



Erasmus+

**KA2: Cooperation for innovation and the exchange
of good practices - Sector Skills Alliances**

Application Form

Call: EAC/A05/2017

Deadline: 28/02/2018 (midday Brussels time)

Sector Skills Alliances

DETAILED PROJECT DESCRIPTION

(To be attached to the eForm)

Please choose one lot

- ☐ Lot 1: SSA for Skills Needs Identification Decide on Duration.
- ☒ Lot 2: SSA for Design and Delivery of VET Two-year project
- ☐ Lot 3: Sector Skills Alliances for implementing a new strategic approach
("Blueprint") to sectoral cooperation on skills Four-year project

Contents

PART 0. Summary of the application and involvement in previous relevant projects.....	3
PART I. Project relevance	5
PART II. Quality of the project design and implementation	13
Part III. Quality of the project team and the cooperation arrangements	18
PART IV. Impact and dissemination	48
PART V. Additional project information (if applicable)	60
PART VI. Work plan and work packages.....	61

PART 0. Summary of the application and involvement in previous relevant projects

0.1. Title, economic sector and applicant

«Eldi – Care: Matching Skills in a growing European Silver Economy»

Please mention the economic sector reference according to Statistical Classification of Economic Activities in the European Community, NACE, codes (see http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=NACE_REV2&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=)

or for Lot 3 a pilot sector:

Additive manufacturing, Construction, Maritime shipping, Paper-based value chain, Renewable energy & green technologies, Steel industry.

Economic sector	Q HUMAN HEALTH AND SOCIAL WORK ACTIVITIES <ul style="list-style-type: none">• 87 Residential care activities<ul style="list-style-type: none">◦ 87.3 Residential care activities for the elderly and disabled• 88 Social work activities without accommodation<ul style="list-style-type: none">◦ 88.1 Social work activities without accommodation for the elderly and disabled
-----------------	---

Please indicate the name and country of the applicant organisation.

Name of the applicant	AKMI ANONIMI EKPAIDEFTIKI ETAIRIA
Country	GREECE

0.2. Please provide a short summary of the main features of your project Please bear in mind that your short summary will be published in the European Commission's Erasmus + Dissemination platform. It should therefore be short and clear (Limit 2000 characters).

Answering to the **latest CEDEFOP Skills Panorama findings (12/2016)** on the skills mismatch in the **Elderly Care Sector**, our project aims to offer a pathway out of the grey market for atypical/undeclared elderly care givers, through education and training in ICT & health applications, modernizing the way elderly care is provided by **designing two fresh market-driven Curricula** responding to the needs of this special demographics group and their families and closed ones.

The **target groups** involved and benefited are:

- Elderly care workers (atypical/undeclared), through the tailor Curriculum designed to provide them with all the skills required for a successful career in the industry

- Elderly people, their families and beloved ones, due to the superior services they are going to receive from highly trained, certified professionals
- Enterprises specialized in elderly care, by having access to a fresh pool of well-trained candidates with a set of skills responding to their needs
- States and regional governments, through the **shrinking of the grey market**, improvement of services for their citizens, training of the workforce and development of an **ICT-driven elderly care approach** with transferable applications to other sectors

Our **long-term goal** is to **rethink and rebrand** elderly care, bridging traditional approaches with modern applications and cutting-edge technology in order to maximise efficiency and results in benefit of the society as a whole, as this demographic group is increasing rapidly. **Investing now in modern curricula** in the elderly care sector, is a strategic move, as we design and establish the institutions and transferability mechanisms that are going to be used in the future, when demand for high-skilled elderly workers is going to skyrocket.

Accreditation, self-assessment, psychometric tools and advanced digital applications combined with scientifically tested methodologies such as TNA & DACUM guarantee for a accurate, structured, accessible, work-based learning Curricula that are going to change the way we understand, value manage and appreciate elderly care and ICT health innovations. The strong experience and distinguished working past of our partners offer a powerful backbone to our partnership.

Characters: 1.911

0.3. Involvement in previous projects

If your proposal is based on the results of one or more previous or ongoing projects/networks, please provide precise references to this/these project(s)/network(s) in the table below.

Please add tables as necessary.

