

Application

Programme	Erasmus+
Action Type	KA220-VET - Cooperation partnerships in vocational education and training
Call	2021
Round	Round 2

Table of contents

Context.....	5
Project Summary.....	6
Applicant organisation.....	9
Partner organisations.....	9
Budget Summary.....	10
Project Budget Summary.....	10
Transnational Project Meetings.....	10
Project Results.....	10
Multiplier Events.....	11
Budget per Participating Organisation.....	12
Timetable.....	13
Other Relevant Activities in the Timetable.....	13
Participating Organisations.....	14
Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland).....	14
Applicant details.....	14
Profile.....	14
Background and experience.....	15
Partner Organisations.....	17
Human Resources Development Agency (E10253297 - Bulgaria).....	17
Asociación Socio-Cultural La Guajira (E10085441 - Spain).....	21
Magnetar Ltd (E10055152 - Cyprus).....	23
APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece).....	27
Project Description.....	31
Priorities and Topics.....	31
Project Description.....	32
Participants.....	35
Preparation.....	36
Management.....	37
Funds for Project Management and Implementation.....	37

Transnational Project Meetings	38
Transnational Project Meetings Budget (1)	38
Transnational Project Meetings Budget (2)	39
Project Management	40
Implementation	43
Production of Project Results	45
Project Results Summary	45
Project Results Details (1)	46
Project Results Budget (1)	48
Project Results Budget Details (1)	49
Project Results Budget Details (1)	50
Project Results Budget Details (1)	51
Project Results Budget Details (1)	52
Project Results Budget Details (1)	53
Project Results Details (2)	54
Project Results Budget (2)	56
Project Results Budget Details (2)	57
Project Results Budget Details (2)	58
Project Results Budget Details (2)	59
Project Results Budget Details (2)	60
Project Results Budget Details (2)	61
Multiplier Events	62
Multiplier Events Summary	62
Learning, Teaching, Training Activities	69
Special Costs	70
Follow-up	71
Impact	71
Sharing, Promotion and Use of the Project's Results	73
Sustainability	75
Annexes	76

Checklist.....	77
Submission History.....	78

Context

Field Vocational Education and Training

Project Title Methodology for Online Training in Innovative Virtual Environment.

Project Acronym MOTIVE

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01-03-2022	12	01-03-2023	IS01 - Landskrifstofa Erasmus+	English

For further details about the available Erasmus+ National Agencies, please consult the following page: [We are here to help](#)

Project Summary

Please provide short answers to the following questions, summarising the information you have provided in the rest of the application form.

Please use full sentences and clear language. In case your project is accepted, the provided summary will be made public by the European Commission and the National Agencies.

Background: Why did you apply for this project? What are the needs you plan to address?

The main context of the project is the creation of innovative conditions for improving the quality of teaching in an online environment. This can be achieved through a purposeful study of the nature of online learning methods and subsequent development of a unified approach to be used in conducting training in a digital environment and the accompanying practical exercises and assessment of acquired knowledge.

The main goal of the project is to create and put into practice a common methodology for organizing and managing online learning. Methodology that covers the fundamental aspects of teaching in a digital environment, namely: setting and achieving correct educational goals, proper selection of methods for pedagogical communication, including online classroom management, conducting a learning process (theoretical and practical part), oriented towards measurable results, as well as planning and providing the necessary resources for the specific training. The indicated characteristics of the online training, which will be covered in the methodology, are the minimum necessary ones that the teachers should use when conducting the online training.

The interruption of the learning process in connection with the Covid-19 pandemic and the high degree of uncertainty about the development and duration of the crisis pose immediate risks to the effective functioning of the education system and to learning outcomes in the short and medium term. This creates the need to find appropriate solutions to ensure the adaptability, coherence and efficiency of the educational process in order to reduce inequalities, ensure equal opportunities for quality education, ensure the sustainability of acquired knowledge and skills, and reduce the risk of dropping out of school. This creates fluctuations in the motivation of teachers. The motivation should be considered as part of the online teaching methodology.

Some of the challenges teachers have faced during the pandemic – from a reduction in high-quality interaction with students, to a lack of support and challenges with technology. On the other hand, the teachers were motivated by intrinsic factors – a sense of reward which came from themselves, such as their enjoyment or satisfaction when teaching. It is well-known that teachers like their profession because they can help and educate learners and shape the future of the society. To this end, the project proposal envisages the development of short motivational videos for teachers, which will be disseminated together with the teaching methodology. COVID-19 may have accentuated well-known demotivators, such as the lack of support teachers receive from administration and the work overload they can face, which may have a negative impact on their work-life balance and their wellbeing.

The approach that will be used in the implementation of this project proposal includes the following stages: 1) Research and analysis of the most used practices for online learning; 2) Preparation of models for creating a common methodology for organizing and managing online learning; 3) Testing the created models in a closed environment and defining the main elements that will be included in the general methodology; 4) Development of the general methodology for organizing and managing online training; 5) Adoption of the general methodology for organizing and managing the online training by the organizations participating in the project; 6) Pilot application of the common methodology in 3 organizations in the project partner countries;

The main target groups of the project proposal are:

- Teachers in secondary and higher education;
- Vocational training centers for vocational education and training;
- Education management experts;

The expected final results and impact of the project implementation are:

- Created and put into practice an innovative training product representing a common model for conducting online training;
- Improved capabilities of the target groups

Objectives: What do you want to achieve by implementing the project?

The main context of the project is the creation of innovative conditions for improving the quality of teaching in an online environment. This can be achieved through a purposeful study of the nature of online learning methods and subsequent development of a unified approach to be used in conducting training in a digital environment and the accompanying practical exercises and assessment of acquired knowledge. The creation, description and implementation in practice of a unified methodology for organizing and conducting online trainings and motivational videos is inherently an innovative training product that is lacking in the partner countries -Iceland, Bulgaria, Spain, Greece and Cyprus. In the last 24 months, education in its entire organizational and teaching nature has undergone a serious metamorphosis worldwide. The COVID-19 pandemic required a sharp change in the educational process, as it had to move from one reality to another - digital. This reality, imposed by factors external to the educational process, found teachers unprepared, which in turn led to a significant reduction in the quality of educational services. Here is the place to emphasize that the unpreparedness of the diverse organizations offering educational services is not expressed in a technological aspect, but in the lack of quality and mostly proven methods for conducting online training. From the feasibility study and the data obtained from it,

it is clear that over 75% of teachers say they need help in the process of conducting online training. Specifically, this need for assistance is expressed in clearly defined and practically applicable common methods for conducting online training. The need for an extreme transition to learning in a digital environment has forced educational organizations to create their own methods and approaches for conducting online learning. Methods and approaches that are often incompatible and inapplicable to each other. In this way, a huge difference is formed between the different educational organizations in the methods and approaches used for organizing and conducting online trainings. All this damaged the educational process in the digital environment and made it of extremely low quality. With regard to the other main party in the educational process - the learners, the diverse methods and approaches for conducting online trainings applied to them created in them uncertainty and impossibility for correct perception of the educational material. From the feasibility study and the data obtained from it, it is clear that over 70% of users of online educational services indicate as a major problem the different approaches to pedagogical communication that teachers use. This creates in the students themselves a psychological barrier for proper perception and poor sensitivity to the educational process. Online learning lacks the direct pedagogical process, which includes direct observation between teacher and student, a sense of teamwork and social belonging. In view of the described realities, there is a clear need to create a unified methodology for organizing and conducting learning processes in a digital environment. The development of this educational product will be a direct response to the following specific needs: Need for structuring the competencies in conducting online trainings; To have a clear and logically consistent approach, which is generally applicable when conducting trainings in a digital environment; The teaching methods used should be in accordance with the peculiarities of the digital environment and the same should not be mixed with inapplicable techniques from the conventional educational environment; The approach in online learning to include mechanisms for identifying the specific needs of learners.

Implementation: What activities are you going to implement?

In order to reach the project objectives and deliver the planned results the project workflow consists of two sets of activities by the partnership: Horizontal activities (managerial, administrative, dissemination to secure smooth partnership collaboration, quality of outputs and results, and outreach of results and outcomes) - Internal Communication Strategy based on ICT tools, - Face-to-face Transnational Project Meetings, followed by minutes in order to monitor the progress towards the objectives of the project within set time limits and take corrective measures, as and when appropriate. - Drafting, presenting and adopting a Project Management Plan, including a work plan with specific activities and deadlines. - Drafting the Consortium Agreement; this will be signed by all involved partners and will rule on procedures, obligations of each partner and relationships among the consortium members. - Coordinating the overall financial and administrative activities, while taking under consideration the overall adherence to the financial budgets. - Processing all administrative and technical or financial information into periodic and final reports in compliance to the European Commission criteria. - Quality Management and Evaluation activities throughout all phases of the project (preparation, implementation, follow-up, dissemination, completion) - Development of Quality Management and Evaluation tools for the assessment of both project and consortium related activities and procedures, as well as quality and impact of outputs and results. - Communication and Dissemination activities i.e. • Target groups identification and segmentation alongside analysis of their information needs • Identification and setting-up of multiple channels of communication and dissemination • Targeted communication through selected channels according to target group, as needed • Liaison activities towards potential synergies with relevant actors and stakeholders • Planning, design, evaluation and refinement of publicity activities Implementation activities (securing the delivery of project outcomes for the target groups and their direct involvement in the development and finalisation phases of deliverables and outcomes) Project Results activities as demonstrated in the section Project Results: Activities towards delivering the Methodology for teaching and training in online environment (PR1) - Overall methodology and tools for the analysis - Quantitative and qualitative primary research accounting for targeted primary data by involving teachers. Pilot-testing methodology and pilot testing sessions - Pilot-testing report (optimisation of training provision upon feedback) Activities towards filming Training Video Tutorials motivation for teachers (PR2) - Preparation of training materials in connection with the presentation of the methodological framework - Preparation of training materials in connection with the presentation of the manual for work. Activities' toward organization and conduction of Multiplier events: - One international Webinar - 5 Local Webinars

Results: What project results and other outcomes do you expect your project to have?

The following direct and indirect results will be achieved within the project:

Direct results:

- Established framework of the methods used so far in practice for conducting trainings in a digital environment - Based on detailed research by all project partners will be accumulated the necessary information. It will be studied in detail and an analysis will be compiled, containing information about the most used methods for organizing and conducting online trainings;
- Prioritization of the problems before the affected parties in the educational process - It is important to identify the identified problems by their priority, as this will influence the choice of mechanisms and measures to be included in the general methodology for online learning;
- Developed specific models of the structure of a common methodology for organizing and managing online learning -

Based on the study, analyzed information and prioritizing the identified specific problems, specific models of the common methodology for online learning will be developed. The project partners will choose which models and parts of them to be included in the development of the common methodology for online learning;

- Developed and adopted the common methodology for online learning - The general methodology for online learning will be developed based on the selected models. After its final completion, the methodology will be verified by all project partners.

Indirect results:

- Built transnational capacity in the field of organizing and conducting online training;
- Created model for formation of innovative policies in the field of online learning;
- Reduced deficit of information about the development of educational processes in the digital environment;

At the end of the project the following main results will be available:

- Created and put into practice an innovative training product representing a common model for conducting online training and motivational videos;
- Improved capabilities of the target groups for organizing and conducting online trainings, modeled according to the needs of the learners;
- Increased quality of the educational process conducted in a digital environment;
- Strengthening the demand for individual and group distance learning conducted in a digital environment;
- Improved policies in the field of education and in particular training in the digital environment;
- Increasing the opportunities in online education to cover users with lower education;
- motivational videos to reduce the effect of anxiety in teachers, created in connection with the transition to online learning.

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10093317	Simenntunarmidsto din a Vesturlandi	Iceland	Landsbyggð	Borgarnes	www.simenntun.is

Partner organisations

OID	Legal name	Country	Region	City	Website
E10253297	Human Resources Development Agency	Bulgaria	Pyce (Ruse)	Ruse	https://hrda.smebg.net/
E10085441	Asociación Socio- Cultural La Guajira	Spain		Almeria	www.laguajiradealmeria.com
E10055152	Magnetar Ltd	Cyprus	Κύπρος (Κύπρος)	Limassol	www.magnetar.com.cy
E10176306	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKI S KAI EKPAIDEFSIS ANONYMI ETAIREIA	Greece		PEIRAIAS	WWW.APOPSI.GR

Budget Summary

Project Budget Summary

Project Management and Implementation (EUR)	18 000
Transnational Project Meetings	11 420
Project Results (EUR)	84 279
Multiplier Events (EUR)	4 500
Virtual Multiplier Events (EUR)	4 500
Total grant (EUR)	118 199

Transnational Project Meetings

Meeting ID	Meeting Title	N° of Participants	Grant (EUR)
1	Kick-off Meeting	10	6 080
2	Second Project partners Meeting	10	5 340
Total		20	11 420

Project Results

Result ID	Output Title	Category Of Staff	N° of Working Days	Grant (EUR)
1	Project Results Details (1)	Teachers/Trainers/Researchers	70	9 590
1	Project Results Details (1)	Technicians	20	2 040
1	Project Results Details (1)	Teachers/Trainers/Researchers	70	5 180
1	Project Results Details (1)	Technicians	30	1 650
1	Project Results Details (1)	Teachers/Trainers/Researchers	55	7 535
1	Project Results Details (1)	Technicians	20	2 040
1	Project Results Details (1)	Teachers/Trainers/Researchers	55	7 535
1	Project Results Details (1)	Technicians	17	1 734
1	Project Results Details (1)	Teachers/Trainers/Researchers	30	6 420
1	Project Results Details (1)	Technicians	5	810
2	Project Results Details (2)	Teachers/Trainers/Researchers	90	6 660
2	Project Results Details (2)	Technicians	50	2 750
2	Project Results Details (2)	Teachers/Trainers/Researchers	35	4 795
2	Project Results Details (2)	Technicians	25	2 550
2	Project Results Details (2)	Teachers/Trainers/Researchers	35	4 795
2	Project Results Details (2)	Technicians	25	2 550
2	Project Results Details (2)	Teachers/Trainers/Researchers	35	7 490
2	Project Results Details (2)	Technicians	5	810
2	Project Results Details (2)	Teachers/Trainers/Researchers	35	4 795
2	Project Results Details (2)	Technicians	25	2 550
Total			732	84 279

Multiplier Events

Event ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Virtual Participants	Grant (EUR)
1	International WebMeeting on Project Results Dissemination	Iceland	0	0	150	2 250
2	Local WebMeeting on Project Result Dissemination Bulgaria	Bulgaria	0	0	30	450
3	Local WebMeeting on Project Result Dissemination Greece	Greece	0	0	30	450
4	Local WebMeeting on Project Result Dissemination Spain	Spain	0	0	30	450
5	Local WebMeeting on Project Result Dissemination Cyprus	Cyprus	0	0	30	450
6	Local WebMeeting on Project Result Dissemination. Iceland	Iceland	0	0	30	450
Total			0	0	300	4 500

Budget per Participating Organisation
Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)

Project Management and Implementation (EUR)	6 000
Transnational Project Meetings	3 040
Project Results (EUR)	15 530
Multiplier Events (EUR)	2 700
Total grant (EUR)	27 270

Human Resources Development Agency (E10253297 - Bulgaria)

Project Management and Implementation (EUR)	3 000
Transnational Project Meetings	2 670
Project Results (EUR)	16 240
Multiplier Events (EUR)	450
Total grant (EUR)	22 360

Asociación Socio-Cultural La Guajira (E10085441 - Spain)

Project Management and Implementation (EUR)	3 000
Transnational Project Meetings	1 520
Project Results (EUR)	16 614
Multiplier Events (EUR)	450
Total grant (EUR)	21 584

Magnetar Ltd (E10055152 - Cyprus)

Project Management and Implementation (EUR)	3 000
Transnational Project Meetings	2 670
Project Results (EUR)	16 920
Multiplier Events (EUR)	450
Total grant (EUR)	23 040

APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDFSIS ANONYMI ETAIREIA (E10176306 - Greece)

Project Management and Implementation (EUR)	3 000
Transnational Project Meetings	1 520
Project Results (EUR)	18 975
Multiplier Events (EUR)	450
Total grant (EUR)	23 945

Timetable

Note that transnational project meetings, production of project results, multiplier events and learning, teaching and raining activities will be listed in this table automatically once you have created them in the dedicated section of the form. You can create other relevant activities that do not receive specific support but are funded by the Project Management and Implementation grant and add them to the table.

