



A. General Information

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;
- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;
- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Project Summary: In this section you should describe in a compact way your project's rationale, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

For more information on how to fill in this application form, you can read the e-Forms Guideline.

B. Context

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for youth
Call	2015
Round	Round 2
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	30-04-2015 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	Creative Approach to Key Competence Building for Marginalized Young Adults
Project Acronym	CRE8IVE
Project Start Date (dd-mm-yyyy)	01-10-2015
Project Total Duration (Months)	24 months
Project End Date (dd-mm-yyyy)	01-10-2017
Applicant Organisation Full Legal Name (Latin characters)	Asociatia pentru Educatie si Dezvoltare Durabila



Form hash code



540B840B29847045

B.2. National Agency of the Applicant Organisation

Identification

RO01 (ROMÂNIA)

For further details about the available Erasmus+ National Agencies, please consult the following page:

http://ec.europa.eu/education/erasmus-plus/national-agencies_en.htm



C. Priorities

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

Strengthening education and training paths of educators and youth workers

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.

Addressing low achievement in basic skills through more effective teaching methods

Promoting high-quality of youth work.

Please comment on your choice of priorities.

It is an accepted fact that the quality of teaching is the key deciding factor in the achievement of educational outputs and the CRE8IVE project recognises the key role to be played by youth workers and adult education professionals and wants to ensure that they can benefit from the provision of essential continuous professional development training. Youth work and the wider adult education sector is often regarded as the poor relation when it comes to investment in continuous professional development resources for staff working in the sector. The provision of supports to disadvantaged youth is broad and expansive covering every possible conceivable formal, informal and non-formal learning environment and opportunity. Training youth workers and adult education staff to keep up to date with the latest competence requirements is a real challenge and often more specialized areas for training are ignored. Despite the lack of training available for key staff a lot is still expected of youth service providers. Working with some of societies most disadvantaged and excluded groups bespoke and targeted training that supports youth workers in the use of alternative educational initiatives is required if the key role played by youth workers is to achieve the required quality of output.

The creative arts are attractive to many young people and can be used as an alternative and robust educational environment for the acquisition of key competences. They are especially useful for embedded learning and intuitive learning processes and are diverse enough to provide something of interest for almost all potential students, even the most reluctant. For many disadvantaged youth, formal education approaches have failed to deliver the learning outcomes required in todays economy and the creative arts can be a more effective teaching method to acquire basic and transversal skills.

The CRE8IVE train-the-trainer curriculum will help to support the achievement of high-quality youth work resulting in some of Europe's most disadvantaged and excluded youth being re-engaged in education and training.



D. Participating organisation(s)

D.1. Applicant Organisation

PIC	942396517
Full legal name (National Language)	AESD
Full legal name (Latin characters)	Asociatia pentru Educatie si Dezvoltare Durabila
Acronym	
National ID (if applicable)	21362330
Department (if applicable)	
Address	1 Decembrie 1918 nr.12
Country	Romania
Region	RO31 - Sud - Muntenia
P.O. Box	
Post Code	910040
CEDEX	
City	Calarasi
Website	www.aesd.ro
Email	
Telephone 1	+40724027969
Telephone 2	
Fax	

D.1.1. Profile

Type of Organisation	Other
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

D.1.2. Background and Experience

Please briefly present your organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Association for Education and Sustainable Development (AESD) is an educational centre and its main activities are; the



implementation of formal and informal lifelong education courses; building an organized system of consulting throughout its region; and the management and provision of information and training. AESD's goal is to promote lifelong learning in society in order to facilitate the growth of active citizenship; increased social cohesion and higher levels of employment for all age groups. AESD have considerable research expertise as our work is always evidence-based and the on-going analysis of the needs of the region are key activities of the association. One of our priority objectives for the period 2013-2016 is the structuring and establishing of a network of local centres for distance learning. It pursues this strategy to ensure that quality education provision can be easily accessed in even the most disadvantaged areas. As youth workers and adult educators are two of the key determinants of success the resources developed in the CRE8IVE project will be of considerable benefit to us in trying to achieve our objectives. The association compliments the mainstream educational network that already exists offering more flexible, individually tailored and market focused courses for the lifelong learning of young adults. One of the goals of our association is to give marginalized youth access to lifelong learning and access to current job experience in order to help them obtain (fixed) employment in the long term. The City of Calarasi, where AESD is based, is one of the least developed regions of Romania.

What are the activities and experience of your organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Youth unemployment in Romania stands at 23.3% with little prospect of improvement in the foreseeable future. As opportunities in the labour market in Romania are limited one of the objectives of AESD Calarasi is to support the acquisition of key transversal competences that will be of benefit to young people throughout their future careers. It is widely accepted that those in most need of education and training are least likely to access core provision and it is essential that the disposition of NEET groups towards education and training is altered. Developing innovative training approaches to attract these target groups back to education is essential. Applying the results and proposed outputs of this project and supporting the development of key competences in one of the weakest sectors of the labour market would go a long way to address the unemployment difficulties in the local community and help the development of a strong economy at community level.

Gabriel Dobrescu is President of the Association for Education and Sustainable Development (AESD) founded in 2007 in Calarasi. He is an engineer in automatics and computers and holds a Master of Science in Project Management by the National School of Administrative and Political Studies of Bucharest. He has been the project manager in many Leonardo and Grundtvig projects and he has extensive experience as ICT trainer in adult education, as auditor in quality management and as auditor in environmental management. He attended "Sustainable Regional Development and Modern Information Technology in Adult Education" Socrates course, held in Belgium in 2004.

Andreea Emina Panaitescu is Head of the Career Guidance, Professional Development and Training Department at the Association for Education and Sustainable Development (AESD), where she has served as project manager in many of the Grundtvig projects. She holds a Bachelor's degree in Economics with specialisation in International Transactions awarded by the Faculty of Economic Sciences of "Ovidius" University of Constanta. Certified on marketing techniques in the labour market and professional training field, she is working for the Regional Professional Training Center for Adults Calarasi, in the Training department, being directly involved in organising and monitoring, in planning the resources used in the development of the training programs, in preparing authorization files and in developing and reviewing training programs. She is in charge of the coordination, organisation and monitoring of training programs in Human Resources Development projects. She is an expert of the Technical Secretariat of the County Commission for Authorization, designated in committees for evaluating and monitoring of the training providers.

Mariana Stoiculescu is a Specialist in Sociology, Master in European Social Policy, experience in conducting research and social surveys in order to establish social protection rights, experience as an expert on various projects such as: "Support to Anti-Poverty and Social Inclusion Plans" (DFID/UK Government), "Invest in Social Partners" (British Council), "Leave No Child Out" (EC and UNICEF), "The RSDF Development Perspectives. An Assessment Regarding the Organizational Sustainability of RSDF", "Social Inclusion of Ethnic Minorities in the Western Balkans through Education and Training: elements of good practice" (European Training Foundation) etc.

Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
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Erasmus+	2014	2014-1-DE02-KA204-001424	Jugendförderverein Parchim/Lübz e.V.
Erasmus+	2014	2014-1-IE01-KA204-000354	Louth and Meath Education & Training Board
LdvTOI	2013	2013-1- PT1-LEO05-15504	Universidade Aberta
Ldv TOI	2012	2012-1-IT1-LEO05-02837	CONFAPI
Transversal Programme KA4	2012	30901-LLP-1-2012-IE-KA4-KA4MP	County Meath Vocational Educational Committee

D.1.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

D.1.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box



D.2. Partner Organisation

PIC	942704104
Full legal name (National Language)	Speha Fresia
Full legal name (Latin characters)	Speha Fresia
Acronym	
National ID (if applicable)	02760750584
Department (if applicable)	
Address	Piazza Fernando de Lucia, 20
Country	Italy
Region	ITI4 - Lazio
P.O. Box	
Post Code	00139
CEDEX	
City	Rome
Website	www.speha-fresia.eu
Email	
Telephone 1	+39 0645507650
Telephone 2	
Fax	+39 0645507650

D.2.1. Profile

Type of Organisation	Other
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	No

D.2.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Speha Fresia acts since 1983 at national level in the fields of lifelong learning, labour active policies, local sustainable development and social research. By integrating its professional competences with a wide network of public and private institutions, it has been committed in European projects since 1996. The organisation is linked to the regional/national cooperative movement and provides



guidance/training/coaching paths on general management, start-ups supports and growth, human resources and organisational culture development, mainly addressed to cooperative companies, also through targeted projects able to foster cooperation between vocational training centres and SMEs.

It is conformed to the Quality Management Standard UNI EN ISO 9001:2008, as regards: Guidance Counselling, Service for local development, Design of systemic measures in support of disadvantaged groups, Social research, Continuous vocational training, Lifelong learning. It is a certified body for guidance and training in the Regions of Latium and Sicily, and at local level organises continuous vocational training courses for workers funded by inter-professional funds. Most of these activities is connected to the SMEs associated to Legacoop, one of the biggest trade associations of cooperatives in Italy, in both regions. This constant relationship can assure the engagement in the project of local SMEs acting in different sectors. It is also certified at Latium region for the provision of "employment services" (DGR 198/2014), in the framework of the Youth Guarantee.

Since 1996 Speha Fresia has exploited the European opportunities and the transnational cooperation in the function of "Research & Development", with the aims at sharing knowledge, best practices, developing innovative methods and tools, in order to improve the quality of our local services provision. Speha Fresia partners are 15 (8 women and 7 men), 10 of them compose the company stable staff (7 women and 3 men), with 2 part-time employees (1 woman and 1 man) and can count on 70 accredited professional. The main governance organ is the Members' Assembly committed in voting the composition of the company Board, composed by 5 members, and the president of the Board is the legal representative of the cooperative.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Since 2002 Speha Fresia has been involved in Grundtvig and Leonardo da Vinci projects as partner or leading organisation. Within this latter role we awarded a Leonardo da Vinci Multilateral Project, called B-Plan (504648-LLP-1-2009-1-IT-LEONARDO-LPM) targeted to co-develop a guidance path for start-ups support. Our pathway increases awareness about, beyond the market opportunities, the personal attitudes and competences, for sole companies or teams. The narrative approach gives the opportunity to deepen transversal entrepreneurial skills (critical and strategic thinking, leadership and team work, problem setting and solving, learn to learn etc.) and general management knowledge.

We have deepened the biographical guidance techniques thanks to another LLP project: REALIZE – Transcultural Biographic Work in Adult Education (510559-LLP-1-2010-IT-GRUNDTVIG-GMP). It was targeted to improve methods and tools for adult educators, social workers, counsellors and teachers, exploiting the biographical story telling for different purposes.

As coordinating partner of Confindustria, in 2011 we developed with a Tol project, called "Posso, non posso, vado!" (LLP-LDV-TOI-11-EN-721) the first prototype of a serious game to be exploited by secondary schools to foster the entrepreneurial mind-set. Always as coordinating partner, of the Association of SMEs of Umbria region, we transferred the former B-Plan Model with new partners, with "B-Plan 2° Round" (LLP/LdV/TOI/2012) aiming at delivering effective instruments to sustain new entrepreneurial actors, focussing on young people, women, migrants and +40.

As partner, we joined other projects about guidance and labour market inclusion: "EFEC – ECVET for Elderly Care", (2013-2014) one of the 4 pilot projects awarded on the Sector Skills Alliances 2012 (EAC-2012-0633) targeted to co-design a basic Unit for the professionals committed in caring older people, at home or in institutions. The basic unit includes the selection of the key competences, the learning outcomes, and the assessment criteria, implemented through the cooperation of VET centres, SMEs and Public Authorities of 6 EU countries.

"E-Mentoring - New skills and competences for new jobs" (LLP-KEY ACTION3-2010-4136) in partnership with 9 organisations of 7 countries. The Web 2.0 Platform contains OERs for supporting the labour market inclusion or the independent jobs through self-training/blended paths.

"MIWOC - Migrant Women Integration through Creativity" (2011-1-IT2-GRU06-23610-2) a Grundtvig Partnership for the social and cultural inclusion of migrant women in the local communities. In this frame we shared our experience on entrepreneurial basic skills, promoting a network of women entrepreneurs and counsellors for the mutual support.

"GALAXIES" (LdV-TOI 2009-2011), with useful gender oriented guidance tools targeted to secondary schools.

"GECO – Green Economy and Competences of Organisations" (LLP_LdV-TOI-10-IT-569), for the identification and management of



professional competences with SMEs and trade associations.

ELISABETTA CANNOVA, is a senior partner of Speha Fresia, involved as researcher and trainer in the fields of active policies for employment and social welfare, for lifelong learning, entrepreneurial guidance and training. She was project manager of many projects concerning women participation in economy and social life, in favour of migrants and other marginalised groups, she is trainer in business planning and facilitator in participatory methods, working on these issues both at local, national and transnational level. She is expert in CSR and guidance operator for informed and aware entrepreneurial choice for the learners of Speha Fresia. She has experienced the European cooperation since 1996, coordinating several transnational projects under Socrates, Now, Integra, Horizon, Youth, Equal, LLP and Sector Skills Alliance.

MARIA CONCETTA RIZZO, is a senior partner of Speha Fresia, engaged in the design, planning, co-ordination and project management in the field of local development. She has been responsible of many interventions combining sustainability and social inclusion of disadvantaged people, coordinating Women enterprise incubators in Sicily and several projects targeted to enterprise creation and active involvement of young people. She is expert in CSR and she has been the project manager of many transfer of innovation actions.

NADIA MANCINI is a statistics expert, she is employed in Speha Fresia since 1988 and partner since 2009, working in welcome services, as researcher, in front office desks for working inclusion of disadvantaged groups. She has been also involved in other EU projects, among them some previous LdV targeted to gender guidance in education and training systems. She has a long standing experience in administration and European project accountability.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Grundtvig	2013	539829-LLP-1-2013-1-IT-GRUNDTVIG-GMP	Speha Fresia
Pilot projects for the development of Sector Skills Alliances	2012	EAC-2012-0633	OMNIA
Prevention and fight against Crime Programme – DG Home Affairs/ FINEC	2012	HOME/2012/ISEC/AG/ FINEC/4000003870	Second Chance Association
Ldv TOI	2012	2012-1-IT-LEO05-02826	APMI Umbria

D.2.3. Legal Representative

Title	Dr
Gender	Female
First Name	Giuseppa
Family Name	Rozzo
Department	
Position	President



Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

D.2.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box



D.3. Partner Organisation

PIC	946056133
Full legal name (National Language)	Meath Partnership
Full legal name (Latin characters)	Meath Community Rural and Social Development Partnership Limited
Acronym	
National ID (if applicable)	422454
Department (if applicable)	
Address	Unit 7 Kells Business Park, Cavan Road
Country	Ireland
Region	IE024 - South-East (IE)
P.O. Box	
Post Code	County
CEDEX	
City	Kells
Website	http://www.meathpartnership.ie
Email	
Telephone 1	+353469280790
Telephone 2	+353469280790
Fax	

D.3.1. Profile

Type of Organisation	Other
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.3.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Meath Partnership is a county-wide organisation responsible for the design and implementation of local, rural and community development programmes across our region. We specialise in building the capacity of local communities through the design and implementation of a range of projects and programmes tackling persistent incidence of exclusion and disadvantage. We are a not-



for-profit organisation with charitable status and employ 23 full-time staff.

We are responsible for the implementation of the LEADER Rural Development Programme in our territory, and focus on improving the economic, social and cultural quality of life through the creation of sustainable rural communities in County Meath. We provide the following services and supports to our clients and target groups:

- Capital investment, training opportunities and mentoring support for the development and expansion of micro-enterprises
- Confidential online and face-to-face career coaching and mentoring service for jobseekers and youth
- Targeted training and HR support to local employers and employees
- Up-skilling opportunities to low-skilled workers and jobseekers through work-placement programmes
- Industry-focussed training opportunities for jobseekers in the areas of e-business, eco-tourism, artisan food, creative industries, renewable energy, tourism and hospitality, etc.

Through the Local and Community Development Programme, we work with marginalized youth groups, young people, NEETs, and early school leavers within the most disadvantaged communities in our region targeting those furthest from access to education, training and employment, particularly youth at the highest risk of social exclusion. In our work with adult education providers, community actors and youth organisations, we foster an integrated and coordinated approach by bringing together people, groups, agencies, voluntary and statutory organisations to make a positive difference to endemic or temporary social problems and issues affecting young people. We engage with a wide variety of actors across this sector and have developed strong local, regional and national links with key stakeholders in this sector. Through the LCDP programme, we have delivered a number of successful and innovative youth projects dealing with issues of mental health, self-expression, communication and employability skills, career guidance and cultural awareness. We have a number of youth groups directly linked to our organisation and we also provide training, capital assistance and mentoring support to adult education providers, community actors and youth organisations in our region. We have successfully delivered the Digital Latin Quarter Project, a Grundtvig multilateral project, in 2011 – 2013 which through the use of digital media production aimed “to support innovation in education for youth-at-risk to develop their key transversal competences supporting their re-integration to formal education and their personal progression and continued engagement as valued members of society”. Additionally, we lead the GuideMe Project, a Grundtvig multilateral project in 2008 that provided accessible and innovative guidance resources using music, comedy and drama as the medium for engagement. Finally in 2011, we were partners in the Sheherazade project to develop and implement a new didactic approach to working with adult learners to build confidence and enhance communication skills through the Art of Storytelling. As an organisation, we are committed to the use of creative methodologies in adult education and youth settings to engage and progress those members of society most vulnerable and distant from both the labour market and training and education opportunities. The demand for the Crea8ive project emerged amongst stakeholders in the youth, community and adult education sector through the delivery of the EU LLP projects mentioned above, as there is an evident shortage in terms of provision in Ireland for accredited professional development courses that utilize these creative methodologies in an integrated and considered way.

Meath Partnership is a nationally accredited QQI training provider, and we promote and invest in the use of technology to support access to lifelong learning opportunities through the development of model programmes that demonstrate the educational effectiveness of technology amongst our clients and target groups. We deliver a variety of vocational training and up-skilling courses aimed at improving the skills, capacity and employability of people living in County Meath. The Centre provides a modern and flexible learning environment with the capacity to cater for 150 adult learners on a daily basis. We have access to and are involved with a number of networks at regional, national and European Level in order to influence policy supported by learning from our work.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Meath Partnership has extensive experience of EU programmes gained through initiatives like the EU Lifelong Learning Programme, EQUAL Community Initiative and INTERREG. We are currently involved in 11 EU Lifelong Learning Projects in which we are project co-ordinators for 2 projects.