Reference number	N/A		
Project / network dates (year started and completed)		Programme or initiative	
Title of the project / network			
Coordinating organisation			
Website	http://		
Password / login if necessary for website			
<i>Please summarise the project/network outputs and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (Recommended limit: 500 characters).</i>			
N/A			

PART I. Project relevance

Please note that this part includes questions for the three Lots. All specific questions are marked with the Lot number(s) they address.

We remind you that Lot 3 proposals have to include Lot 1 and Lot 2 activities, therefore please answer all relevant questions.

I.1. Why has the consortium decided to undertake this project?

Lot 1, 2, 3: *Please outline the purpose behind your project, clearly analysing the specific needs/problems/challenges which it intends to address (Recommended limit: 3 000 characters).*

The latest statistics show that during the last decade the share of the population aged 65 years or over in the EU-28 has increased by 2 percentage points, reaching almost 18% of total population (91 million) and the share of population aged 80 or over is more than 5% (25.8 million). According to Eurostat projections population structure will alter so dramatically the following decades that by 2080 the share of the population aged 65 years or over will comprise almost one third of the total population. A transition towards a much older population structure will have serious effects on a family level as well as on a socioeconomic level.

Merrill Lynch estimates the **Silver Economy at \$7 trillion per year**, which makes it the 3rd largest economy in the world. *By 2020 the private spending power of the elderly generation will reach \$15 trillion globally.* As for public spending: in the EU it accounts for 25% of GDP or about 50% of general government expenditure and it is projected to grow by more than 4% of GDP until 2060. Europe is well placed to benefit from the world-wide ageing trend, amongst others because of the large public sector involvement, implying that public money can be more effectively used to foster new markets and enhance growth potential.

The ICT dimension of the Silver Economy and the need for a new Joint Curricula:

- i. The global telemedicine tools market will likely reach \$43.4 billion within five years.
- ii. The market for telehome technologies, or tools that enable outpatients to receive telehealth services, is predicted to grow from \$6.5 billion in 2013 to \$24 billion by 2019.
- iii. The global mobile health market will reach a value of €17.5 billion in 2017, with Europe being the largest market segment (€5.2 billion).
- iv. The current market size for telecare in the main EU countries: 1.85 million users in the UK, 0.75 million in Spain, 0.5 million in Germany and 0.5 million in France. The number of patients connected to some form of 'professional' remote monitoring will grow from 3 million patients now to 19 million worldwide by 2018.
- v. ICT based products and services are fundamental to enable our ageing population to live a more independent and autonomous life, and to sustain the quality of our public health and care.

Needs/problems/challenges (C)

1. Current Curricula for Ageing Care Givers, are outdated and need to be improved, according to Cedefop *Skills Panorama* findings, including Learning Outcomes that will enhance ICT Skills and a set of Soft skills **(C.1)**.
2. Providing a quality framework where the needed skills and competences of Ageing Care givers are going to be assured **(C.2)**.
3. Dealing successfully with informal and undeclared work in the ageing services provision sector, providing new opportunities for high quality employment for ageing care givers that will enter the formal sector **(C.3)**.
4. Design a new -state of the art- WBL Scheme for Ageing Care Givers, that is going to foster employability of Care Givers and facilitate transition from a-typical / undeclared service provision to the formal sector **(C.4)**.
5. Assure that the elderly, in whom informal care services are being provided, will enjoy only the best quality of services with a high content that will definitely contribute towards the improvement of their quality of life **(C.5)**.

Lot 1, 3: *Please explain how the project proposal contributes to achieving European objectives in the field of Skills identification and anticipation (Recommended limit: 3 000 characters).*

N/A

Lot 2 and Lot 3: Please explain how the project proposal fits in the objectives of the participating organisations and contributes to achieving European policies in the fields of education and training (Recommended limit: 3 000 characters).

We are convinced that Eldi-Care fits totally with the objectives of the participating organisations.

In details:

1. Education and Training Providers.

The Education and Training Providers of our partnership have a real and genuine interest for enhancing the skills of the ageing caregivers. For all, the involvement in this project brings a unique opportunity to consolidate best practice against European priorities and standards.