ID	Activity Type	Starting period	End of Period	Activity Title
1	Project Results	04-2022	12-2022	Methodology for teaching and training in online environment
2	Project Results	04-2022	12-2022	Motivational video tutorials for teaching and training in online environmet
3	Transnational Project Meeting	04-2022	04-2022	Kick-off Meeting
4	Transnational Project Meeting	10-2022	10-2022	Second Project partners Meeting
5	Multiplier Event	01-2023	01-2023	Local WebMeeting on Project Result Dissemination Bulgaria
6	Multiplier Event	01-2023	01-2023	Local WebMeeting on Project Result Dissemination Greece
7	Multiplier Event	01-2023	01-2023	Local WebMeeting on Project Result Dissemination Spain
8	Multiplier Event	01-2023	01-2023	Local WebMeeting on Project Result Dissemination Cyprus
9	Multiplier Event	01-2023	01-2023	Local WebMeeting on Project Result Dissemination. Iceland
10	Multiplier Event	03-2023	03-2023	International WebMeeting on Project Results Dissemination

Other Relevant Activities in the Timetable

Do you want to add other relevant activities not yet included in the timetable and that do not receive a specific grant but can be funded from the Project Management and Implementation grant?

No

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: [Organisation Registration System](#)

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)

Applicant organisation OID	Legal name	Country
E10093317	Simenntunarmidstodin a Vesturlandi	Iceland

Applicant details

Legal name	Simenntunarmidstodin a Vesturlandi
Country	Iceland
Region	Landsbyggð
City	Borgarnes
Website	www.simenntun.is

Profile

Type of Organisation	School/Institute/Educational centre – Adult education
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Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group)

Simenntunarmiðstöðin á Vesturlandi (LLL Centre of West Iceland) is a public non-profit organisation, owned by municipalities in the area, the local labour unions, the local colleges, and some key companies. The Centre was founded on February 19, 1999 and receives a partial subsidy from the Icelandic Ministry of Education, Science and Culture for its operations. Founders of Símenntunarmiðstöðin are 34 in total, incl. municipalities, companies and institutions in the area. The main objective of Símenntunarmiðstöðin is to promote and assist with continuing education in the West part of Iceland, with special attention to the support of continuing education, increased qualification as well as well-being of the population. The Centre provides courses for unemployed and/or unskilled employees, continuing education for skilled personnel and other educational services and offers various training courses for adults and young people above school age. Courses are prepared in cooperation with other educational institutions and organisations. Furthermore, Símenntunarmiðstöðin targets those who have not completed the upper secondary level of education. This target group comprises 40% of people in the labour market, although the ratio varies for different years and regions. People in this group are often not motivated to attend school and one of the important tasks for the Centre is to find and use new methods to motivate individuals to continue and finish their education. Thus, Símenntunarmiðstöðin's activities are territorially concentrated in West Iceland, aimed at supporting and strengthening Icelandic society and industry with continuing education and lifelong learning, that takes into account the needs of the residents and industry in this part of the country. The Centre's role is to increase knowledge and contribute to improved living conditions in West Iceland by identifying and responding to educational needs and encouraging lifelong learning in cooperation with the business community and the inhabitants of the area. Símenntunarmiðstöðin á Vesturlandi is the centre for the development and dissemination of continuing education in the area and the first choice of population and industry in its acquisition. The LLL Centre of West Iceland connects those involved in the dissemination and acquisition of adult education in the area, and provides various continuing education programs, as well as career counselling and advisory services and analyses of the needs for education within companies. Símenntunarmiðstöðin uses EQM – European Quality Mark as a quality system. The EQM is designed to meet the growing requirements for learning outcomes and common quality standards for educators outside the formal school system

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

As mentioned above, Símenntunarmiðstöðin has a long and successful track record in providing continuing education services for adults, incl. in the field of intrapreneurship. The Centre has recently been a coordinator of the Erasmus+ Youth FEENICS Project, enhancing the intrapreneurial skills of young people. The goal of the project was to provide an integrated support, tailored to the needs and specificities of young people and their employers, who were supported through development and validation of innovative integrated training tools and material, in order to increase motivation and self-awareness, create incentives for acquiring new intrapreneurship-related skills and promote efficient and sustainable integration of young people into employment and society. In addition, the Centre has recently been a partner in an Erasmus+ KA2 TELE project, standing for "Teaching Entrepreneurship – Learning Entrepreneurship" (www.tele-project.eu), involving organisations from Germany, Iceland, Latvia, Spain and Romania.

Símenntunarmiðstöðin will be responsible for the overall management of the project. Key team members will be, as follows:

Mr. Magnús Smári Snorrason Holds a bachelor's degree in International studies and a master's degree in leadership and management. He is a project manager at Símenntunarmiðstöðin and was involved in the management and implementation of the aforementioned Erasmus + FEENICS project and SINTRA project. He also has a long experience participating in European projects from the time he was director of continuing education at Bifröst University as well as running several study lines in adult education and developing and teaching tailor made courses for businesses and institutions. Mr. Snorrason also participated actively in the European projects RETRAIN and TTRAIN, where the main outputs were curricula for on-the-job trainers respectively in Retail and Tourism.

Ms. Guðrún Vala Elísdóttir Has been working for Símenntunarmiðstöðin as a career counsellor and a project leader for 10 years, and has a background of teaching and school management. She has been organising educational services for people, mostly unemployed and immigrants along with counselling. She is experienced in delivering lectures and seminars about life skills, career development, real competence validation, and educational needs of immigrants. She has designed and developed several teaching courses, e.g. "increasing self-confidence in young women" – „empowering women of foreign origin" among other projects. She has also written a curriculum for continuing education for immigrants which was certified by the Icelandic Ministry of Education for experimental teaching. She has completed BA in Anthropology, B.Ed., and has diplomas in Special Education, School Management, Career Counselling and CBT (cognitive behavioural therapy), and is currently finishing her Master's Degree. As a career counsellor, she is experienced in proceeding tasks like Skills mapping and analysing Dyslexia as well as giving tests such as Strong Interests Inventory®, Self-Directed Search, CAAI (Career Adapt-Ability Inventory).

Action Type	Number of project applications	As Applicant		As Partner or Consortium Member	
		Number of granted projects	Number of granted projects	Number of project applications	Number of granted projects
Adult education staff mobility (KA104)	2	2	2	2	2
Strategic Partnerships addressing more than one field (KA200)	0	0	1	1	1
Strategic Partnerships for vocational education and training (KA202)	0	0	1	1	1
Strategic Partnerships for adult education (KA204)	1	1	1	0	0
Strategic Partnerships for youth (KA205)	1	1	0	0	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Partner Organisations

Partner organisation OID	Legal name	Country
E10253297	Human Resources Development Agency	Bulgaria
E10085441	Asociación Socio-Cultural La Guajira	Spain
E10055152	Magnetar Ltd	Cyprus
E10176306	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFISIS ANONYMI ETAIREIA	Greece

Human Resources Development Agency (E10253297 - Bulgaria)

Partner organisation details

Legal name	Human Resources Development Agency
Country	Bulgaria
Region	Pyce (Ruse)
City	Ruse
Website	https://hrda.smebg.net/

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The Human Resources Development Agency (HRDA) is a non-profit association, working towards development and recognition of civil society, science and technologies in North Central Planning Region of Bulgaria. HRDA elaborates strategies and innovative approaches to respond to the dynamics of the labour market and develop the capacity of human resources. It participates in partnership initiatives for development of adult business training programs, conducts research and implements strategies for active measures on labour market and re-integration of minority groups in rural areas. Since its establishment HRDA participates in numerous projects and initiatives in the social field, the field of education and training, tourism, innovations, etc. and funds a large number of its activities with the Agency's own resources. The organization relies on a team of experts with different backgrounds and diverse expertise. Since the beginning of 2020 it has been licensed VTC, level 3. HRDA is implementing a large-scale innovative project in the field of 3D technologies, during the implementation of which it applies a new approach to training. HRDA project partner is one of the first organizations in Bulgaria that started VR shooting and processing of footage and films a year ago under the CODE project. Given the specifics of the subject, the organization prefers to conduct short-term intensive courses with exceptional practical orientation. Upon completion, the students acquire the basic skills for taking the position outside the employer company and are ready from the first moment of employment to start active participation in the work process. The organization creates a Creative Center Ruse, which brings together like-minded people live and virtual for the preparation of joint projects in the field of creative industries.

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

HRDA will actively participate in all the activities, as the project idea requires joint synergies of all partners and relevant actions in all the countries.

1. A detailed analysis of the need for the labour market to prepare the training program.
2. Preparation of the training program as a result of the study and its completion in a platform:
 - Digital skills
3. Developing criteria for the selection of trainees and their selection
4. Conducting the training
5. Organising and participation in meetings, workshops, seminars and open days.

From our previous experience HRDA suggests different options for structuring and performing the online courses. HRDA has established good relations with many Regional Authorities, local business. HRDA will transfer their experience gained within the implementation of the project CODE.

Operational/Technical capacity: Skills and expertise of key staff involved in the project

Please note that the first key staff to be listed under P1 should be the Project coordinator (also called 'Project manager' and 'Contact person' in section A.2 of the eForm). The coordinator will have the full responsibility to ensure that the project is implemented in accordance with the agreement. Its coordination covers the following duties:

- (a) Coordinate the work of the consortium in line with the work plan
- (b) Monitor the implementation of the action
- (c) Be the intermediary for all communications between the beneficiaries and the Agency

This person must have all the necessary professional experience and competencies to carry out the coordination of the project. Please provide detailed information.

Kalin Minev

Project Management, Leadership Projects, Business Strategy, Strategic Planning, Business Innovation
Entrepreneurship, Business Analysis, Program Management.

He has coordinated numerous EU funded projects in fields of tourism, agriculture, strategy development, clusters, creative industries, development of business support networks, education, support for people/youths at risk, etc.

EU Projects Participation and experience:

- ERASMUS +
- Interreg
- Danube Transnational Programme
- Balkan-Mediterranean

Elka Mihaylova

Financial expert

Start working for HRDA 2012, as an expert.

Education-Bachelor's accounting and control

Master of Economics

Bachelor-Computing Equipment

Master – Engineer in electronics and automation

Maya Radoslavova

Project implementation, Technical support, Analysis-
Education-Bachelor and Master of Law

Bachelor of Arts in International economic relations

Master-International Business and management

Previous experience at HRDA: assistant on projects and programs from 2013 to 2015. She has participated in the realization of a similar project under CBC Bulgaria – Romania 2007-2013.

Languages spoken-English and German

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for adult education (KA204)	1	0	1	0
Partnerships for Creativity (KA227)	1	0	0	0
Cooperation partnerships in vocational education and training	2	0	0	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Asociación Socio-Cultural La Guajira (E10085441 - Spain)

Partner organisation details

Legal name	Asociación Socio-Cultural La Guajira
Country	Spain
Region	
City	Almeria
Website	www.laguajiradealmeria.com

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Organising cultural activities and involvement possibilities with local communities

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The socio-cultural Association “La Guajira” was founded in 2012 as a space to promote artistic creation, especially related to live-music. Ever since, the venue has offered a stable program with at least 3 activities a week (Wednesdays, Thursdays and Fridays), including different kind of educational activities, workshops, concerts, theatre, dance, expositions, talks, cinema, language exchange and activities for children. Flamenco has occupied an important role within the program of “La Guajira” for being part of the association’s DNA and its surrounding neighbourhood.

The association is located in the Almedina, one of the historic neighbourhoods of Almería with a high percentage of people living in risk of social exclusion. Since its founding in 2012, “La Guajira” has carried out an important effort to bring this neighbourhood back to where it belongs, as home of art and beauty. Besides its artistic scope, La Guajira has developed many social intervention activities such as Spanish Courses for low qualified migrants, courses on active job search for low qualified migrants, workshops on diversity managements etc.

Over the last years La Guajira has established new international collaboration within Erasmus + activities. They have steadily expanded their scope of activities and its impact, achieving eventually the number of 20.000 members.

At this point La Guajira has 6 paid staff members and counts on the collaboration of at least 7 unpaid volunteers.

La Guajira has established close collaboration with other institutions from the sector. For European projects they can count on the support and involvement of the following local associated partners:

- CEMyRI: Center for Migration Studies and Intercultural Relations, part of the University of Almería
- Almería Acoge: NGO working in the field of social inclusion, specially focusing on migrants
- CEPAIM: National Foundation working in the field of social inclusion
- Verdiblanca: Association working with people with disabilities
- ClassiJazz: Foundation working in the field of cultural promotion

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

La Guajira was (and still is) strongly involved within the European Voluntary Service as receiving institution. Due to the COVID-19 crisis, La Guajira has been working on adapting its cultural dissemination activities to a new reality. We have established new channels in order to offer a wide range of online activities, focusing especially on live transmission of concerts and festivals. With its experience, La Guajira is a perfect partner in order to validate frameworks and curriculums, to establish and pilot new innovative methodologies in the field of cultural dissemination.

Its role as strategic part of civic activism within its neighbourhood – characterized by social marginalisation – will be essential to foster civic engagement. Furthermore, its strong ties to the University of Almería and its staff will help to promote the civic and social responsibility of students and researchers.

Concerning this project, the following key competences are covered by the involved staff:

- General management: Jesús Gómez Fuentes, president of La Guajira, has been involved in the organisation, its cultural events, its educational activities and its volunteering service for 7 years.
- Management of cooperation projects: David Lorenz has worked as a Project Manager in several Erasmus+ and AMIF projects for several institutions.
- Dissemination activities: Ámina Pallarés Calvi works as Communication and marketing manager and has been involved in the world of marketing for over 10 years.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Youth mobility (KA105)	2	1	0	0
Strategic Partnerships for adult education (KA204)	1	0	0	0
Volunteering Projects (KA125)	1	1	0	0
Partnerships for Creativity (KA227)	1	1	1	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Magnetar Ltd (E10055152 - Cyprus)**Partner organisation details**

Legal name	Magnetar Ltd
Country	Cyprus
Region	Κύπρος (Κύπρος)
City	Limassol
Website	www.magnetar.com.cy

Profile

Type of Organisation	Small and medium sized enterprise
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Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Magnetar Ltd is a consulting, research and project implementation organization. The company's activities include national and EU co-funded projects.

At the core of Magnetar's capabilities is a team of experienced and highly trained experts that can provide unique insight in a wide range of research teams and consortia. The company's main research and project activities, revolve around project development and implementation in:

- Entrepreneurship and Innovation
- Tourism
- Energy Saving technologies and techniques for all sectors (Public, Municipalities, Industry and Enterprises).
- Sustainable Development.
- Environment.
- Sustainable and Green Mobility.
- Renewable Energy Sources.
- Smart Cities and Technologies.
- Innovation and New Technologies.
- Blue Growth.
- Trainings and Capacity Building.

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

Research and Development:

- Funding Opportunities
- Action Plans and Studies
- Sustainable Development Strategies
- Energy Saving Technology and Innovation
- Renewable Energy Technology and Innovation
- Data and Market Analysis
- Capacity Building and Trainings

Mr Viktoras Iordanou, Project Manager:

A Mechanical and Energy Engineer with multiyear experience in Academic and European Projects in the areas of Entrepreneurship, Innovation, VET, Capacity Building, Energy and Energy Management, Sustainable Development, Environment, Sustainable and Green Mobility and Renewable Energy Sources. He holds an Engineering Diploma from the Mechanical Engineering Polytechnic School of the University of Western Macedonia, where he worked on several projects that dealt with Entrepreneurship, Innovation, Trainings, Energy Saving technologies and applications.

EU Projects Participation and experience:

- HORIZON 2020
- ERASMUS +
- Interreg
- Intelligent Energy Europe
- Leonardo Da Vinci
- Covenant of Mayors initiative, developing Sustainable Energy Action Plans for all the Municipalities and many Communities in the Limassol District.
- Sustainable urban mobility in tourism.
- Energy efficiency solutions in industry.
- Energy Efficiency Plans for all the major shopping centres.
- Sustainable Urban Development Plan of the City of Limassol.