Jennifer Land: With an in-depth understanding of social inclusion and other more urban-related development issues, Jennifer holds a degree in Business Studies, with further qualifications in International Relations and Project Management. She is the Program Manager with Meath Partnership responsible for the development and delivery of the wide range of social inclusion, rural development, volunteering, business development and human resource management programmes that Meath Partnership deliver in County Meath, Jennifer has practical and strategic experience in the areas of inter-agency co-operation, business development, program implementation and research, analysis and evaluation. She has significant EU experience gained through URBAN, EQUAL,



Recite II, Grundtvig and Leonardo da Vinci. She is a member of the E.N.T.E.R advisory board as the Irish representative and is currently co-ordinating two LLP Projects in which Meath Partnership is the beneficiary.

Emma Symes: Emma has a Bachelor’s Degree in Communications specialising in digital photography and further qualifications as a Certified Payroll and VAT technician. She is the senior financial officer with Meath Partnership and is responsible for managing all the Company’s program budgets and reports on a monthly basis to our Board of Directors, Managing Authorities and external auditors. Emma has considerable experience in managing EU funds gained through LEADER, EQUAL, Grundtvig, Transversal and Leonardo da Vinci and currently is overseeing the investment of program monies in 11 EU LLP projects. She has implemented a series of financial management and risk management systems within Meath Partnership to ensure the sound investment, traceability and accountability of all investments within her portfolio.

Enda Brennan: With 20 years’ experience in the training and coaching sector, Enda holds a Bachelor’s Degree in Engineering, MSc in Training Education and Management and has recognised qualifications in Adult Training. Within Meath Partnership, Enda is responsible for the management of the Dr Curran training centre and on-line academy of learning, training provision and accreditation protocols under QQI. In addition, she provides a range of training workshops, programmes and courses and is trained and experienced in training didactics and pedagogy.

Sarah Land: Sarah has a Bachelor’s Degree in English and History, and has been working in Meath Partnership since May 2009. She is currently pursuing study in the area of Development Studies, focusing on Overseas Development Aid and Global Political Structures. She is the European Project Officer for Meath Partnership. This role focuses on conducting relevant research for all EU LLP projects, attending partner meetings and providing quality management structures to ensure the successful implementation of projects in the agreed time-frame.

Kay O’Connor: Kay holds an Honours Degree in Health Promotion and a Masters in Public Health. Her background is in Community Development working with disadvantaged groups. She joined Meath Partnership in September 2010 with responsibility for establishing and coordinating the Men’s Shed project in County Meath, an innovative approach for engaging with marginalized men, both young and old. Kay is a member of the Local and Community Development Program, where her role is to identify and address the needs of our target groups throughout the county through empowerment and the provision of information, training and bespoke projects. Kay currently holds a HETAC Level 7 Certificate in Training and Education from NUI Galway and also delivers training for Meath Partnership, specifically the QQI Level 6 Train the Trainer Program. Kay is a trained drama facilitator in association with the National Association for Youth Drama and facilitated the delivery of the Digital Latin Quarter project.

Moira Cassidy: Moira holds a Bachelors of Arts in Community Development and has over 20 years of experience in managing community based initiatives with young people and women’s groups. She has worked extensively with marginalised and migrant groups in both teaching and guidance roles. She previously managed Fusebox Music Media Ltd., a community music resource centre providing recording/rehearsal studios and facilitating music workshops with community organisations, special needs groups and secondary schools throughout the country under the Junior Certificate Schools Program (JCSP). As part of the LCDP Program, Moira works with adult learners and youth to deliver a range of targeted programs aimed at improving learning prospects of those most distant from mainstream education.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2014	2014-1-IE01-KA202_000355	Meath Community Rural & Social Development Partnership Ltd.
Erasmus+	2014	2014-1-AT01-KA202-000978	European Neighbours, Verein zur Förderung von Benachteiligten in Europa
Erasmus+	2014	2014-1-RO01-KA202-002985	Universitatea Lucian Blaga din Sibiu
			ADRAT - Associação de



Erasmus+	2014	2014-1-PT01-KA200-000944	Desenvolvimento da Região do Alto Tâmega
Erasmus+	2014	2014-1-AT-01-KA202-000975	Jugend am Werk Steiermark
Transversal Programme KA3	2013	543178-LLP-1-2013-1-IE-KA3-KA3MP	Meath Community Rural & Social Development Partnership Ltd.
Transversal Programme KA4	2013	543064-LLP-1-2013-1-ES-KA4-KA4MP	LEDESMA
Transversal Programme KA2	2013	543284-LLP-1-2013-1-DE-KA2-KA2MP	Universität Paderborn
Ldv TOI	2013	2013-1-ES1-LEO05-68295	Soluciones Tecno Profesionales S.L.
Transversal Programme KA3	2013	543375-LLP-1-2013-1-CY-KA3-KA3MP	University of Cyprus
Grundtvig	2013	539068-LLP-1-2013-1-AT-GRUNDTVIG-GMP	Auxilium
Leonardo Da Vinci	2012	527607-LLP-1-2012-1-IE-LEONARDO-LMP	Meath Community Rural & Social Development Partnership Ltd.
Transversal Programme KA2	2012	531092-LLP-1-2012-1-CY-KA2-KA2MP	Centre for the Advancement of Research & Development in Educational Technology
Grundtvig Mobility	2012	GR/2012/6P	Archivio Della Memoria
Grundtvig	2012	527349-LLP-1-2012-1-IT-GRUNDTVIG	Learning Community
Grundtvig	2012	527850-LLP-1-2012-1-DE-GRUNDTVIG-GMP	TTG - Team Training GmbH

D.3.3. Legal Representative

Title: Mr

Gender: Male

First Name: Michael

Family Name: Ludlow

Department:

Position: Chief Executive Officer

Email: michael.ludlow@meathpartnership.ie

Telephone 1: 00353469280790

If the address is different from the one of the organisation, please tick this box

D.3.4. Contact Person

Title: Ms

Gender: Female



First Name	Jennifer
Family Name	Land
Department	
Position	Programme Manager
Email	jennifer.land@meathpartnership.ie
Telephone 1	00353469280790

If the address is different from the one of the organisation, please tick this box



D.4. Partner Organisation

PIC	999738552
Full legal name (National Language)	CARDET
Full legal name (Latin characters)	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET
Acronym	
National ID (if applicable)	HE153022
Department (if applicable)	
Address	LYKAVITOU AVENUE 29 1ST FLOOR ENGOMI
Country	Cyprus
Region	
P.O. Box	000
Post Code	2401
CEDEX	
City	LEFKOSIA
Website	www.cardet.org
Email	
Telephone 1	+35722002100
Telephone 2	
Fax	+35722002115

D.4.1. Profile

Type of Organisation	Other
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.4.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

CARDET is an independent, non-profit, non-governmental, research and development organization based in Cyprus with partners around the world. Our mission is to inspire next generation education, and promote research, innovation and development through



evidence-based practices, cutting-edge research, and empowered people. CARDET brings together an international team of veterans with decades of global expertise in research, evaluation, instructional design, education and training, e-learning, and human resource development. Members of the CARDET team have successfully participated in more than 100 projects in more than 30 countries, several of which were supported by the European Commission, the United Nations Development Program, Microsoft, The Commonwealth of Learning, international agencies and governments from around the world.

One of our core-strengths is our ability to carefully plan, implement, execute and evaluate projects in various contexts. Our organization brings together some of the best minds and deepest experience from around the world with a highly energetic and passionate operational team. Our team is composed of world experts who have international expertise in designing and implementing projects. These individuals have contributed to a wide range of professional and scholarly organizations as office holders, board members, and active participants; such organizations which count CARDET team members among their most respected contributors include the Organization of Economic Cooperation and Development (OECD), UNESCO, American Education Research Association, International Council of Educational Media (an UNESCO affiliated organization), and the European Association for Research in Learning and Instruction.

The management team is supported by 10 members of the board and advisory board, who are all international veterans in education, research, and evaluation. CARDET currently employees 30 fulltime and part time staff. The majority of the team members hold graduate degrees (Masters and/or Ph.D) in areas like education, research, instructional design, multimedia development, inclusive education, and evaluation. In addition to the full time and part time team, CARDET has the support of hundreds of dedicated volunteers.

The financial management of the organization is supervised by the Director of Finance who works closely with a full time accountant and the administration team at CARDET and the individual Project managers involved in projects. Furthermore, we follow all the standards for financial management under the guidance and support of PKF, an international accounting and audit firm, which conducts all the project and organization audits for CARDET.

We follow a systemic and systematic process in thoroughly planning and executing projects. CARDET is ISO 9001 certified for quality in management, research, and education services. We have developed and implemented lifelong learning projects and conducted large scale evaluations of education programs around the world.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

CARDET is one of the premier education organizations in Cyprus with extensive experience developing and implementing education programs. Our team has developed and offers approved courses to youth, early school leavers and a wide cross section of disadvantaged groups. All these courses are available through CARDETACADEMY.org. Furthermore, we have developed and implemented several training programs for low skilled workers and we are currently developing and offering training courses for migrants, including young migrants both within and without the formal education system, funded by the EU Solidarity Fund and the Government of Cyprus.

Some of the key activities of the organization, as they relate to the project are:

- Engage in basic and applied research in education, innovation, and development
- Design and develop education and training initiatives across sectors and age groups
- Conduct research and evaluation in the areas of adult education and human resource development
- Foster systemic, systematic, and sustainable development in education and society

Dr. Charalambos Vrasidas: Dr. Vrasidas is Executive Director at CARDET and Associate Professor of Innovation and Technology and Associate Dean for e-learning at the University of Nicosia. He holds a Bs. in photography and media design, a Masters in IT, and a PhD. in e-learning and program development and evaluation. An innovator, learner and entrepreneur, he was involved in more than 10 start-ups in Europe and Asia. He has more than 20 years of global expertise in research, innovation, entrepreneurship adult education, consulting with SMEs, training and development, and project management. He is a world expert on the design of e-learning and online communities of practice. He currently serves on the Executive Committee of the International Council for Educational Media, an UNESCO affiliated organization. He was the chair of the global conference on Design Thinking (icem2012.cardet.org). He authored extensively in adult education, work-based learning, and professional development including 6 books, more than 100 journal articles, book chapters, and conference proceedings. He is Editor-In-Chief of an Educational Media International, a scholarly journal published by Taylor & Francis. He participated in more than 100 funded international projects.



Dr. Michalinos Zembylas : Dr. Zembylas has more than 20 years of experience as a researcher and academic in the fields of adult education, online learning, and training and development. He holds a PhD in Education from the University of Illinois at Urbana - Champaign (UIUC). He is the Director of Curriculum Development at CARDET and Associate Professor at the Open University of Cyprus. He has participated in more than 40 projects in the area of adult education. He has published more than 100 research studies in scientific journals. He serves on numerous Ministry of Education committees on e.g. on the curriculum reform committee and adult education. He has extensive experience in the design of online learning and an in-depth knowledge of research methods appropriate to elicit and capture tacit knowledge.

Dr. Katerina Theodoridou: Dr. Theodoridou has extensive experience in designing and developing innovative e-learning programs. She holds a Ph.D. from University of Texas at Austin and she is a Senior Researcher at CARDET. She has core expertise in program design and evaluation, curriculum development, and ICT-based learning. She works on projects related to the design and development of interactive games, e-learning, and innovation infusion in organizations.

Kyriakos Kyriakou: Kyriakos holds a Bachelor Degree in Business Administration, a CPA and an MBA from the University of Georgia, USA. In addition to serving as Finance Director and Senior Consultant at CARDET, he is Senior Vice President of Business Development for The Nielsen Company, in Europe. He has more than 15 years of expertise in consulting and advising companies. He is Business Process Improvement (BPI) black belt and has global expertise in business development, financial planning, and entrepreneurship.

Sotiris Themistokleous: Sotiris is an Assistant Director in CARDET. He holds a BA in International Relations and History from ACT, Greece and an MSc in Global Politics from Birckbek College, University of London. He has been involved for the past five years in more than 20 projects as a field researcher and a member of the Projects' Management Team. His research expertise is related to education, learning needs assessment and social media.

Marios Pitsillides: Mr. Pitsillides has experience in the fields of management and finance administration. He holds a BA in Business Administration-Concentration in Management Information Systems and an MBA in Global Leadership-Concentration in Organizational Leadership. He has worked on the project management, technical, and administrative aspect of more than 20 EU funded projects.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2014	2014-1-PT01-KA204-001056	ISCAP
Erasmus+	2014	2014-1-ES01-KA204-004980	SOLIDARIDAD SIN FRONTERAS "SSF" ONGD
Erasmus+	2014	2014-1-IE01-KA200-000364	Louth & Meath Education Training Board
Erasmus+	2014	2014-1-IE01-KA202-000355	Meath Community Rural and Social Development Partnership
Erasmus+	2014	2014-1-AT01-KA201-000977	KINDERVILLA
Erasmus+	2014	2014-1-UK01-KA200-001841	OXFAM UK
Erasmus+	2014	2014-1-CZ01-KA204-002011	KTP - Spolecnost pro kvalifikaci na trhu prace
Transversal Programme KA4	2013	543065-LLP-1-2013-1-IE-KA4-KA4MP	Louth Meath Education & Training Board
Transversal Programme KA3	2013	543178-LLP-1-2013-1-IE-KA3-KA3MP	Meath Community Rural and Social Development Partnership



Ldv Partnership	2013	CY-LdV-MULPART-2013-14	E-C-C Verein für interdisziplinäre Beratung und Bildung
Erasmus for Young Entrepreneurs Programme	2013	C5-325451	CSCS
Erasmus for Young Entrepreneurs Programme	2013	L1-321	CSCS
Ldv TOI	2013	544748	Danmar Computers
European Social Fund and the University of Cyprus	2013	YEΔΣ 006/12	CARDET
Transversal Programme KA3	2013	531206-LLP-2012-IT-KA3-KA3MP	SOPHia In Action Consulting
Ldv TOI	2012	2012-1-GB2-LEO05-08057	City of Wolverhampton College
Leonardo Da Vinci	2012	527607-LLP-2012-IE-LEONARDO-LMP	Meath Community Rural and Social Development Partnership
Ldv TOI	2012	2012-1-ES1-LEO05-48298	INYPISA INFORMES Y PROYECTOS, S.A
Leonardo Da Vinci	2012	526297-LLP-2012-1-LEONARDO-LMP	SUPERFICIE 8 – LTD
Erasmus for Young Entrepreneurs Programme	2012	L1-221	CSCS
Ldv TOI	2012	2012-1-TR1-LEO05-35155	METGEM - Bahçeşehir Üniversitesi Mesleki Teknik Eğitimi Geliştirme Merkezi
Transversal Programme KA4	2012	531221-LLP-1-2012-1-IT-KA4-KA4MP	CSCS
Ldv TOI	2012	2012-1-FI1-LEO05-09261	Ikaalinen College of Crafts and Design
Ldv TOI	2012	2012-1-SE1-LEO05-11645	Folkuniversitetet Kursverksamheten vid Lunds Universitetet
Ldv TOI	2012	2011-1-PL1-LEO05-19893	Cracow University of Economics

D.4.3. Legal Representative

Title	Dr
Gender	Male
First Name	Charalambos
Family Name	Vrasidas
Department	
Position	Director
Email	pambos@cardet.org
Telephone 1	0035799383899

If the address is different from the one of the organisation, please tick this box

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D.4.4. Contact Person

Title	Dr
Gender	Male
First Name	Charalambos
Family Name	Vrasidas
Department	
Position	Director
Email	pambos@cardet.org
Telephone 1	0035799383899

If the address is different from the one of the organisation, please tick this box



D.5. Partner Organisation

PIC	958754403
Full legal name (National Language)	BDA
Full legal name (Latin characters)	BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE
Acronym	
National ID (if applicable)	170832007
Department (if applicable)	
Address	UL. G S RAKOVSKI 99
Country	Bulgaria
Region	
P.O. Box	
Post Code	1000
CEDEX	
City	SOFIA
Website	www.bg-da.eu
Email	
Telephone 1	+359173500
Telephone 2	+359884667001
Fax	+359173600

D.5.1. Profile

Type of Organisation	Other
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.5.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Bulgarian Development Agency (BDA) is a non-profit association undertaking activities for public benefit, established in Sofia, Bulgaria. The association aims to contribute to the regional development as well as to promote the democratic and integration processes in the context of the evolving knowledge society. BDA designs and develops innovative educational programmes and



uses its European experience to elaborate, localize and transfer innovative training and education products, materials and methodologies from around Europe. BDA are experts in conducting research and analysis, and are vastly experienced in the dissemination of best practices. BDA works to establish and promote centres of excellence, and to establish and popularize adult education networks. At national level BDA contributes to the process of developing the national qualifications to coincide with EQF and works specifically on the validation of non-formal and informal learning.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Developing and providing innovative supports for youth is one of BDA's most important activities especially for youth who are unemployed and long-term unemployed. We develop unique training programmes for specific sub-sets of our target group basing the learning process around target group interests. We are vastly experienced at testing and validating new teaching materials to ensure that the expected benefits are achieved. We are also experienced in developing new training methodologies for professionals working with youth to ensure that they can provide training and educational activities that are interesting and engaging for those on the margins of provision for whom traditional training approaches have failed.

Dr. Eng. Simeon Toptchiyski received his master degree in 1995 from the Technical University of Sofia, Bulgaria in the field of telecommunication and his Ph.D. degree in 2001 from the University of Patras, Greece in the area of telecommunications. Since then he has successfully worked on high level positions in the semiconductor production industry, senior consultant and director in EU consulting companies and organizations. He has participated in a number of FP6 ICT projects, Leonardo Da Vinci programme, projects under European Space Agency initiatives and other local and private funded ones. Dr. Simeon Toptchiyski has more than 12 publications in international magazines and conferences.