- AKMI S.A (P1) is a leading VET Institute from Greece having experience in the development of Curriculum, **especially in the sector of nursing.**
- The University of Malaga (P3) ,with great experience also as VET Provider, has Bachelor Degrees which prove the expertise of UMA such as the **Faculty of Health Sciences** (Degrees in Nursing, Occupational Therapy), **Faculty of Psychology.**
- The University of Staffordshire (P6) is important in the project as it has experience in the field due to **The School of Health and Social Care at Staffordshire University which trains a wide range of Nursing, Allied Health and Social Welfare Professionals.**

2. Sectoral Organizations

The objectives of this project align fully with the sectoral organizations, which play a significant role in the field of caregivers services. These organisations are important for our project due to their **relevance to ageing caregivers** and that they will implement our **WBL programme.**

- EAHSA (P5) is the **Umbrella Organization** of the sector, representing in the entire Europe the care services.
- Asisttel (P2) fits with the our project as represents the **sectoral approach in ageing care services in Spain, with expertise in this field.**
- KMOP (P7) is a sectoral company from Greece, with experience and expertise in the field of **elderly care services.**

3. Supporting Organisations

In order to implement in the best way our project proposal we have included some supporting organisations

IHF (P4), from Belgium,will promote **awareness and increase capacity in the sector of ageing caregivers, owing to its extensive network.**

- ACQUIN (P8) is an **experienced Certification Body in the ageing care services** sector, which will validate our Curriculum.
- Skybridge (P9) is an innovative ICT SmE from Greece, which will **cover the ICT dimension in the project** and it will integrate the use of ICT in our Curricula.
- AMC (P10) is a **research institute** from Greece demonstrating great experience in the field of psychology, which will participate in the psychometric tool that we will develop.

The project directly dovetails to the following key EU policies, strategies and objectives:

1. The objectives of our project is to enhance the **sectoral skills in the emerging sector of ageing caregivers**, ameliorate the skills of professionals embedding **WBL and digital skills.**
2. **Sectoral Skills Alliances** objectives **meets the emerging professional needs for digital and ICT skills**, including **WBL** as our Project
3. The Council Conclusions on the role of education and training in the implementation of Europe 2020 strategy and more specifically the objective to anticipate and **match labour market and skills needs**, including **transversal competences such as digital competences.**

Characters: 2953

Lot 1, 2, 3: If your proposal integrates digital/green or other important skills please explain how they are addressed. (Recommended limit: 3 000 characters)

Taking into consideration the *Skills Panorama: Analytical Highlights for Personal Care Workers Skills Opportunities & Challenges* (<http://bit.ly/2HOcV3e>), we have identified 3 key challenges within the fields of medicine and healthcare, that are going to be addressed through our project. These include:

1. The use of **IT devices & applications** for health management in the field of record – keeping and tracking medical history
2. The use of **e-tools** for diagnosis & monitoring of a medical condition
3. The **tech – literacy** of elderly care workers, in order to stay updated and relevant in an ever-changing environment

We respond to these issues by using skills & competences provided by the expertise of the partners involved and by the designing and implementation of a series of tools and programs crafted to assist professionals overcome these issues.

To begin with, our **online Self-Assessment Tool** will provide elderly care workers the option to re-evaluate themselves and it will also offer constructive feedback, underlining key areas that need to be strengthened in order to achieve excellence. Taking into consideration the results offered by the Self-Assessment Tool we will be able to design **2 complete Short-term & Long-term Curriculums for Elderly Care Workers** that will focus on responding to their most common and impactful weaknesses and needs.

Our use of **TNA & DACUM** methodologies for creating the Curriculum, ensures the quality and scientific accuracy of our approach. Focusing on **online applications and e-solutions** for the numerous obstacles an elderly care worker may face, will be a precious tool for achieving maximum efficiency and excellence. The capacity to find and adopt innovative methods and practices in their every-day working routine will be cultivated by becoming **tech-literate** and having a strong understanding of **ICT usage in healthcare**. Being able to identify patients needs, tracking and updating their health can be a game-changer for **ensuring cooperation among elderly care workers and other medical occupations**

However, apart from specialized medical applications, **general ICT training** will be integrated, according to the needs of the participants and their patients. We believe that education is a never-ending process and nowadays having the capacity to search further for new methods and identify the ones that can be proven ground-breaking, is a vital competence for every individual.