Mr Socrates Magides, Expert:

Socrates Magides holds a Bachelor Degree in Electrical Engineering. He has extensive experience as an expert for several national and European projects concerning household and industrial energy efficiency, urban sustainable development and renewable energy promotion. Mr Magides offered technical support to the steering committee of Urban Planning in the Limassol District providing guidelines and consulting, improving sustainable development strategies and mobility transportation solutions. He is examining and promoting energy saving solutions to SME's and their personnel, performing trainings and webinars regarding energy efficiency matters and behavioural change.

EU Projects Participation and experience:

- HORIZON 2020, CIVITAS
- ERASMUS +
- Interreg
- Intelligent Energy Europe

- Leonardo Da Vinci
- Covenant of Mayors initiative, developing Sustainable Energy Action Plans for all the Municipalities and many Communities in the Limassol District.
- Sustainable urban mobility in tourism.
- Energy efficiency solutions in industry.
- Energy Efficiency Plans for all the major shopping centres.
- Sustainable Urban Development Plan of the City of Limassol.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	2	1
Strategic Partnerships for vocational education and training (KA202)	1	0	5	0
Strategic Partnerships for adult education (KA204)	0	0	11	0
Strategic Partnerships for youth (KA205)	3	0	14	0
Partnerships for Digital Education Readiness (KA226)	0	0	3	0
Partnerships for Creativity (KA227)	0	0	5	1
Small-scale partnerships in vocational education and training	0	0	1	0
Small-scale partnerships in adult education	0	0	1	0
Small-scale partnerships in youth	0	0	1	0
Cooperation partnerships in school education	0	0	1	0
Cooperation partnerships in vocational education and training	0	0	4	0
Cooperation partnerships in adult education	0	0	10	0
Cooperation partnerships in youth	0	0	4	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

**APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFISIS ANONYMI ETAIREIA
(E10176306 - Greece)****Partner organisation details**

Legal name	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFISIS ANONYMI ETAIREIA
Country	Greece
Region	
City	PEIRAIAS
Website	WWW.AOPSI.GR

Profile

Type of Organisation	School/Institute/Educational centre – Adult education
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Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

APOPSI S.A. was established in 1995 and operates in the field of Vocational Training, Career Counselling, Information and Communications Technology and business consulting. It is one of the largest Vocational Training and Lifelong Learning Centers in Greece with national range, being certified and fully licensed by the National Certification Agency for Qualifications and Career Guidance.

APOPSI is based in Piraeus Greece, and has departments and training classrooms in the cities of Patra (Western Greece Region), Nafplio (Peloponnisos Region) and Kavala (Eastern Macedonia & Thrace Region).

APOPSI's personnel represents the core strategic advantage that allows the organization's smooth functioning and continuous development. APOPSI has more than 80 employees, the vast majority of which (more than 75%) have a graduate or postgraduate degree. The organization invests in its people through seminars, certifications and specialized training aiming at their constant professional development. APOPSI cooperates also with a large pool of more than 1.000 external associates - specialized professionals (e.g. experts, trainers, tutors, etc.) in several educational fields.

The services of APOPSI are addressed to the following target groups: Unemployed, Employees in the Public and Private Sector, Entrepreneurs, Self-employed, Young People and Vulnerable groups (Disabled People, Immigrants, Refugees, Prisoners, Released prisoners, Rehabilitated, long-term unemployed, young unemployed, people living in poverty or threatened by poverty, etc.).

The organization has trained - to date - more than 70,000 people across Greece in almost all business sectors and training fields (Tourism, Information Technology, Finance & Administration, Technical Professions, Manufacturing, Transportation, Health & Welfare, Agriculture, Environment, Pedagogics, Culture & Sports).

The main activities of APOPSI concern the following areas:

- ☐ Vocational training to unemployed, employees and self-employed in the form of face to face, blended learning or asynchronous/synchronous e-learning.
- ☐ Career Counselling and support to unemployed and employees on issues such as exploring professional interests, competencies and skills, professional (re)orientation and networking with the labor market.
- ☐ Coordination, management and implementation of integrated projects and developmental programs related to Human Resources in the context of national and European initiatives.
- ☐ Implementation of studies and research on Human Resources and Local Development.
- ☐ Design and development of digital educational content and applications and educational e-Games.
- ☐ Design, development and customization of Learning Management Systems.
- ☐ Business mentoring/coaching for aspiring and existing entrepreneurs.
- ☐ Networking between the unemployed and the Labour Market through the organization and monitoring of apprenticeship, internship and on-the-job training schemes.
- ☐ Dissemination of best practices by using a variety of tools and media.

The company implements and applies cutting edge technologies and closely follows and monitors all the latest technology trends and advancements in web technologies, e-learning and learning management and provides integrated solutions, tailor made to the specific needs of each customer. APOPSI holds EN ISO 9001:2008, EN ISO 27001:2013 and EN ISO 1435 Quality Assurance Systems applied to the provision of its services, the Information Technology Systems' security and dissemination activities respectively. It should also be noted that the company has acquired a NATO manufacturer cage code (G1416).

All the above prove that APOPSI SA is well fitted in terms of expertise, technical know-how, management, organization and experience in order to contribute the proposed project's activities.

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

APOPSI has a long record of experience in National and European projects implementation offering a wide range of services related to:

- ☐ Design, provision and monitoring of different types of training (i.e. face to face, synchronous – asynchronous e-learning, blended learning) to a wide spectrum of beneficiaries and training fields.
- ☐ Development of educational web based applications and educational E-Games.
- ☐ Implementation of innovative pilot activities in the fields of Vocational Education and Training, Human Resource development and e-learning services
- ☐ Career counselling to young unemployed and employees
- ☐ Career and business mentoring/coaching for students, unemployed, employees and employers – companies'

representatives

Networking and effective matching between the unemployed and the Labour Market by organizing apprenticeship and on the job training schemes.

Indicatively, and as regards APOPSI's experience in the implementation of projects related to upskilling of Human Resources, the organization:

developed numerous innovative educational resources i.e. serious games, augmented reality applications, webinars and asynchronous SCORM e-learning content within the frame of national Human Resource development projects

trained and consulted more than 2.000 young beneficiaries during the last 5 years, in the context of the "Vocational Training Voucher for unemployed young people" Programs in Greece, co-financed by the European Social Fund.

implemented the national project "Training of employees in Innovation and Entrepreneurship"; within the frame of the project a total number of 4.200 employees in the Private Sector of Economy throughout the country were trained and supported for the development of customized innovation plans for the companies they represented in the Program.

organized and supported e-learning programs during the last 5 years for more than 20.000 entrepreneurs and employees, within the frame of National upskilling initiatives.

provided distance learning programs to several thousands of self-employed who were affected by COVID-19 throughout the country in specific fields and skills that are required for the advancement of their performance and the quality of their work within the new working environment and context that changed due to the pandemic.

European initiatives where APOPSI participated either as coordinator or as partner or subcontractor are as follows:

Erasmus + KA2 Programme

Interreg Balkan Med Program 2014-2020

Grants from the European Maritime and Fisheries Fund

EEA Grants

Projects funded by the DG Enterprise & Industry

Projects funded by the DG Information Society - eTEN Market Validation Projects

South East Europe Transnational Cooperation Programme

EU Community initiative programme INTERREG III B ARCHIMED

Leonardo da Vinci Life Long Learning Programme

GRUNDTVIG Life Long Learning Programme

Projects supported by the European Community Programme relating to the Community framework strategy on gender equality

Innovative measures financed under Article 6 of the European Social Fund Regulation

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	3	0
Strategic Partnerships for vocational education and training (KA202)	1	0	10	1
Strategic Partnerships for higher education (KA203)	0	0	2	0
Strategic Partnerships for adult education (KA204)	0	0	3	1
Strategic Partnerships for youth (KA205)	1	0	17	2
Partnerships for Digital Education Readiness (KA226)	0	0	1	0
Cooperation partnerships in school education	0	0	1	0
Cooperation partnerships in vocational education and training	0	0	1	0
Cooperation partnerships in youth	0	0	1	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Project Description

Priorities and Topics

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

HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

If relevant, please select additional priorities according to the objectives of your project.

VET: Adapting vocational education and training to labour market needs

VET: Contributing to innovation in vocational education and training

Please explain how your chosen priorities relate to the aims and objectives of your project.

Digital transformation is a process characterized by the widespread implementation and combination of information technology in all spheres of public and economic life. The accelerated pace of digital transformation is a prerequisite for the advanced development of economic production, leading to growth in individual sectors and, accordingly, to an increase in the income of the population. The development of this process requires adequate and timely measures to increase the knowledge and skills of citizens, to acquire new skills and qualifications, and to create a culture of lifelong learning that responds to the increasingly dynamic nature of the labor market.

The COVID-19 crisis has confirmed the need to accelerate the digital transformation in all economic and social sectors and has proved that large-scale efforts to exploit the potential of digital technologies are not only necessary but also mandatory. Through them, the economy will increase its competitiveness and sustainability, as well as create new sources of revenue from new business models. Investments in digital technologies are investments in achieving Europe's strategic goals of building a clean and circular economy, intelligent mobility, energy integration, organic farming, and so on. Quality management of education and its timely digital transformation are key to achieving these ambitious goals. A major part of this process is the provision of educational services in the digital environment. In turn, the success of the digitalization of education and training is inconceivable without the development of the human factor. Participants in the educational process should be encouraged to acquire and improve their personal skills and, above all, to use innovative methods of teaching and learning, including by supporting and promoting lifelong learning. Over the last decade, conducting training in a digital environment has been one of the most used approaches by employers to improve employee skills. Training through digital platforms gives workers the opportunity to be mobile, thus successfully combining the work process with improving their skills. Undoubtedly, the proper development of the digital educational environment includes the creation and implementation of generally accepted models for organizing and managing online learning. The existing risks regarding the quality of online learning are mainly related to the correct communication between the participating parties and the correct presentation of the educational material. Of paramount importance for improving the quality of educational services in the digital environment is the training of teachers and the availability of appropriate facilities through which the necessary interaction with students is achieved. Emphasis in the training of teachers is placed in the application of an innovative and mostly unified approach to conducting training in a digital environment. The existence of a unified methodology for organizing and conducting training in a digital environment will systematize the process itself and will lead to its sustainable development. With this in mind, the objectives of this project proposal fully support the horizontal priority of tackling the digital transformation by developing digital readiness, resilience and capacity. Regarding the project's contribution to innovation in VET, it should be emphasized that this is one of the most productive elements of education. The highly dynamic environment of the labor market requires the introduction of innovations in the field of vocational education and training. It is this sector of the educational system that takes the greatest responsibility for the personal development of its students and for their effective participation in economic processes. To increase their chances of employment and prosperity people need online training that is creative, responsible and follows common quality principles to ensure the expected end results for its users

Please select up to three topics addressed by your project

Digital content, technologies and practices

Digital skills and competences

Project Description

Please explain the context and the concrete objectives of your project.

This project proposal responds to the following specific needs:

- Need for structuring the competencies in conducting online trainings;
- Need for a clear and logically consistent approach that is generally applicable when conducting training in a digital environment;
- The teaching methods used should be in accordance with the peculiarities of the digital environment and the same should not be mixed with inapplicable techniques from the conventional educational environment;
- The approach in online learning to include mechanisms for identifying the specific needs of learners and teachers;
- Overcoming the consequences in the motivation of teachers, which arose as a result of the transition to a digital environment.

Despite the growing prevalence of online learning, and although part of this growth is due to the COVID-19 pandemic, a very large number of educators are encountering for the first time the specifics of working in a digital environment. In fact, not many experts are aware of the nature and peculiarities of this process to date. In response to the lack of experience in organizing and managing online learning, the common practice is to apply methods and approaches from the conventional education system. This disrupts the relationship between teachers and students, and consequently leads to lower quality of educational processes in the digital environment. From the findings it can be concluded that the current situation requires the development of a common methodology for conducting training in a digital environment. A methodology to create the necessary technical and pedagogical framework for all stakeholders. In particular, the methodology will, on the one hand, focus on the human factor, which is the main component in the field of education, and, on the other hand, will cover all specific competencies directly related to the digital environment. These two aspects are important to give an understanding of the context of the methodology and to justify a comprehensive approach to its development and implementation in practice, which is the strategic goal of the project.

The main essence of the project is to create the necessary conditions and interactions for the correct formulation of work tasks and their successful implementation. The project and in particular the activities planned in it will ensure the development of an innovative training product that will support the development of educational services in the digital environment and mix in proper way the methodological aspect with motivational issues. The specific objectives set by the project partners are:

- Improved capabilities of the target groups for organizing and conducting online trainings, modeled according to the needs of the learners and teachers;
- Increasing the efficiency and quality of the educational process conducted in a digital environment;
- Accelerating the processes of digital transformation of education;
- Involvement of more user groups in online educational activities,
- Implementation of quality policies in the field of education and in particular training in the digital environment;
- Overcoming the part of the burnout syndrome – lack of motivation in training process for trainers and teachers.

The transnational partnership on the project multiplies the possibilities to achieve the stated goals. The partnership will also contribute to the faster adoption and effective implementation of the online learning methodology internationally.

How will the project meet the needs of your partnership and those of the target groups?

The role of VET organizations is important in shaping today the jobs the graduates will have tomorrow, at least from two perspectives: improving teaching pedagogy and bringing the research results to the market. Both perspectives need a constant contact with labour-market representatives, for many practical reasons. The project proposal will combine meeting the needs of different types of participants in the process of teaching and training. The activities will cover all those interested in the line training - motivation. This will happen through close interaction of the broadly selected partnership in the face of the selected organizations, teachers, trainers, learners, institutions dealing with the problems of these activities. Different areas and perspectives of the process will be presented through the participants in the partnership.

Simenntun the LP of the project has many years of pedagogical experience and experience in teaching, organizing courses for postgraduate qualification and lifelong learning. The study programs which the organization works on are organized, both in collaboration with companies and institutions, but some study programs are also advertised separately.

HRDA is an NGO with a recently registered training center, which has set itself the task of entering the niche of previously unoccupied trainings, which it has found in the process of implementing its previous projects, that are missing in the training market. All this will be supported by the rich administrative capacity and experience in the development and implementation of programs of the experts of the organization La Guajira Magnetar LTD and Apopsi.

Through the implementation of this project the needs of each of them will be met as follows: • All partners will start a develop a methodology and motivation videos, which is currently not applied; • All partners will enrich their capacity and have the opportunity to disseminate project results in the project countries. As a result of the project and the dissemination of its results, a working tool will be created for easier transition from training in a real environment to training in an online environment with a minimum loss of time to adapt the study material. At the same time, attention will be paid to the condition of the teachers, and through the videos for motivation they will regain their confidence faster. The project results will be useful to all partners, as all of them in their daily work organize different types of courses, which in

the current environment move from a live to an online environment when needed.

The project results will be web based and it will make the activities more effective in favor of local communities, new or improved practices that meet the needs of target groups with fewer opportunities and that deal with differences in learning outcomes related to geographical and socio-economic differences. It will also lead to the use of new approaches to better support teaching and training, in particular at regional and local level. As a result, a better working environment will be created, relying on the introduction of good practices used in several countries by the countries participating in the project. The project proposal relies on the strong direct participation of educational institutions in the preparation and implementation of the project proposal in order to gather, exchange practices and identify the problems that unite them. Short and long term effects: • Dropping out of school will decrease and the people will be better off • When one has possibility to complete education in different environments that fits them better, the attitude towards VET will be more positive. • Marginalization of the youth will decline • Regional unemployment rate will decrease.

Outline the benefits of cooperating with transnational partners to achieve the project objectives.