Denitza Toptchiyska has worked as a project manager and consultant for projects in the field of education and training under different programmes such as Leonardo da Vinci, Socrates, eLearning. She is specialized in elaboration of training needs analyses, elaboration of e-learning and blended learning materials, localizations, piloting and dissemination of materials at the national market.

Tinka Stoilkova has joined Bulgarian Development Agency in 2008 as senior financial analyst and consultant. She has more than 30 years of experience in the fields of national financial and accounting systems and governance. She has been financial consultant for BDA for more than 10 projects under European programmes. She also specializes in analyses, creation and support of piloting activities of BDA.

Lyubomira Dimitrova has a bachelor degree in public administration. She has joined BDA as senior consultant in EU projects as well as an adult education trainer.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2014	2014-1-PT01-KA200-000944	ADRAT - Associação de Desenvolvimento da Região do Alto Tâmega
Erasmus+	2014	2014-1-ES01-KA203-004367	CENTRE ESPECÍFIC D'EDUCACIÓ A DISTÀNCIA DE LA COMUNITAT VALENCIANA
Erasmus+	2014	2014-1-CZ-01-KA200-002019	Valero s.r.o.
Ldv TOI	2013	DE/13/LLP-LdV/TOI/147621	Arbeit und Bildung
Ldv TOI	2013	DE/13/LLP-LdV/TOI/147674	Wissenschaftsladen Bonn - Bonn Science Shop
ERASMUS EKA	2013	539427-LLP-1-2013-1-IT-ERASMUS-EKA	Università degli Studi della Tuscia



Ldv TOI	2013	2013-ES1-LEO05-66380	Centro Europeo de Empresas e Innovación de Burgos (CEEI-Burgos)
Ldv TOI	2012	2012-1-PL1-LEO05-27424	Narodowe Forum Doradztwa Kariery
Ldv TOI	2012	2012-1-GR1-LEO05-10063	DIMITRA -Institute of Training and Development

D.5.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

D.5.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

**D.6. Partner Organisation**

PIC	999548238
Full legal name (National Language)	
Full legal name (Latin characters)	UNIVERSITY OF PELOPONNESE
Acronym	
National ID (if applicable)	13
Department (if applicable)	
Address	STAVROU 28 KAI KARYOTAKI 28
Country	Greece
Region	EL25 - Πελοπόννησος (Peloponnisos)
P.O. Box	
Post Code	22100
CEDEX	
City	TRIPOLI
Website	www.uop.gr
Email	
Telephone 1	+302710230380
Telephone 2	+302710230382
Fax	+302710230383

D.6.1. Profile

Type of Organisation	Other
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.6.2. Accreditation

Has the partner organisation received any type of accreditation before submitting this application?

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education (ERAPLUS-ECHE)	G TRIPOLI03



D.6.3. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The Department of Social and Education Policy of the University of the Peloponnese was established in 2003 and belongs to the School of Social and Political Sciences, based in Corinth, Greece. Its prime mission is to contribute to the advancement of knowledge in the areas of social and education policy through academic teaching, and applied research. The Department offers undergraduate programmes that reflect the Staff's commitment to students' development, aiming to equip them with the necessary knowledge, skills and qualifications that will enable them to successfully seek professional careers, as well as to provide them with appropriate qualifications for postgraduate studies and research. It organizes graduate studies leading to the education of specialists in various academic subjects and promotes science and research, especially in the fields of the protection of civil/social rights, the enhancement of the structures of welfare state, prevention and safety, in combination with social development, lifelong learning, adult education, and design of innovative social and educational policies and institutional arrangements.

The Department is autonomous both administratively and academically, with 22 faculty members covering all positions in the academic hierarchy.

There is also an instructor who teaches English as a second language, an ICT specialist and 6 administrative staff. Currently there are approximately 700 registered students (400 undergraduates, 200 in the graduate level and approximately 100 doctoral candidates). The department has recently undergone an external evaluation by a panel of international experts. The outcome of this evaluation procedure was the confirmation of the high standards of the department's teaching and research output.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Research and Documentation Unit on Analysis, Design and Implementation of Educational Programs is part of the Department of Social and Educational Policy of the University of Peloponnese. Its mission is research across the spectrum of educational within which various educational processes are developed. More specifically, the Unit is active in organizing school and in service training programmes, targeted to specific needs of professionals and managers especially in the fields of health, education and communication. These training courses have been attended by over three hundred professionals and managers from SMEs of the relevant fields. Furthermore, the Unit has organized a placement projects for the students of the department in a large variety of SMEs over the last ten years. Finally, the Unit has participated in a considerable number of national and international R&D projects related to adult and vocational learning through e-platforms and blended learning courses. Through all these activities the department has established solid relationships with a large variety of SMEs promoting continuously a learning culture within them and accumulating experiences in designing training courses and materials adjusted to the needs of their staff.

Vasilis Koulaidis: Dr. Koulaidis is currently Professor at the Department of Social and Educational Policy, University of Peloponnese and Coordinator of the module "Science Education" at the Greek Open University. He has extensive academic and research experience in the field of education policy and he has led 20 research projects while participating in many others, the majority of which concern development and evaluation of educational policies. His publication record includes: eleven (11) books in Greek and one (1) book in English, over one hundred (100) articles in international peer reviewed journals (Science Education, International Journal of Science Education, Research in Science Education, Public Understanding of Science, Science Communication, International Journal of Learning, Mediterranean Journal of Educational Studies), twenty (20) book chapters (ten in English and ten in Greek) and numerous papers in international conferences proceedings and Greek journals. He served as Secretary General of the Ministry of Education, Life Long Learning and Religions (Nov. 2009 – July 2012). He has also held a variety of academic and political posts in European and National Organisations/Committees.

Konstantinos Dimopoulos: Dr. Dimopoulos is a Professor of Learning Materials in the Dept. of Social and Educational Policy at the University of Peloponnese. He has served as vice president of the Institute of Education Policy (supervised by the Ministry of Education). He also teaches Research Methods in Education at the Hellenic Open University. His current research interests concern the design and implementation of curricular materials as well as science and technology journalism and communication. He has written 77 articles in peer reviewed national and international journals, conference papers, and recently two books on these topics. A large part of this published work is devoted to how media cover issues related to S&T innovations. His published work has received over two hundred citations. Finally he has participated in 13 national and 8 EU projects, a significant number of which is related to media sector.



Athanassios Katsis: Dr. Katsis is a Professor at the Department of Social and Educational Policy at the University of Peloponnese. His area of Research is Statistics and Research Methodology. His current line of research is in the area of qualitative and quantitative data analysis of the PISA results. He has written extensively in methodological and empirical work regarding the applications of Statistics in education. He has participated in many national and European research projects. Currently, he is the coordinator of the Grundtvig/LLP project entitled "Learning for Female African Migrants' Solidarity: Help-Desks for Female African Migrants in the Eastern Mediterranean Region".

Vasilis Papakonstantinou: Mr. Papakonstantinou (B.Sc. in Mechanical Engineering and MS in Systems Management, the latter one from MIT) is the co-founder of the MIT Enterprise Forum Greece, focusing on the development of the Greek technology entrepreneurship community. He serves also as an Assistant General Manager of the Eugenides Foundation in Greece, which is a non-profit public benefit organization, established in 1956 with a mission to promote science and technology among young people. Responsibilities include managing certain day-to-day aspects, strategic planning, research and development. His previous work experience includes managing a new business development project in the area of high technology commercial printing, as well as human resources management, relations management, repair supervision, in the shipping industry.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2014	2014-1-IE01-KA202-00355	Meath Community Rural & Social Development Partnership Limited
FP7	2013	FP7-ICT-2013-10 No611073	University of the Peloponnese
Grundtvig	2013	539979-LLP-1-GR-GRUNDTVIG-GMP	University of the Peloponnese
FP7	2012	FP7-ICT-2011-8 No317999	University of the Peloponnese
JEAN MONNET CHAIR	2012	2012-3672/001	University of the Peloponnese
JEAN MONNET CHAIR	2012	2012-3921/001	University of the Peloponnese
Grundtvig	2012	527834-LLP-1-2012-GR-GRUNDTVIG-GMP	EXODUS S.A.

D.6.4. Legal Representative

Title	Professor
Gender	Male
First Name	Konstantinos
Family Name	Masselos
Department	
Position	Rector
Email	kmas@uop.gr
Telephone 1	+30 27410 74986

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If the address is different from the one of the organisation, please tick this box

D.6.5. Contact Person

Title	Professor
Gender	Male
First Name	Vasilis
Family Name	Kouladis
Department	
Position	Professor
Email	koulaidi@uop.gr
Telephone 1	+30 27410 74986

If the address is different from the one of the organisation, please tick this box

**D.7. Partner Organisation**

PIC	999488680
Full legal name (National Language)	ISQ
Full legal name (Latin characters)	INSTITUTO DE SOLDADURA E QUALIDADE
Acronym	
National ID (if applicable)	500140022/23
Department (if applicable)	
Address	AVENIDA DO PROFESSOR DOUTOR CAVACO SILVA 33 PARQUE DAS TECNOLOGIAS
Country	Portugal
Region	
P.O. Box	APARTADO 1
Post Code	2740 120
CEDEX	
City	PORTO SALVO
Website	www.isq.pt
Email	info@isq.pt
Telephone 1	+351214228100
Telephone 2	
Fax	+351214228120

D.7.1. Profile

Type of Organisation	Other
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.7.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

ISQ is a private, non-profit and independent technological institution founded in 1965, currently running operations in more than 40 countries across the world (EU, Eastern Europe, Africa, Americas and Asia), offering its experience in technical inspections, technical assistance for engineering projects, consultancy services and training activities, supported by transversal research and development



activities and by 23 accredited laboratories (e.g.: chemical, bio and agro testing, non-destructive testing, Aerospacia, etc). For that purpose, ISQ conducts Research and Development activities (R&D), promoting projects with national and international partners, from both public and private sector, aiming at continuous product and process innovation. ISQ has presently about 1400 collaborators around the world – 800 in Portugal - being the biggest Portuguese technological infrastructure and the second biggest VET player in Portugal, with branches in all Portuguese regions.

With more than 20 years of experience of participation in EU funded projects, ISQ as a whole has promoted or participated in over 500 projects, including projects in the field of lifelong learning and human capital development. From 2006 onwards, ISQ has participated in more than 50 Lifelong learning programme projects. ISQ training department has built extensive know-how in innovative learning paths and key competences, working closely with the IEFP, the Portuguese Public Institute for Employment and Training and the National Agency for Qualifications, as well as in developing tools and methodologies, including creation of national standards (professional profiles) national quality references for VET, ICT based tools, via national and international project partnerships.

ISQ also delivers to the Ministry of Labour and Employment new Qualification Standards for new emergent jobs of updated skills in traditional jobs, focused on business market needs and business market intelligence. Tailor made training solutions are also designed for youth and adult employment, relying on work-based solutions. Corporate Social Responsibility (CSR) and Entrepreneurship are also key areas at ISQ training services, focus of many recent studies and projects, being presently the coordinator of largest national network of Corporate Social Responsibility (with more than 250 member-organisations, www.rsopt.com).

Social inclusion projects for disadvantaged groups aimed at different target groups (women, youngsters in risk, NEETS, long term unemployed adults, prisoners, handicapped, etc.) are also part of ISQ concern and business area. ISQ is accredited for training services and training of trainers and is certified under Quality, Environmental and Safety management model according to ISO 9001, ISO 14001 and OHSAS 18001 standards, and is also an accredited body for training of trainers and teachers. ISQ is also accredited to certify people according to ISO 17024 and our laboratories are certified by ISO 17025. ISQ is Board member of EVBB (European association of VET Centres) and is member of SOLIDAR (European Association for Social Justice in Europe) and belongs to the National Commission for Quality in Education and VET. ISQ belong also to ECVET national expert group and delivers ECVET workshops to different stakeholders in Portugal and in Europe.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Concerning the training activity of ISQ, it has a recognized experience in all areas of the training cycle (needs analyses, design, implementation, evaluation) being presently the second biggest player in Life Long Learning in PT, including expertise in the creation of national standards (professional profiles) national quality references for VET, expertise in e-learning/b-learning, work based learning and apprenticeship, technological training with ECVET, training for social inclusion professional, professional marketing and social marketing for employment (including disadvantage people and NEETS) certification and recognition of knowledge and competencies.

Margarida Segard: ISQ's group Deputy Director, responsible for R&D for Human Capital and Social Innovation. Responsible for International activities in Training, Social Innovation, Coordination of internal training and competence management of the collaborators. Technical coordination of R&D and human resource valorization projects. Worked for 10 years for Ministry of Labor, National Institute for Training and Employment: ESF management, National Professional Certification System and National Training Programs. Member of Equal Thematic Networks "Working in a Partnership" and "Organizational Innovation". Advisor of the European Commission Working Group "eLearning and Information Society", since 2004 – appointed by the DG Employment and Social Affairs, ECVET Expert on PT National ECVET Experts Team and professional experience over the last 25 years.

Catarina Miranda: Coordinator of the R&D+i Unit at ISQ's training department, coordinated several EU funded research and development of innovation projects for training, in different technical fields of ISQ core areas, including: innovation for human capacity building training standards, development of innovative and tailored training solutions for companies, unemployed and disadvantaged people, building experience on the last 20 years in project and partnership management, technical and coordination of R&D+i unit projects. Expertise in ICT based solutions and applications, with training experience in these fields. Degree in Physics Engineering, and certified professional trainer.

Ana Azevedo: Project Manager in the R&D+i unit of ISQ Training department, has been coordinating several national and



international projects, being responsible for the design and development of national and international standards for VET in several areas, accreditation of previous learnings in APL centers for educational and professional areas, development and adaptation of ECVET tools according to EQF levels, applied to new training methodologies and programs in the last years. Pedagogical Reviewer for the European Commission in several business areas.

Cristina Almeida: Project Manager in the R&D+i unit of ISQ Training Department, has been coordinating several national and international projects, being responsible for the design and development of national and international standards for VET, applying the Learning Outcomes approach, development and adaptation of ECVET tools according to EQF levels, applied to new training methodologies and programs in several training areas in the last years. Within her R&D Project Management activities, she is also responsible for the evaluation, quality management and project monitoring applied to several national and international projects, design of quality KPIs applied at the different stages of projects, e.g. research and analysis, project management, piloting of the developed products and dissemination & sustainability of projects results, in different technical fields such as Human Capital, Lifelong Learning, APL, ECVET, Social Inclusion, Employment and Pedagogical Intervention. Degree in Sociology, professional trainer and certified trainer of trainers. Overall professional experience of 13 years.

Raquel Almeida: Project Manager in the R&D+i unit of ISQ Training Department, in which has been coordinating several national and international projects, being responsible for the evaluation, quality management and project monitoring applied to several national and international projects, design of quality KPIs applied at the different stages of projects, among all other tasks involved in any of the projects ISQ has been involved with.

Joana Santos: Project Manager at the R&D+i unit of ISQ Training Department. In the last years she has been working in management of national and international projects and has experienced several activities in education and training, such as planning, implementing and monitoring training courses; elaboration of applications for national training funding; development and management of tailor made training solutions for companies; development of progress and final technical evaluation reports.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2014	2014-1-RO01-KA202-002913	ASR
Erasmus+	2014	2014-1-LV01-KA204-000497	Zemgale NGO Centre
Erasmus+	2014	2014-1-CY01-KA204-000269	DEKAPLUS Business Services
Erasmus+	2014	2014-1-AT01-KA202-001003	BFI OÖ
Erasmus+	2014	2014-1-NO01-KA200-000439	NTI-MMM - Multilateral Monitoring & Management
Erasmus+	2014	2014. 1.AT.O1.KA200.OO 1002	BFI OÖ
Erasmus+	2014	2014-1-RO01-KA202-002758	UPM
Erasmus+	2014	2014-1-ES01-KA202-004820	CESOL
Ldv TOI	2013	2013-1-GR1-LEO05-13877	IEKEP
Ldv TOI	2013	2013-1-AT1-LEO05-09484	BFI OÖ
Ldv TOI	2013	2013-1-NL1-LEO05-12232	KCH International
Ldv TOI	2013	2013-1-ES1-LEO05-68295	SOLUCIONES TECNO-PROFESIONALES S.L
Leonardo Da Vinci	2013	540337-LLP-1-2013-1-FR-LEONARDO-LMP	ITG Conseil SAS



Ldv TOI	2012	2012-1-ES1-LEO05-47849	FGUVA
Ldv TOI	2012	2012-1-CZ1-LEO05-09679	RPIC-ViP
Ldv Partnership	2012	2012-1-AT1-LEO04-07337 10	ISQ
Ldv TOI	2012	2012-1-CZ1-LEO05-09679	RPIC-ViP
Grundtvig	2012	527850—LLP-1-2012-1-DE-GRUNDTVIG-GMP	ttg Team Training gmbh
Ldv TOI	2012	2012-1-TR1-LEO05-35155	METGEM

D.7.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

D.7.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box



D.8. Partner Organisation

PIC	946674508
Full legal name (National Language)	INNOVENTUM OY
Full legal name (Latin characters)	INNOVENTUM OY
Acronym	
National ID (if applicable)	22338416
Department (if applicable)	
Address	JUHONKUJA 7
Country	Finland
Region	F11D3 - Pohjois-Karjala
P.O. Box	
Post Code	80260
CEDEX	
City	JOENSUU
Website	http://www.innoventum.fi
Email	
Telephone 1	+3584578450810
Telephone 2	+3584578450830
Fax	

D.8.1. Profile

Type of Organisation	Other
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	No

D.8.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Innoventum Oy, founded in 2001, has strong experience in developing easy-to-use web-based applications for purposes ranging from e-learning to online shopping and live video streaming.



We have a product base that suits for many different needs, built on a highly flexible and efficient framework. Our goal is to be the forerunner in modern web technologies and web based solutions.

Staff of Innoventum consists of six highly skilled professionals. For the past decade, our personnel has been involved in developing video streaming and e-learning tools and platforms for such clients as the University of Eastern Finland, the City of Joensuu and numerous public companies.

