Handicrafts of Rodopi - 912690364
Εταίροι	948528372 - CENTRO SUPERIOR DE HOSTELERÍA DEL MEDITERRANEO, S.L, 912175100 - regiocop LTD, 912175100

**Περίληψη αίτησης:** MedFlavors project aims to emphasize the oenogastronomy tourism with the transnational participation of the following three countries: Greece, Cyprus and Spain. The goal of the project is the development of a new transnational thematic tourism product. The integration of local gastronomy and cultural assets in a single new tourism product enhances its differentiation and its recognition. The core element of the proposal is to familiarize the traveller with unexploited features of the cultural heritage such as taste and local nutritious products. This proposal can also be a point of reference for a new type of integrated planning at local level. The trend today is expressed in an organized global level, through consumer movements like Slow Food (a smart title that opposes the fast food). Academics who study the changes in the tourism market agree that one of the major trends in tourism development is the inclusion of wine-gastronomy in the tourism product offer, and according to data from the World Tourism Organization, 44% of tourists consider local culinary habits as one of the dominant destination selection criteria for their visits. Based on the above mentioned, organizations from three different European countries, more specifically Greece, Cyprus and Spain, with the coordinator Chamber of Professionals and Handicrafts of Rodopi which promotes entrepreneurial issues, supports the local economy in collaboration with local professionals. It has undertaken to promote the design and implementation of actions for the development and promotion of this specific tourism product. In particular, the creation of a network of competent bodies will be proposed. The partners of the project will be the Centro Superior de Hostelería and RegioCop. The Centro Superior de Hostelería is a vocational training centre recognized by the Ministry of Education and Culture of the Valencia Community. The centre's main activities are the training and acquisition of skilled students in the fields of hospitality and catering. The centre offers a wide range of training programmes: intermediate vocational training, higher level training courses, certificates regarding the cuisine, catering and pastry, master and postgraduate degrees in tourism management. The RegioCop is a dynamic provider of consulting services present in Belgium and Cyprus, with a track record of successful projects supporting EU related communication either for the European Institutions or the private sector.

### Project activities

- Development of a comprehensive education and training programme for professionals in the field of food service (local products, preservation and promotion of traditional flavors and recipes, food marketing).
- Creation of a guideline manual, which will ensure the authenticity and quality of the businesses.
- Establishment of an interactive website, an e-magazine that will provide an all-around navigation and promotion of good practices, traditional recipes, links to traditional local products, registration of high nutritional value certified product ads. Through this website professionals will be able to exchange messages, opinions, create their personal profile, post photos and view certified firms and local products.
- Creation of a YouTube channel where users and stakeholders will upload their videos for promotional purposes in order to secure new customers.

- Creation of “oenogastronomy routes” which will include all gastronomic and oenological areas of interest, such as traditional businesses with local products, establishments of production and processing raw materials, wineries, taverns, coffee shops and agro tourism accommodations. The selection of these areas will be based on standards and quality criteria in order to ensure the overall quality of the action that will serve as a point of reference in the domestic and foreign tourist market.

The oenogastronomy routes will be the basis for an integrated tourism proposal, for both local and foreign visitors to be familiar with the historical development of all aspects of the local culinary culture. Therefore, through this project, measurable results of local communities will be available at national and European level. This initiative will develop a new form of thematic tourism, which has not been fully utilized in the 3 regions/partners. It may also enhance profitability and strengthen the local economy.

***More specifically:***

- Highlight local nutritious products of the respective areas with their own identity.
- Highlight traditional food establishments that promote traditional gastronomy.
- Preserve local traditional flavors and local food service establishments.
- Motivate young entrepreneurs to create similar businesses by joining a European network.