Transnational cooperation is key to the project not only in terms of partnering among the countries for development of solutions to common problems. The modernisation of the education and training process, the need to develop sustainable collaborations and to foster cooperation require closer transnational cooperation. Given the forced digitalisation of the environment in the short term, given the situation in each of the project countries, a similar problem was identified - namely difficulties due to the lack of methodology for rapid transition to online learning and back to the real environment if needed. There are also difficulties on the part of teachers, which require too rapid adaptability. This problem arises even in highly technologically advanced countries and is common to all types of training and education. The partnership has a wide geographical coverage - from Spain to Bulgaria. This will contribute to the dissemination of results and the exchange of practices in different developed parts of the European Union. The partners come from differently developed economic regions, although in the analysis and preparation of the project they identify similar problems for vocational education. Another advantage of the partnership is that it is composed of non-governmental organizations experienced in teaching and training - Iceland, Spain, Bulgaria, Cyprus and Greece. An important benefit that stands out is that the stakeholders will be able to place themselves on a larger map and better realize that the issues they face are not regionally predetermined and finite. An open discussion with peers from partner countries will undoubtedly will create a sense of belonging to a larger group. In this critical situation this particular sense of belonging will be crucial to the building of a more ambitious and positive mindset. Networking is another key aspect that transnational cooperation involves. The people from the target groups of the project will not only obtain specific competences in the context of the project. They will be also building relations among themselves and find international audience. Transnational partnership is to a considerable extent an integral part of the macro-regional dimension for addressing the challenges of health crisis. The activities are planned to reach more people nationwide, who will view the filmed training materials on the platforms for online performances. The main advantages can be synthesized as follows: • The internationalisation of the curriculum and the need for mutual recognition of learning outcomes; • Training in management, leadership and administrative capacity for international collaborations in teaching and training is necessary to allow VET institutions be more successful in participating and managing their transnational partnerships. In this respect, it is important that one of the keys is support for mobility at all levels; • Improved implementation of quality assurance procedures across EU countries could support transnational collaboration in education and training. Sharing of best practices could be useful in this respect.

What outcomes, including project results when relevant, are expected during the project and on its completion?

All Project Results as presented in the relevant section are designed to produce the following tangible results to support the target groups of the project: 1) A Methodology upon which the main provision of the project will be developed; 2) Training Video Tutorials for teachers and trainers in online environment In addition to the Project Results, the following outputs and deliverables are foreseen to be produced as living documents, subject to change and refinement as the project progresses: • Project Management Guidelines - The project management guidelines will provide instructions, instruments, documents and software tools (online working space) that will support the organization and moderation of the project throughout its life cycle. The plan will serve throughout as an in-detail demonstration of the project's timelines and deliverables, as well as of their plausibility utilizing the budget stated. They will also provide the backdrop against which all activities will be assessed. • Quality Management Plan - The Quality Management Plan will define the procedures and resources for monitoring and safeguarding the progress and overall quality of the project, assessing the quality of all outcomes and deliverables, identifying related risks and challenges and addressing them through the provision and implementation of contingency measures. An integral part of the plan will be an Internal Evaluation Process. The plan will envisage two types of criteria: the quantitative criteria, related to the extent to which the quantitative success indicators attached to each deliverable will be achieved. The qualitative criteria, related to the quality of the deliverables and the achievement of qualitative criteria identified and set throughout the project implementation. • Dissemination Roadmap - The dissemination roadmap will specify the communication and dissemination activities; it will map and prioritise the needs of target groups, indicate objectives, phases and tools (visual identity, dissemination tools and templates, website and social media exposure and promotion) and lay down specific deadlines. The dissemination process and tools will be designed in such a way so as to ensure that project information is accessible, engaging, regularly communicated, monitored, reviewed and updated. Mechanisms will be set also for the internal monitoring of partners' dissemination activities (Dissemination archive). A stakeholder database will be produced and updated throughout the project implementation. Sustainability and exploitation plan (to be developed by project partner HRDA) to

explore sustainability and further exploitation of project results both within the partnership as well as mainstreaming prospects to cultural institutions support practices and tools across the project countries and EU. In addition, Multiplier events will be organized online. They will be an international online webinar that will be hosted symbolically by Simentun. It will involve participants from all countries in the project, at least 150 people. To complete the project and disseminate the results locally, similar webinars will be held in each country, a project partner to present the results with a minimum of 30 participants in each country. There will be two live meetings between the partners during the implementation of the project, one at the beginning, planned to be organized by Simentun in Iceland and a second meeting in the middle of the project - month 6, which will take place in Greece and will be organized by Apopsi. Profiles of the project will be created on SoMe, a training platform in which the Methodology and training videos (project results 1 and 2) will be published in English, as well as the recorded international webinar (the Multiplier events)

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

In today's highly dynamic environment, innovation is the factor that has the greatest weight in achieving the necessary competitiveness. This also applies to the field of education, and specifically to this part of it, which takes place in a digital environment. The introduction of innovative approaches, not only in the purely technological part of online learning, is essential for achieving high quality educational services. To date, the issues of optimizing methods for managing education in the digital environment are becoming more relevant than ever. Solving them is an important and topical issue that directly affects all spheres of life in modern society. In this aspect, this project offers an innovative solution to that of a clearly identified problem.

By definition, innovation is the development of a new or significantly improved product (good or service) or a new method of production, organization, marketing, etc. The innovation has a clear orientation towards the end result of an applied nature, ie. it must always be seen as a complex process that provides a certain technical and socio-economic effect.

The concept of "innovative project" is considered a form of targeted innovation activities in a specific and most important for society area. In essence, the current project proposal is based on an innovative idea for the development and implementation in practice of a common methodology for online learning and motivational videos. The main task of the project is to provide all the necessary resources and opportunities for the development and implementation in practice of this common methodology. The methodology will be a new educational product that is missing in the market of online educational services. It will be a practice-oriented technical document through which the learning process in a digital environment will become much more effective and focused. In this context, it can be considered that the current project proposal offers targeted innovation activities in the field of education.

The other main feature that defines the project as innovative is its scope. According to the planned activities, as well as the partnership through which they will be implemented, the project includes all the main stages for the transformation of an innovative idea into a new product. The project includes targeted research designed to acquire new knowledge and skills needed to develop the new methodology. Based on the obtained data, pilot models of the methodology will be created, which will be tested in order to determine the best options in terms of their practical applicability. The selected models will move to the next stage - experimental development to achieve a ready-to-apply product. The experimental development of the methodology will include work tasks that will aim at the conceptual definition, planning and documentation of the new product. In the final stage, the developed methodology will be piloted in the partner organizations, which will practically mean the application of the new product in a real work environment. All the described stages, inherent only in innovative projects, are also part of this proposal.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a EU-funded partnership project?

MOTIVE brings together 5 partners from 5 European countries. The partnership mix combines expertise in VET, conducting courses and trainings and working on a number of projects funded by EU programs.

Most of the partners have extensive experience in implementing Erasmus + projects, while others are just starting out and already have awarded projects to start work on. Each of the partner organizations in the project proposal has specific experience with which it will contribute to achieving the final results. Experiences and competences to be brought in and mixed by the partners for the purpose of this project are reflected as follows: • The Applicant – Simentun (Iceland), is a public non-profit training centre, devoted to promoting lifelong learning, providing training courses for unemployed and/or unskilled employees, continuing education and other educational services for skilled personnel and offering various forms of learning for adults and young people above school age. The Centre's role is to increase knowledge and contribute to improved living conditions in West Iceland by identifying and responding to educational needs in cooperation with the business community and the inhabitants of the area. • The Human Resources Development Agency (HRDA) is a non-profit association, working towards development and recognition of civil society, science and technologies. The organization relies on a team of experts with different backgrounds and diverse expertise. Since the beginning of 2020 it has been licensed Vocational Training Center, level 3. HRDA is implementing a large-scale innovative project in the field of 3D technologies, during the implementation of which it applies a new approach to training. HRDA project partner is one of the first organizations in Bulgaria that started VR shooting and processing of footage and films a year ago under the

CODE project. The organization established Creative Center Ruse, which brings together like-minded people live and virtual for the preparation of joint projects in the field of creative industries. • La Guajira was (and still is) strongly involved within the European Voluntary Service as receiving institution. Due to the COVID-19 crisis, La Guajira has been working on adapting its cultural dissemination activities to a new reality. They have established new channels in order to offer a wide range of online activities, focusing especially on live transmission of concerts and festivals. With its experience, La Guajira is a perfect partner in order to validate frameworks and curriculums, to establish and pilot new innovative methodologies in the field of cultural dissemination. Its role as strategic part of civic activism within its neighbourhood – characterized by social marginalisation – will be essential to foster civic engagement. Furthermore, its strong ties to the University of Almería and its staff will help to promote the civic and social responsibility of students and researchers. • Apopsi is one of the largest Vocational Training and Lifelong Learning Centers in Greece with national range, being certified and dully licensed by the National Certification Agency for Qualifications and Career Guidance. The organization has trained - to date - more than 70,000 people across Greece in almost all business sectors and training fields (Tourism, Information Technology, Finance & Administration, Technical Professions, Manufacturing, Transportation, Health & Welfare, Agriculture, Environment, Pedagogics, Culture & Sports). • Magnetar LTD is a consulting, research and project implementation organization. The company's activities include national and EU co-funded projects. At the core of Magnetar's capabilities is a team of experienced and highly trained experts that can provide unique insight in a wide range of research teams and consortia. The company's main research and project activities, revolve around project development and implementation.

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the sharing of project results and the sustainability of the project.

Participants

Please briefly describe how you will select and involve participants (e.g. learners, staff, etc.) in the different activities of your project.

TARGET GROUPS 1. Main target groups: • Teachers in secondary and higher education; • Vocational training centers for vocational education and training; • Education management experts; In the different stages of the project implementation representatives of the main target groups will be included through: Direct contact, open calls distributed and through organisations networks with these target groups, e.g. media and SoMe, Intranets, other dissemination activities and events, Word-of- Mouth activities. The selected participants must fill in the target group criteria. 2. The secondary target group:

- Institutions responsible for the development and implementation of employment policies;
- Institutions responsible for the development of education;
- Pupils and students;
- Employed career seekers;
- Business organizations;

The scope of the secondary target group will include regional, national and European level. Reached through email, partner networks, events, media and Social Media, and Word-of-Mouth as above. Main activities to be INVOLVED: Project Results. • PR1 Methodology for teaching and training in online environment - 100– 150 participants (teachers and trainers) total (20-30 per country), • PR2: Motivational Training videos for teachers and trainers - 100– 150 participants total (20-30 per country) trained and reached trough educational platform - min.1000 2. PROJECT ORGANISATIONS Main activities to be involved: all project activities for the consortium The consortium consists of 5 organisations. The project will directly involve 2-3 persons from each organisation, and indirectly all staff of the partners organisations, with different levels of involvement. 3. STAKEHOLDERS AND OTHER INTERESTED PARTIES • Politicians; • Regional authorities; •Non-governmental organizations. Selection: The subjects will be selected according to their relevance to the project and as potential future target groups and actors who can influence the current and future target groups e.g. role models, policy level. Each partner will identify and contact relevant stakeholders in their countries. Involvement - Indirectly and through dissemination activities it is expected to reach: Stakeholders through the project website, media and SoMe: - Min. 3200 persons project Press release (200*3=600 per country), virtually - Min. 600 persons through project e-brochure (200 per country), virtually and/or printed Main target groups and stakeholders are included in the figures. - The aim of the project will be to reach 1000 people from VET field who will come to get acquainted with the developed methodology and the instruction book in the platform and the created channels in social networks. - The activities are planned to reach more than 5000 people, who will view the filmed training videos. In addition target groups will be reached through the project Social media (Facebook, Twitter, etc.), website and Youtube channel.

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

No

Preparation

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

In the planning period before the project, the coordinator in collaboration with the partnership will define and describe clearly all necessary steps and procedures that facilitate the project development and implementation of the core activities and intellectual outputs. More specifically these activities involve: A. Communication regarding contractual issues and signing of Grant Agreement • Approval of the project, potential changes in the work programme and budget, requirements and information from the Commission represented by the NA • Project mailing list and involved personnel • Virtual online working space to host all project material and progress B. Administrative and managerial issues • Acquaintance with programme guide, financial and administrative rules (including reporting) • Creation of needed documents to be used in reporting • Identification of and consulting on potential issues, queries, processes as outlined in EU funding rules for Erasmus+ C. Partner project teams Setting up project teams per partner and implementation of in-house preparatory meetings ahead of project kick-off meeting Creation of project management group (1 person per partner) • Execution of all contractual obligation according to the programme rules • Communication with partners and preparation of kick-off meeting (date, agenda, presentations, booking of tickets, etc.) • Set-up and draft of partnership agreements, detailing the role and responsibilities of each partner • Creation of Project Management Guidelines • Work plan development and task allocation • Draft dissemination strategy and quality management core elements and benchmarks. The responsible partners for each of these tasks are already clearly predefined in the current project proposal

Management

Funds for Project Management and Implementation

Funds for "Project Management and Implementation" are provided to all Cooperation Partnerships based on the number of participating organisations and the duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small-scale project materials, virtual cooperation, local project activities, promotion, sharing of project results and other similar activities not covered by other types of funding.

A partnership may receive a maximum of 2750 EUR of "Project Management and Implementation" grant per month.

Organisation role	Grant per organisation and per month (EUR)	Number of organisations	Grant (EUR)
Coordinator	500	1	6 000
Partner	250	4	12 000
Total		5	18 000

Please 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"

Project management (PM) activities refer to both setup and maintenance of project cooperation. The achievement of the project's planned goals and aims within budget, time and resources allocation will be assured by shared methods of work and implementation. The core aim of PM activities will be the following:

- ensuring well-established communication and cooperation among partners
- carrying out financial and technical management
- managing project resources and preparing project reports

These aims will be achieved by (Lead by project leader Simenntun) and in collaboration with project partners and the NA where needed:

- Developing an internal Communication Strategy based on ICT tools, as well as organizing face-to-face Transnational Project Meetings, followed by minutes in order to monitor the progress towards the objectives of the project within set time limits and take corrective measures, as and when appropriate.
- Drafting, presenting and adopting a Project Management Plan, including a work plan with specific activities and deadlines.
- Drafting the Consortium Agreement; this will be signed by all involved partners and will rule on procedures, obligations of each partner and relationships among the consortium members.
- Coordinating the overall financial and administrative activities, while taking under consideration the overall adherence to the financial budgets.
- Processing all administrative and technical or financial information into periodic and final reports in compliance to the European Commission criteria.

Alongside project management activities, a set of horizontal activities to be supported from the grant for Project Management and Implementation are foreseen as follows: Quality Management and Evaluation activities throughout all phases of the project (preparation, implementation, follow-up, dissemination, completion) (Lead by Partner Magnetar)

- Development of Quality Management and Evaluation tools for the assessment of both project and consortium related activities and procedures, as well as quality and impact of outputs and results. Communication and Dissemination activities (Lead by Apopsi. Input by all partners as planned)
- Target groups identification and segmentation alongside analysis of their information needs
- Identification and setting-up of multiple channels of communication and dissemination
- Targeted communication through selected channels according to target group, as needed
- Liaison activities towards potential synergies with relevant actors and stakeholders
- Planning, design, evaluation and refinement of publicity activities

In view of securing high quality results and the unobstructed flow of the project, the PM will be responsible to produce early on the Project Management Guidelines, based also on National Agency requirements and any obligations deriving from the Grant Agreement between the project leader and the National Agency and other related rules. The PM Guidelines will also be based on the project proposal and the extensive, detailed descriptions for each output and activity foreseen along with their respective methodologies, elaborated in detail therein. Each intellectual output leader will be responsible for coordinating the respective intellectual output, including all activities that fall under the output and coordinate the work and communication, in cooperation with activity leaders, where and as needed. The Project Manager will be responsible to facilitate and address conflicts on a daily basis and decide whether immediate high-level action is needed. A Steering Committee will be formed in the beginning of the project by one partner per organisation with decision-making power as the main project decision-making organ in such cases where the PM finds that a decision is required at Steering Committee level. Other members of the consortium will be able to convene a Steering Committee meeting, should the decision to do so is not made by the PM in a timely manner.