The technical competence together with the scalable product base allows us to provide the technical skills and tools required for completing the tasks assigned for us in this project.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Innoventum will be responsible for creating all the web based platforms necessary for the successful development and implementation of the project. These will include a project website as a window to the virtual world presenting the project, its aims and objectives, the project partners and the funding body; an e-learning portal to support the on-line delivery of the new train-the-trainer curriculum; a creative teaching MOOC that presents best practice teaching tools and acts as a resource for all professionals working in the field. Innoventum will also develop a partner only web platform that provides all the technical tools required for communication and data sharing between the organisations involved in the project. The project website and all tools contained therein will be built on our CMS (Content Management System) which has many benefits compared to other similar systems, including intuitive user interface with content editing views familiar from word processing programs, and a flexible interface for exchanging data with external systems.

SCRUM development method is applied to all our software development projects. For this project we designate a project team consisting of the Project Manager, SCRUM master, two coders and an Arts Director. Managing Director Janne Leinonen, acting as the Project Manager, will also be responsible for the financial management and resourcing for the project. The work input for this project is followed using Hourglass work-time log / project management system.

Mr Janne Leinonen: Janne is the Managing Director of Innoventum. His tasks in the company include project management, as well as product design, including the iCMS Content Management System. Mr. Leinonen has been working for Innoventum since 2004 starting as a System designer. Janne has also designed and produced e-learning systems such as the Virtual European Forestry Faculty platform and webcasting platform used by many Finnish public companies and government organisations. Recent tasks include also speaking in seminars and training sessions focused in using web and social media tools in targeted marketing. Janne has studied Computer Science and English in the University of Eastern Finland and the University of Granada (Portugal). Janne Leinonen communicates fluently in Finnish and English and has moderate skills in Spanish, Swedish, German and French.

Mr Antti Kanes: Systems Architect and founder of Innoventum. Having 11 years of experience in the field of ICT, Mr. Kanes has developed the Managers Framework used in the product base of Innoventum. He has extensive knowledge and experience in usability and user interface design, system architectures, server configuration and management, and streaming media, SMS and MMS technologies. Mr. Kanes has studied Computer Science in the universities of Helsinki and Eastern Finland (formerly university of Joensuu). Language skills beside Finnish include excellent English, as well as moderate Swedish, German and French.

Mr Ville Ryhänen: Mr. Ryhänen is a Master of Engineering from the University of Applied Sciences of Joensuu. He has worked for our company since 2008 and has shown excellent skills and vision in designing user interfaces and visually compelling graphics for both the web-based products and the client websites produced by Innoventum.

Ms Sita Pun: Sita Pun is a Certified SCRUM Master and responsible for the project planning and resource allocation for our projects. Her previous positions include working as a Group Manager in an ICT enterprise in Nepal. Ms. Pun is finishing her studies in Computer Science in the University of Joensuu.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
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Erasmus+	2014	2014-1-IE01-KA202_000355	Meath Community Rural and Social Development Partnership
Transversal Programme KA4	2013	543064-LLP-1-2013-1-ES-KA4-KA4MP	ADESMA
Transversal Programme KA3	2013	543178-LLP-1-2013-1-IE-KA3MP MP	Meath Community Rural and Social Development Partnership
Leonardo Da Vinci	2012	527607-LLP-2012-IE-LEONARDO-LMP MP	Meath Community Rural and Social Development Partnership

D.8.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box

D.8.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

If the address is different from the one of the organisation, please tick this box



E. Description of the Project

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

A dynamic economy with an emphasis on lifelong learning must be underpinned by a dynamic education sector and while tackling early school-leaving is one of the priority objectives of the Europe 2020 strategy, addressing the skill deficits and building the key competences of the young unemployed already outside the education system is a key objective of ET 2020. Young Europeans without high-value skill-sets developed as part of an educational progression pathway will become increasingly marginalized and will struggle to realise their full potential in social, personal, employment and economic terms. Countries that fail to address these issues will lose competitiveness. This is not a single-country scenario; it is a pan-European certainty. There are a number of key facts that highlight the pervasiveness of the youth unemployment problem throughout Europe: (1) In November 2013 the average rate of youth unemployment in the EU stood at 23.2% more than twice the overall unemployment rate which stood at 10.6% (2) The chances for a young unemployed person of finding a job are low and only 29.7 % of those aged 15-24 and unemployed in 2011 found a job in 2012 (3) When young people do find work, their jobs tend to be less stable. In 2012, 42.0 % of young employees were working on a temporary contract which is four times as much as their adult counterparts and 32.0 % working on a part-time basis nearly twice the adults' rate (4) Early leavers from education and training are a high-risk group with 55.5% of them not employed despite the fact that within this group about 70% want to work (Eurostat Labour Market Statistics and the European Employment Strategy).

While second-chance education initiatives are a relatively new addition to the educational landscape the compensation measures provided by these programs to many low-skilled young adults are essential to mitigate the individual, social and economic impacts of educational under-achievement wrought by early school-leaving. Building key competences of young Europeans to live and work as responsible, tolerant, respectful and innovative citizens in the digital age is now of profound importance. For many professionals working in formal and in-formal youth and second-chance education environments developing these key competences is a core part of their daily activity. Working in less structured environments, these professionals can make coherent use of experiential learning, intuitive learning and embedded-learning techniques to stimulate learners and support their development. The versatility and willingness of professionals working in this sector to adopt different formal and informal teaching and learning techniques is central to their continued success. Many of the innovations in these youth work and second-chance education environments are derived from experimentation in non-formal and informal learning environments. While most professionals are qualified to degree or higher diploma standards many of the pedagogic interventions that form such an important part of their daily work are based on intuitive learning rather than specifically tailored continuous professional development (CPD) supports.

The aim of Cre8ive is to support innovation in education for youth-at-risk by supporting the CPD of youth workers and education staff working in this area. Consortium partners believe that there is a gap in the provision of CPD training for professionals working with marginalized young people where the use of creative tools is concerned. To address this deficit, the project will develop, test and pilot a suite of accredited train-the-trainer materials that introduce youth workers and education staff to the use of digital media, storytelling, drama and music for the development of key competences. CPD training will be accredited in Ireland at QQI Level 6, Minor Award which corresponds to a level 5 short cycle award on the European Qualifications Framework. Cre8ive will encourage youth workers and educators to harness the potential of these creative tools to support the re-integration of disadvantaged youth to formal education or employment and their progression as valued members of European society. The new course-ware will support youth workers and adult educators to make full use of each of these creative areas and validate the pedagogic veracity of the proposed approach. Cre8ive responds to the challenge of ensuring that youth with a non-traditional educational history can benefit from innovative pedagogic interventions to acquire the key competences for active citizenship and personal development.

In addition to the CPD course-ware partners will also provide a tool-kit comprising a range of bespoke embedded-learning and enquiry-based learning curriculum resources to support the acquisition of social and civic competence, digital competence, cultural awareness and expression, literacy, numeracy, entrepreneurship and critical thinking.

In what way is the project innovative and/or complementary to other projects already carried out?

A report commissioned by the EU in 2010 and produced by Ecorys, "Preventing Early School Leaving in Europe – Lessons Learned from Second Chance Education" asserts that "second chance schemes have typically achieved the most success where they emphasize their distinctiveness from mainstream schools". It is no surprise therefore, that in recent years, the role of youth workers



in re-integrating young people in to formal education and training environments has grown in importance. Youth organisations have considerable potential to provide alternative educational environments that differ completely from the more formal school settings where many of those now on the margins have experienced difficulty and endured negative educational experiences. Researches, and numerous evaluations of second-chance education provision, clearly agree that exploring alternative settings, adopting non-traditional teaching approaches and providing learning resources that are attractive and engaging for the youth-at-risk target group are key prerequisites for success.

There are a number of pointers for the development of second-chance education programmes based on evaluations of existing programs throughout Europe as follows (1) a focus on the holistic development of the individual; (2) the provision of a learning environment which is safe, structured and challenging with programs that focus on independence and integration; (3) a learning process which is both participant-centered and participant-led; (4) a team approach; (5) a general emphasis on achievement rather than failure; (6) programs should be flexible where management, relationships and curriculum are concerned; (7) the duration of training programs should be based on need rather than time available.

With regard the training of youth workers and education staff involved in second-chance education schemes the Ecorys report clearly states that "the maintenance and in-career development of staff involved in second-chance education is a priority". Cre8ive represents a new innovation in the provision of accredited train-the-trainer course-ware for youth workers and educators and in the use of artistic disciplines and creative tools for supporting key competence acquisition among the youth-at-risk target group. Cre8ive will prioritize the needs of youth workers and education staff with the main focus of the project addressed to the development of the accredited in-service training program.

The Cre8ive project builds on the experience gained in a number of projects funded under the last lifelong learning program (1) Guidance for Low Skilled Workers in Vulnerable Employments 142536-LLP-1-2008-1-IE-GRUNDTVIG-GMP. (2) Digital Latin Quarter for building key competences of youth-at-risk 518520-LLP-1-2011-1-IE-GRUNDTVIG-GMP. (3) Sheherazade : 1001 Stories for Adult Learning 518365-LLP-1-2011-1-BE-GRUNDTVIG-GMP. These projects developed learning practices using a wide range of creative disciplines including music, drama, storytelling, film production in order to enhance the transversal key competences of young disadvantaged citizens. They helped learners to gain communication skills; develop imagination and creativity; develop foreign language skills; improve inter-cultural understanding; construct personal values; explore their cultural roots; and build competences for inclusion.

Youth-at-risk and disadvantaged youth are generic terms that we all understand. It is important to point out that target groups referred to by these terms are not homogeneous. What many of the individuals have in common is considerably less than the differences between them. It is because of the diversity within the target group that partners have chosen to address the full gambit of creative disciplines in developing the train-the trainer course-ware. The creative arts are one of the most inclusive environments for training people of all personality types, skill levels and interests.

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

AESD has extensive experience in working with cross-discipline and cross-sector project teams. As an organisation it provides a wide range of education, training, business development, community development and volunteering services and supports to a broad spectrum of target groups and end beneficiaries. Its rationale for the development of consortia is:

- to match the needs of the project with the skills and competencies of partners by careful selection
- to achieve a blend of partners across different sectors bringing new ideas and methodologies to the table
- to facilitate the work of partners in areas of particular expertise in order to enhance the quality of the overall outputs
- to involve partners from different social and cultural settings to ensure that tools and resources developed are robust and transferable and that issues of localization can be addressed at source.

The key needs of the CRE8IVE project were identified as follows with relevant skill sets and experience of partners indicated:

1. Expertise in issues relating to social inclusion of marginalised groups - AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, UoP, ISQ
2. Provider of adult education - AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, UoP, ISQ
3. Provider of services to disadvantaged young people - AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, UoP, ISQ
4. Provider of second-chance education programmes to youth-at-risk - AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, ISQ
5. Provider of services to migrants and minorities – AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, ISQ



6. Provider of training and supports to youth organisations - AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, ISQ
7. Provider of training and supports to youth workers and professionals - AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, UoP, ISQ
8. Experts in pedagogy - Meath Partnership, CARDET, BDA, UoP, ISQ
9. Experience in developing, piloting and embedding new pedagogic approaches and learning materials - AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, UoP, ISQ
10. Experience in developing and delivering Train-the-Trainer course-ware – AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, UoP, ISQ
11. Expertise in the development of key competence training resources - AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, UoP, ISQ
12. Expertise in the use of digital media as an enquiry-based or embedded learning environment - Meath Partnership, CARDET, BDA, ISQ
13. Expertise in the use of storytelling as an enquiry-based or embedded learning environment - Speha-Fresia, Meath Partnership, CARDET
14. Expertise in the use of drama as an enquiry-based or embedded learning environment - Speha-Fresia, Meath Partnership, CARDET
15. Expertise in the use of music as an enquiry-based or embedded learning environment - Meath Partnership
16. Competency and experience in research AESD, Speha-Fresia, Meath Partnership, CARDET, BDA, UoP, ISQ
17. Quality assurance expertise - CARDET, UoP, INNOV, ISQ
18. Web technology expertise - INNOV, CARDET
19. Good English language skills - All partners
20. Local and national dissemination potential - All partners
21. International dissemination potential - All partners

The consortium comprises 7 full implementing partners and 1 expert web development partner. The selection of partners has been based on matching needs and abilities as outlined above. AESD have been careful to select partners who have a proven track record in transnational project development and they have either worked with all partners on previous projects or have engaged partners who were recommended to them from within their network of contacts throughout Europe. In addition, AESD have endeavoured to bring together partners from countries at different stages of development relevant to the project target groups and development activities. The partnership has a European inter-regional character with organizations coming from different countries, with distinct geographical, social, cultural and economic perspectives and also an inter-institutional nature with public and private entities drawn from adult education, third level, research, training institutions, rural development agencies and non-governmental organisations. This diversity within the partnership facilitates the exchange of best practice and policy-learning which is an important added-value. The rationale behind the project and the clear need for specific skill sets and experiences motivated the partners to become involved and all are enthused by their key role in the project development plan. Based on the preparatory work undertaken by partners to inform this proposal, AESD believes the consortium has all the motivation and skills necessary to support the successful development, implementation and dissemination of the project.

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

INNOV will develop a project website, on-line in month 1, to include a separate partner only area facilitating all communication and transnational development work. This partner area will host all project documents and records. The public website will be provided in all partner languages and will be used as one of the main dissemination channels. INNOV will continue to develop the website throughout the project life-cycle to meet emerging project needs.

There are 5 transnational partner meetings scheduled in months 1, 6, 12, 18 and 24. Each implementing partner will send 2 representatives to meetings 1, 3 and 5 when administrative issues will be addressed and 1 representative to meetings 2 and 4. As secretariat to the project AESD will send 2 representatives to all meetings. As a support partner INNOV will send 1 representative to all meetings.

Partner meeting 1 will be held in Italy to; (1) facilitate partner introductions and provide an insight into youth-at-risk in each partner country; allow a detailed project examination clarifying roles, responsibilities and the scheduling of all project activities; (2) project administrative and financial management, quality assurance and quality planning guidelines, a research framework, principles for engagement of target group members through local sub-groups, parameters for an effective dissemination strategy; (3) development work to agree a project branding concept, a framework for the train-the-trainer course-ware and the suite of the web-



based platforms proposed.

Partner meeting 2 will be held in Greece to; (1) support project and quality management; review progress and milestones achieved; (2) review and sign-off summary research report; agree curriculum modules for the train-the-trainer programme and the required learning outcomes; (3) agree the functionality for the e-learning portal; agree the design theme for the MOOC.

Partner meeting 3 will be held in Bulgaria at the mid-point in the project life-cycle to; (1) sign-off on the interim report; review progress and milestones achieved; (2) sign-off on the proposed learning content for each curriculum module and assess the proposed key competence resources; (3) agreeing a schedule for production of learning content (4) testing the prototypes of the e-learning portal and the MOOC.

Partner meeting 4 will be held in the Portugal to; (1) sign-off all development work and plan the implementation of the new train-the-trainer curriculum; (2) sign-off on the new key competence resources; (3) plan for the dissemination events in each partner country in month 19 to present the new curriculum, the key competence resources, the e-learning portal and the MOOC; (4) plan for the final conference to be held in Romania.

Partner meeting 5 will be held in Romania to: (1) complete all project reporting and conduct the external evaluation; (2) present all training resources and on-line platforms developed and host the Final Valorisation Conference when the Policy Paper produced will be presented.

These transnational meetings will be the main forums for partner interaction, exchange of best practice and to facilitate reflection on activities and results at key stages of the project implementation cycle.

At partner meeting 1 a Project Management Committee (PMC) will be established comprising 1 member of each participating organisation. The function of the PMC will be to monitor progress; address any difficulties that emerge within the consortium; identify external opportunities for the project; agree the delegation of additional tasks that may emerge during the project life-cycle; sign-off on financial and administrative reporting. The PMC will meet at each partner meeting or as often as required throughout the project life-cycle. Comprehensive event reports will be produced by AESD after each partner meeting and these will be uploaded to the project website for partner reference.

Each partner will establish a local working group comprising representatives of project target groups. The function of these groups will be to;

1. support research activities
2. test and validate the curriculum and the key competence resources
3. test and validate the functionality of the on-line platforms developed
4. participate in evaluation surveys

These local working groups will be additional advocates for the CRE8IVE project and will be encouraged to promote the project within their peer groups. Furthermore, these local working groups will validate the project outputs and ensure that the resources developed are tailored to the specific needs of each local partner country. The local working groups will meet throughout the project life-cycle as required.

What are the most relevant topics addressed by your project?

New innovative curricula/educational methods/development of training courses

Youth (Participation, Youth Work, Youth Policy)

Inclusion - equity

What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

Event reports (A1, A2, A3, A4, A5) will be produced by AESD following each transnational project team meeting. These reports will trace the development history of the project and will contain copies of all presentations made and minutes of all decisions taken.



Internal evaluation exercises will be conducted in months 6, 12 and 18 by CARDET as part of the quality assurance process. These surveys will comprise questionnaires to be filled out by all members of the local sub-groups in each participating country. The purpose of these evaluation exercises will be to ensure that the project development actions are coherent with the needs and preferences of the target groups. A summary of the findings from each of the internal evaluation exercises will be produced (A6, A7, A8) by CARDET. An external evaluator will be retained by AESD and a Formative Interim Evaluation Report (A9) and a Summative Final Evaluation Report (A10) will be produced.

Research reports for each implementing partner country will be produced (A11, A12, A13, A14, A15, A16, A17). These reports will inform the Summary Research Report which will be drafted by UoP and produced in all partner languages as the evidence base of the project.

A dissemination plan (A18) will be drafted at the beginning of the project by BDA and key measurable indicators will be set out for the various actions proposed. The dissemination plan proposed will set clear and measurable dissemination objectives, identify the most appropriate dissemination tools for each of the project target groups, compile a database of contacts for circulation of publications and a database of media contacts to attract media coverage. An integrated branding concept for the project will be agreed at the beginning of the project and will be applied consistently to all deliverables throughout the project life-cycle to build an aesthetic and visual identity for the project (A19).

A series of newsletters (A20, A21, A22, A23) will be produced and distributed to keep stakeholders up to date with the development of the project. An exploitation plan (A24) will be drafted by BDA in month 18 to take advantage of all emerging exploitation opportunities; build a framework for lobbying; and devise a series of actions for influencing policy.