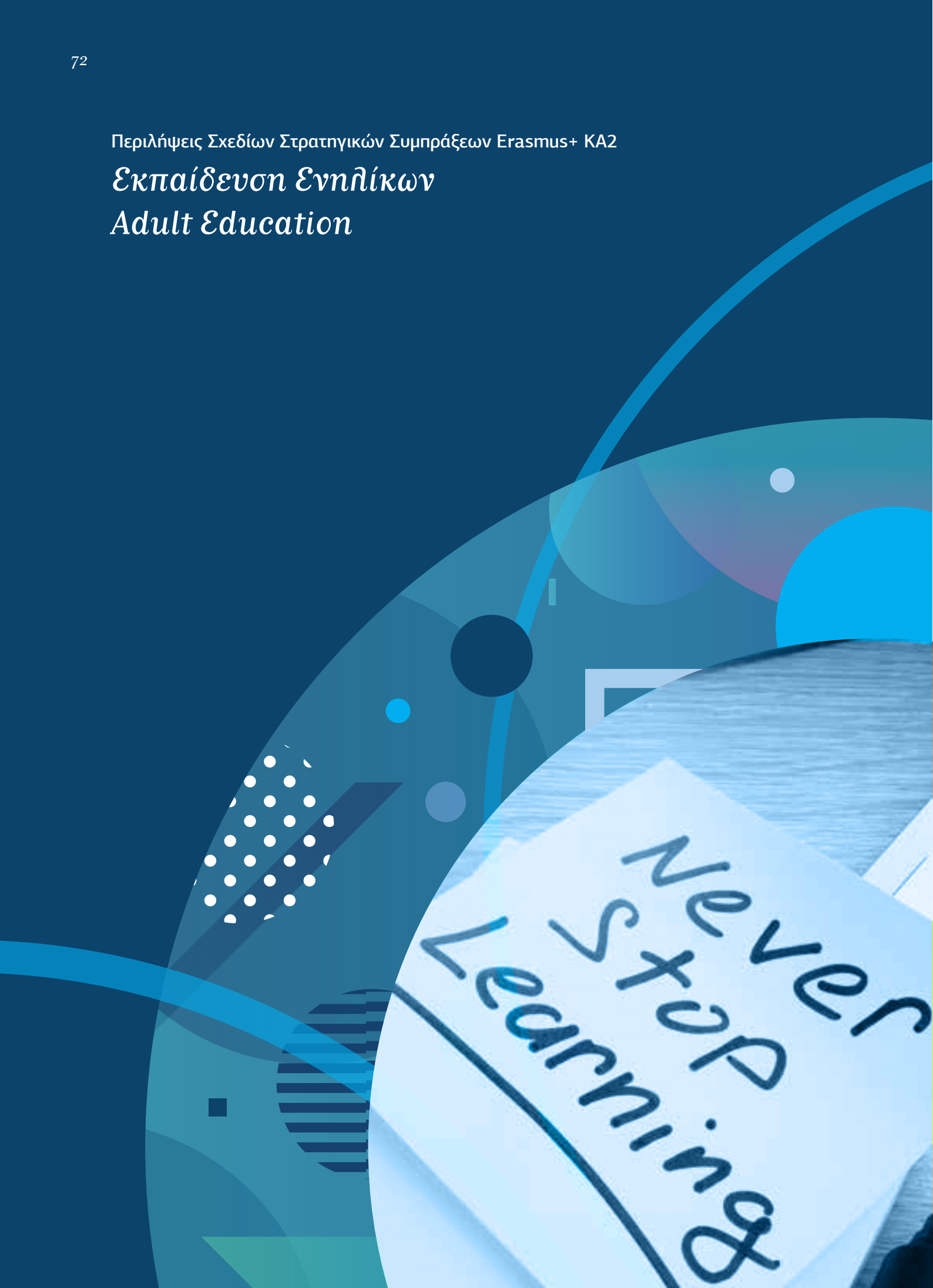
**Διάρκεια Σχεδίου: 12 μήνες**





Περίληψεις Σχεδίων Στρατηγικών Συμπράξεων Erasmus+ KA2

## Εκπαίδευση Ενηλίκων Adult Education



Never  
Stop  
Learning

ProjectCode	2018-1-EL01-KA204-047774
Τίτλος σχεδίου	<b>Τίτλος σχεδίου: UP skillinG Refugees And aDult Educators</b>
Συντονιστής	UNIVERSITY OF PIRAEUS RESEARCH CENTER - 999586941
Εταίροι	925033517 - SCOALA GIMNAZIALA NR 195, 906434155 - Benediktinergymnasium Ettal, 929731809 - Osnovna sola Koper Scuola elementare Capodistria, 932487482 - 1st Junior Highschool of Nafplio, 944382010 - 1st Gimnasium of Corfu

**Περίληψη αίτησης:** UPGRADE project consists in extending and developing the competences of low skilled migrant populations and educators/ professionals working in organisations, providing support to them, in order to assist them in the long-run in promoting a new dynamic training material for up-skilling low qualified adult refugees/migrants (linguistic support, soft and sector skills etc) resulting to access to job opportunities in the host country and to re-skill educators who work with refugees/migrants through a multicultural capacity building methodology.

Migrants are a crucial topic for EU Agenda as various strategies were put in place to look for complementary solutions to manage the issue of rising migration influx. The project is grounded on EU Partnership for integration (2017) with specific measures responds to integration needs of migrants' groups.

***This will be done via following outcomes:***

- Capacity Building Training Course
- ReSupportMI e-tool Capacity Building (online guidance space for migrants and communication tool among professionals working with this specific target group)
- Multicultural and Skills assessment Tools for professionals working with migrants

The project has been designed based on the partners' experience and understanding of professionals working with migrants needs and refugees/migrants learners. The project will bring together 6 partners from 4 different countries wishing to promote citizenship and the common values of freedom, tolerance and non-discrimination, strengthening social cohesion and helping people become responsible, open-minded and active members of our diverse and inclusive society by enriching adult educators' intercultural competences.

This project will also include four transnational project meetings that will contribute to the preparation, implementation and evaluation phase of the project as well as one joint staff training event for the staff of the participating organisations so as to be able to inform the target group during the multiplier events and the pilot testing. All the information gathered through this project and the promotion of the project itself will then be uploaded on the ReSupportMi e-tool.

The total number of people, who will benefit (directly or indirectly) from or will be targeted through the project activities (Capacity Building Training Course, Methodology and ReSupportMI e-tool, Multiplier Events) during its duration, is moderately estimated at approximately 2500.

***The project's expected results are the following:***

- Increase the quality of services offered to refugees/migrants in the future;
- Fostering the integration process and refugees/ migrants' economic participation in society;
- Improved levels of skills awareness for employability of refugees/ migrants;

- › Enhancing civic orientation and active citizenship of refugees/migrants;
- › Increasing opportunities for refugees/migrants for professional development;
- › Creating links between the host society and refugees/migrants' communities;
- › Development of competences in dealing with inter-cultural conflicts;
- › Promoting an awareness of the importance of cultural diversity in Europe;
- › Promoting understanding of cultural backgrounds and providing reflection in order to increase tolerance and to reduce prejudices and xenophobia.

***The UPGRADE project is expected to have an overall significant impact on participants (refugees/ migrants, professionals working with migrants) competences and multicultural mind-sets, based on their dealing with migrants/ refugees:***

- › Fostering the integration process and migrants' economic participation in society;
- › Enhancing social inclusion via cross-cultural acceptance, improved understanding of multicultural environments and diversity concepts;
- › Improved levels of skills awareness for employability on behalf of refugees/ migrants;
- › Enhancing civic orientation and active citizenship of refugees/ migrants;
- › Creating links between the host society and refugees/ migrants communities.

***Impact on local community:***

- › Strengthening the role of host communities in the personal and professional development of refugees/ migrants;
- › Developing the sense of respect and tolerance, and combating towards different nations and cultures;
- › Development of competences in dealing with intercultural conflicts.

***Impact at national and EU level:***

- › Intensified sensitisation of policy makers and relevant stakeholders (centralised and decentralised) to further extend and develop migrants and educators' competences through the support non-formal and informal learning.

The project's innovation and added value lies in the very fact that it does not merely seek to train trainers and refugees/migrants. The project goes beyond the training scheme as it incorporates the promotion of EU cultural diversity, access in OLS (Linguistic Support Tool) and the utility of EU Skills Profile Tool.