The ICT skills acquired through our well-designed and methodologically cemented Curriculum will be tested through our **work-based learning** section. Trainees will be given the opportunity to use innovative technologies and gain first-hand experience in a professional environment, ensuring both theoretical and practical understanding of the **use of technological advancements in their occupation**. With this training option, they will have the chance to realize how strong is the impact of technology in elderly care and adapt the skills acquired to their working routine.

Finally, an online **Code of Conduct**, accessible for all elderly care workers will combine both ethical and practical guidance for challenges they may face in their professional environment. It will offer consulting on when and how to use e-tools and applications, according to the patients needs and it will be also integrated to our training schedule.

Characters: 2.837

Lot 3: Please explain how the project proposal contributes to developing the sectoral skills strategy (Recommended limit: 3000 characters).

N/A

I.2. Analysis of the subject area (current state of the art) and innovative character

Lot 1, 2, 3: Please explain how the needs analysis has been carried out. Please indicate what the project is offering that is new and what are the main innovative elements of the method(s), result(s), approach(es), etc. (Recommended limit: 3 000 characters).

The Training Needs Analysis on which our Proposal is based, has been formulated by sources such as *Skills Panorama* and its Report on **Analytical Highlights for Personal Care Workers Skills Opportunities & Challenges** and **Facts & Figures on Healthy Ageing and Long-Term Care** by the European Centre for Social Welfare Policy & Research.

Our Project is ground-breaking in the sense of offering a pathway out from atypical elderly care workers and simultaneously providing them skills necessary for a successful career in the sector.

We have included numerous **out-of-the-box and tailor made approaches** in our Proposal, the most important of them being:

A. In Methods:

1. The **designing and creation of the first Psychometric Tool** specially designed for Elderly Care workers, which will allow employers to ensure that the employee is fit for the position.
2. The **Code of Conduct for Elderly Workers** providing them with the necessary advices and directions on how to approach their work.
3. The **inclusion of atypical workers** in the wider spectrum of elderly care providers, with the goal to empower and support them in their professional development.
4. The combination of **ICT & Healthcare** training focused on the elderly care givers.
5. The **Self-Assessment Test** that helps elderly care-givers identify their key strengths and weaknesses, transforming their training from a very broad and general project, to a more specific process.

B. In Results:

1. The transformation of **e-learning to a core element of elderly care**.
2. The establishment of a detailed program **focused on elderly workers** with a very strong ICT element.
3. The improvement of services offered by trained elderly workers.
4. The **bridging of the gap** among elderly workers and relevant professions (for example e-tool developers).

C. In Approach:

1. The emphasis on atypical workers and their **ICT literacy**.
2. The treatment of elderly care workers as **medical professionals** and not as unskilled labour.
3. The focus on **soft skills** development through the use of ICT technologies.
4. The **practical use of the skills** acquired in a work-based learning program with a strong emphasis on ICT.

In all three categories the **core values** of innovation remain the same:

- Formalization of the occupation of elderly care-giver and standardization of skills and competencies necessary for a successful career in the field
- Strong ICT orientation, appreciation of excellence & quality and work-based training that combines strong theoretical background
- **Practical application** through the work-based learning system and new technology mindset

To sum up, we wish to change the perspective, stereotype and understanding of the public for a career in the elderly care sector, emphasizing on its potential, future prospects and capacity for growth and self-fulfilment using innovative methodologies and technologies.

Characters: 2389

I.3. Aims and objectives

Lot 1, 2, 3: Please define the specific aims and objectives of the project and how these will address the problems and challenges identified in section I.1. (Recommended limit: 5 000 characters).

The **aim** of our Proposal is to tackle skills gaps in the elderly care sector by addressing market needs for well-trained professional child care providers and thus enhance the relevance of the initial and continuous VET systems across Europe, combining traditional elderly care approaches with a more Technology-oriented, modern innovative touch. This will ultimately contribute to improving the standards of the services provided, as our trained participants will use the skills acquired in order to elevate the level of services offered to this ever-increasing demographic group, in benefit of patients and their closed ones.