E.1. Participants

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

1246

Please describe briefly how and in which activities these persons will be involved

The primary initial target groups addressed by the CRE8IVE project comprise youth workers and adult education staff working with disadvantaged youth in any situation. Both of these target groups will be engaged in the local working groups to be established in each partner country. The local working groups will comprise a minimum of 8 persons resulting in a total of 56 target group members.

30 target group members at policy and practice level will attend the Dissemination Workshops in month 18/19 in each of the 7 implementing partner countries resulting in a total of 210 target group members engaged.

10 youth workers/adult educators will complete the first iteration of the new curriculum in each partner country.

A minimum of 90 target group members at all levels will attend the final conference in Romania hosted by AESD in month 24.

A minimum of 100 users comprising youth workers and adult education professionals will sign up to the MOOC in each partner country

20 youth workers and adult educators will sign up on the e-learning portal in each partner country

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No



F. Preparation

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

Should the project be approved for funding there are a number of key actions that will be undertaken between the approval notification and the official start date of the CRE8IVE project.

- (1) AESD will draft Partner Agreements and these will be circulated for signing by all partners prior to the disbursement of the grant.
- (2) AESD will also circulate to all partners documents and reports from previous projects that are pertinent to the project idea. This will help ensure that a common starting point for project research and development can be agreed at the first partner meeting.
- (3) AESD will run an initial risk analysis using the tool described in section F.1.
- (4) AESD will develop a logo and branding concept and a press release will be produced to announce the impending project start-up. All partners will be encouraged to generate press releases in their own country.
- (5) BDA and INNOV will generate a Facebook page for the project and all partners will be encouraged to use this facility to promote their participation in the project to target group members in their country.
- (6) AESD will also produce a one page digital media newsletter and this will be distributed to appropriate stakeholders in the local area as a means of initiating contact. All partners will be encouraged to translate the newsletter and distribute it by email through their networks. This newsletter announcing the beginning of the project will also be published through the ENTER Network.
- (7) As it is the intention to schedule the first partner meeting as close as possible to the project start date all partners will be expected to present a comprehensive overview of their organisation; an overview of youth work both formal, informal and non-formal in their country; an overview of CPD training provision for professionals working with youth in their country; a statistical overview of youth unemployment and disadvantaged youth in their country. These insights to the situation and circumstances in each partner country are especially important in transnational project environments as they can help minimize the likelihood of certain risk factors. This preparatory work will most likely be completed before the project start date.

F.1. Project Management

How will you ensure proper budget control and time management in your project?

The work of the project consortium is broken down into a series of overlapping phases incorporating:

- research and analysis of the state-of-the-art and best practice;
- design, development and testing of the bespoke train-the-trainer course-ware;
- design, development and testing of enquiry-based and embedded learning key competence tools that are based on the creative disciplines of drama, storytelling, music and digital media
- creating appropriate and accessible web based environments and media platforms
- implementation of project outputs and resources developed
- validation of project outputs, dissemination and exploitation

Underpinning the work through all phases will be competent management of the project and the project consortium to ensure that all partners are delivering the required outcomes on schedule; effective monitoring of the scheduled activities to avoid delays to project outputs; ongoing risk assessment to identify potential problem areas and define appropriate corrective actions if required; evaluation of project outcomes to ensure appropriateness and relevance in all partner countries; rigorous quality management; and appropriate activities to generate awareness of the aims and objectives of CRE8IVE and the innovative tools and resources developed.

While AESD will assume overall responsibility for ensuring the effective implementation of the project and will support the work of all partners responsibility for leading individual tasks will be delegated to partners according to their expertise as follows:

- CARDET will oversee the implementation of the quality assurance framework and the internal evaluation process and draft the Policy Paper,
- ISQ will manage and oversee the state-of-the-art research;
- UoP and Meath Partnership will lead the development of the bespoke train-the-trainer course-ware;
- Spehia-Fresia and AESD will oversee the development of the enquiry-based and embedded learning creative key competence tools;
- BDA will manage dissemination and exploitation activities;
- INNOV will develop all web based platforms.

All partners will contribute equally to the dissemination and exploitation actions.



The financial management of the project will be monitored on a six monthly basis and each partner will be required to produce expenditure and activity reports in months 6, 12, 18 and 24 to ensure that documents and records are sufficient to satisfy reporting requirements and that the spend profile is in line with the overall project budget.

The appointment of an external evaluator to conduct a formative interim evaluation and a summative final evaluation will be completed by AESD by month 6 to allow the evaluator adequate time to assess the progress of the project at the mid-point. The evaluation report will be reviewed by the project steering committee and any corrective action needed to ensure the successful completion of the project will be agreed and implemented.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

CARDET have proposed the following quality assurance framework and the main mechanisms of quality assurance that are presented below will be used by CARDET as relatively discrete dimensions for monitoring and evaluating the quality of the proposed project and its deliverables, results and outcomes.

(1) Project performance quality – addressing the quality of the activities both planned and undertaken, and it addresses how these are anchored in the rationale of the project and the engagement of the project partners and stakeholders. Important questions to consider include the following:

- Did the project achieve its objectives?
- Do the project results match/serve the needs of the target groups?
- Was partners' contribution in accordance with the project plan and expectations?

(2) Collaboration quality - relating to how the project engages people and organisations, such as project partners, direct and indirect stakeholders, target groups, and users. Important questions to consider include the following:

- Was the collaboration among partners at an acceptable level?
- Did project partners contribute towards the achievement of the project's objectives?
- Were project meetings organized and managed effectively?
- Was the collaboration among partners, direct and indirect stakeholders, target groups, and users fruitful?

(3) Resource utilization quality – relating to how the monetary and non-monetary contributions, assets, and resources that are made available to a project are utilised. Important questions to consider include the following:

- Were resources used in appropriate ways?
- Were all budget expenses documented?
- Did all budget expenses follow the relevant EU and project regulations?
- Were any resource management tools used (e.g. for financial management)? If so, how were they used?

(4) Information management quality - relating to how a project acquires, handles, documents, shares, and refines the information on which it depends. Important questions to consider include the following:

- Was information shared with all partners?
- Were documents and information shared in a timely manner?
- Was there a system for keeping versions of each document?
- Were documents stored, secured, and accessed appropriately?

(5) Intellectual Output quality – assessing the quality of deliverables is often anchored in externally-imposed technical or sector standards, benchmarks, or conventions. Important questions to consider include the following:

- Were deliverables prepared according to the project's time-frame?
- Were deliverables prepared according to high standards?
- What were the standards used for assessing the quality of deliverables?

(6) Service/product provision quality – relating to the demands, expectations, and needs that are expressed by or interpreted from users and target populations that the project aims to serve.

- Did the service/product provided address the target population's needs?
- Was the service/product usable and user friendly?
- Was the service/product tested, evaluated, and revised?
- How adaptive and flexible was the service/product to target groups'/stakeholders' needs?



- Were any guides provided with respect to the service/product? If so, were they effective?

(7) Dissemination & exploitation quality – relating to how a project prepares for, implements, and verifies that the project values, services, and outcomes become known.

- Were dissemination actions implemented as planned?
- How many stakeholders were engaged during the development of the project?
- How many stakeholders were reached throughout the duration of the project?
- How many stakeholders are projected to be impacted after the completion of the project?
- What tools were used for dissemination and exploitation and how were they used?

CARDET will conduct internal evaluation exercises every 6 months throughout the project life-cycle and these will include feedback from the 2 local sub-groups in each partner country. AESD will appoint an external evaluator to conduct a formative interim evaluation at the mid-point in the project life-cycle and a summative final evaluation on completion of the project.

What are your plans for handling project risks (e.g. conflict resolution processes)?

As lead partner AESD will assume overall responsibility for risk assessment and risk management and for ensuring that the necessary systems and procedures are in place to facilitate the smooth running of the project. There are a number of formal and informal elements to risk management in a transnational project environment. Formal elements include the following:

- (1) Letters of Mandate - Prior to submission of this application AESD will have secured appropriate Letters of Mandate from all partners that empower the organisation to enter into a contractual agreement with the European Commission on behalf of the consortium and all its member organisations.
- (2) Partner Agreements - AESD will draft Partner Agreements that clearly outline the contractual obligations of all partners to the project and to the other individual consortium members. These agreements will address issues relating to project management and partner performance and will be used if required to address issues of non-performance which endanger the successful completion of project activities. They will outline an appropriate conflict resolution procedure to be followed should the need arise. Each partner agreement will be signed by an appropriate representative of AESD and an appropriate representative of each project partner before the first partner meeting.
- (3) Steering Committee - At partner meeting 1 a Project Management Committee comprising one senior representative of each partner organisation will be established to ensure that agreed schedules are adhered to and that required outputs are achieved in all areas of project development. This committee will be the main decision making body for the consortium and will assess evaluation findings and ensure that any changes required to enhance the work of the consortium are implemented. This committee will meet as required throughout the project life-cycle. The specific functions of this committee will be to; sign the Partner Agreement; ensure that the guidelines for partner engagement outlined in the quality assurance framework are adhered to by all partners; address any issues relating to non-performance; sign off on the Interim Report; sign off on the Final Report; identify additional opportunities that may arise and allocate any tasks emerging.
- (4) Internal Reporting - AESD will require each partner to produce an initial expenditure and activity report in M6 to ensure that documents and records are sufficient to satisfy reporting requirements.
- (5) Risk Assessment - Prior to the first partner meeting AESD will conduct an in-house risk assessment to try and evaluate risks within the project framework. Each of the following potential risks will be assessed under 2 distinct headings assessing likelihood and impact: (1) the likelihood that this potential risk might present a problem on a likert scale of 1 to 5, where 1 is extremely unlikely and 5 is extremely likely (2) the impact that this potential risk might have on the project on a likert scale of 1 to 5 where 1 represents a negligible impact and 5 represents a major impact.
 - A) Different styles of work
 - B) Different working time
 - C) Excessive bureaucracy or in contrast neglect for formal requirements and documenting obligations
 - D) Ignorance as regards the customs of a different country
 - E) Improper distance in official relationships
 - F) Misconceptions about mutual expectations of the partners at the commencement stage of the project
 - G) Distrust-fulness of the partners resulting in unwillingness to share know-how with others
 - H) Withdrawal of a transnational partner in the course of project implementation



- I) Failure to safeguard the principle of mutual benefits for all partners in the consortium
 - J) Unequal division of work among the transnational partners
 - K) Dominant position of one partner in the project
 - L) Difficulties in communication between the partners
 - M) Different understandings of the same concepts
 - N) Default of a partner on their obligations, including failure to perform tasks or untimely performance of tasks
 - O) Lack of partner's personnel commitment to project implementation
 - P) The risk of remuneration-related conflict
 - Q) Understated or overstated budget of one of the partners
- This risk assessment procedure will be completed and documented before each partner team meeting to ensure that the project coordinator can raise issues of concern with individual partners, with the consortium as a whole or with the Project Management Committee.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

The consortium will employ a range of qualitative and quantitative indicators against which project actions will be benchmarked throughout the project life-cycle as follows:

Qualitative Indicators

(1) The research framework will present guidelines for all partners to adhere to. It will provide a template for presentation of results. It will outline the bibliographical style to be used to annotate partner research reports.
Purpose - To ensure that the content and structure of the research report are accurate and consistent and to ensure that the intellectual property rights of others are not infringed.

(2) A framework for the recruitment and engagement of members of the local working groups will be agreed. It will outline the required profile of the working group members; their roles and responsibilities; communication channels to be used and frequency of meetings to be held.
Purpose - To ensure that the working groups comprise people with appropriate expertise to inform the project development process; to ensure that members are aware of the required time commitment; to ensure that communication is appropriate to the members preferences.

(3) A curriculum development framework will be developed outlining the range and scope of modules to be developed and the formats for presentation of the learning materials. The framework will also include a learning outcomes matrix that identifies the key learning outcomes to be achieved.
Purpose - To ensure that development work is of an appropriate standard and that the required learning outcomes are addressed.

(4) Achieving accreditation of the train-the-trainer course-ware in Ireland at QQ1 Level 6, Minor Award which is equivalent to EQF Level 5
Purpose - To ensure that the development work is of an appropriate standard.

(5) A policy paper framework will be defined. It will set out criteria to be adhered to like formatting of the document and appendices, sections to be included in the document and the desired length of the document.
Purpose - To ensure that the policy paper produced is of an appropriate standard

Quantitative Indicators

- (1) Number of target group members engaged in local working groups - 8 per partner country
- (2) Number of local working group meetings held in each country during the project life-cycle - 6
- (3) Number of youth workers and professionals attending the CRE8IVE workshops in all partner countries in month 18 - 30 per workshop
- (4) Number of creative media key competence curriculum resources developed - 12
- (5) Number of youth workers and adult education staff and management attending the CRE8IVE Final Conference in month 24 - 90
- (6) Number of youth workers completing the train-the-trainer program - 10 per implementing partner country
- (7) Number of on-line newsletters produced during the project life-cycle - 4
- (8) Distribution of on-line newsletters to reach >2000 per issue



Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for youth

Form Version: 2.06

(9) Number of registered youth workers and adult education professionals on the CRE8IVE web platform - 140
(10) Distribution of policy paper - 200 recipients

Form hash code: 540B840B29847045

EN

This form has been submitted on: 2015-04-29 13:38:06. Status: OK (1266503).



G. Implementation

Do you plan to include intellectual outputs in your project?

Yes

Please elaborate on the methodology you intend to apply in your project. Please also provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".

The methodology to be applied will be based on establishing the state-of-the-art in each partner country where the continuous professional development of youth workers and adult education staff is concerned to identify the specific skill sets that need to be cultivated in the new train-the-trainer curriculum. Based on the findings a Summary Research Report will be produced in all partner languages and presented as the evidence base for project development work. A modular and accredited train-the-trainer curriculum will be developed and piloted to allow sufficient time for any adjustment to the final versions of the planned resources before the end of the project. The project design will include a cascading model of training in each partner country leading to a multiplication of outputs into the future. A Key Competence Resource Toolbox comprising up to 15 learning resources will be assembled by partners to support the newly trained professional. A full range of on-line platforms and facilities will be provided such as the website and e-learning portal and the MOOC.

Project outputs will be extensively disseminated to ensure the widespread engagement with and uptake of the new resources is achieved. Key stakeholders will occupy a central role in the development process throughout the project life-cycle and their feedback and opinions will inform the ongoing development process.

In relation to the support granted for project management and implementation AESD will:

- set the agendas for partner meetings and produce comprehensive event reports
- facilitate the travel and accommodation needs of partners for attending the partner meeting in Romania
- attend partner meetings and prepare presentations
- act as secretariat to the consortium
- produce a financial and activity reports every 6 months and analyse the reports produced by partners
- compile the interim and final financial and activity report for submission to the National Agency
- engage local stakeholders
- draft local research report
- retain external evaluator
- participate in all evaluation exercises

In relation to the support granted for project management and implementation Speha-Fresia will:

- facilitate the travel and accommodation needs of partners for attending the partner meeting in Italy
- attend partner meetings and prepare presentations
- produce a financial and activity report every 6 months
- engage local stakeholders
- draft local research report
- participate in all evaluation exercises

In relation to the support granted for project management and implementation Meath Partnership will:

- attend partner meetings and prepare presentations
- produce a financial and activity report every 6 months
- engage local stakeholders
- draft local research report
- participate in all evaluation exercises

In relation to the support granted for project management and implementation CARDET will:

- attend partner meetings and prepare presentations
- produce a financial and activity report every 6 months
- manage quality assurance and draft and update quality plan
- engage local stakeholders
- draft local research report



- organise internal evaluations in months 6, 12 and 18 and draft brief reports
 - participate in all evaluation exercises
- In relation to the support granted for project management and implementation BDA will:
- facilitate the travel and accommodation needs of partners for attending the partner meeting in Bulgaria
 - attend partner meetings and prepare presentations
 - produce a financial and activity report every 6 months
 - draft and update dissemination and exploitation plans
 - draft newsletters
 - engage local stakeholders
 - draft local research report
 - participate in all evaluation exercises
- In relation to the support granted for project management and implementation UoP will:
- facilitate the travel and accommodation needs of partners for attending the partner meeting in Greece
 - attend partner meetings and prepare presentations
 - produce a financial and activity report every 6 months
 - conduct internal evaluations
 - engage local stakeholders
 - draft local research report
 - participate in all evaluation exercises
- In relation to the support granted for project management and implementation ISQ will:
- facilitate the travel and accommodation needs of partners for attending the partner meeting in Portugal
 - attend partner meetings and prepare presentations
 - produce a financial and activity report every 6 months
 - engage local stakeholders
 - design and lead research process and draft local research report
 - participate in all evaluation exercises
- In relation to the support granted for project management and implementation INNOV will:
- attend partner meetings and prepare presentations
 - produce a financial and activity report every 6 months
 - draft local research report
 - participate in all external evaluation exercises
 - host project website

G.1. Intellectual Outputs

When filling in the Intellectual outputs section, please specify the leading and the participating organisations under each output that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.). This will allow for specifying the corresponding costs in the specific section of the budget.

Output Identification	O1
Output Title	Summary Research Report
Output Description	<p>As the project is endeavoring to develop a completely new train-the-trainer curriculum for the use of creative media disciplines to develop key competences and a suite of creative key competence resources to support target groups a comprehensive research exercise will be conducted to ensure that each partner addresses common issues to an agreed depth.</p> <p>The objectives of the planned research address 4 areas that are of particular importance to the CRE8IVE project; 1) best practice where the design, development and provision of accredited train-the-trainer programmes is concerned and the issues to be addressed in the proposed curriculum; 2) the individual resources to be developed to support acquisition of key competences; 3) best practice in the design of e-learning environments; 4) best practice</p>



where the development of MOOCs is concerned.

All implementing partners will conduct the necessary desk-based and field-based research in their own country. INNOV will do a broader European research of best practice in design of the proposed technology platforms. Once this research is complete each partner will produce country research reports in month 4 according to a common specification set out in the research framework developed by ISQ who will lead the research process. ISQ will collate these individual country research reports into a brief summary research report in month 6.