**Διάρκεια Σχεδίου: 12 μήνες**

ProjectCode	2018-1-EL01-KA204-047775
Τίτλος σχεδίου	<b>Digital Pedagogy Cookbook</b>
Συντονιστής	Active Citizens Partnership - 950156517
Εταίροι	949070117 - ASSOCIATION POUR LE DEVELOPPEMENT DES INITIATIVES CITOYENNES ET EUROPEENNES, 947155143 - VEREIN MULTIKULTURELL, 935927393 - FORMACION PARA EL DESARROLLO E INSERCIÓN, SOCIEDAD LIMITADA, 949347246 - DACORUM COUNCIL FOR VOLUNTARY SERVICE LTD, 942442495 - IBERIKA EDUCATION GROUP GGMBH

**Περίληψη αίτησης:** Technology is fundamentally changing how we teach and learn, making it more engaging but also challenging. Educators are facing increased challenges faced to accommodate the rising importance of technology in education and the impact this has on teaching and learning. Digital Pedagogy moves the focus from only ICT tools and skills to a mode of working in the digital world. The EU Joint Research Council has recently produced a Policy Report on a European Framework for the Digital Competence of Educators (DigiCompEdu), intended as a reference framework tool for implementing regional and national tools and training programmes.

Since computer technologies entered the educational domain, a number of metaphors have been introduced in the literature to explain this newly emerged phenomenon to educators in familiar terms. The metaphor that is based on food preparation processes and learning how to competently cook and is analogous to understanding how digital pedagogy - also about process, design, and making knowledge knowable - facilitates learning about teaching using digital tools and methods.

The project responds to the aims of Strategic Partnerships under Erasmus + insofar as it focusses, through the improvement of educational practices for the target groups, on “Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults so that they enhance digital competences” and “Extending and developing educators’ competences, particularly in the effective teaching of literacy, numeracy and digital skills to low-skilled or low-qualified adults, including through the effective use of ICT”.

***The project aim to introduce the digital pedagogy to educators using the recipe metaphor and to make a meaningful contribution to the up-skilling of educators. The project objectives are:***

- To build upon and extend the European Framework for the Digital Competence of Educators (DigiCompEdu).
- To provide all the theoretical and practical information needed by educators in order to understand digital pedagogy, improve their digital competences, create, evaluate and share their own digital recipes according to the European Digital Competence Frameworks for Citizens and for Educators.
- To promote the use of cooking/recipe metaphor for digital pedagogy by providing comprehensive and - above all - a practice driven guide.
- To empower and support educators to strengthen their performance through the development of an online community of practice where educators can effectively access, share, and create knowledge, as well as strengthen their commitment to the profession.
- To determine whether the intellectual outcomes of the project are transferable to other education sectors, specifically in VET and to make recommendations and amendments if relevant.
- To support informal learning and professional development for educators.



The project will allow educators to apply digital pedagogy and transform their teaching and learning to provide rich, diverse and flexible learning opportunities by providing a comprehensive and practical guide using the recipes metaphor and establishing a Community of Practice.

***Main outcomes of the project are:***

- Toolkit for Educators as a guide for applying digital pedagogy using the recipes metaphor.
- A Digital Pedagogy Cookbook with recipes to be used by educators focusing on four areas of the European Framework for the Digital Competence of Educators: Digital Resources, Teaching and Learning, Assessment and Empowering Learners.
- An online Community of Practice for educators and educational planners about digital pedagogy with aim to create value for educators in different levels.
- A report with recommendations for the applicability and transference of the outcomes to VET.

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA204-047788
Τίτλος σχεδίου	<b>A holistic approach of person-centred planning for people with Autism</b>
Συντονιστής	CYCLISIS - 946846004
Εταίροι	907566436 - D.A.D.A.A (Association of Parents, Legal Guardians & Friends of Children & Adults in Autism spectrum disorders and Aspergers'), 920084383 - MAENDELEO FOR CHILDREN APS, 948781930 - Scoala Gimnaziala Smaranda Gheorghiu, 986558774 - SHIPCON LIMASSOL LIMITED, 947598142 - PARVI NATIONALEN CENTAR PO DYSLEXIA, 942182535 - Macedonian Scientific Society for Autism

**Περίληψη αίτησης:** It is widely accepted by the scientific community that children and adults with ASC (Autism Spectrum Conditions) are likely to have accompanying sensory difficulties. It is also scientifically proven that there are three major type of difficulties for ASC individuals: difficulties that are associated directly with their senses (sensory), cognitive difficulties & social difficulties (social interaction). These difficulties have - undoubtedly - a significant impact on their ability to function, process information, and often lead to raised anxiety and stress levels. It is therefore essential to know the specific type of difficulty for a ASC individual in order to comprehend fully the sensory difficulties; equally important, these difficulties need to be thoroughly taken into account in the Life Planning process of the ASC individual.

'A holistic approach of person-centered planning for people with Autism' ('AUTISM\_PCP') aims to equip ASC individuals and those in support of them with the necessary knowledge and Life planning tools to deal with 'transitional' periods and/or situations which often result in raised levels of stress & anxiety; these transitions can be short term, such as Home to school, home to shops, class to class or long term, such as school to University, school/university to working environment. The Life Planning tools developed within AUTISM\_PCP will include also planning where to live, how to live, how to get about, and the steps required to make hopes and personal goals happen, including employment, housing and independence.

***The main objectives of the 'AUTISM\_PCP' can be summarised as follows:***

- Empowerment of individuals at risk of social exclusion and more specifically empowerment of ASC individuals
- Strengthening of the overall effort for social inclusion and integration of ASC individuals at mainstream education & society at large
- Enhancing competences of professionals and all those individuals, such as family members & relatives, etc., involved in the life of ASC individuals

One of the innovative elements & strengths of 'AUTISM\_PCP' is the large number and diversity of key stakeholders who will actively participate in the project. These stakeholders include people with Autism Spectrum Conditions (ASC), educators/teachers in Special Education & Autism, adult education & VET teachers, experts in SEN & ASC and facilitators/mentors. It is expected that more than 150 participants will be directly involved in the various activities of the project, throughout the implementation period.