In support of the **aim** described above, the project has the following **specific objectives**:

- Respond to the **recognised demand for tech-literate** elderly care professionals with the capacity to learn, use and evaluate **online tools** and **e-health applications**.
- Develop a new **Work Based Learning Scheme for Ageing Care Givers**, that is going to provide the necessary linkage between VET Training and Actual Work.
- **Increase customer satisfaction** through state-of-the-art services for elderly, designed to maximize efficiency taking advantage of innovations and cutting-edge technologies.
- Improve access to **lifelong learning e-platforms**, mainstreaming equal opportunities and inclusion into training and making it openly accessible to wider groups of professionals in the elderly care sector.
- Strengthen the exchange of knowledge and practice between vocational education and training institutions and the labour market by **establishing integral mechanisms for consultation** among all stakeholders at all stages of the project and **integrating work-based learning** in the joint curricula.
- **Facilitate increased recognition** of qualifications at European level within the sector concerned by putting in place **robust quality assurance mechanisms and clear guidelines for accreditation**.
- **Develop an environment that is going to foster employability of young people in the ageing sector**, providing adequate tools that will better their working conditions and the quality of services provided.
- Enhance **transparency and recognition of skills and qualifications of ageing care workers**, providing a unique “ageing care worker” occupational profile, that is going to set the professional standards and provide a clear career path and the necessary training modules an ageing care giver has to attend in order to become a qualified professional.
- **Develop a mechanism for ensuring knowledge and mental abilities of ageing care givers**, creating the first Ageing Care Givers Qualification Tool that is going to validate the abilities and competences (skills and mental ability) of potential ageing care givers.
- Provide a clear picture of what an ageing caregiver should and should not do, while with elderly, with the **development of the First Code of Conduct for Ageing Care Givers**, in order to enhance quality of the services provided.

In order to achieve these goals, we need to address a number of challenges:

1. Identify **who is mentally suitable** for handling the challenges of this sensitive occupation. Our **solution is to design a Psychometric Tool** focused on elderly care workers.
2. Identify the **needs and skills in shortage**. Our solution is to **create a Self-Assessment Tool** for professional, with **its outcomes taken into consideration when shaping the VET Curriculums**.
3. Ensure **tech-literacy** among elderly care workers. We respond to this challenge by including **general ICT training** in our Curriculums, maximizing their **capacity to use new technologies & applications**.
4. Guarantee **easy and direct access to the project deliverables for all** individuals interested in the project. We handle this demand by **adopting an open source policy** and using digital tools, accessible to all Internet users.
5. Respond to the **demands of both well-trained and less equipped elderly care workers**. This can be addressed by the creation of **two separate Curricula**. The first one being shorter and **designed to meet the needs of qualified professionals** by giving them the necessary know-how in order to use **advanced health applications**.

The second one being more **detailed, covering a broader range of skills** and focused on **atypical workers with a lack of both basic and specialized skills**.

6. **Formalize the skills & competencies** of elderly care workers on a **pan-European level**. We will overcome this challenge by **comparing and exchanging results, good practices, outcomes and feedback** from participants and patients in order to construct a well-rounded, **catch-all** description of who is a qualified professional in the field of elderly care.
7. Ensure **scientific credibility and structured methodology**. We have carefully chosen **distinguished partners** with a strong background on **elderly care services, VET education and academic qualifications**. Combining our expertise with well-regarded methods such as **DACUM**, we will end up with a **focused, result-oriented, scientifically-driven methodology** for designing a ground-breaking Curriculum, that is going to be used as template in further advancements in the field of Vocational Education.

Characters: 4.363

Lot 3: *Please explain how the proposal contributes to building transnational networks and cooperation tools between relevant stakeholders to adapt education to emerging needs of the sector (Recommended limit: 3 000 characters).*

N/A

Lot 3: *Please explain how the proposal takes into account and contributes to visibility of existing EU tools and initiatives for skills development (Recommended limit: 3 000 characters).*

N/A

I.4. Expected results

Lot 1, 2, 3: *Please describe expected/planned results of the project (Recommended limit: 5 000 characters).*

The above will be achieved through the following results:

WP1 Management will ensure the effective and efficient management and implementation of the project. This will be facilitated by **a partnership agreement, a project management handbook and five face to face project's meetings**. **Progress and Financial reports** will be submitted at the project's mid-term and completion. Furthermore, the evaluation process will provide the structure to evaluate the overall project and main results in **an external evaluation methodology and reports** developed by an independent consultant so as to identify the successes as well as specific shortcomings of the project's processes and outputs.