This Summary Research Report will establish the state-of-the-art for the areas outlined above based on a summary of the findings in the individual country research reports. It will outline best practice elements to be included in the training design and will also identify best practice in terms of training delivery. This research report will also identify potential areas where the different art forms to be used in the project can be applied to the development of key competence learning resources. This summary research report which will comprise the evidence base for future development actions will be available in all partner languages for download from the project website and posted on the project Facebook page.

The Summary Research report will include a Learning Outcomes Matrix that sets out the exact learning outcomes to be achieved in each curriculum module. Using a learning outcomes approach allows for the localisation of learning content to make it culturally specific and appropriate to each local setting without compromising the learning outcomes to be achieved.

Languages	Romanian
	Italian
	English
	Greek
	Bulgarian
	Portuguese
	Finnish
Media(s)	Text File
Activity Leading Organisation	INSTITUTO DE SOLDADURA E QUALIDADE
Participating Organisations	Asociatia pentru Educatie si Dezvoltare Durabila
	Speha Fresia
	Meath Community Rural and Social Development Partnership Limited
	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOG
	BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE
	UNIVERSITY OF PELOPONNESE
	INNOVENTUM OY



Output Identification	O2
Output Title	Web-based Platforms
Output Description	<p>The project website will present the project, its partners, funders and the aims and objectives to the virtual world and will be on-line and functioning by the end of month 1. It will be fully Web 2.0 enabled and available in all partner languages. Within this website a partner only area will also be developed and will provide a range of specific on-line forums to assist project management, quality assurance, valorisation, evaluation and peer reviews. It will act as a key communication tool for project partners throughout the project life-cycle and function as a project library where all documents and reports are stored for reference purposes. It will also store for easy access the webcasts of the final conference. It will be used to calendar all up-coming events and schedules in the project development plan and will generate automatic reminders of impending deadlines. The partner area will also be fully Web 2.0 enabled but available in English only.</p> <p>Embedded in this project website will be 3 additional components; (1) an e-learning portal to facilitate access to the new CRE8IVE Train-the-Trainer curriculum resources and the suite of new key competence development resources; (2) a dedicated discussion forum to support interaction between project partners and stakeholders in each local setting including the on-line evaluation of modules developed and feedback from youth workers staff engaged; (3) a Massive Open On-line Course (MOOC) that assembles the widest compendium of key competence learning resources that use the creative disciplines for enquiry-based and embedded learning approaches.</p> <p>The first prototypes of these on-line environments will be available by the end of month 6 for testing with the final versions on-line in month 12. These additional environments will be on-line hosted learning environments running on a web server tailored for the purpose. They will be built on iCMS Content Management System, based on the Managers Framework developed by INNOV's technical experts. This Managers Framework is a scalable, object-based programming framework including features such as language versioning, object relations and ownership models, all with a flexible connection interface. The core technologies behind the Framework are Open-Source and include PHP, MySQL Database, Apache Web service and RED5 Media Server. The object-based and modular nature of the framework and the services built on it allow for flexible combining of the available modules as well as cost-efficient creation of new ones should the need for special purpose-built extensions arise.</p> <p>These on-line environments will be Web 2.0 enabled and cater for all mainstream social networking activities. They will also support a wide range of innovative on-line course-ware. These additional facilities will be developed in all partner languages.</p> <p>Technical requirements to support all project activities will be discussed at all partner meetings. All partners will test the functionality and suitability of the on-line platforms and provide feedback to INNOV to inform further development. All technology infrastructures will be developed to accessibility compliance standards. INNOV will develop and update all on-line infrastructures throughout the project life-cycle and transfer administration rights and hosting rights to relevant partners in each country at the end of the project life-cycle. Meath Partnership and CARDET will support design work on all the web based environments. AESD and BDA will draft and update the text for the web based platforms throughout the project life-cycle.</p>



INNOV and BDA will also establish a presence on Facebook in month 1 as a dissemination tool and a link to all stakeholders. The Facebook pages will promote the other online resources.	
Languages	Romanian
	Italian
	English
	Greek
	Bulgarian
	Portuguese
	Finnish
Media(s)	Website
Activity Leading Organisation	INNOVENTUM OY
Participating Organisations	Asociatia pentru Educatie si Dezvoltare Durabila
	Speha Fresia
	Meath Community Rural and Social Development Partnership Limited
	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOG
	BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE
	UNIVERSITY OF PELOPONNESE
	INSTITUTO DE SOLDADURA E QUALIDADE
Output Identification	O3
Output Title	Train-the-Trainer Curriculum
Output Description	<p>A full suite of modules will be developed to comprise the new train-the-trainer curriculum. This bespoke curriculum will support youth workers and adult education professionals working with disadvantaged youth to use the full range of creative disciplines to build key competences. It will also support adult education professional to work in non-conventional environments and will place a significant emphasis on underpinning the reputation, professionalism and standing of adult education professionals even if they now work in completely different educational settings.</p> <p>While the research conducted will ultimately define the structure and focus of the curriculum it is expected that on completion of the training program the learner will be able to: (1) Outline the concepts and theories underlying the delivery and evaluation of training interventions; (2) Explore the elements which impact on the effectiveness of a training session to include, the learning environment, the trainer, learning methodologies and the group dynamics of participants; (3) Demonstrate an awareness of a range of issues to include equality, diversity and disability in the context of current legislation with regard to training</p>



provision; (4) Appraise a range of evaluation models, approaches, tools and techniques used in the evaluation and monitoring of a training and development intervention; (5) Deliver appropriate training content and materials using a range of training aids; (6) Formulate appropriate evaluation tools, techniques and approaches for a training session to determine whether or not training needs were met and objectives fulfilled; (7) Provide constructive feedback to participants in relation to training intervention; (8) Apply a comprehensive range of specialised training delivery and evaluation skills in the delivery of an appropriate training intervention; (9) Devise a training evaluation process to include the identification of key stakeholders, feedback from the trainee, challenges within the process and the conduct or methodology of the evaluation; (10) Select from a range of evaluation tools, techniques and approaches for a training session to determine whether or not training needs were met and objectives fulfilled; (11) Report on a training and development evaluation to include the identification of areas of success and of improvement opportunities.

The curriculum will be developed to satisfy the QQI accreditation standards in Ireland at Level 6; Minor Award which corresponds to a level 5 short cycle award on the European Qualifications Framework. Generally speaking, the training delivery and evaluation of courses offering this accreditation level comprise a total of 150 learning hours including approximately 50 hours of face to face instruction.

The individual modules that collectively comprise the new train-the-trainer curriculum will be developed in accordance with the structures and criteria set out in the learning outcomes matrix. Different modules will be allocated to partners according to the skills and expertise available. Partners will work closely with their local sub-groups comprising youth workers and adult education professionals to validate the curriculum development process and incorporate end-user feed-back. All curriculum modules will be provided in English. Once the final version of each module has been proofread, edited and signed-off all partners will translate the full curriculum into their local language.

Languages	Romanian
	Italian
	English
	Greek
	Bulgarian
	Portuguese
Media(s)	Text File
Activity Leading Organisation	UNIVERSITY OF PELOPONNESE
Participating Organisations	Meath Community Rural and Social Development Partnership Limited
	Asociatia pentru Educatie si Dezvoltare Durabila
	Speha Fresia
	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY
	BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE



	INSTITUTO DE SOLDADURA E QUALIDADE
Output Identification	O4
Output Title	Key Competence Curriculum Resource On-line Toolbox for Educators
Output Description	A suite of 15 curriculum resources that use enquiry-based and embedded-learning methodologies to support the acquisition of key competences will be developed in all partner languages. These resources will comprise digital media, drama, storytelling and music based learning resources. These resources will be tested by the local sub-groups in each partner country. Prototypes will be available for testing in month 15 and completed by month 16. All resources will be presented in an On-line Toolbox for Educators and be available for download from the project website.
Languages	Romanian Italian English Greek Bulgarian Portuguese
Media(s)	
Activity Leading Organisation	Speha Fresia
Participating Organisations	Asociatia pentru Educatie si Dezvoltare Durabila Meath Community Rural and Social Development Partnership Limited CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE UNIVERSITY OF PELOPONNESE INSTITUTO DE SOLDADURA E QUALIDADE
Output Identification	O5
Output Title	CRE8IVE Policy Paper
Output Description	The proposed policy paper will comprise a statement of current policy where CPD of youth workers and adult education staff is concerned; the reasons why a change of policy approach might be relevant; the policy options available and the pros and cons of each option. Finally the policy paper will recommend a course of action based on the experiences and lessons learned in the course of the CRE8IVE project. Cardet will lead this action and draft the policy paper. All partners will translate the document. Meath Partnership will edit and proofread the final version and AESD will arrange for its production. It will also be available for download



from the project website.	
Languages	Romanian
	Italian
	English
	Greek
	Bulgarian
	Portuguese
	Finnish
Media(s)	Publications
	Text File
Activity Leading Organisation	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOG
Participating Organisations	Asociatia pentru Educatie si Dezvoltare Durabila
	Speha Fresia
	Meath Community Rural and Social Development Partnership Limited
	UNIVERSITY OF PELOPONNESE
	BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE
	INSTITUTO DE SOLDADURA E QUALIDADE
	INNOVENTUM OY



Do you plan to include Multiplier Events in your project?

Yes

G.2. Multiplier Events

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Event Identification	E1
Event Title	Dissemination Seminar
Country of Venue	Romania
Event Description	A minimum of 30 persons representing youth workers and adult education at practice and policy levels; local development organisations and community groups etc. will attend this Dissemination Workshop which will be scheduled to coincide with the completion of all development work in month 19.
Intellectual Outputs Covered	Summary Research Report
	Web-based Platforms
	Train-the-Trainer Curriculum
	Key Competence Curriculum Resource On-line Toolbox for Educators
Activity Leading Organisation	Asociatia pentru Educatie si Dezvoltare Durabila
Participating Organisations	

Event Identification	E2
Event Title	Dissemination Seminar
Country of Venue	Italy
Event Description	A minimum of 30 persons representing youth workers and adult education at practice and policy levels; local development organisations and community groups etc. will attend this Dissemination Workshop which will be scheduled to coincide with the completion of all development work in month 19.
Intellectual Outputs Covered	Summary Research Report
	Web-based Platforms
	Train-the-Trainer Curriculum
	Key Competence Curriculum Resource On-line Toolbox for Educators
Activity Leading Organisation	Speha Fresia
Participating Organisations	

Event Identification	E3
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Event Title	Dissemination Seminar
Country of Venue	Ireland
Event Description	A minimum of 30 persons representing youth workers and adult education at practice and policy levels; local development organisations and community groups etc. will attend this Dissemination Workshop which will be scheduled to coincide with the completion of all development work in month 19.
Intellectual Outputs Covered	Summary Research Report
	Web-based Platforms
	Train-the-Trainer Curriculum
	Key Competence Curriculum Resource On-line Toolbox for Educators
Activity Leading Organisation	Meath Community Rural and Social Development Partnership Limited
Participating Organisations	

Event Identification	E4
Event Title	Dissemination Seminar
Country of Venue	Cyprus
Event Description	A minimum of 30 persons representing youth workers and adult education at practice and policy levels; local development organisations and community groups etc. will attend this Dissemination Workshop which will be scheduled to coincide with the completion of all development work in month 19.
Intellectual Outputs Covered	Summary Research Report
	Web-based Platforms
	Train-the-Trainer Curriculum
	Key Competence Curriculum Resource On-line Toolbox for Educators
Activity Leading Organisation	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY
Participating Organisations	

Event Identification	E5
Event Title	Dissemination Seminar
Country of Venue	Bulgaria
Event Description	A minimum of 30 persons representing youth workers and adult education at practice and policy levels; local development organisations and community groups etc. will attend this Dissemination Workshop which will be scheduled to coincide with the completion of all development work in month 19.



Intellectual Outputs Covered	Summary Research Report
	Web-based Platforms
	Train-the-Trainer Curriculum
	Key Competence Curriculum Resource On-line Toolbox for Educators
Activity Leading Organisation	BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE
Participating Organisations	

Event Identification	E6
Event Title	Dissemination Seminar
Country of Venue	Greece
Event Description	A minimum of 30 persons representing youth workers and adult education at practice and policy levels; local development organisations and community groups etc. will attend this Dissemination Workshop which will be scheduled to coincide with the completion of all development work in month 19.
Intellectual Outputs Covered	Summary Research Report
	Web-based Platforms
	Train-the-Trainer Curriculum
	Key Competence Curriculum Resource On-line Toolbox for Educators
Activity Leading Organisation	UNIVERSITY OF PELOPONNESE
Participating Organisations	

Event Identification	E7
Event Title	Dissemination Seminar
Country of Venue	Portugal
Event Description	A minimum of 30 persons representing youth workers and adult education at practice and policy levels; local development organisations and community groups etc. will attend this Dissemination Workshop which will be scheduled to coincide with the completion of all development work in month 19.
Intellectual Outputs Covered	Summary Research Report
	Web-based Platforms
	Train-the-Trainer Curriculum
	Key Competence Curriculum Resource On-line Toolbox for Educators



Activity Leading Organisation	INSTITUTO DE SOLDADURA E QUALIDADE
Participating Organisations	
Event Identification	E8
Event Title	Final Conference
Country of Venue	Romania
Event Description	<p>The Final Conference will be held in Romania to coincide with the completion of the project. This significant event will be attended by a minimum of 90 representatives of youth workers, adult education workers, community groups and local development organisations at practitioner and senior management levels.</p> <p>All project outputs and the Policy Paper produced will be presented and the event will be streamed as a live web-cast through the project website and MOOC. AESD will host this event which will coincide with the final partner meeting and all partners will attend.</p>
Intellectual Outputs Covered	<p>Summary Research Report</p> <p>Web-based Platforms</p> <p>Train-the-Trainer Curriculum</p> <p>Key Competence Curriculum Resource On-line Toolbox for Educators</p> <p>CRE8IVE Policy Paper</p>
Activity Leading Organisation	Asociatia pentru Educatie si Dezvoltare Durabila
Participating Organisations	<p>Speha Fresia</p> <p>Meath Community Rural and Social Development Partnership Limited</p> <p>CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY</p> <p>BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE</p> <p>UNIVERSITY OF PELOPONNESE</p> <p>INSTITUTO DE SOLDADURA E QUALIDADE</p> <p>INNOVENTUM OY</p>



G.3. Learning/Teaching/Training Activities

Do you plan to include transnational learning, teaching or training activities in your project?

No



H. Follow-up

H.1. Impact

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

Addressing the problems caused by early school-leaving through second-chance education initiatives has been a policy pursued by governments since the mid 1990's when the issue of early school-leaving and its impact on social and economic inclusion came into sharp focus for governments and policy makers. At the time the emerging knowledge economy in Europe simultaneously created opportunities for people in new high-tech industries and obstacles to employment for those without appropriate skill sets. The European framework for key competences for lifelong learning has been used in many EU countries as a reference point for reforming national education and training systems. It has contributed to the move towards a more competence-based teaching and learning approach. Additional efforts are needed to support the acquisition of the transversal key competences - digital competence, learning to learn competences, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness - and there is an on-going need to update the skills and competences of teachers throughout the education landscape.

The lack of appropriate training and support for adult education professionals has a considerable negative impact as many in their ranks, ill-equipped for working in new learning environments, "feel threatened by changes in terms of their reputations, professionalism and standing, and experience increasing de-motivation and disaffection". [EACEA 2007/09 - Impact of ICT & New Media]. "The quality of teaching is the single most important within-education factor explaining students' performance" [SEC (2009) 1598]. It should however be emphasized that youth workers and adult educators, per se, are not the root of the problem. According to the OECD TALIS Survey 2009, "the vast majority of youth workers and adult education professionals would like more professional development support".

CRE8IVE proposes a fully vertical educational development process developing unique and innovative key competence acquisition resources; bespoke accredited train-the-trainer course-ware; and a highly interactive and intuitive on-line learning portal. The project addresses some of the key issues impacting adult education provision in a comprehensive and supportive manner.

The proposed train-the-trainer course-ware will provide access for youth workers and adult education staff to accredited continuous professional development training thereby enhancing the professional profile of youth workers and adult educators throughout the vast array of education settings in which they work. Similarly, the provision of bespoke embedded and enquiry-based key competence acquisition resources centered around the 4 selected creative disciplines will provide a unique opportunity to engage with youth-at-risk and young unemployed persons on the margins of educational provision in an engaging and enjoyable way.

Many countries in Europe are experiencing difficult economic circumstances with falling government income through lower taxation revenues and rising government costs through increased incidence of unemployment and demand for social services. The impact of CRE8IVE will result in an increase in the number of young unemployed persons engaged in lifelong learning to enhance their key competences and an improved professional profile of youth workers and adult education staff.

What is the desired impact of the project at the local, regional, national, European and/or international levels?

The impact of the recent economic crisis wiped out many of the gains that were made by Member States since the signing of the Lisbon Treaty. High unemployment, under-employment and skill miss-matches are key features of the prevailing labour markets as countries throughout Europe begin the search for solutions and action plans to reach the newly adopted EU 2020 priorities. There is no place for educational under-achievement in the desired smart, sustainable and inclusive society of tomorrow and the future for many low-skilled young adults looks exceptionally bleak. The levels of youth unemployment at the beginning of 2015 in the countries participating in this project makes grim reading - Romania 23.3%; Italy 43.9%; Ireland 21.8%; Cyprus 34.8%; Bulgaria 21.4%; Greece 49.8%; Portugal 34.5%.

The objective to make Europe the most dynamic economy in the world requires innovative approaches to ensure that all European citizens have an opportunity to realise their full potential and contribute fully to society and economy. The emphasis on higher-skilled employments, the projected shortfalls in the labour-force due to lower birth rates in the 'baby-bust' generations, and the increasing reliance on migrant workers, places significant added pressure on education providers to deliver appropriate training materials and course-ware within a policy framework underpinned by the principles of equality of opportunity.