'AUTISM\_PCP' project will deliver three important & innovative intellectual outputs, which target directly those individuals with Autism as well as those professionals in support of those in Autism Spectrum Conditions (ASC), including their immediate families & relatives. 'AUTISM\_PCP' will also develop a training manual for all those in support of ASC individuals, which will be used as a basis of training courses, which are scheduled to be delivered in three different 'AUTISM\_PCP' participating countries.

***The methodology applied for the development of intellectual outputs within the ‘AUTISM\_PCP’ project will be based on the following elements:***

- Literature research/study
- Expert knowledge (external & internal)
- Feedback from participants
- Expert review/validation

***The results expected by ‘AUTISM\_PCP’ during the project and on its completion are as follows:***

1. It will strengthen the social inclusion of individuals with Autism Spectrum Conditions (ASC)
2. It will improve and extend the supply of high quality learning opportunities tailored to the needs of individuals due to the tailor made training manuals to be developed during the implementation of the project and the trainings to be delivered after the official end of the project by consortium partners as well as stakeholders outside the consortium.
3. It will improve educators’ competences’, that is, all those with the role of facilitator for individuals with ASC.
4. It will promote the empowerment and active citizenship with focus on individuals with ASC.
5. It will develop mechanisms to monitor the effectiveness of adult learning policies or to track and monitor the progress of adult learners.
6. It will support the overall effort of combating Early School Leaving (ESL) by reducing the risk of social exclusion for vulnerable groups, such as those with ASC.

From all above, it is clear that ‘AUTISM\_PCP’ is an innovative cross sectoral strategic partnership project that aims to make a significant contribution towards the development of a harmonized approach with regards to Life Planning Tools for Autism Spectrum Conditions (ASC) individuals across Europe.

**Διάρκεια Σχεδίου: 36 μήνες**

ProjectCode	2018-1-EL01-KA204-047819
Τίτλος σχεδίου	<b>An Adult Digital Education Skills Kit to Foster Employability (DESK)</b>
Συντονιστής	MPIRMPAKOS D. & SIA O.E. - 940201310
Εταίροι	999440180 - TECHNOLOGICAL EDUCATIONAL INSTITUTE OF CRETE, 949231137 - PERIFERIAKI DIEFTHINSI PROTOVATHMIAS KAI DEFTEROVATHMIAS EKPAIDEFSIS KRITIS, 927294684 - HÄLSINGLANDS UTBILDNINGSFÖRBUND, 950640935 - LIFELONG LEARNING PLATFORM, 947469811 - A & A Emphasys Interactive Solutions Ltd

**Περίληψη αίτησης:** Recent studies have shown that digital literacy in Europe plays a crucial role in their selection when an individual is a candidate for a job opportunity. In the meantime, a huge portion of EU's population remains digitally illiterate, and as such, an unemployed person has fewer job opportunities, and a working man has fewer chances of bettering their position. As time progresses so does the technology penetrate our everyday life, be it in the house or in work. Such is the growth of digitization, that EU adults need to be encouraged to engage in life-long learning in order to acquire the skills necessary to catch up with the needs and opportunities of modern digital life. In addition, traditional training techniques have started to wane, and more modern teaching tools and skills are needed to increase the level of skill/information absorption by the Adult Trainee. This need can be addressed by using Augmented Reality technology in Adult Training and Life-Long Learning, and the first step would be to prepare the trainers themselves, by introducing them to the use of Augmented Reality in the Classroom.

### **An Adult Digital Education Skills Kit to Foster Employability**

To achieve the aforementioned goal, we are planning to implement this proposal. The project partners will collectively create a "Digital Toolkit" under the name DESK (the adult Digital Education Skills Kit to foster employability) by which an Adult Trainer can learn how to create content for his class as well as use it to promote Life-long Learning to Adults and help them increase their skills towards the labor market.

#### ***The objectives of the project would be, in chronological order:***

- Establish a relevant curriculum based on an analysis of the training needs of adult learners according to the digital skills needed to improve and foster employability;
- Implement courseware and e-Learning content based on the established curriculum of courses focused on engaging adults to improve their employability and digital literacy;
- Develop a set of case studies serving as examples of successful use of Augmented Reality (AR) for training adults;
- Develop an innovative "Digital Adult Trainers Toolkit" which will provide EU Adult Trainers with a set of digital resources including e-learning content and AR-case-studies which they can include in their training sessions to help increasing the interest level of adult learners;
- Use a group of Adult Trainers to evaluate the aforementioned "Toolkit";
- Disseminate the results of this project across Europe and openly distribute the resultant "DESK Toolkit" to a minimum target of 1,000 Adult Trainers.

The Adult Digital Education Skills Kit will be made by a consortium of 8 partners from 7 different European countries. It includes Life Long Learning Centers (Adult Training, e-Learning), a University (Higher Education), a Digital Media expert, an Employment Agency, and Technical Experts (Augmented Reality,



2D&3D Digital Model Creation).The combined skills of these institutions will develop a digital tool kit that will target Adult Trainers, Learners and Stakeholders relevant to Adult Education, allowing them the means to integrate Augmented Reality into their teaching, thus helping Adult Learners to gain Modern-day Skills required in the Labor Market, such as Digital Literacy.

The project will follow a work breakdown structure, and each activity's progress will be monitored through the completion of its subroutines. This allows for careful planning and coordination of the activities and the total project, and by using the Project Management's Time Management principles we can stay within our EFT (Earliest Finish Time) and LFT (Latest FT). We have planned for four phases for our Project: Planning, Development, Implementation & Dissemination.

As the target groups are widespread (Adult Trainers, Stakeholders, Learners), it is reasonable to expect that DESK's utilization will not be limited to the participating organizations.

While the direct result will be to enable Adult Trainers to integrate Augmented Reality in their teaching, this indirectly results into allowing Adult Learners better educational chances and brings them closer to gaining useful Modern-day Labor Market Skills, such as Digital Literacy.