Transnational Project Meetings

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

During the course of 12 months, 2 face-to-face Transnational Project Meetings will take place in order to monitor the progress towards the objectives of the project within set time limits and take corrective measures, as and if needed. The meetings will be attended by two representatives of each partner. The kick-off meeting will be hosted by partner Simenntun in Iceland (M1) The meeting will have one (1) day duration and will be attended by two representatives from each partner. Laying the ground for fruitful cooperation and providing the platform for a clear and coherent overview of the project's work plan and core aims as well as the partner's profile, expertise and added value to the project. The main goals of the kick-off meeting will be the allocation of specific tasks and actions attuned to the project's timeline and budget, taking into account each partner's expertise and strong points, and eventually the signing of the consortium agreement. 2nd project meeting: Greece, hosted by partner Apopsi(M6) The second meeting will be hosted by Apopsi. The meeting will have one (1) day duration and will be attended by two representatives from each partner. The goal of the meeting will be to assess the progress of the project, in particular the core Project Result of the project which is the Methodology content and the progress of the Motivational videos as made available at that point of the project. The goal of the meeting, in the middle of the implementation of the Project and the development of the Methodology will be to commonly assess progress thus far, and determine the timeline, task allocation and further progress into the main phase of the project and its core outputs. Furthermore, during the meeting, the last phase of the project involving also testing, evaluation and fine tuning will be prepared and agreed upon in terms of time and tasks allocation. In addition, the partners will hold at least three (3) more online Transnational Project Meetings through the platform Google Meet when needed during the project implementation. The meeting will have one (1) day duration and will be attended by two representatives from each partner. Agenda/minutes reports will be provided by the PM for each meeting.

Please specify the funds requested to organise the planned transnational project meetings.

Meeting ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	N° of Participants	Grant (EUR)
1	Asociación Socio-Cultural La Guajira (E10085441 - Spain)	Kick-off Meeting	Spain	04-2022	10	6 080
2	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Second Project partners Meeting	Greece	10-2022	10	5 340
Total					20	11 420

Transnational Project Meetings Budget (1)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant (EUR)	Grant (EUR)
APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Greece	2	>= 2000 km	760	1 520
Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	Iceland	2	>= 2000 km	760	1 520
Magnetar Ltd (E10055152 - Cyprus)	Cyprus	2	>= 2000 km	760	1 520
Human Resources Development Agency (E10253297 - Bulgaria)	Bulgaria	2	>= 2000 km	760	1 520
Asociación Socio-Cultural La Guajira (E10085441 - Spain)	Spain	2	0 - 99 km	0	0

Transnational Project Meetings Budget (2)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant (EUR)	Grant (EUR)
Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	Iceland	2	>= 2000 km	760	1 520
Asociación Socio-Cultural La Guajira (E10085441 - Spain)	Spain	2	>= 2000 km	760	1 520
Human Resources Development Agency (E10253297 - Bulgaria)	Bulgaria	2	100 - 1999 km	575	1 150
Magnetar Ltd (E10055152 - Cyprus)	Cyprus	2	100 - 1999 km	575	1 150
APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Greece	2	0 - 99 km	0	0

Project Management

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

Budget Control The budget was prepared on the basis of a cost-benefit analysis and cost effectiveness, e.g. based on an efficient and objective division of tasks, sustained on each partners' expertise and resources. All resources, human, financial or technical, were selected based on high quality criteria to ensure that they were the most suitable, productive while, at the same time, also the most economically efficient. By designing a work plan that best fits the project's aims and partners' profiles, we value the resources to be allocated to each activity and, consequently, the money invested in the project. The lead partner (HRDA) will be responsible for continuously monitoring and controlling the budget. In this respect, in addition and complementary to the mechanisms provided under the Erasmus+ programme, the lead partner will make use of specific mechanisms, e.g. Internal Monitoring Reports, in view of ensuring close and continuous control and overview of the budget at all times throughout the project implementation. Within the framework of the Internal Monitoring Reports, the lead partner will collect from all partners every 6 months, information regarding the work plan, budget and valorisation activities. All financial information in the Internal Monitoring Reports should be supported by proper documentation. The PM will be responsible for informing the partners on the financial rules and processes as well as the time plan for the financial management, according to the Erasmus+ programme rules. Each partner will receive a clear breakdown of its budget and expected tasks and will be held responsible for their own financial management. The partners are obliged to provide the lead partner with all necessary information and supporting documents whenever requested. This will allow the project coordinator to control expenditures incurred per partner. In order to facilitate communication and ensure proper reporting, each partner organisation will nominate one reference person as financial officer who will be the contact person for all financial management aspects during the implementation.

Time Management The time management in the project will be ensured by:

- A clear work plan, with the main activities, dates and milestones
- Project management and quality mechanisms, namely Internal Monitoring Reports (as described above), transnational project meetings, web meetings, online workspaces, and other collaborative tools

The PM will be responsible for the overall organisation of the work, the everyday management, the timely implementation of all tasks, the drafting of the reports and the overall financial management of the project. All reporting and communication with the funding agency and the EU services will be undertaken solely by the applicant and lead partner. The PM will monitor the overall project and activity progress in close collaboration with the respective leader of each intellectual output. The PM will be supported by a Financial Officer, and a Project Assistant. The work plan and time management responsibilities will be integrated in the overall Project Management Guidelines as well as in the individual bilateral partnership agreement between the lead partner and each of the project partners. Additionally, all tools and mechanisms in place for the effective cooperation and communication among consortium partners (mentioned above under Communication), will be utilised to safeguard time management and smooth project implementation, including the Transnational Project Meetings, where the time plan will be reviewed, analysed and necessary adjustments will be made accordingly as well as the virtual meetings, organised according to project needs to discuss and review the process. In case of major delays that seriously influence the project implementation, the established project Steering Committee will have to convene and decide on the appropriate measures.

Please describe the tasks and responsibilities of each partner organisation in the project.

Task allocation approach: 1) Enabling a balanced workflow 2) Using the expertise, strengths and competencies of the partners for the best outcome of the project at implementation, management, exploitation, dissemination and evaluation levels

MANAGEMENT AND ADMINISTRATION - The daily coordination and administration of the project, reporting, and communication to the Commission, creating a management plan and internal communication group: responsibility on the project coordinator, Simen tun - Each partner: responsible for own administrative and financial documentation and activities, and providing these to the coordinator. - The coordinator will also be responsible of the overall monitoring of the project together with the output leaders.

DISSEMINATION - Partner La Guajira will be responsible for coordinating and monitoring the dissemination activities on the project level and of delivering the dissemination strategy, setting up dissemination platforms and taking care of the dissemination activities on the project level, e.g. providing and coordinating the news to disseminate to the partners. With its experience, La Guajira is a perfect partner in order to validate frameworks and curriculums, to establish and pilot new innovative methodologies in the field of cultural dissemination. Each partner: responsible for dissemination activities in own country and geographic area, agreed project activities, organising dissemination events and activities, national translations, and follow-up and reporting own dissemination activities.

SUSTAINABILITY/EXPLOITATION - HRDA will be responsible for coordinating, preparing, monitoring, coordinating and reporting the exploitation and sustainability activities at the project level. It is well- connected to different European bodies which will further contribute in the sustainability of the outcomes. - Each partner: responsible for planning sustainability and exploitation of the project outcomes in the own organisation with necessary actions taken, and reporting activities to the activity leading partner.

QUALITY ASSURANCE AND EVALUATION - Magnetar will be responsible for coordinating, preparing, monitoring, coordinating and reporting the quality assurance and evaluation activities at the project level. This is further connected to the quality of the project results and therefore also to external evaluation of the project outcomes. - Each partner: responsible for implementing the quality assurance - evaluation tasks in own organisation, country and to the outputs, and reporting activities to the activity lead partner.

COMMUNICATION in the project: **INTERNAL:** - Project level: coordinator. For this purpose a mailing list and an internal online management platform will be created - Activity/output level: lead by each partner who is responsible for the

activity/output, and as secondary the coordinator. - To the Commission: the sole responsible will be the coordinator
 EXTERNAL: - Each partner responsible for communication towards own stakeholders, managing target groups, and documenting and reporting the activities. In terms of Project Results, the following allocation in core responsibilities is scheduled (detailed division of work in section Project Results): Project Result 1 - Aim: Development of Methodology - Apopsi. All Partners carrying research at country level. Project Result 2: (Aim: Motivational Videos) Activity leading organization HRDA responsible for the filming of the tutorials in English. All partners input. Adaptation to national languages all partners.

How will the progress, quality and achievement of project activities be monitored? What qualitative and quantitative indicators will you use to measure the quality of the project's results?

A systematic, ongoing and comprehensive internal quality evaluation process of the project will be executed, according to the Quality Management Plan. All management processes, activities, deliverables, events and outcomes will be closely monitored, reviewed and evaluated as to how successfully they serve in attaining the project objectives, in ensuring the quality and sustainability of its results and laying the ground for successful future exploitation beyond the project lifetime. The overall project quality evaluation will be broken down in the examination and evaluation of the quality of its major activities and results: 1. Evaluation of the training modules and integrated training provision: • Has the training course and its delivery method been successful in serving the project goals and objectives? • Has the training course in its entirety successfully addressed the target groups needs, as identified? • Is the course structure and material as well as its delivery method of high quality and usability? 2. Evaluation of the impact of the MOTIVE project • Has the project successfully impacted and contributed to the upskilling and the increase of the level of professional and pedagogical readiness of the target group? • Has it had an impact and been of benefit to the main target group of the project and indirect target groups as specified? 3. Evaluation of the implementation of MOTIVE • Has the cooperation of the partners, including the content and activities of the Transnational Project Meetings and virtual meetings, been of high quality and useful? • Has the intended kind and number of stakeholders been involved throughout the project? • Were the project multiplier events and pilot testing implemented effectively and reached their intended objectives? Organization of work: Within the framework of the Quality Management Plan assessing the quality of all procedures at consortium level, the responsible partner (Magnetar) will include, as its integral part, the methodology and steps for an internal evaluation process, defining the concrete steps, time plan and objectives of this process. All partners will provide individual feedback, evaluate the major project activities and results in terms of quality, observed impact on their work and on the target groups, including through the latter's received feedback. Target audience feedback, gathered by continuous interaction throughout the project as well as through the pilot testing workshops, will provide the project with a direct evaluation both of the content and the platform of the course, feeding into the revision and development of the final version of the course and online platform. Outcomes of the evaluation process will be continually fed back to partners to ensure optimal project actions. The indicators of achievement consist in certain criteria of both quantitative and qualitative nature. The quantitative indicators mainly address the consistency of the undertaken activities to the target group(s) outreach as follows • Number of directly involved beneficiaries in training activities through the implementation/pilot-testing phases • Number of addressed participants in research activities • Number of organisations/authorities/collective bodies and informed on project objectives and activities through diverse dissemination activities and channels Qualitative indicators in turn will look into gauging project activities and outputs against • their efficiency (i.e. comparing the utilized resources and inputs of the project with specific outputs, documenting the extent by which the project benefited); • their effectiveness (i.e. activities and outputs all-around performance with respect to specific objectives associated to them); • economy • satisfaction level of target groups' beneficiaries as collected by diverse evaluation tools during the implementation of the project • communication flow.

Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

Operational/Technical capacity: Skills and expertise of key staff involved in the project SIMENNTUN: Magnús Smári Snorrason Holds a bachelor's degree in International studies and a master's degree in leadership and management. He is a project manager at Simenntunarmiðstöðin and was and is involved in the management and implementation of Erasmus + FEENICS project and SINTRA project. He is responsible for designing and managing several courses for both individuals as well as companies and institutions including on-line courses.

Guðrún Vala Elísdóttir Has been working for Simenntunarmiðstöðin as a career counsellor and a project leader for 10 years, and has a background of teaching and school management. She has been organising educational services for people, mostly unemployed and immigrants along with counselling. She has designed and developed several teaching courses, e.g. "increasing self-confidence in young women" – „empowering women of foreign origin" among other projects. She has completed BA in Anthropology, B.Ed., and has diplomas in Special Education, School Management, Career Counselling and CBT (cognitive behavioural therapy). HRDA: Kalin Minev Project Management, Leadership Projects, Business Strategy, Strategic Planning, Business Innovation Entrepreneurship, Business Analysis, Program Management. He has coordinated numerous EU Projects Participation and has experience in following programmes: ERASMUS +, Interreg, Danube Transnational Programme , Norway Grants, Balkan-Mediterranean Elka Mihaylova Financial expert Start working for HRDA 2012, as an expert. Education-Bachelor's accounting and control Master of Economics Bachelor-Computing Equipment Master – Engineer in electronics and automation Maya Radoslavova Project implementation, Technical support, Analysis Education-Bachelor and Master of Law Bachelor in International Economic Relations Master-

International Business and Management Previous experience at HRDA: Staff member since 2012. Languages spoken- English and German. MAGNETAR LTD Mr Viktoras Iordanou, Project Manager: A Mechanical and Energy Engineer with multiyear experience in Academic and European Projects in the areas of Entrepreneurship, Innovation, VET, Capacity Building. Engineering Diploma from the Mechanical Engineering Polytechnic School of the University of Western Macedonia EU Projects Participation and experience: HORIZON 2020, RASMUS +, Interreg, Intelligent Energy Europe, Leonardo Da Vinci Mr Socrates Magides, Expert: Socrates Magides holds a Bachelor Degree in Electrical Engineering. EU Projects Participation and experience: HORIZON 2020, CIVITAS, ERASMUS +, Interreg, Intelligent Energy Europe, Leonardo Da Vinci LA GUAJIRA: General management: Jesús Gómez Fuentes, president of La Guajira, has been involved in the organisation, its cultural events, its educational activities and its volunteering service for 7 years. Management of cooperation projects: David Lorenz has worked as a Project Manager in several Erasmus+ and AMIF projects for several institutions. Dissemination activities: Ámina Pallarés Calvi works as Communication and marketing manager and has been involved in the world of marketing for over 10 years. APOPSI: Mr. Stelios Kaznesis - holds a degree in Sociology from Panteion University of Social and Political Sciences and he has more than 15 years of experience in designing and implementing national and community initiatives in the fields of vocational training and Human Resource development, entrepreneurship and social economy promotion, social inclusion of vulnerable groups and promotion of equal opportunities. He is a certified trainer on vocational guidance from the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP). Mr. Petros Pallis - He has exceptional knowledge in large scale developmental projects of public and private sector as well as extended experience of European Research Projects (FP6, FP7, E-Ten, etc.).

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

There are two stages in the process of Project Risk Management: Risk Assessment and Risk Mitigation. As project risks can occur at all project phases, each of them having a diverse impact on project outcomes and/or the smooth cooperation or communication among partners, the Risk Management Strategy will be put in place at the very beginning of the project, as an integral part of the overall Quality Management Plan. Risk assessment will take place at the very start of the project, as a basis for effective risk mitigation and control, if and when needed. The overall risk assessment will consist in:

- identifying and analysing risk events in terms of their probability and drivers,
- understanding and assessing the impact and extent of these risks,
- prioritising the risks according to their probability, likely impact and severity

The risks will be analysed in a table, examining per risk the impact and probability of occurrence. This will be agreed among the partners, in order to make each member aware and committed. On the basis of the risk assessment, risk mitigation and control activities will be planned through the following process:

- describing mitigation measures for each risk, and taking the appropriate actions in advance to reduce the effect of risks
- planning for alternatives for all those activities for which risks have been deemed to be significant
- measuring and tracking the effects of the risks identified throughout the project and

adjusting measures wherever necessary While the whole process will be coordinated by the lead partner, the Steering Committee will be the highest decision making organ, supervising the risk management process. Each time the Steering Committee convenes, the risk management assessment and control will be assessed and decision will be taken. Each project result, including all activities that fall under the result, will be coordinated by the consortium partner designated project result leader. The project result leader will coordinate the work and communication for each result and all activities therein. In case of conflict, the project manager will be informed and involved. In case the conflict cannot be solved at result and project management level, the Steering Committee will convene and discuss the issue at consortium level. At all times, the goal will be to reach a unanimous agreement at Steering Committee level. However, if no such solution can be found and a unanimous decision cannot be achieved, the Committee's majority vote is considered binding by all partners. As for all issues concerning the financial management, the project coordinator and liable organisation to the funding authority has a special veto.

Implementation

Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned results?