Making demands and setting objectives is acceptable as long as the necessary supports are provided to support the actions of educators on the ground. On the ground is exactly where youth workers and adult education professionals are to be found. Working



in local development organisations, youth clubs, community groups, sports organisations to name but a few, youth workers and adult educators work and can be found working in the most diverse settings through the community. Many work in informal and non-formal settings engaging with the most marginalised groups encouraging their active participation in society and helping them to address key skill deficits. For many youth workers and adult educators access to accredited continuous professional development training is extremely limited by the lack of availability of such offerings and where they are available the cost associated with participating on accredited training courses. The desired impact of CRE8IVE at local level in all partner countries is to support the continuous professional development of youth workers and adult educators and to increase the recognition of their importance in the overall scheme of educational providers. Furthermore, through the digital infrastructures to be developed partners hope to emphasise the international importance of youth workers and adult educators and help build esteem among practitioners by giving them the opportunity to liaise with their counterparts in other EU countries.

While there is significant value in the design and delivery of bespoke, accredited continuous professional development training for youth workers and adult educators and while the likely impact of this new provision will be evident to those in the sector partners are convinced that it is also essential to support adult educators with state-of-the-art educational resources to help them engage with their most marginalised target groups. From the experience garnered in previous projects there is clear evidence that key competence resources that use embedded learning and enquiry-based learning are suitable for use in a variety of settings. Basing these resources on the proposed creative disciplines can help to take the emphasis off learning for many target group members who may have a previous negative educational experience and place the focus instead on participation. The active participation of target group members in these creative pursuits can help develop the key transversal competences that are essential for today's labour market.

The CRE8IVE resources developed will be attractive to the intended target groups and will have a positive impact on the number of disadvantaged youth engaged in education and training.

How will you measure the previously mentioned impacts?

Partners are committed to achieving buy-in from youth workers and adult education practitioners and providers in each of the 7 implementing partner countries. Through the local working groups to be established in each partner country and the dissemination seminars partners intend to create a sense of ownership among the widest cross-section of stakeholders during the project life-cycle. Partners will promote widespread use of the new key competence acquisition resources, the on-line e-learning and web portal the MOOC and the train-the-trainer course-ware.

Partners are aware that there is an on-going difficulty in all countries where the availability of bespoke continuous professional development training for youth workers and adult education staff is concerned. Having a minimum of 30 education professionals at each seminar and encouraging them to register on the web site and e-learning portal during the project life-cycle will demonstrate the value of the new on-line environments to education providers and encourage them to seek additional up-skilling CPD supports. Collecting testimonials from youth workers and adult education professionals involved in the CRE8IVE project will also be of considerable use in attracting other youth workers and adult educators to the project website and on-line facilities.

However, the most important element for ensuring an on-going impact for the Cre8ive project is the user tracking capability that will be built into the e-learning portal. This tracking of user activity will provide essential information regarding (1) the relevance of content provided on the portal; (2) the popularity of individual learning areas or resources; (3) the most popular learning formats. This will allow partners to further develop the learning experience for registered users based on their past activity preferences. This tracking capability is also critically important for assessing the immediate impact of the project and information that partners will be able to extract from the use of the e-learning portal will be vital to demonstrating this impact and encouraging further exploitation. Quite simply, an analysis of the activity on the portal will tell: how many people are using the platform over a given period; how often users visit the portal; how long they stay on-line per visit; what activities they participate in; what learning areas are of interest to them; what types of learning resources they utilize. In year two of the project life-cycle when the focus shifts to implementation the partners will be able to run a monthly user analysis to measure usage levels, address any issues arising, and ensure that the desired impacts are being achieved.

While the consortium will have quantitative data readily available to it the main impact that the consortium would like to achieve might be better assessed in qualitative terms. The consortium are extremely keen to support increased professionalism among the rank and file of youth workers and adult educators and to encourage them to use alternative educational resources in non-traditional learning environments. Assessing the impact of the project on the mind-sets of the key education practitioner target groups will be a priority focus for the internal and external evaluation exercises proposed.



H.2. Dissemination and Use of Projects' Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

There are a number of key considerations to be addressed if successful dissemination and exploitation of the CRE8IVE project outputs is to be achieved as follows: (a) Output quality: To achieve a high degree of valorisation and use, the outputs produced need to be of a very high quality. Outputs must be up to date and appealing to the target groups otherwise dissemination and further use cannot be expected; (b) Adaptability of outputs to country and organisation specific circumstances: It is an important precondition that the results and outputs of the project are adaptable to suit the circumstances and meet the needs of different countries; (c) Clear definition of advantages for users: Successful valorisation is very much dependent on the capacity of the project and the consortium to clearly show the advantages of using the instruments and outputs for the final target group. In particular the project website should explicitly state what the added value of the output is and its use to the target group; (d) Early identification of stakeholders and potential users: It is essential that all relevant stakeholders and target group members are clearly identified early in the project life-cycle and that they are contacted and kept informed throughout the project development process so as to ensure the sustainable use of results after the project ends.

The dissemination concept for the CRE8IVE project will be built on 2 dimensions, a horizontal dimension and a vertical dimension. The horizontal dimension will comprise a range of activities designed to strengthen the communication and dissemination between and within the partner organisations in the project. This includes all internal activities to provide information and instruments developed locally for the individual dissemination of each partner organisation. The vertical dimension concentrates on all activities designed to actually reach the target groups and final users from individuals on the ground right up to education policy makers. This includes all activities that will be carried out individually by each partner such as the involvement of their own partners, networks and stakeholders and the implementation of local dissemination actions by each partner.

Both the horizontal and vertical dimension will be achieved using different approaches, methods and instruments of dissemination and these are very much dependent on what is appropriate and feasible for each partner organisation. Dissemination actions will most likely include 3 categories as follows: (1) face-to-face activities such as presentations, round-tables, workshops, seminars, conferences, etc.; (2) media-based activities which include Internet campaigns, e-newsletters, blogs, on-line networks, brochures, fliers, posters, articles in journals, newsletters, TV or radio interviews, etc.; (3) performance based activities which comprise actions related to project work such as conducting research surveys, conducting evaluations, testing and piloting outputs, etc.

The dissemination strategy will run parallel to all phases of the work program and will be specifically adjusted to suit the main activities of each phase. BDA will produce a dissemination plan and an exploitation plan. The objectives of these plans will be (1) To promote and raise awareness with regard to the project contents and developments; (2) To provide information on the quality, relevance and effectiveness of the results; (3) To successfully transfer the results to appropriate decision-makers in order to achieve their sustainable promotion and support; (4) To convince individual end-users to adopt and/or apply the results after the project and support by the project partnership has ended.

The primary target audience for the dissemination and exploitation of the CRE8IVE project are all organisations providing education services to young unemployed persons. This represents a diverse cohort of service providers working in formal, non-formal and informal settings. Regardless of their work status professionals working in these organisations will benefit directly through the provision of the accredited train-the-trainer course-ware. Beyond the local service providers, CRE8IVE will address its valorisation activities at practitioners and policy makers throughout the education landscape both nationally and internationally. The project will build an evidence base of successful key competence building with disadvantaged youth during the implementation phase and will use case studies and testimonials to support the further uptake of the accredited train-the-trainer course-ware and the key competence acquisition resources built around creative disciplines.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

BDA will oversee the management of valorisation actions. A dissemination plan will be drafted at the beginning of the project and key measurable indicators will be set out for the various actions proposed (number of web visits; circulation of on-line newsletters; attendance at events; mailing list for publications; youth workers, adult educators and support agencies registered on the project website; etc.). The dissemination plan proposed will; (1) set clear and measurable dissemination objectives and targets that are time-related, can be evaluated and change as the project progresses; (2) identify the most appropriate dissemination tools for each of the



project target groups assuming that there will be different requirements and mechanisms for different groups; (3) compile a database of contacts for circulation of publications and project updates; (4) compile a database of media contacts to attract media coverage.

An integrated branding concept for the project will be agreed at the first partner meeting and designs for all web based, paper based and promotional materials will be included. Dissemination activities of all partners will focus on 3 key engagement levels; local, national and trans-national.

Initial local dissemination will be achieved through the external project structures the local working groups comprising youth workers, adult educators and long-term unemployed youth to be established by all implementing partners. These working groups will meet at least 6 times during the project life-cycle in real or virtual forums as appropriate and will play an important role in creating a sense of ownership of project outputs and cultivating positive attitudes within the target groups.

At national level, implementing partners will make contact with national youth organisations, adult education providers and organisations providing services to the long-term unemployed. The focus at national level will be placed equally at practitioner and policy level.

At trans-national level partners will engage with their considerable networks of project managers working in the field of lifelong learning, adult education and youth development. A series of dissemination workshops are scheduled for month 19 and these events will be used to present the tools and resources developed as well as the accredited train-the-trainer course-ware. In addition the workshops will include expert presentations of the use of creative disciplines for the development of key competences. Each of these dissemination events will be attended by a minimum of 30 local educators including some recognised experts in the fields concerned.

An exploitation plan will be drafted by BDA in month 18. The exploitation plan will; (1) take advantage of all emerging exploitation opportunities; (2) outline an appropriate Intellectual Property Rights Agreement between partners ensuring that the OER objectives of Erasmus+ are observed; (3) build a framework for lobbying; (4) devise a series of actions for influencing policy at local and national level.

A final conference will be held in Romania in month 24. This event will attract a minimum of 90 attendees representing adult education and youth development at policy and practice level. AESD will engage appropriate key-note speakers who represent the target group concerned. The printed policy paper will be presented and distributed.

What kind of dissemination activities do you intend to carry out and through which channels?

Specific dissemination activities envisaged include:

1. If the project is selected for funding a facebook page will be established for the CRE8IVE project before the official start date. All partners will sign up to the page and it will be used to spread news about the project, the partners and the funding agency. This facebook page will be maintained as a communication channel throughout the project life-cycle for sharing news about key developments, photographs of events, key competence resources, etc.
2. A project website will be on-line and functioning by the end of month 1. This will be the main on-line communication portal for the project and will be provided in all partner languages. The website will introduce the project, the consortium and the funding agency.
3. A media strategy will be outlined and press releases, photographs, audio interviews, short video clips will be produced at key stages to coincide with stakeholder events and partner meetings. A minimum of 4 press releases will be produced by each partner and distributed to relevant local media. Partners will 'scrapbook' all media cuttings onto the project website and facebook page.
4. An on-line newsletter in 6 partner languages to be distributed in months 6, 12, 18 and 24. Partners will agree specific themes to be addressed in each newsletter issue however the actual content will be localized to suit each partner country. Copies of all newsletters will be uploaded to the project website. It is expected that this will achieve a distribution level of at least 2,000 subscribers during the project life-cycle.
5. Printed project information leaflets will be produced coinciding with the planned dissemination workshops.
6. A 'pull-up-display' in all partner languages for use at public events will be designed and produced
7. Assorted other promotional materials (posters, pens, notepads, invitations to conferences etc.) will be produced as required. Appropriate promotional materials will be identified in consultation with the target groups concerned.

The following networks will be used to promote the CRE8IVE project outputs and to present the policy paper:



- (1) E.N.T.E.R. Network
- (2) Global Education Network Europe
- (3) European Teacher Education Network
- (4) European Network for Education and Training
- (5) Eurydice
- (6) Cedefop
- (7) European Anti-poverty Network
- (8) European Association for the Education of Adults
- (9) European Civil Society Platform on Lifelong Learning
- (10) European Distance and E-Learning Network
- (11) European Forum of Technical and Vocational Education and Training
- (12) European Vocational Training Association

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

All products, resources and course-ware produced by the Cre8ive consortium will be available as Open Educational Resources to any interested party who registers with the project website. Registration will be free of charge and is only intended as a mechanism to trace and measure usage and engagement levels.

How will you ensure that the project's results will remain available and will be used by others?

Beyond the need for professional fulfillment of the target groups it is also important that structures and systems developed can be sustained without the need for on-going investment of resources. In designing and developing the project work-plan, partners have been careful to avoid creating cost intensive systems or structures. Once the creative curriculum resources, accredited train-the-trainer course-ware; and on-line architectures are available all partners and their affiliates can avail of the resources on a free-of-charge basis.

- The on-line resources will be developed using the latest and easiest to administer technologies and even though technology may advance the resources created will still be able to function at their optimum level into the future
- All media rich key competence resources will be uploaded to the most appropriate social media channels whether it be facebook, youtube or vimeo and links to these social media channels and the resources will be available on the project website
- The accredited train-the-trainer course-ware will be added to the range of courses available to youth workers and adult education staff and organisations and these organisations will be given free access to the resources developed
- The project website and e-learning portal will be maintained beyond the project life-time

Partners are also aware of cultural and regional differences especially where the use of ICT technologies within the respective target groups are concerned. In designing the key competence acquisition resources partners will ensure that the tools developed are adaptable for use in real and virtual settings. All the major training and key competence resources will be available in all implementing partner languages supporting the widespread up take of the resources beyond the immediate reach of the consortium partners.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

The success or failure of any dissemination strategy is very much dependent on the strength of the networks that each partner in the project consortium has ready and open access to. Individually partners have considerable dissemination and exploitation potential as follows:

AESD will

- post information about the project on our organisation website: about 10.000 visitors every year (www.aesd.ro)
- send regular project updates through our organisation mailing list (5.000 subscribers)
- share the results of the project through "European Association for the Education of Adults (EAEA)" – www.eaea.org
- share the results of the project through our regional network of stakeholders: School Inspectorate of Calarasi County, Regional



Training Center for Adults, Chamber of Commerce, Industry and Agriculture, Council of Calarasi County, County Agency for Employment, etc.

- include the project in our 2 newsletter / year to about 1000 people / institutions
- present project outcomes at 2 conferences / year at local level + other meetings in European projects (about 3-4 / year)

Speha-Fresia will

- post information about the project on our corporate website– 484 visitors last month (March 28th – April 27th)
- share the results of the project at Legacoop Association of Social Cooperatives in the Lazio and Sicily regions (c.a. 200 social enterprises working with young people in different environments: schools, social, cultural and sports centres, creative laboratories, working inclusion etc.)
- promote the project through our national and international networks of partners – targeted mailing list of n°500 recipients
- direct presentations at meetings organised by other organisations at local and transnational level
- share the experience of the project manager within this project, as ambassador of EPALE Community (adult education), and as member of other European networks (e.g. ENTER)

Meath Partnership will

- post information about the project on our corporate website – 2,000 visitors every month
- feature the project in our quarterly e-zine – distribution 1,500 local and regional organisations
- share the results of the project at our Regional Economic Development Forum (80 members) and through the Irish Local Development Network (70 members)
- share the results of the project through our European Networks to include ELARD, ENTER

CARDET will

- post information about the project on our company website – 3,000 visitors every month
- send regular project updates through our company mailing list – 5,000 subscribers
- include the project in bi-monthly electronic newsletter – distribution over 5,000 members
- include the project in our annual report – distributed to more than 4000 individuals and organizations
- present project outcomes at CARDET's seminars, workshops and conferences – more than 1000 attendees per year
- promote the project through our international networks of education specialists

BDA will

- include information about the project in our on-line magazine - 2000 subscribers
- post information about the project on the organisation website - 600 visitors per month
- promote the project through our national and international networks of partners - 300 members and affiliates

UoP will

- publish information about the project on our organization website – 2,800 visitors every month
- send regular project updates through our organization mailing list – 8,000 subscribers
- include information about the project in our newsletter which is sent to past and present students; to more than 370 regional companies; to the main local and regional public institutions as well as representatives of the business sector (business confederation and associations, etc.). In total, the newsletter is sent to more than 1000 beneficiaries each month.

ISQ will

- promote the project at ISQ's-group website - average 20.000 visitors/month
- internal project presentations (1.200 receivers)
- electronic "R&Di Training" newsletter - 2 per year; 5.000 readers/each
- ISQ-Group national monthly newsletter - 2 article/year about project; 12.000 readers each
- electronic teasers, e- press releases, e-articles
- dissemination using the social networks (ISQ's Facebook, and LinkedIn profiles)
- dissemination through national networks: national association of young entrepreneurs, national association of women entrepreneurs, PT learning working group;
- dissemination through international networks : EVBB, EVTA, SOLIDAR, ERASMUS+ dissemination

INNOV

- The project will be included on our web pages



- We will promote our role in the project as technical partner through local and national media in Finland

H.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

It is important that all target group implicated can enjoy the educational process and understand resulting achievements as shared successes. In it on this basis that target groups will promote and share their CRE8IVE experience with others. Target groups in all implementing countries will have an opportunity to provide testimonials in support of the CRE8IVE methodology and approach and these will be collated in the project summary to be produced and distributed.

The accredited train-the-trainer course-ware will be added to the prospectus of courses supporting the continuous professional development of youth workers and adult education staff and all partners will use this course-ware and the key competence resources beyond the project life-cycle. The technology platforms to be developed can be sustained without the need for on-going investment of resources and partners have been careful to avoid creating cost intensive systems or structures.

The website and e-learning portal will be built using a unique CMS that requires only basic knowledge of Microsoft tools to update and maintain. During the development of the platforms a series of on-line tutorials will be developed by INNOV to support the training of staff in each partner organisation to update and maintain the website and e-learning portal in their own language ensuring that the infrastructure created endures beyond the project life-cycle. In addition, the proposed CMS will be used to create the project website ensuring interoperability with all the principal web software which will facilitate partners should they wish to incorporate the CRE8IVE portal into their corporate website.



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Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for youth

Form Version: 2.06

I. Budget

For further information please consult the Programme Guide for the overview of funding rules. Please note that all amounts must be expressed in Euros.