The main long-standing Output of DESK will be the Skills Kit itself, which will provide Adult Trainers via a specific Curriculum all necessary content (e-Learning, Case-Studies, AR content, Examples of Sessions using AR) that will enable them to utilize AR technology and more effectively assist Adults in their learning experience.

The project will raise awareness via multiple routes, including a dedicated web-page, Social & Multi-Media Pages, and Multiplier events in all participating countries.

**Διάρκεια Σχεδίου: 30 μήνες**



ProjectCode	2018-1-EL01-KA204-047837
Τίτλος σχεδίου	<b>Learning for Caregivers in Europe</b>
Συντονιστής	Greek Carers Network EPIONI - 916082454
Εταίροι	940250683 - Care Alliance Ireland Ltd, 929699314 - La Compagnie des Aidants, 921151480 - EUROCAREERS-ASSOCIATION EUROPEENNE TRAVAILLANT AVEC ET POUR LES AIDANTS NON-PROFESSIONNELS, 935990540 - PANELLADIKI ENOSI GIA TIN PSYCHOKOINONIKI APOKATASTASI KAI TIN EPAGGELMATIKI EPANENTAXI

**Περίληψη αίτησης:** The “Learning for Caregivers in Europe” (“Learn4Carers”) project targets family carers and professionals working with carers directly or indirectly and citizens in Greece, Belgium, Ireland, France, UK and more broadly in Europe.

Carers or caregivers can be defined as persons who provide assistance or support to another family member or friend. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled or has some chronic illness, mental health problem or other condition connected with a need for care, support or supervision.

Within the “Learn4Carers” project we will target carers, professionals working for carers of every age group and citizens.

Carers of all age groups are, a group at risk of social exclusion, whose social and educational opportunities are often limited by the role they play in the family. This situation necessitates professional support from multiple sources. Not only does it concern mental health services and education support services, it may also call for family services, and in many cases support via the professional care and care counseling sector. Such multi-problem situations pose a big challenge for services, and countries such as Greece and Belgium have yet to find ways for collaborative support strategies involving all sectors affected. The project aims to overcome these problems by empowering caregivers and professionals and by sharing existing tools and methodologies to support caregivers in Greece, Belgium, France and Ireland.

As the recognition of carers and the available support varies significantly within Europe, a transnational approach to establishing support services for carers and sharing good practice for professionals is a promising undertaking. The involvement of the project partners enables a strategic partnership that brings experience from the different sectors, be it through the partner institutions themselves or through their networks.

Partners within the “Learn4Carers” project can build on an existing European network that includes countries such as Ireland and France which have good support services and countries like Greece and Belgium which have limited services for informal caregivers.

As interest in the topic of carers is growing rapidly in Europe we included as partner Eurocarers, the European umbrella association working with carers. This European network representing informal carers and their 67 organisations in EU Member States and beyond will support the project by sharing information on the European policy agenda, due to their representation, actively supported by the European Parliament and dissemination of our exchange of best practices in a European level.

Our associated partner EUFAMI will promote the project in an EU level. EPIONI as the lead partner is a new and dynamic organization of caregivers from Greece with practical experience in the support of caregivers. EPIONI has never been involved in a similar project, however EPIONI received support to improve internal organizational procedures from the more experienced organization and partner in this project PEPSAEE.

The project can build on the existing experience that includes countries such as Scotland in UK which have good support services. Our associated partners in U.K., Greece and Turkey will also share good practices and disseminate the results.

The project will offer specific informal adult education opportunities and interventions by providing such learners with the opportunity to partake in international visits as well as to learn about the evolving provision of family carer supports both in their own country and abroad; through a range of mediums including face-to-face seminars, focus groups and on-line fora.

Over the lifespan of the project, four transnational project meetings (M1-4) are planned. Each face to face Transnational project meeting will include a Focus Group for Informal Caregivers. A webinar on the European policy for informal caregivers will be organized by Eurocarers and PEPSAEE. A 3minutes video of 2 members of the European Parliament sharing the important role of unpaid family carers by EPIONI and Eurocarers uploaded in the website of partners.

Project partners in Greece and Belgium will benefit and learn from the Irish and French experience during the project, the webinar, the face to face meetings and will have several opportunities to mobilize and educate caregivers, professionals and citizens. Partners from France, Belgium and Ireland will benefit from best practices of the EPIONI carers association in Greece and the support of carers from organizations like PEPSAEE. We will conduct study visits to organizations working with carers in Ireland, Greece and France during the project meetings.

We will include all the best practices, cases and experience in the “Practical guide of best cases in the support of Informal Caregivers in Europe”. All the material will be available free at [www.learn4carers.eu](http://www.learn4carers.eu)

**Διάρκεια Σχεδίου: 24 μήνες**

ProjectCode	2018-1-EL01-KA204-047874
Τίτλος σχεδίου	<b>Supporting Ties in the Education of Prisoners</b>
Συντονιστής	Epistimoniki Enosi Gia Tin Proothisi tis Ekpaideftikis Kainotomias - 935221427
Εταίροι	924067203 - CPIA 1, 907983536 - 2nd Second Chance School of Larissa, 940477275 - C.I.P. CITIZENS IN POWER, 947213440 - KERIGMA - INSTITUTO DE INOVACAO E DESENVOLVIMENTO SOCIAL DE BARCELOS

**Περίληψη αίτησης:** The “STEPS” project aims to give opportunities to prisoners, to free them from ignorance, social awkwardness and “disability” and to offer them support and restorative experience to escape from the vicious circle of marginalization, crime and unemployment. The way to break this cycle is to foster confidence, to live by using legal means and to avoid the recurrence, so as to choose education and training before their release and through this facilitate job finding and avoid marginalization, unemployment and eventual criminality.

The “STEPS” project’s partners will work together to create an innovative training material, which will be used in prison schools, rehabilitation centers and other related structures.

This material, used by trained teachers or trainers, could contribute in supporting the reintegration of prisoners into society, the primary objective being that the detainees will be freed from negative emotions, such as anger, aggression, rejection, disappointment etc.