In order to reach the project objectives and deliver the planned results the project workflow consists of two sets of activities by the partnership: Horizontal activities (managerial, administrative, dissemination to secure smooth partnership collaboration, quality of outputs and results, and outreach of results and outcomes) - Internal Communication Strategy based on ICT tools, - Face-to-face Transnational Project Meetings, followed by minutes in order to monitor the progress towards the objectives of the project within set time limits and take corrective measures, as and when appropriate. - Drafting, presenting and adopting a Project Management Plan, including a work plan with specific activities and deadlines. - Drafting the Consortium Agreement; this will be signed by all involved partners and will rule on procedures, obligations of each partner and relationships among the consortium members. - Coordinating the overall financial and administrative activities, while taking under consideration the overall adherence to the financial budgets. - Processing all administrative and technical or financial information into periodic and final reports in compliance to the European Commission criteria. - Quality Management and Evaluation activities throughout all phases of the project (preparation, implementation, follow-up, dissemination, completion) - Development of Quality Management and Evaluation tools for the assessment of both project and consortium related activities and procedures, as well as quality and impact of outputs and results. - Communication and Dissemination activities i.e. • Target groups identification and segmentation alongside analysis of their information needs • Identification and setting-up of multiple channels of communication and dissemination • Targeted communication through selected channels according to target group, as needed • Liaison activities towards potential synergies with relevant actors and stakeholders • Planning, design, evaluation and refinement of publicity activities Implementation activities (securing the delivery of project outcomes for the target groups and their direct involvement in the development and finalisation phases of deliverables and outcomes) Project Results activities as demonstrated in the section Project Results: Activities towards delivering the Methodology for online teaching (PR1) - Overall methodology and tools for the analysis - Quantitative and qualitative primary research accounting for targeted primary data by involving teachers and trainers - Development of methodological framework. Pilot-testing methodology and pilot testing sessions - Pilot-testing report (optimisation of training provision upon feedback) Activities towards filming motivational videos for teachers and trainers (PR2) - Preparation of training materials in connection with the presentation of the Methodology. Filming the motivational video and translation into local language from English

How will you communicate and cooperate with your partners?

Ongoing and open cooperation and communication among project partners is key for the successful implementation of a trans-national project. Following the management guidelines as demonstrated in the project Management Plan as developed by project leader Simenntun (PM), the partnership will apply and adapt a clearly defined internal communication and cooperation strategy, to ensure regular contact among the consortium partners, uninhibited accessibility to all project documents and a timely implementation of all project activities and results. Internal communication The project manager (PM) will work throughout the duration of the project in close cooperation over phone, email and Skype to receive the requested feedback and input from each of the PR activity leaders. The PM will monitor the timely implementation of the envisaged activities and will initiate an appropriate response in case of delays or insufficient quality. The preferred means

of communication between partners will be written and per email. A mailing list will be created for written communication of the members of the consortium, while synchronous tools for online meetings (such as Skype, Google Hangout, Adobe Connect etc.) will be used according to ongoing needs. In particular, in addition to the face-to-face transnational meetings there will be monthly skype meetings scheduled and undertaken, where all partners will participate. Minutes will be kept and circulated. Internal online work-space For the optimal collaboration among partners there will be a shared online space designed by the Project manager (Dropbox or Google Drive). A dedicated folder structure for both managerial, dissemination and exploitation shared material, as well as for the Project Results will be created, in order for the partnership to have a common reference for core documents (Management plan, Dissemination plan) as well as working and final documents/outputs within Project Results as foreseen. Development of results, monitoring of documents With respect to the development of the main Project Results of the project, all documents will use a common template which will be created by the partner responsible for the delivery of the dissemination material and the internal communication templates (La Guajira). The progress of development of certain results, or complementary deliverables supporting the development of results (e.g. internal guidelines for pilot-testing sessions etc.) will allow for partner feedback which will be documented in the history section of the relevant document (according to the template structure). Multiple working versions towards final versions of outputs will be numbered within their file names as v1, v2, v3, etc. All these aspects will be demonstrated in the Project management plan and communicated to the partners during the kick-off meeting of the project. This will guarantee smooth cooperation among partners, with clear responsibilities and easy to be tracked progress within the activities and the outputs/deliverable of each PR.

Have you used or do you plan to use eTwinning, School Education Gateway, EPALE or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

So far, none of the partners has used EPALE and the Erasmus + Project Results Platform for preparation, implementation

or follow-up. The partners find the two platforms as extremely good opportunities, especially for inspiration. In addition to the dissemination plan prepared in connection with the implementation of the project proposal, the two platforms will be an extremely useful way to disseminate the results of the project, as the basis for it to be considered successful is to reach as many people as possible. In particular, the EPALE platform will enable all participants in the project from the target groups, trainers to the administrative staff, striving for its implementation to enrich their point of view, meeting like-minded people and following the successful practices of other contractors' projects. The platform is a natural continuation of the ideas and goals of the project and its participants.

Production of Project Results

Do you plan to produce project results in your project? No Yes

Project Results Summary

Result ID	Leading Organisation	Result Title	Starting Period	Ending Period	Grant (EUR)
1	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Methodology for teaching and training in online environment	04-2022	12-2022	44 534
2	Human Resources Development Agency (E10253297 - Bulgaria)	Motivational video tutorials for teaching and training in online environmet	04-2022	12-2022	39 745
Total (EUR)					84 279

Project Results Details (1)

Result ID	1
Result Title	Methodology for teaching and training in online environment
Result Leading Organisation	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFISIS ANONYMI ETAIREIA (E10176306 - Greece)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>PR1 aims to develop a Methodology to support the projects target groups i.e. . Thanks to the current methodology, the project target groups will receive a structured manual for preparing their online curriculum. The methodological framework will guide in particular the development of a modular set of educational material and guidelines for teachers and trainers in an online learning space (platform) that will address: a) Pivotal, general aspects of teaching ad training in online environment b) Integrated strategy depending on the nature of their activity on how to make their training plan separated in the following parts:</p> <p>1 Fixing the knowledge, skills, habits and ways of knowledge that should be studied in the subject for the school year; 2. Technological provision of the teacher and facilitated digital transformation (General guidelines for teachers and educational staff in order to promote digital literacy and tackle misinformation through education and training)</p> <p>.Showing the good practices of the project partners, well experienced in the field of online training and teaching. Data will be drawn from targeted analysis using both primary and secondary means aiming towards the development of the framework which will be the result of the following interrelated aspects to be elaborated upon.: a) Planned provision and support scheme vis-à-vis the pivotal understanding of online teaching and training. Clear identification of the assets and gaps in knowledge and most importantly understanding regarding the new framework for proper preparation of training programs, including its importance for EUs digital society. Definition of the main challenges. b) Planned provision and support scheme to understanding of teachers and trainers will be within their readiness to restore conditional establishment. The methodology will offer different strategies depending on their sphere of manifestation for preparing understanding of teachers and trainers to start the transition in training and teaching in online environment - getting acquainted with different options - platforms, YouTube channels, social networks, etc., Following the documentation phase, integration of data will lead to the development of a Methodology which will, ● Describe the pedagogical approach and training methodology ● Explain the course topics, goals and objectives ● Provide a methodological matrix/set around which educational content will be organized and implemented ● Develop the action methodologies for the learning delivery of the training experience. Propose the technical solutions Elements of innovation: Given the specifics of the subject short-term intensive courses with exceptional practical orientation will be conducted. Upon completion, the teachers and trainers acquire the basic skills for fast transition in online environment. It is imperative to acquaint teachers with all the technological opportunities provided by the online environment for the closest possible feeling of teaching to the real situation..</p> <p>● Expected impact: The framework will be promoted to various target groups of the project scope described in the part target groups Transferability: The methodological framework will allow for customisation in different contexts. This will be achieved by leaving enough room for adaptations by referring to national/local contexts.</p>
Result Type	Methodologies / guidelines – Non-formal learning methods
Please describe the division of work, the tasks leading to the production of the result and the applied methodology	<p>Tasks and division of work: TASK 1: Overall methodology and tools for the analysis Division of work: Apopsi: Development of research methodology and tools All partners: Input on methodology framework and tools Methodology Provision of guidelines on how the analysis activities will be carried out, including provisional questionnaires,</p>

interview logs, and reporting templates and rules for country-specific reports to be integrated in overall report. TASK 2: Identification of the support and training intervention scope with respect to the aspects of pivotal understanding of understanding of online teaching and training. Division of work: Simenntun: Research in Iceland; HRDA: Research in Bulgaria; Apopsi: Research in Greece; La Guajira: Research in Spain; Magnetar: Research in Cyprus, Methodology: A secondary research and analysis will take place to benchmark the turning points in the online teaching and training overall understanding of the new situation principles, the approach for overcoming the situation, and eventually the overall positioning to it including documentation where available of ways/practices already implemented and/or tested and evaluated. The aim of the analysis is to highlight the most purposeful pedagogical/educational pathways and methodologies towards optimal usability of the methodology. TASK 3: Quantitative and qualitative primary research accounting for targeted primary data by involving different kind of target groups. This analysis level will draw from the findings of the secondary data, in order to deepen into them and identify the key support and training aspects and how they can better condition the foreseen thematic approach and their desired impact to be developed. Division of work: Quantitative research: : Simenntun: Research in Iceland; HRDA: Research in Bulgaria; Apopsi: Research in Greece; La Guajira: Research in Spain; Magnetar: Research in Cyprus, Qualitative research: Quantitative research: : Simenntun: Interview in Iceland; HRDA: Interview in Bulgaria; Apopsi: Interview in Greece; La Guajira: Interview in Spain; Magnetar: Interview in Cyprus, Methodology: • The quantitative research will aim at collecting approx. 10-15 responses (teachers and trainers) per country. The quantitative research questionnaires will be made available online deploying an online survey platform (part of the educational platform with the materials from the project) allowing for the extraction and filtering of data. • The qualitative research will involve approx. 5 in-depth interviews (in group or separate) with teachers in each country addressing the issue of needs in optimising their professional readiness within the scope of the analysis aspects as demonstrated in the PR description. The research will focus on discussing work patterns as experienced, in order to identify their attitudes, challenges and expectations on how a training intervention would better fit their profiles and how it would better respond to the requirements of the new situation. TASK 4 : Development of Methodology. Division of work: Apopsi: Development of methodological framework All partners collaborate towards the development of the final methodology. Methodology: The methodological framework will draw from a comparative analysis of documentation, elaborating into methodological elements and tools. Substantial input will be provided by all partners regarding country-specific aspects. The main goal of the framework consists in distinguishing what is to be considered as more essential and what not.

Result Production Start Date (dd-mm-yyyy)	01-04-2022
Result Production End Date (dd-mm-yyyy)	31-12-2022
Result Languages	English , Icelandic , Greek , Spanish , Bulgarian
Result Media	Website , Text File , Publications
Result Participating Organisations	Human Resources Development Agency (E10253297 - Bulgaria) , Asociación Socio-Cultural La Guajira (E10085441 - Spain) , Magnetar Ltd (E10055152 - Cyprus) , Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)

Project Results Budget (1)

Result ID	Organisation	Managers (EUR)	Teachers / Trainers / Researchers (EUR)	Technicians (EUR)	Administrative Support Staff (EUR)	Grant (EUR)
1	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	0	9 590	2 040	0	11 630
2	Human Resources Development Agency (E10253297 - Bulgaria)	0	5 180	1 650	0	6 830
3	Magnetar Ltd (E10055152 - Cyprus)	0	7 535	2 040	0	9 575
4	Asociación Socio-Cultural La Guajira (E10085441 - Spain)	0	7 535	1 734	0	9 269
5	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	0	6 420	810	0	7 230
Total (EUR)		0	36 260	8 274	0	44 534

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Greece	Teachers/Trainers/Researchers	70	137	9 590
2	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Greece	Technicians	20	102	2 040
Total				90		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	Human Resources Development Agency (E10253297 - Bulgaria)	Bulgaria	Teachers/Trainers/Researchers	70	74	5 180
2	Human Resources Development Agency (E10253297 - Bulgaria)	Bulgaria	Technicians	30	55	1 650
Total				100		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	Magnetar Ltd (E10055152 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	55	137	7 535
2	Magnetar Ltd (E10055152 - Cyprus)	Cyprus	Technicians	20	102	2 040
Total				75		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	Asociación Socio-Cultural La Guajira (E10085441 - Spain)	Spain	Teachers/Trainers/Researchers	55	137	7 535
2	Asociación Socio-Cultural La Guajira (E10085441 - Spain)	Spain	Technicians	17	102	1 734
Total				72		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	Iceland	Teachers/Trainers/Researchers	30	214	6 420
2	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	Iceland	Technicians	5	162	810
Total				35		

Project Results Details (2)

Result ID	2
Result Title	Motivational video tutorials for teaching and training in online environmet
Result Leading Organisation	Human Resources Development Agency (E10253297 - Bulgaria)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>In the current complicated situation, in addition to the change in the psychological state of the teachers from the overall change in the environment, the motivation to change the way of working also causes problems. Often, given the unfamiliar environment and all the difficulties caused by the change in working conditions, the teacher demotivates and loses the desire to work. The project will produce a short series of motivational videos to motivate teachers to maintain their desire to work and teach despite the changed environment and to strengthen their desire to learn about new technologies and teaching methods needed to move to online learning. In order for this tool to work, it is important to follow the principles that maintain and develop motivation. In addition, it is important to follow a few practical rules for more effective application of motivational tools in practice:</p> <p>VOLUNTEERING - The tools are used only if desired by the learner. Any obligation and coercion to use is not allowed and would have the opposite effect.</p> <p>TIMELINESS - The tools are used when the learner deems it appropriate as a period of time. Pre-setting dates and periods is not always a good motivator for achievement.</p> <p>CONFIDENTIALITY - Motivational tools are designed for independent work. In case the user does not want to share them, but prefers his work to remain personal, he has the full right to keep any activity in this regard undisclosed.</p> <p>ASSISTANCE - In case of need and desire, each of the participants in the project can turn to the authors of the tools for assistance, consultation or giving additional guidelines for work. The development of the technical solutions for the training delivery - The integration of the learning content in EN, BG, ES, GR, IS. In terms of training material content, presentation and structure, the provision will rely on usefulness and attractiveness, stimulating training and learning in a manner that is attractive, and more importantly informed by knowledge as cross-fertilised by the consortium organisations.</p> <p>Expected impact: It is expected that the training provision will guarantee high impact on teachers and trainers and VET institutions, supporting them at all levels based on its open accessibility and layout drawing from preferred models of training delivery. Furthermore, the provision will offer itself for adaptation and/or inclusion in running practices by developing all thematic parts as both interconnected and standalone training packs.</p> <p>Transferability: As already demonstrated at the level of the methodological framework for the design of the training material, the proposed training provision will be able to be transferred as is to different languages (by the provision of the html content to be translated), as well as to different contexts, allowing for adaptations.</p>
Result Type	<p>Learning / teaching / training material – Audiovisual material</p> <p>The following tasks are foreseen towards the production of PR2 TASK 1: Development of material for the Motivational Training video tutorials. Division of work: - Video “Motivation” HRDA: Leading development of material under Videos “Motivation” in EN HRDA will develop the methodology and will define the content for the filming of training videos with the support of La Guajira and Magnetar. TASK 2: Filming of training video tutorials HRDA with the support of Magnetar will film the training video content defined within TASK 1 in EN and BG and some in Icelandic. HRDA will upload the videos in EN into the training platform. HRDA,: Adaptation subtitles to BG La Guajira Adaptation subtitles to ES Magnetar and Apopsi: Adaptation subtitles to GR. The development of the webinars material will be split among partners as demonstrated in the division of work. This will lead to a diversified approach to cover</p>
Please describe the division of work, the tasks leading to the production of the result and the applied methodology	

	<p>different work environments, organizational cultures within countries, however allowing for an EU wide approach The material will be developed in English. The development of material will also involve short tests, multiple choice and else. The material for the transnational webinar will be in EN. The material for the webinars Motivational videos and Methodology will be then translated/adapted upon country-specific criteria (BG, ES, GR, IS), visual elements adapted to languages as needed, and then uploaded to be accessible online. Webinars will be recorded and uploaded to be accessible online in the educational platform. Partners will respectively proofread and edit online versions of the material.</p> <p>The Videos will be made accessible online on a landing page providing inter alia further information for the project. The digital modules will be graphically enhanced with (indicatively) visual elements, static images, embedded videos, and visual scenarios of static interaction. Uploading of material in all languages will be followed by online editing before final version to be tested in PR2.</p>
Result Production Start Date (dd-mm-yyyy)	01-04-2022
Result Production End Date (dd-mm-yyyy)	31-12-2022
Result Languages	Bulgarian , Icelandic , Greek , Spanish , English
Result Media	Video
Result Participating Organisations	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland) , Asociación Socio-Cultural La Guajira (E10085441 - Spain) , Magnetar Ltd (E10055152 - Cyprus) , APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFISIS ANONYMI ETAIREIA (E10176306 - Greece)

Project Results Budget (2)

Result ID	Organisation	Managers (EUR)	Teachers / Trainers / Researchers (EUR)	Technicians (EUR)	Administrative Support Staff (EUR)	Grant (EUR)
1	Human Resources Development Agency (E10253297 - Bulgaria)	0	6 660	2 750	0	9 410
2	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	0	4 795	2 550	0	7 345
3	Magnetar Ltd (E10055152 - Cyprus)	0	4 795	2 550	0	7 345
4	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	0	7 490	810	0	8 300
5	Asociación Socio-Cultural La Guajira (E10085441 - Spain)	0	4 795	2 550	0	7 345
Total (EUR)		0	28 535	11 210	0	39 745

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	Human Resources Development Agency (E10253297 - Bulgaria)	Bulgaria	Teachers/Trainers/Researchers	90	74	6 660
2	Human Resources Development Agency (E10253297 - Bulgaria)	Bulgaria	Technicians	50	55	2 750
Total				140		

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Greece	Teachers/Trainers/Researchers	35	137	4 795
2	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Greece	Technicians	25	102	2 550
Total				60		

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	Magnetar Ltd (E10055152 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	35	137	4 795
2	Magnetar Ltd (E10055152 - Cyprus)	Cyprus	Technicians	25	102	2 550
Total				60		

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	Iceland	Teachers/Trainers/Researchers	35	214	7 490
2	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	Iceland	Technicians	5	162	810
Total				40		

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day (EUR)	Grant (EUR)
1	Asociación Socio-Cultural La Guajira (E10085441 - Spain)	Spain	Teachers/Trainers/Researchers	35	137	4 795
2	Asociación Socio-Cultural La Guajira (E10085441 - Spain)	Spain	Technicians	25	102	2 550
Total				60		

Multiplier Events

Do you plan to include multiplier events in your project?