I.1. Project Management and Implementation

PIC of Organisation	Role of Organisation	Name of the Organisation	Grant Requested
942396517	Applicant Organisation	Asociatia pentru Educatie si Dezvoltare Durabila	12000.00
942704104	Partner Organisation	Speha Fresia	6000.00
946056133	Partner Organisation	Meath Community Rural and Social Development Partnership Limited	6000.00
999738552	Partner Organisation	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET	6000.00
958754403	Partner Organisation	BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE	6000.00
999548238	Partner Organisation	UNIVERSITY OF PELOPONNESE	6000.00
999488680	Partner Organisation	INSTITUTO DE SOLDADURA E QUALIDADE	6000.00
946674508	Partner Organisation	INNOVENTUM OY	6000.00
Total			54000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
942396517: Asociatia pentru Educatie si Dezvoltare Durabila	3	6	100 - 1999 km	575.00	3450.00
942396517: Asociatia pentru Educatie si Dezvoltare Durabila	1	2	>= 2000 km	760.00	1520.00
942704104: Speha Fresia	4	6	100 - 1999 km	575.00	3450.00
Total					35325.00

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PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
946056133: Meath Community Rural and Social Development Partnership Limited	2	3	100 - 1999 km	575.00	1725.00
946056133: Meath Community Rural and Social Development Partnership Limited	3	5	>= 2000 km	760.00	3800.00
999738552: CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDU	4	7	100 - 1999 km	575.00	4025.00
999738552: CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDU	1	1	>= 2000 km	760.00	760.00
958754403: BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE	3	5	100 - 1999 km	575.00	2875.00
958754403: BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE	1	1	>= 2000 km	760.00	760.00
999548238: UNIVERSITY OF PELOPONNESE	3	6	100 - 1999 km	575.00	3450.00
999548238: UNIVERSITY OF PELOPONNESE	1	1	>= 2000 km	760.00	760.00
999488680: INSTITUTO DE SOLDADURA E QUALIDADE	1	2	100 - 1999 km	575.00	1150.00
999488680: INSTITUTO DE SOLDADURA E QUALIDADE	3	5	>= 2000 km	760.00	3800.00
946674508: INNOVENTUM OY	5	5	>= 2000 km	760.00	3800.00
Total					35325.00

I.3. Intellectual Outputs

Which concrete participating organisations' staff resources are you planning to use in the production of outputs that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.)?

PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
Total				1145	Total	166895.00

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PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
942396517: Asociatia pentru Educatie si Dezvoltare Du	O1	Teachers/Trainers/Researchers	Romania	30	74.00	2220.00
942704104: Speha Fresia	O1	Teachers/Trainers/Researchers	Italy	30	214.00	6420.00
946056133: Meath Community Rural and Social Develo	O1	Teachers/Trainers/Researchers	Ireland	30	241.00	7230.00
999738552: CENTRE FOR ADVANCEMENT OF RESEARC	O1	Teachers/Trainers/Researchers	Cyprus	30	137.00	4110.00
958754403: BULGARIAN DEVELOPMENT AGENCY SDRU	O1	Teachers/Trainers/Researchers	Bulgaria	30	74.00	2220.00
999548238: UNIVERSITY OF PELOPONNESE	O1	Teachers/Trainers/Researchers	Greece	30	137.00	4110.00
999488680: INSTITUTO DE SOLDADURA E QUALIDADE	O1	Teachers/Trainers/Researchers	Portugal	45	137.00	6165.00
946674508: INNOVENTUM OY	O1	Teachers/Trainers/Researchers	Finland	15	214.00	3210.00
942396517: Asociatia pentru Educatie si Dezvoltare Du	O2	Technicians	Romania	10	55.00	550.00
942704104: Speha Fresia	O2	Technicians	Italy	10	162.00	1620.00
946056133: Meath Community Rural and Social Develo	O2	Technicians	Ireland	10	190.00	1900.00
999738552: CENTRE FOR ADVANCEMENT OF RESEARC	O2	Technicians	Cyprus	10	102.00	1020.00
958754403: BULGARIAN DEVELOPMENT AGENCY SDRU	O2	Technicians	Bulgaria	10	55.00	550.00
999548238: UNIVERSITY OF PELOPONNESE	O2	Technicians	Greece	10	102.00	1020.00
999488680: INSTITUTO DE SOLDADURA E QUALIDADE	O2	Technicians	Portugal	10	102.00	1020.00
946674508: INNOVENTUM OY	O2	Technicians	Finland	80	162.00	12960.00
942396517: Asociatia pentru Educatie si Dezvoltare Du	O3	Teachers/Trainers/Researchers	Romania	50	74.00	3700.00
942704104: Speha Fresia	O3	Teachers/Trainers/Researchers	Italy	50	214.00	10700.00

Form hash code: 540B840B29847045

This form has been submitted on: 2015-04-29 13:38:06. Status: OK (1266503).

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Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for youth

Form Version: 2.06

946056133: Meath Community Rural and Social Develo	O3	Teachers/Trainers/Researchers	Ireland	60	241.00	14460.00
999738552: CENTRE FOR ADVANCEMENT OF RESEARC	O3	Teachers/Trainers/Researchers	Cyprus	50	137.00	6850.00
958754403: BULGARIAN DEVELOPMENT AGENCY SDRU	O3	Teachers/Trainers/Researchers	Bulgaria	50	74.00	3700.00
999548238: UNIVERSITY OF PELOPONNESE	O3	Teachers/Trainers/Researchers	Greece	60	137.00	8220.00
999488680: INSTITUTO DE SOLDADURA E QUALIDADE	O3	Teachers/Trainers/Researchers	Portugal	50	137.00	6850.00
942396517: Asociatia pentru Educatie si Dezvoltare Du	O4	Teachers/Trainers/Researchers	Romania	60	74.00	4440.00
942704104: Speha Fresia	O4	Teachers/Trainers/Researchers	Italy	60	214.00	12840.00
946056133: Meath Community Rural and Social Develo	O4	Teachers/Trainers/Researchers	Ireland	40	241.00	9640.00
999738552: CENTRE FOR ADVANCEMENT OF RESEARC	O4	Teachers/Trainers/Researchers	Cyprus	40	137.00	5480.00
958754403: BULGARIAN DEVELOPMENT AGENCY SDRU	O4	Teachers/Trainers/Researchers	Bulgaria	40	74.00	2960.00
999548238: UNIVERSITY OF PELOPONNESE	O4	Teachers/Trainers/Researchers	Greece	40	137.00	5480.00
999488680: INSTITUTO DE SOLDADURA E QUALIDADE	O4	Teachers/Trainers/Researchers	Portugal	40	137.00	5480.00
942396517: Asociatia pentru Educatie si Dezvoltare Du	O5	Teachers/Trainers/Researchers	Romania	10	74.00	740.00
942704104: Speha Fresia	O5	Teachers/Trainers/Researchers	Italy	5	214.00	1070.00
946056133: Meath Community Rural and Social Develo	O5	Teachers/Trainers/Researchers	Ireland	10	241.00	2410.00
999738552: CENTRE FOR ADVANCEMENT OF RESEARC	O5	Teachers/Trainers/Researchers	Cyprus	20	137.00	2740.00
958754403: BULGARIAN DEVELOPMENT AGENCY SDRU	O5	Teachers/Trainers/Researchers	Bulgaria	5	74.00	370.00
999548238: UNIVERSITY OF PELOPONNESE	O5	Teachers/Trainers/Researchers	Greece	5	137.00	685.00
999488680: INSTITUTO DE SOLDADURA E QUALIDADE	O5	Teachers/Trainers/Researchers	Portugal	5	137.00	685.00
946674508: INNOVENTUM OY	O5	Teachers/Trainers/Researchers	Finland	5	214.00	1070.00

Form hash code: 540B840B29847045

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Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for youth

Form Version: 2.06

Total	1145	Total	166895.00
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I.4. Multiplier Events

PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
942396517: Asociatia pentru Educatie si Dez	E1	Romania	30	100.00	0	200.00	3000.00
942396517: Asociatia pentru Educatie si Dez	E8	Romania	90	100.00	0	200.00	9000.00
942704104: Speha Fresia	E2	Italy	30	100.00	0	200.00	3000.00
946056133: Meath Community Rural and So	E3	Ireland	30	100.00	0	200.00	3000.00
999738552: CENTRE FOR ADVANCEMENT OF	E4	Cyprus	30	100.00	0	200.00	3000.00
958754403: BULGARIAN DEVELOPMENT AG	E5	Bulgaria	30	100.00	0	200.00	3000.00
999548238: UNIVERSITY OF PELOPONNESE	E6	Greece	30	100.00	0	200.00	3000.00
999488680: INSTITUTO DE SOLDADURA E Q	E7	Portugal	30	100.00	0	200.00	3000.00
Total			300	Total	0	Total	30000.00

I.5. Learning/Teaching/Training Activities

I.5.1. Travel

Total		Total	
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Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for youth

Form Version: 2.06

PIC of Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Grant Requested
Total					Total	

I.5.2. Individual Support

Long-term Learning/Teaching/Training Activities

PIC of Organisation	Activity No.	Activity Type	Duration (months)	Country of Destination	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
Total				Total		Total		Total	

Short-term Learning/Teaching/Training Activities

PIC of Organisation	Activity No.	Activity Type	Duration (days)	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
Total					Total		Total	

I.5.3. Linguistic Support

Total		Total	
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This form has been submitted on: 2015-04-29 13:38:06. Status: OK (1266503).

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Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for youth

Form Version: 2.06

PIC of Organisation	Activity No.	Activity Type	No. of Participants (without accompanying persons)	Grant per Participant	Grant Requested
Total				Total	

I.6. Special Needs

PIC of Organisation	No. of Participants With Special Needs	Description	Grant Requested
Total			

I.7. Exceptional Costs

PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
942396517: Asociatia pentru Educatie si Dezvoltare Du	External Evaluation €5,000	3750.00
942396517: Asociatia pentru Educatie si Dezvoltare Du	Design and Printing of Policy Paper €3,000	2250.00
942396517: Asociatia pentru Educatie si Dezvoltare Du	Translation Support 120 pages @ €12.00 per page = €1440.00	1080.00
942704104: Speha Fresia	Translation Support 120 pages @ €20.00 per page = €2400.00	1800.00
999738552: CENTRE FOR ADVANCEMENT OF RESEARC	Translation Support 120 pages @ €20.00 per page = €2400.00	1800.00
958754403: BULGARIAN DEVELOPMENT AGENCY SDRI	Translation Support 120 pages @ €12.00 per page = €1440.00	1080.00
999488680: INSTITUTO DE SOLDADURA E QUALIDADE	Translation Support 120 pages @ €20.00 per page = €2400.00	1800.00
Total		13560.00

Form hash code: 540B840B29847045

This form has been submitted on: 2015-04-29 13:38:06. Status: OK (1266503).

EN



Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for youth

Form Version: 2.06

PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
Total		13560.00

Please provide any further comments you may have concerning the above entered budget.

Form hash code: 540B840B29847045

This form has been submitted on: 2015-04-29 13:38:06. Status: OK (1266503).

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J. Project Summary

Please provide a short summary of your project. Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ dissemination platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits.

In view of further publication on the Erasmus+ dissemination platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

A dynamic economy with an emphasis on lifelong learning must be underpinned by a dynamic education sector and while tackling early school-leaving is one of the priority objectives of the Europe 2020 strategy addressing the skill deficits and building the key competences of the young unemployed already outside the education system is a key objective of ET 2020. Young Europeans without high-value skill-sets developed as part of an educational progression pathway will become increasingly marginalized and will struggle to realise their full potential in social, personal, employment and economic terms. Countries that fail to address these issues will lose competitiveness. This is not a single-country scenario; it is a pan-European certainty.

While second-chance education is a relatively new addition to the educational landscape the compensation measures provided by these programs to many low-skilled young adults are essential to mitigate the individual, social and economic impacts of educational under-achievement wrought by early school-leaving. Building key competences of young Europeans to live and work as responsible, tolerant, respectful and innovative citizens in the digital age is now of profound importance. For many professionals working in formal and in-formal adult education environments developing these key competences is a core part of their daily activity. Working in less structured environments, these professionals can make coherent use of experiential learning, intuitive learning and embedded-learning techniques to stimulate learners and support their development. The versatility and willingness of professionals working in this sector to adopt different formal and informal teaching and learning techniques is central to their continued success.

Youth work and adult education are often regarded as the poor relations when it comes to investment in continuous professional development training. Practitioners comprise a diverse rank and file representative of the assortment of environments where youth development training and adult education is delivered. From formal education providers to local community development organisations; from the work place to the family home; from fully qualified professionals to volunteers; the range and diversity of provision permeates all aspects and segments of modern society. If the Europe 2020 Strategy for smart, sustainable and inclusive growth is to be successful youth work and adult education will have to play a major role in supporting those on the margins towards greater social inclusion and building key competences for a changing world. While modern training programmes for new emerging education professionals include new teaching and learning techniques the majority of educators in Europe are already in-service. Facilitating the integration of existing education professionals into new learning environments is now imperative.

The aim of CRE8IVE is to support innovation in education for youth-at-risk by supporting the CPD of youth workers and adult education staff working in this area. CRE8IVE will encourage youth workers and adult educators to harness the potential of these creative tools to support the re-integration of disadvantaged youth to formal education or employment and their progression as valued members of European society. The new course-ware will support educators to make full use of each of these creative areas and validate the pedagogic veracity of the proposed approach. CRE8IVE responds to the challenge of ensuring that youth with a non-traditional educational history can benefit from innovative pedagogic interventions to acquire the key competences for active citizenship and personal development.

The European framework for key competences for lifelong learning has been used in many EU countries as a reference point for reforming national education and training systems. It has contributed to the move towards a more competence-based teaching and learning approach. Additional efforts are needed to support the acquisition of the transversal key competences - digital competence, learning to learn competences, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness - and there is an on-going need to update the skills and competences of teachers throughout the education landscape. In addition to the CPD course-ware partners will also provide educators with a tool-kit comprising a range of bespoke embedded-learning and enquiry-based learning curriculum resources to support the acquisition of social and civic competence, digital competence, cultural awareness and expression, literacy, numeracy, entrepreneurship and critical thinking.



J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
942396517	Asociatia pentru Educatie si Dezvoltare Durabila	Romania
942704104	Speha Fresia	Italy
946056133	Meath Community Rural and Social Development Partnership Limited	Ireland
999738552	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET	Cyprus
958754403	BULGARIAN DEVELOPMENT AGENCY SDRUZHENIE	Bulgaria
999548238	UNIVERSITY OF PELOPONNESE	Greece
999488680	INSTITUTO DE SOLDADURA E QUALIDADE	Portugal
946674508	INNOVENTUM OY	Finland
Total number of participating organisations		8



Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for youth

Form Version: 2.06

J.2. Budget Summary

PIC of Organisation	Project Management and Implementation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities			Special Needs	Exceptional Costs	Total
					Travel	Individual Support	Linguistic Support			
942396517	12000.00	4970.00	11650.00	12000.00				7080.00	47700.00	
942704104	6000.00	3450.00	32650.00	3000.00				1800.00	46900.00	
946056133	6000.00	5525.00	35640.00	3000.00					50165.00	
999738552	6000.00	4785.00	20200.00	3000.00				1800.00	35785.00	
958754403	6000.00	3635.00	9800.00	3000.00				1080.00	23515.00	
999548238	6000.00	4210.00	19515.00	3000.00					32725.00	
999488680	6000.00	4950.00	20200.00	3000.00				1800.00	35950.00	
946674508	6000.00	3800.00	17240.00						27040.00	
Total	54000.00	35325.00	166895.00	30000.00				13560.00	299780.00	

J.2.1. Project Total Grant

Grant Calculated	299780.00
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Form hash code: 540B840B29847045

This form has been submitted on: 2015-04-29 13:38:06. Status: OK (1266503).

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K. Checklist

Before submitting online your application form to the National Agency, please make sure that it fulfils the eligibility criteria listed in the Programme Guide and check that:

- you have used the official Key Action 2 application form.
- all relevant fields in the application form have been completed.
- you have chosen the correct National Agency of the country in which your organisation is established.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- you have annexed all the relevant documents:
 - the Declaration of Honour signed by the legal representative mentioned in the application.
 - the mandates of each partner to the applicant signed by both parties (recommended).
 - the timeline for the project activities and outputs using the template provided.
- all participating organisations have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- you are complying with the deadline published in the Programme Guide.
- you have saved or printed the copy of the completed form for yourself.



L. Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e.:

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of application for accreditation forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement accompanying this form.

You are entitled to obtain access to your personal data on request and to rectify any such data that is inaccurate or incomplete. If you have any queries concerning the processing of your personal data, you may address them to your National Agency. You have the right of recourse at any time to your national supervising body for data protection or the European Data Protection Supervisor for matters relating to the processing of your personal data.

You are informed that for the purposes of safeguarding the financial interest of the Communities, your personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel and/or to the European Anti-Fraud Office (OLAF).

Any personal data shall be processed by the National Agencies pursuant to Regulation No 45/2001 of the European Parliament and of the Council on the protection of individuals with regard to the processing of personal data by the institutions and bodies of the Community and on the free movement of such data.

<http://www.edps.europa.eu/>



M. Declaration of Honour

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation.

I, the undersigned, certify that the information contained in this application form is correct to the best of my knowledge. I put forward a request of an Erasmus+ grant as set out in section BUDGET of this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- In the case of projects in the field of youth, the participants involved in the activities fall in the age limits defined by the Programme.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely:

It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

Certify that (in case the grant requested exceeds 60 000€):

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 109(1) of the Financial regulations (Council Regulation 966/2012).

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the National Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

Commit:



- my organisation and the other partner organisations herein, to take part upon request in dissemination and exploitation activities conducted by National Agencies, the Executive Agency and/or the European Commission, where the participation of individual participants may also be required.

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

Place: _____ Date (dd-mm-yyyy): _____

Name of the applicant organisation:

Name of legal representative:

Signature:

National ID number of the signing person (if requested by the National Agency):

Stamp of the applicant organisation (if applicable):



O. Submission

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

Submitted	YES
Submission ID	1266503
Submission date (Brussels, Belgium Time)	2015-04-29 13:38:06
Hash code	540B840B29847045

O.3. Alternative Submission Procedure

If you cannot submit your form online you can still do it by sending an email to your National Agency within the 2 hours following the official deadline. The email must contain the complete electronic form and any file attachments you wish to send. You must also attach a snapshot of section "Submission Summary" indicating that this electronic form could not be submitted online. Your National Agency will analyse your situation and provide you with further instructions.

O.4. Submission Summary

This table provides additional information (log) of all form online submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Form Hash Code	Submitted	Description
1	2015-04-29 13:38:06 (Brussels, Belgium Time)	540B840B29847045	YES	Your submission was successful. Submission ID: 1266503

O.5. Form Printing

Print the entire form