The “STEPS” will give prisoners the necessary help to carry on as equal citizens, with rights and obligations and it will provide prisoners with support before and after the release, combined with career counseling, learning social and life skills and preparing the person for the transition from prison to the community.

The “STEPS” plans to provide the necessary specialized learning support and the adaptation of the learning material emphasizing: a) the characteristics and needs of the detained adult learner, b) the obstacles encountered in learning and c) the accommodative and inspired role assumed by the adult trainer in the learning process mainly as a person rather than a knowledge institution.

The project methodology links in two separate innovation processes, which fully support the selected priorities.

The first one is based on the field of systemic/postmodern counseling which touch at the consultative process as a language - interactive event. It considers that the speech in the context of speakers’ interactions has manufacturing capacity and perform social action. The person is characterized from a dynamic displacement on the voices’ positions, when the interpersonal interaction happens and the speech is produced. Furthermore, it contains elements of systemic research, highlighting the circularity at the process of interaction.

The second one regards on the creation of a dynamic virtual reality system (VR), consisting of rooms, narrative stories, videos, photographs and newspaper articles. The administrator, through this system, creates dynamically the environments within the user acts, either by reusing already registered materials, or by adding new ones.

#### ***The management system would be able to***

- insert, update, delete materials from its database
- manage materials such as rooms, narrative stories, videos, photos and articles from newspapers, with their metadata



- create and manage stories. Each story, within the user acts, will consist of a title, a room, a narrative and a number of materials from the system database
- manage materials in many languages. The environment will be in English, as it is easier for the partners to translate into their mother tongues
- manage statistics. These statistics will reflect the user's reaction regarding the room and the materials, specifically what objects he has seen, how long and in what order.

All the above materials will be recorded in a relational database and will be retrieved dynamically based on parameters indicated by the operator to the system each time.

The involved partners CPIA 1 and the Second Change School of Larissa will implement the VR rooms in prisons' schools, will test and note down the evaluation as result of the implementation. CIP and Kerigma will implement the VR rooms to ex-prisoners groups, supported by specific social structures.

EEPEK will create the 6 VR rooms according Kerigma's narrations' booklet.

The above activities will be disseminated and be exploited under CIP directions and actions.

EEPEK as the promoter of the project, is responsible for the management, the implementation, the financial management and the cooperation with the National Agency (IKY).

EEPEK will manage the project implementation and partners' contribution. 5 transnational meetings would help on this activity.

Steering committees' proposals will guide the evaluation activities of the project and will work encouraging the decisions and the actions.

Approximately, 490 persons will benefit from or will be target of the activities organised by the project, such as regional social authorities, observatories or resources centers, training centers and funders of professional training, prison schools and directorates but also social faculties, organizations involved in the support of ex-prisoners, regional authorities and public bodies, municipalities, public decision-makers, regional mental health authorities, social sector and professional bodies, networks on social webs, researchers.

**Διάρκεια Σχεδίου: 34 μήνες**



ProjectCode	2018-1-EL01-KA204-047884
Τίτλος σχεδίου	RE[ENTER]
Συντονιστής	Freedom Gate Greece - 928081645
Εταίροι	948091290 - ASOCIATIA JUDETEANA SPORTUL PENTRU TOTI SUCEAVA, 919825878 - European Strategies Consulting, 912628090 - peri Psychis, 946033338 - QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA, 923505670 - OBSERVATOIRE INTERNATIONAL DE JUSTICE JUVENILE, 947679137 - UISP TERRITORIALE CIRIE-SETTIMO-CHIVASSO, 940477275 - C.I.P. CITIZENS IN POWER, 986152150 - PANEPISTIMIO THESSALIAS, 912691237 - Silta-Valmennusyhdistys ry, 940526939 - FUNDACION DIAGRAMA INTERVENCION PSICOSOCIAL

**Περίληψη αίτησης:** This project focuses on the exchange of good practices concerning psychoeducational tools that have the potential to contribute to the capacity building of parole officers and professionals that work inside and outside prison as well as professionals and volunteers who work at NGOs or other organizations occupied with ex-prisoners as their target group of providing services. The project aims to fill the gaps which emerge from the lack of effective services provided to prisoners and ex-prisoners and to strengthen professionals and volunteers that work at relevant to the prisoners' fields and contexts. It is estimated that 450 professionals and volunteers will be trained and gain the necessary knowledge and tools to boost their efficacy. The training sessions that participants will attend include the exploration of innovative psychoeducational tools, employment counselling, ethics, case management and supervision to professionals. The methodology that will be used is based on the Logical Framework Method which is a systematic and participatory approach for project design and planning. LFM assists in the understanding of two components of project success: 1) project management success and 2) product success. The expected results include the capacity building of professionals who will be trained but also other professionals that will have the opportunity to learn through the open access to material which will be published after the completion of the project. In addition, due to the exchange of good practices among partners, the organizations involved will be able to provide more efficient, credible and valid services to prisoners and ex-prisoners. At last but not least the impact of the project includes partners' involvement to stakeholders' decision upon matters provided services at correction facilities that may contribute to a social change.