Yes

Multiplier Events Summary

Event ID	Leading organisation	Event Title	Starting period	Ending period	Grant (EUR)
1	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	International WebMeeting on Project Results Dissemination	03-2023	03-2023	2 250
2	Human Resources Development Agency (E10253297 - Bulgaria)	Local WebMeeting on Project Result Dissemination Bulgaria	01-2023	01-2023	450
3	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFSIS ANONYMI ETAIREIA (E10176306 - Greece)	Local WebMeeting on Project Result Dissemination Greece	01-2023	01-2023	450
4	Asociación Socio-Cultural La Guajira (E10085441 - Spain)	Local WebMeeting on Project Result Dissemination Spain	01-2023	01-2023	450
5	Magnetar Ltd (E10055152 - Cyprus)	Local WebMeeting on Project Result Dissemination Cyprus	01-2023	01-2023	450
6	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)	Local WebMeeting on Project Result Dissemination. Iceland	01-2023	01-2023	450
					4 500

Grant support for multiplier events can only be asked for if the project intends to produce substantial project results. Other sharing and promotion activities will be supported via the Project Management and Implementation grant.

Multiplier Events Details (1)

Event ID	1
Event Title	International WebMeeting on Project Results Dissemination
Event Leading Organisation	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)
Country of Venue	Iceland
Event Description (Including: Targets groups and objectives)	<p>The Webinars – Multiplier events will be part of the Training Curriculum and provide an online component to each module in order to facilitate the participation of people living/working in different geographical areas and mostly because of the health crisis and the requirements for social distancing and to promote the use of digital technologies. The Transnational webinar will be the length of 2 hours and will cover the main thematics of the Training Curriculum (skill assessment, facilitation techniques, inclusive approaches, involvement and selection of beneficiaries, networking and marketing). All project partners will take part in the organizations and every country will participate with at least 30 participants. The program of the event will be prepared by Simenntun in collaboration with all the partners. The transnational webinar will be in English. The webinar will be recorded and uploaded in the online training platform. The online platform will be in EN (with just the key parts translated in partner languages), freely accessible and maintained for at least 5 years after the project end in order to share the project materials with the widest possible range of adult education providers in Europe. A possible enrolment to the platform, administrated by HRDA, after the end of the project will allow other trainers to upload additional Webinars and videos, after the approval of content by HRDA. Therefore, the platform will host a wide range of materials in various languages and will support the creation of a network of adult education providers and stakeholders all over Europe on a sustainable basis. The platform will observe all the privacy rules of each partner country. The online platform together with an overview on the Webinars and additional videos will be shown at the Local and National multiplier events to promote the project approach, tools and methodologies in adult education. The webinar will be divided into two parts - two in the country on the topic of getting acquainted with the methodology and two for getting acquainted with the motivational videos. The international one will be attended by three countries and will last longer. La Guajira is responsible to prepare the schedule. Schedules for webinars from partners countries prepared by La Guaira. The organization of the international organization can be prepared by HRDA. Target Groups: 1. Teachers and trainers working in online environment due to the pandemic situation from schools, VETs, Universities.</p> <ul style="list-style-type: none"> • who have risk to stop work due to poor technological preparation • who have difficulty completing their work because lack of motivation • 2. Institution and Authorities in the field of Education and Training.. 4. Teachers of Vocational Education and Training and staff of Workshops • They will participate in this project's development and use the new method in their work.
Event Start Date (dd-mm-yyyy)	01-03-2023
Event End Date (dd-mm-yyyy)	01-03-2023
Project Results Covered	Project Results Details (1) Project Results Details (2)
Event other Participating Organisations	Human Resources Development Agency (E10253297 - Bulgaria) Asociación Socio-Cultural La Guajira (E10085441 - Spain) Magnetar Ltd (E10055152 - Cyprus) APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDEFISIS ANONYMI ETAIREIA (E10176306 - Greece)

Multiplier Events Budget (1)

Event ID	1
Organisation	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)
Country of the Organisation	Iceland
Local Participants	0
Foreign Participants	0
Participants in virtual events (EUR)	150
Grant per Local Participant (EUR)	100
Grant per Foreign Participant (EUR)	200
Grant per Participant in virtual events (EUR)	15
Grant (EUR)	2 250

Multiplier Events Details (2)

Event ID	2
Event Title	Local WebMeeting on Project Result Dissemination Bulgaria
Event Leading Organisation	Human Resources Development Agency (E10253297 - Bulgaria)
Country of Venue	Bulgaria
Event Description (Including: Targets groups and objectives)	<p>The Webinars – Multiplier events will be part of the Training Curriculum and provide an online component to each module in order to facilitate the participation of people living/working in different geographical areas and mostly because of the health crisis and the requirements for social distancing and to promote the use of digital technologies. The Local webinar will be the length of 2 hours and will cover the main thematics of the Training Curriculum (skill assessment, facilitation techniques, inclusive approaches, involvement and selection of beneficiaries, networking and marketing). The project partner will organize local webinar on dissemination the project results wit at least 30 participants. The program of the event will be prepared by the partner. The webinar will be divided into two parts - two in the country on the topic of getting acquainted with the methodology and two for getting acquainted with the motivational videos. The international one will be attended by three countries and will last longer. The partner is responsible to prepare the schedule. Target Groups: 1.Teachers and trainers working in online environment due to the pandemic situation from schools, VETs, Universities. •who have risk to stop work due to poor technological preparation • who have difficulty completing their work because lack of motivation• 2.Institution and Authorities in the field of Education and Training.. 4.Teachers of Vocational Education and Training and staff of Workshops • They will participate in this project's development and use the new method in their work.</p>
Event Start Date (dd-mm-yyyy)	10-01-2023
Event End Date (dd-mm-yyyy)	10-01-2023
Project Results Covered	Project Results Details (1) Project Results Details (2)
Event other Participating Organisations	

Multiplier Events Budget (2)

Event ID	2
Organisation	Human Resources Development Agency (E10253297 - Bulgaria)
Country of the Organisation	Bulgaria
Local Participants	0
Foreign Participants	0
Participants in virtual events (EUR)	30
Grant per Local Participant (EUR)	100
Grant per Foreign Participant (EUR)	200
Grant per Participant in virtual events (EUR)	15
Grant (EUR)	450

Multiplier Events Details (3)

Event ID	3
Event Title	Local WebMeeting on Project Result Dissemination Greece
Event Leading Organisation	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDFSIS ANONYMI ETAIREIA (E10176306 - Greece)
Country of Venue	Greece
Event Description (Including: Targets groups and objectives)	<p>The Webinars – Multiplier events will be part of the Training Curriculum and provide an online component to each module in order to facilitate the participation of people living/working in different geographical areas and mostly because of the health crisis and the requirements for social distancing and to promote the use of digital technologies. The Local webinar will be the length of 2 hours and will cover the main thematic of the Training Curriculum (skill assessment, facilitation techniques, inclusive approaches, involvement and selection of beneficiaries, networking and marketing). The project partner will organize local webinar on dissemination the project results wit at least 30 participants. The program of the event will be prepared by the partner. The webinar will be divided into two parts - two in the country on the topic of getting acquainted with the methodology and two for getting acquainted with the motivational videos. The international one will be attended by three countries and will last longer. The partner is responsible to prepare the schedule. Target Groups: 1. Teachers and trainers working in online environment due to the pandemic situation from schools, VETs, Universities. •who have risk to stop work due to poor technological preparation • who have difficulty completing their work because lack of motivation• 2. Institution and Authorities in the field of Education and Training.. 4. Teachers of Vocational Education and Training and staff of Workshops • They will participate in this project's development and use the new method in their work.</p>
Event Start Date (dd-mm-yyyy)	10-01-2023
Event End Date (dd-mm-yyyy)	10-01-2023
Project Results Covered	Project Results Details (1) Project Results Details (2)
Event other Participating Organisations	

Multiplier Events Budget (3)

Event ID	3
Organisation	APOPSI YPIRESIES PLIROFORIKIS SYMVOULEFTIKIS KAI EKPAIDFSIS ANONYMI ETAIREIA (E10176306 - Greece)
Country of the Organisation	Greece
Local Participants	0
Foreign Participants	0
Participants in virtual events (EUR)	30
Grant per Local Participant (EUR)	100
Grant per Foreign Participant (EUR)	200
Grant per Participant in virtual events (EUR)	15
Grant (EUR)	450

Multiplier Events Details (4)

Event ID	4
Event Title	Local WebMeeting on Project Result Dissemination Spain
Event Leading Organisation	Asociación Socio-Cultural La Guajira (E10085441 - Spain)
Country of Venue	Spain
Event Description (Including: Targets groups and objectives)	<p>The Webinars – Multiplier events will be part of the Training Curriculum and provide an online component to each module in order to facilitate the participation of people living/working in different geographical areas and mostly because of the health crisis and the requirements for social distancing and to promote the use of digital technologies. The Local webinar will be the length of 2 hours and will cover the main thematics of the Training Curriculum (skill assessment, facilitation techniques, inclusive approaches, involvement and selection of beneficiaries, networking and marketing). The project partner will organize local webinar on dissemination the project results wit at least 30 participants. The program of the event will be prepared by the partner. The webinar will be divided into two parts - two in the country on the topic of getting acquainted with the methodology and two for getting acquainted with the motivational videos. The international one will be attended by three countries and will last longer. The partner is responsible to prepare the schedule. Target Groups: 1. Teachers and trainers working in online environment due to the pandemic situation from schools, VETs, Universities. •who have risk to stop work due to poor technological preparation • who have difficulty completing their work because lack of motivation• 2. Institution and Authorities in the field of Education and Training.. 4. Teachers of Vocational Education and Training and staff of Workshops • They will participate in this project's development and use the new method in their work.</p>
Event Start Date (dd-mm-yyyy)	10-01-2023
Event End Date (dd-mm-yyyy)	10-01-2023
Project Results Covered	Project Results Details (1) Project Results Details (2)
Event other Participating Organisations	

Multiplier Events Budget (4)

Event ID	4
Organisation	Asociación Socio-Cultural La Guajira (E10085441 - Spain)
Country of the Organisation	Spain
Local Participants	0
Foreign Participants	0
Participants in virtual events (EUR)	30
Grant per Local Participant (EUR)	100
Grant per Foreign Participant (EUR)	200
Grant per Participant in virtual events (EUR)	15
Grant (EUR)	450

Multiplier Events Details (5)

Event ID	5
Event Title	Local WebMeeting on Project Result Dissemination Cyprus
Event Leading Organisation	Magnetar Ltd (E10055152 - Cyprus)
Country of Venue	Cyprus
Event Description (Including: Targets groups and objectives)	<p>The Webinars – Multiplier events will be part of the Training Curriculum and provide an online component to each module in order to facilitate the participation of people living/working in different geographical areas and mostly because of the health crisis and the requirements for social distancing and to promote the use of digital technologies. The Local webinar will be the length of 2 hours and will cover the main thematic of the Training Curriculum (skill assessment, facilitation techniques, inclusive approaches, involvement and selection of beneficiaries, networking and marketing). The project partner will organize local webinar on dissemination the project results wit at least 30 participants. The program of the event will be prepared by the partner. The webinar will be divided into two parts - two in the country on the topic of getting acquainted with the methodology and two for getting acquainted with the motivational videos. The international one will be attended by three countries and will last longer. The partner is responsible to prepare the schedule. Target Groups: 1. Teachers and trainers working in online environment due to the pandemic situation from schools, VETs, Universities. •who have risk to stop work due to poor technological preparation • who have difficulty completing their work because lack of motivation• 2. Institution and Authorities in the field of Education and Training.. 4. Teachers of Vocational Education and Training and staff of Workshops • They will participate in this project's development and use the new method in their work.</p>
Event Start Date (dd-mm-yyyy)	10-01-2023
Event End Date (dd-mm-yyyy)	10-01-2023
Project Results Covered	Project Results Details (1) Project Results Details (2)
Event other Participating Organisations	

Multiplier Events Budget (5)

Event ID	5
Organisation	Magnetar Ltd (E10055152 - Cyprus)
Country of the Organisation	Cyprus
Local Participants	0
Foreign Participants	0
Participants in virtual events (EUR)	30
Grant per Local Participant (EUR)	100
Grant per Foreign Participant (EUR)	200
Grant per Participant in virtual events (EUR)	15
Grant (EUR)	450

Multiplier Events Details (6)

Event ID	6
Event Title	Local WebMeeting on Project Result Dissemination. Iceland
Event Leading Organisation	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)
Country of Venue	Iceland
Event Description (Including: Targets groups and objectives)	<p>The Webinars – Multiplier events will be part of the Training Curriculum and provide an online component to each module in order to facilitate the participation of people living/working in different geographical areas and mostly because of the health crisis and the requirements for social distancing and to promote the use of digital technologies. The Local webinar will be the length of 2 hours and will cover the main thematic of the Training Curriculum (skill assessment, facilitation techniques, inclusive approaches, involvement and selection of beneficiaries, networking and marketing). The project partner will organize local webinar on dissemination the project results wit at least 30 participants. The program of the event will be prepared by the partner. The webinar will be divided into two parts - two in the country on the topic of getting acquainted with the methodology and two for getting acquainted with the motivational videos. The international one will be attended by three countries and will last longer. The partner is responsible to prepare the schedule. Target Groups: 1. Teachers and trainers working in online environment due to the pandemic situation from schools, VETs, Universities. •who have risk to stop work due to poor technological preparation • who have difficulty completing their work because lack of motivation• 2. Institution and Authorities in the field of Education and Training.. 4. Teachers of Vocational Education and Training and staff of Workshops • They will participate in this project's development and use the new method in their work.</p>
Event Start Date (dd-mm-yyyy)	10-01-2023
Event End Date (dd-mm-yyyy)	10-01-2023
Project Results Covered	Project Results Details (1) Project Results Details (2)
Event other Participating Organisations	

Multiplier Events Budget (6)

Event ID	6
Organisation	Simenntunarmidstodin a Vesturlandi (E10093317 - Iceland)
Country of the Organisation	Iceland
Local Participants	0
Foreign Participants	0
Participants in virtual events (EUR)	30
Grant per Local Participant (EUR)	100
Grant per Foreign Participant (EUR)	200
Grant per Participant in virtual events (EUR)	15
Grant (EUR)	450

Learning, Teaching, Training Activities

Do you plan to include learning, teaching or training activities in your project? No

Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

Inclusion Support

Inclusion Id	Organisation	Country of the Organisation	N° of Participants eligible for real costs under inclusion	Description and Justification	Grant (EUR)
Total (EUR)					0

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Expected real cost (100%) (EUR)	Grant (EUR)
Total (EUR)					0

Follow-up

Impact

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

In essence, the impacts of the project are the consequences that its successful implementation will cause beyond the direct results for the parties involved. In this sense, the expected impacts on the participants and participating organizations in the project is:

- Development and / or improvement of lasting knowledge about the modern opportunities and trends for conducting trainings in a digital environment;
- Access to complex data directly related to the educational processes in the digital environment, which can be used in different directions, in accordance with the professional goals, role and functions of the participants and the participating organizations;
- Increased capacity for creation and implementation in practice of strategically important and innovative educational products. The experience gained from the project can be multiplied by other similar initiatives;
- Improved understanding of educational processes in the digital environment and their key importance for new employment and transition from one employment to another with minimal or no period of unemployment. As this transition can be realized through fast and quality acquisition of new knowledge and skills, through high quality services for professional training and information.