#### **Activities analysis:**

**Activity 1:** Coordinating organization Freedom Gate Greece Project management and implementation

**Activity 2:** Coordinating organization Freedom Gate Greece Preparation as stated in the section F

**Activities 3 – 9 will fall and described analytically under the category of G.1. Learning/Teaching/Training:**

#### **Training session C1**

**Activity 3:** Peri Psychis

**Activity 4:** European Strategies Consulting

**Activity 5:** Freedom Gate Greece

**Activity 6:** C.I.P Citizens in Power

**Training session C2**

**Activity 7:** Training module 4 Silta-valmennusyhdistys ry

**Activity 8:** Training module 5 UISP Ciriè Settimo Chivasso

**Activity 9:** Training module 6 Asociatia Judeteana Sportul Pentru Toti Suceava (AJSPT Suceava)

**Activity 10:** The University of Thessaly creation of the good practice manual

**Activity 11:** Innovative Prison Solutions creation of the e-learning material

**Activity 12:** European Strategies Consulting Quality assurance methodology and evaluation

**Activity 13:** International Juvenile Justice Observatory Project dissemination

**Activities 3 – 9 Learning/Teaching/Training: Training sessions C1 and C2****Transnational meetings:**

1. Athens Greece (kick-off meeting)
2. Bucharest Romania
3. Brussels Belgium
4. Athens Greece (Closing conference)

**Διάρκεια Σχεδίου: 24 μήνες**



ProjectCode	2018-1-EL01-KA204-047892
Τίτλος σχεδίου	<b>BRIDGE</b>
Συντονιστής	Panellinia Omospondia Nosou Alzheimer kai Sinafon Diatarachon - 911481841
Εταίροι	946941258 - JASZBERENY VAROS ONKORMANYZATA, 931353455 - Gymnasio Gennadiou (Secondary School of Gennadi), 948575805 - Liceo Artistico «M.Preti/A. Frangipane» Reggio Calabria, 973434286 - COMUNE DI REGGIO CALABRIA, 947674287 - Budapesti Gépészeti Szakképzési Centrum Szily Kálmán Műszaki Szakgimnáziuma, Szakközépiskolája és Kollégiuma, 909466181 - Testvérvárosok Baráti Egyesülete, 917788878 - V.E.M. srls, 947473109 - Rhodes International Culture & Heritage Society

**Περίληψη αίτησης:** People with dementia are often excluded from intergenerational social activities due to stigmatization. According to World Alzheimer Report (2017) "Around the world, we need to drive forward improvements in healthcare and social care, as well as eliminating the stigma around dementia and ensuring that people living with dementia (pwD) are included in society...". Moreover, the generation gap is constantly widening while young people are losing their interest to participate in volunteering actions concerning elderly people. Young people could play a significant role to fight against the stigma and the consequent loneliness and social exclusion of pwD, especially if they are engaged as volunteers in projects which challenge them too.

The 'project' aims to develop, implement and evaluate a series of games addressed to pwD and/or other social groups. It will narrow the gap between generations, decrease the stigma of dementia, empower the bonds of the two different groups, promote civic participation of young people by developing the role of volunteering for social inclusion.

Our target is to create these games during social events called "Bridge Game Jams" held by project partners. pwD will interact mainly with young people and/or carers, product designers in order to create new prototypes of games (physical and/or digital ones) specifically designed to have a positive effect on behavioral or cognitive impairments. Also, games addressed to other social groups eg children, young people can also be designed as a means of raising awareness about pwD.

Working prototypes of the games created will be formed and their effectiveness will be tested with patients and health scientists (psychologists, neurologists).

### **Aims**

1. Engage young people over 15 in volunteering
2. Empower generation bonds through a playful activity
3. Reduce social exclusion and stigma of pwD
4. Increase the awareness of young adults about dementia through a playful and innovative way
5. Develop working prototypes of games focused on fighting behavioral or cognitive impairments of pwD
6. Develop working prototypes of games used as tools of raising awareness (eg games for children)
7. Develop final version of games evaluated as highly effective after testing with pwD

### **Intellectual outputs:**

1. Co-Created Methodological Guide for of Bridge Jam events
2. Games for cognitive and behavioral symptoms of pwD
3. Web platform of the project

**Διάρκεια Σχεδίου: 36 μήνες**



ProjectCode	2018-1-EL01-KA204-047898
Τίτλος σχεδίου	<b>Live and learn – Innovative ICT based learning and mentoring approaches for Alzheimer’s communities</b>
Συντονιστής	INNOSYSTEMS LTD. - 919292475
Εταίροι	949252186 - 36,6 Competence Centre, 936369713 - Komiteen for Sundhedsoplysning, 969662441 - ANZIANI E NON SOLO SOCIETA COOPERATIVA SOCIALE, 957234316 - ETAIRIA NOSOU ALZHEIMER KAI SINAFON DIATARAXON ATHINON SOMATEIO, 999901318 - LUNDS UNIVERSITET

**Περίληψη αίτησης:** Dem@entoring will use an inclusive educational and training approach, addressing health, wellbeing and promotion of ICT activities to people with dementia and their formal and informal caregivers in order to understand their disease and to efficiently cope with the dementia symptoms, raise awareness, improve understanding and decrease the fear of stigmatization. By implementing this training in different EU countries we will have the opportunity to respond to the growing numbers of people with dementia by upskilling formal and informal caregivers who wish to gain a greater understanding of the disease. The percentage of people aged >60 is predicted to rise from 12% of the current population to 22% between 2015 and 2050. Rising life expectancy is associated with increased prevalence of chronic diseases like dementia. There were an estimated 46.8 million people worldwide living with dementia in 2015 and this number will almost double every 20 years. These increases will have a marked impact on states’ health care systems; and families and caregivers. According to studies, it is estimated that two caregivers are needed to take care of one person with dementia. AD poses real challenges for both the person diagnosed with AD and to those who assume care giving responsibilities. This does not mean that there will no longer be times of joy, shared laughter, and companionship. AD often develops gradually, offering time to adjust to the diagnosis, plan ahead, and spend quality time together. Dementia is not a specific disease. It’s an overall term that describes a wide range of symptoms associated with a decline in memory or other thinking skills severe enough to reduce a person’s ability to perform everyday activities. Alzheimer’s disease accounts for 60 to 80 percent of cases.

### Objectives:

The project aims to create two models integrated within an online system allowing the target audience to interact and learn. The Mentoring Relationship Cycle - training and iterative service provision and the Mentoring Lifecycle model creating multiplier eMentors and allow grass-root level interaction. The models address all involved target groups. Integrated with a pilot testing, dissemination events and actions, the project will end with a learning activity to promote uptake of the models and system, thus, reach the needs addressing.

### Participants:

People with dementia, formal and informal caregivers, NGOs, social enterprises, key stakeholders, health care professionals and educational providers are targeted by the Dem@entoring project and we estimate that during the project’s lifecycle, approximately 5,000 persons and organisations will be reached. This through a comprehensive strategy using diverse channels to reach all levels involved.

### Activities:

Diverse activities are envisaged ranging from the initial needs analysis, the design and development of the two models, of the Dem@entoring system and the underlining training approach (inclusive education, interactivity, decision based), with a bottom-up approach while in parallel integrating higher level

interaction and input. A key element is the dissemination strategy where the plan developed will dictate partner activities and actions. Three multiplier events, seminars, webinars and one learning activity will be organized as part of the effort to involve target group members, with specific channels and methods for their selection and promotion.

### **Methodology:**

A clear project methodology with tasks, activities, time plan and milestones is designed to allow: **a.** implementation of tasks according to plan and quality criteria, **b.** target group involvement and input, **c.** promotion and raising awareness, **d.** an underlying inclusive approach traceable to all activities, **e.** reporting and meetings to discuss, **f.** sustainability actions and transferability possibilities of results.

### **Impact / Results:**

As long term impact we expect: **a.** decrease social exclusion numbers among people with dementia in society, **b.** increase uptake of ICT activities and an improved healthier lifestyle, **c.** increased interactions with diverse groups within one's environment thus, promoting equal opportunities, wellbeing, democratic value, proactive approach, active participation, **d.** practical examples to stakeholders and educational providers on applying EU policies and priorities, and many more. The main results, namely the Dem@entoring system and the two models can further be transferred to other target audiences i.e. immigrant care givers, social workers etc.

Achieving this ultimate vision will require leadership and commitment at many levels, from classrooms to political representatives. The goal and challenge of is to allow cross-sector cooperation and change that can have a significant and sustainable impact on national and EU priorities.

**Διάρκεια Σχεδίου: 30 μήνες**

ProjectCode	2018-1-EL01-KA204-047915
Τίτλος σχεδίου	<b>Virtual Reality training in work related skills for Individuals with Autism</b>
Συντονιστής	HABILIS MONOPROSOPI IKE - 920088651
Εταίροι	999846028 - UNIVERSITA DEGLI STUDI DI PARMA, 933328666 - Chatzi A. -Roupa E. O.E., 999453372 - UNIVERSIDAD DE LEON, 999597223 - TECHNOLOGIKO PANEPISTIMIO KYPPOU, 999853109 - UNIWERSYTET WARMINSKO MAZURSKI W OLSZTYNIE

**Περίληψη αίτησης:** Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder with prevalence rates of 1 in 68 individuals (CDC). ASD manifests with a lack of social and communication skills and the presentation of repetitive and/or restrictive patterns of behaviors. Individuals with ASD face important challenges in their social encounters due to a lack of intuitive social ability. This is the salient sign of Autism which emerges early in development and usually is manifested as a lack of interest in social interaction or pronounced awkwardness which results in a lack of engagement in activities that promote social integration. This deficit later on affects work prospects and limits the opportunities for achieving financial independence. The latter appears to be an area where individuals with ASD face serious problems not so much regarding “hard” skills as with “soft” skills, namely the interpersonal, communication and social intelligence skills, that are considered critical for occupational success. In addition, it appears that many adults with high functioning ASD, already working, are not receiving the support at work that they need in order to perform their jobs well.

The project will offer a high quality learning opportunity through the use of Virtual Reality (VR) technology in combination with social scripts to train individuals with ASD in “soft” skills (interpersonal intelligence, communication) in increasingly challenging work environments. The project is highly innovative in that it supplies a high quality learning opportunity through the use of Virtual Reality (VR) technology to simulate working environments that in vivo may appear hostile or perplexing to people with Autism. The simulated VR environment will be manipulated by experienced trainers in a way that will offer the maximum amount of scenarios presenting possible situations that may cause awkwardness and/or elicit a non productive, insensitive or off-putting response by the person with Autism. The simulated VR environment will present opportunities for training “soft” (conversational, empathizing, turn-taking, socially responsive, conflict resolution at work) skills by specifically addressing the deficits identified in the social behavior of the participants. Therefore, there is a potential for the creation of a personalized learning environment that presents with a repertoire of individualized scenarios.

The project aims to create a certified curriculum of learning objectives that will correspond to training scenarios. The progress of the participants in the training program will be measured using a number of well calibrated standardized instruments that will detect improvement in performance in any of the target abilities. The project will offer these VR scenarios to all trainers all over the world for free, but also an authoring tool to be able to modify existing or create new scenarios, thus giving them pioneer tools, accompanied by certified materials, & a sound pedagogical framework behind.

The consortium is composed from partners from 4 European Countries (Greece, Cyprus, Ireland and Denmark) collecting all the required expertise in the design and development of adult education programs for the target group of people with ASD. The duration of the project is 24 months. The implementation plan is structured around the main goal of the project that is to deliver the foreseen curriculum with the VR training tools and evaluate it against real needs of people with ASD. Thus, the first activity foresees the drafting of the pedagogical framework of the WORKINGTHROUGH platform. The activities that follow deal with preparing the training materials for the curriculum and the social stories scenarios for the VR tools. An initial set of 3D models, animations and graphics covering the

curriculum needs will be designed. The development of the 3D authoring tool will follow to enhance the sustainability and transferability potential of WORKINGTHROUGH. Since the desired functionality of the VR initial scenarios will be finalised, the authoring tool will give trainers, therapists and parents the ability to become creators of new VR social stories, to modify or translate the existing ones (in even more languages) in order to use them with their individuals with ASD.

The short term impact of the project addresses the needs of people of people with Autism and their families that aim for a more inclusive life. The pool of 40 participants with ASD in the pilot trials will consist of four groups of 10 people in each country (10 in Greece, 10 in Denmark, 10 in Ireland and 10 in Cyprus). By promoting the acquisition of social skills useful for occupational adjustment and success the project promotes the concept of financial independence thus relieving the families from the financial burden imposed on them by the inability of the person with ASD to support himself or herself. The project partners have proven record working with people with Autism.

**Διάρκεια Σχεδίου: 24 μήνες**











Erasmus+

## Ίδρυμα Κρατικών Υποτροφιών

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