The impact on the target groups (secondary and higher education teachers; vocational education and training centers and education management experts) and all other stakeholders that the project will have is expressed in the following directions:

- Modernization of the education system at all levels, which is especially important for higher and secondary vocational education in the context of a global pandemic crisis;
 - Expanding the scope of educational services offered in the digital environment and reaching the vulnerable groups on the labor market and their specific needs for additional qualification;
 - Opportunity for timely renewal of academic disciplines and addition of new educational materials, corresponding to the rapid development of socio-economic relations and specifically in the labor market.
 - Improving the cooperation between business and educational organizations, leading to increased opportunities for participation in various initiatives in the field of online learning;
 - Building human, scientific, organizational and institutional capacity for the development of education in the digital environment and adaptation to new social, cultural and economic challenges;
 - Improving the emotional state and avoiding burnout in teachers caused by the change in working conditions.
- These areas of impact are in line with pan-European priorities and will contribute to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

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

In practice, the project is part of a global process such as the development of education in the digital environment and the goal is to support this process with the right adequate measures. The creation and implementation of a common methodology for online learning will streamline the opportunities for its provision and make it much more effective. Such an innovative educational product cannot have only a local impact. In fact, the expected methodology is to have an impact at each level, where there is a demand and supply of various educational services in the digital environment - local, regional, national, European and international. In essence, the desired impacts that the project should provide are:

Local and regional level:

- Improved accessibility to quality educational services;
- Increasing the qualification of the labor force and increasing labor productivity;
- Increasing the general level of education of the population, leading to higher employment, with a special focus on vulnerable groups in society;
- Increasing the competitiveness of individual regions;
- Realization of more territorial investments, ensuring sustainable local and regional development;

National level:

- Improving policies in the field of education;
- Increasing the management capacity for the development of educational services in the digital environment;
- Increased opportunities for long-term development of secondary, higher and vocational education in a highly dynamic and unfavorable environment;

European level:

- Improving pan-European sectoral and horizontal education policies;

- Achieving maximum synergy between the education systems of the individual EU Member States;
 - Transformation of the relevant strategic documents regarding the digital transformation of education and their effective implementation;
- International level:
- Creating uniform standards and criteria for organizing and providing educational services in a digital environment;
 - Strengthen cooperation in the field of online learning and make it an effective tool for overcoming global challenges.

How will you measure the previously mentioned impacts?

The degree of impact on the participating organisations, direct and indirect target group representatives and wider stakeholder base, usually varies according to their existing knowledge and experience, their type and education level and the socio-economic environment in which they exist and operate. Moreover, often, the impact on the target groups is not effective immediately. The effect and importance of the training material might be proven later on, once representatives of the target groups put their training into action. Both quantitative and qualitative complex indicators can be used for measuring the impact and effectiveness of the learning and training process on the basis of their suitability, feasibility, cost/ benefit ratio, etc. However, such evaluations and measurements are usually based on the availability of key information, produced through a significant duration of skills training to be able to define the return on investment, much beyond the scope of this project. Impact indicators are as follows: Quantitative impact indicators include: Related to participating organisations (internal processes) • Number of partner staff involved • Number of people attending project meetings • Number of deliverables Related to target groups and other stakeholders (external processes) • Number of stakeholders involved in research/ mapping/ needs analysis activities (expert interviews, online questionnaires, focus group etc.) • Number of stakeholders having used the training provision • Number of stakeholders involved in project activities (ie. Pilot, research participants) • Number of stakeholders present in multiplier events • Number of people reached through project website and social media, according to metrics • Number of people expressing interest to participate in project activities • Number of press clippings/ interviews/ articles/ publications • Number of press releases recipients • Number of risks presented and percentage of risks resolved • Number of synergies with other projects/ initiatives • Number of policies affected • Number of stakeholders incorporating project results existing educational processes and related est. number of people trained beyond project lifetime Related to target groups

and other stakeholders (external processes) • Type of stakeholders targeted and/ or involved, including through consortium partners' networks • Profiles of stakeholders engaged/ trained, including initial standing of their skills and training experience, multiplier effect • Evaluations of project results by stakeholders and associated satisfaction level • Type of media coverage (outlet, content, length, reach) • Type of social media interaction (comments, etc.) • Level of participation and engagement in multiplier events • Type of synergies established (relevance, multiplier effect, reach, multiplier effect, transferability prospects etc.) • Availability of project results (open source, duration) • Type of stakeholders mainstreaming project results to other existing educational processes and level to which they are mainstreaming • Type of policies affected/ improved All of these indicators will be employed at various stages of the project and are strongly related to quality assurance and project success evaluation. Moreover, the networks of the partners and their ongoing contact with target groups is expected to allow for further (anecdotal) data collection beyond the end of the project lifecycle

Sharing, Promotion and Use of the Project's Results

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

What will be the target groups of your sharing and promotion activities inside and outside your partnership? Please define in particular your target audience(s) at local/regional/national/European/international level and motivate your choice.

In its scale and in accordance with the expected end results, the project is aimed at a wide range of direct and indirect users. The digital transformation affects all aspects of the social and economic life of society. Its success and full use of the opportunities it offers depend on a comprehensive approach to the design, implementation and monitoring of policies in this area. Coordination of efforts between all stakeholders at all levels, including civil society, is crucial. Mass digitalization, combined with emerging technologies such as virtual and augmented reality, can and does create new opportunities for development. In order to take advantage of them, the lack of knowledge and skills needs to be overcome. In view of this and the specific focus of the project, the target audiences are targeted at the following:

Target groups at local and regional level:

- Teachers in secondary and higher education;
- Teachers of vocational education and training;
- Pupils and students;
- Employed career development seekers;
- Business organizations;

These target groups cover all stakeholders at local and regional level who are directly involved in the demand and supply of educational services in the digital environment.

National level:

- Institutions responsible for the development and implementation of employment policies;
- Institutions responsible for the development of education;
- Branch organizations and trade unions;

At the national level, these organizations have key functions for the strategic planning and development of education.

Therefore, they should be the focus of activities to share and promote the results achieved by the project. The joint actions of their representatives are essential for the correct formulation and subsequent implementation in practice of the common methodology for online learning.

EU level

- EU institutions in the field of education and vocational training.
- Pan-European branch organizations.

In order to achieve full compatibility between the established methodology for online learning and the current common EU policies in the field of education, it is necessary to inform the responsible European institutions about the creation of such an educational product. An important aspect of this interaction will be the achievement of compatibility between the educational policies of the individual EU member states.

International level

- International institutions in the field of secondary, higher and vocational education and training.

International interaction is absolutely necessary in order to raise awareness of the creation and introduction of a common methodology for online learners. By involving international institutions in the field of education, it will provide a stimulating environment for in-depth research and analysis to support the adequate development of the methodology.

The aim of the project will be to reach 1000 people from the specified target groups, who should get acquainted with the developed methodology for online learning. It is planned to compile a database of opinions and recommendations in order to improve and future development of the methodology.

Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

PROJECT VISUAL IDENTITY The visual image of the project with the logo, document templates (word, PPT) and other visual material will be created for the use of project outputs, outcomes, management and dissemination. Instructions for the use, with information and links to EU visibility requirements, will be provided to partners and stored in the project's intranet. Magnetar is the main responsible for providing the project's visual image. The partners will comment the material. Visual identity will be provided within the first 4 months of the project. **DISSEMINATION MATERIAL** The project will provide electronic and tangible dissemination material: - 4 Press release following implementation milestones according to Project Results flow: EN, BG, IS, ES, GR - A project presentation: used in the project events and meetings, training. Languages: EN, BG, IS, ES, GR - Project e-brochure: made in virtual form: EN, BG, IS, ES, GR - Virtual teasers of the outcomes of the project, e.g. PR1 report: brief info flashes of project outcomes distributed e.g. in Social Media to attract traffic, views and likes, and to spread the word. **PROJECT WEBSITE AND SOCIAL MEDIA** A project website for external communication will be provided in the partner languages during the first 4 months of the project. Social Media (Facebook) and a project hashtag to be used in other SoMe channels (private/own) will be set.

Partners will use regular rotation in sharing SoMe activity responsibility. Min. 1000 people reached through website and Social Media channels, counting visits, clicks, views, comments and downloads. Tasks+roles: 2000 views reached for the testing videos from PR2. - Website and establishing SoMe channels: HRDA. All partners will contribute.

DISSEMINATION RESULTS AND REPORTS 3 project dissemination reports (combined from partner

reports) will monitor dissemination activities, their impact and realisation. Corrective measures will be taken if necessary. Each partners will provide dissemination reports with annexes every six months to La Guajira and the coordinator. The activity LP, La Guajira, will collate project reports into project report, and the coordinator will report them to the Commission. La Oficina will provide the dissemination reporting templates and instructions In addition - The target groups will be engaged in the project activities. - Linking the project to activities of the own organisation, and to other projects and networks. - Participation in conferences and events when possible.

Who will be responsible for the sharing and promotion 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 sharing and promotion plans?

DISSEMINATION PLAN The dissemination plan will outline the activities, outputs, approaches and tactics for dissemination. It will provide guidelines for the use of the project visual material, EU disclaimer and emblem including the programme's visibility requirements, dissemination outputs, multiplier events, and identify partner roles, dissemination activities and tools, Project Results related dissemination and dissemination reporting. It will be divided into internal and external dissemination. In addition: - Each partner identifies relevant target audiences, stakeholders, and relevant networks and projects - Especially Social Media will be used for creating networking La Guajira outlines the dissemination plan and finalises it after the partner contribution during the first 2 months of the project. Project partner La Guajira is well experienced with connection to their every day activities in promoting science, education, arts and technology from a free and open culture; generating and maintaining a collective space, open to the city, which welcomes a multitude of activities of social, cultural and general interest

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing tangible project results, 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 materials made under the project will be available, but with a registration regime. This will be in order for artists to feel free and at ease during their use of the materials, as well as in order to work in compliance with the requirements of the GDPR. The access will be free of charge to each of the Project Results.

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

Active and wide dissemination will provide a solid foundation for successful exploitation. The digital modules available in all project languages incl. English will be made accessible free of charge and open to all interested parties. Project digital results will be made accessible online, free of charge, through the project platform. The online nature of the project results will ensure easy adaptability and updating as well as applicability to a wide, multiplying range of stakeholders. The stakeholder representatives in the target countries already involved throughout the project implementation and material development will already provide a valuable base for expanding and multiplying outreach of the project results. Additionally, beyond project lifetime, partners have already expressed a strong interest to further exploit the project findings and results to be integrated in their support and consulting provisions, as training to their members or clients. As all partners are active in work with young people, the project tools and methodologies will provide an interesting, highly relevant and valuable service to provide to potential future users. These options and prospects will be described and set out in detail, including aspects on exploitation, upscaling, transferability and sustainability. Options and activities for project continuity after the end of the funding period will be discussed at the final project meeting and feed into Intellectual Property Rights discussion and agreement to be signed among the partners to clarify any legal issues for future exploitation. Additionally, the project Online Repository as well as social network profiles will be sustained at low cost and/or integrated in partners' and stakeholders' activities. Synergies with other projects and stakeholders will help expand exploitation and increase visibility of project results.

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

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?

Sustainability is not stand-alone but rather closely linked with the communication and dissemination activities planned and the exploitation potential envisaged. There are some widely accepted factors for ensuring sustainability, and thus successful exploitation, of the project and the project results beyond project lifetime, which the project will aim to satisfy in full with all the tools available for quality management, dissemination, monitoring and evaluation, etc. Some of the factors, indicatively, that the project and expected results will be addressing are as follows:

- Availability of project results: In the framework of the exploitation planning, described above, it is already envisaged by the consortium partners to maintain unlimited access beyond the project lifespan to the training provision and services both to inform and train potential users in the participating countries, across Europe and beyond.
- Nature and usability of project results: The digital training modules set will be very simple to use and easily accessible any time in a user- friendly online.
- Quality assurance of project results: The project has in place mechanisms for assuring quality of the project results, an element that is highly significant for the sustainability of the project and its products. If quality is high, stakeholders and partners will be eager, committed and proud to present the results, incorporate them and spread them widely, expanding their outreach.
- Relevance and transferability of project results: The project results are complementary to EU and national policies, programmes and instruments. Project results encourage and facilitate the development of transnational partnerships across strategic matters of importance (e.g. research development, innovation, employability, accessibility, cohesion, stability). In this frame, project results are relevant, timely and easily transferrable to other countries (within and beyond EU, e.g. candidate and neighbouring countries, etc.). Through this innovative approach the project paves the way to gain confidence of those reluctant to participate and exploit European programmes funding and benefits by guiding them through the same European funding pathways.
- Expertise, impact and networks of project partners involved: All consortium partners have immediate, direct penetration to target groups stakeholders and recognised impact. They are, thus, well positioned to integrate the tools and methodology into their learning and training curricula and services and to spread the project results throughout their institutions and from there on to national/local institutions in the field of cultural support. The consortium is also dedicated to seek appropriate means for the sustained use, maximum impact and further mainstreaming of the project results, beyond the end of the contract. Moreover, the international network, exchange of expertise and mutual learning among project partners as well as at a wider level among target groups and stakeholders will have a sustained impact on the development of the organisations and individuals involved in the project.
- Effectiveness of communication of project results: The communication and dissemination planning, the activities, tools and channels foreseen and the expert input of the project partner leading those efforts, safeguard the successful dissemination of the project, which provides already a good foundation for the sustainability and successful exploitation of the project and its results. Building on the dissemination efforts which will raise awareness and distribute project information to a wide range of potential beneficiaries and multipliers, the partners will focus on engaging key stakeholders through targeted interaction. Their input through ongoing communication and multiplier events will be key in this direction

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.
The maximum number of all attachments is 100.

Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
DOH -Declaration of honour_ Simenntun.pdf	3793
Total Size (kB)	3793

Mandates

Please download the mandates, have them signed by the legal representatives and attach them here. You can add a maximum of 90 documents.

Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -Mandate ACC La Guajira.pdf	993
MAN -Mandate APOPSI.pdf	1127
MAN -Mandate HRDA.pdf	3117
MAN -Mandate Magnetar.pdf	989
Total Size (kB)	6228

Other Documents

Please attach any other relevant documents, maximum 9. Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details [here](#)

File Name	File Size (kB)
Total Size (kB)	0
Total Size (kB)	10022

Checklist

Before submitting your application form to the National Agency, please make sure that:

- It fulfills the eligibility criteria listed in the Programme Guide.
- 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. Currently selected NA is: IS01 - Landskrifstofa Erasmus+

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Participant Portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Submission History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
1	03/11/2021 09:07:13	Snorrason Magnús	1297108	Published