WP2 Scoping Analysis and State of the Arts review will develop a sound and updated knowledge base for curricula development (WP3) and delivery (WP4) through **a scooping analysis report** which will present the state-of-the-art in training and learning methodologies for the elderly care sector in the participating countries.

WP3 Core Curricula Design will develop **two VET curricula** that will enhance the employability of elderly care givers across Europe within the areas of Digital & New Technologies Skills. In addition **methodological tools and learning and teaching resources** will be designed and developed for trainers, learners and employers in each country. What is more, a **Psychometric Tool to test the mental capacity of elderly care workers** is going to be designed for the purpose of the project.

WP4 Curricula Delivery consists in ensuring that the curricula developed under WP3 are fit-for-purpose and relevant to industry needs. This aim will be achieved through the organization and implementation of a piloting programme resulting in **four preparatory workshops, piloting the two curricula** in each participating country leading to the design of **two final curricula resources**.

WP5 Quality Assurance aims to ensure the project meets effectiveness through high quality standards processes and outputs; additionally WP5 will ensure curricula meet the requirements for accreditation via establishing **long term procedures for QA of the curricula and accreditation guidelines and plans**.

WP6 Dissemination will maximise the project's reach and awareness through **an online platform, a set of promotional materials, three publications presented at public events, four info days in the UK, Spain, Germany, Belgium and Greece and an International Conference in Brussels**. Exploitation and Sustainability will put in place appropriate measures to maximise the impact of the project, so that the benefits are reaped far beyond the lifetime of the project in a sustainable manner. This includes **four teasing workshops with VET trainers in performing arts and Policy Makers four demonstration workshops for educational bodies and a policy dialogue on demand-led curricula development, NOS and NQF in performing arts**.

Characters: 2.736

I.5. European added value

Lot 1, 2, 3: *Please describe the benefits of, and need for, European cooperation. Please also describe why the results cannot be achieved through cooperation at national, regional or local level (Recommended limit: 3 000 characters).*

This alliance of partners propose a response to **EU trends and challenges** and to the high level European Commission's ambitious 2020 targets around **reducing unemployment and ensuring higher learner attainment in the emerging sector of caregivers in elderly people**.

Our alliance brings together a large and diverse range of partners, coming from different European countries and contexts and each of them bringing a unique set of **skills, expertise and experience** providing a rich basis upon which we can foster meaningful knowledge exchange and policy dialogue for long-term benefit and systemic change.

Each partner shares common vision **to bring about innovation and change to European vocational education systems in order to become more effective and responsive to care services needs**. This alliance therefore is a true opportunity to delve deeper into specific country contexts through detailed analysis to identify needs and how we best to address them through tailored curricula design. **Such opportunity simply would not come about if a similar project was to be conducted at local, regional or national level**.

By implementing this project at European level the alliance will :

- **Foster long-term dialogue between the countries involved:** The **need for greater knowledge exchange and dialogue between education and the labour market** is an identified and genuine need across Europe. Considerable work needs to be done to ensure that our **vocational education systems are resilient** and are brought up to date to act as efficient conduits to employment for vocational graduates. This collaboration in a Sector Skills alliance will foster long-term dialogue between the countries involved
- Open a forum for other EU countries to participate in this on-going dialogue. Through working collaboratively at an EU level, we can facilitate wider access to more individuals and institutions and networks to deliver greater impact on **care services for elderly people**
- Establish **a pan-European network of stakeholders to accelerate transparency of qualifications and transferrable care services skills**. A single labour market in the EU demands for more and more which can be validated against common European qualification frameworks (EQF, ECVET, EQAVET). The pan European network of stakeholders established through this project will have vested interest in raising standards within VET practice in this subsector. This network will be used as both a sounding board and as a platform to pitch our curricula offers to those who hold the authority and engender change at policy level.
- Increase the visibility our outputs developed within the parameters of this project process for the benefit of a **wider European audience** through our multifarious dissemination channels, including an online platform. This will include findings on skills needs on a specific country level as well as the development and testing our curricula which are adaptable for every EU country context. Such reach simply would not be possible without the vital component of European collaboration.

We are not looking to homogenise our approach across our involved countries but rather **harmonise them in a way that we are capturing the best of what each participating country has to offer in competitive sector of elderly care services**. Through our collaboration, we aim to **future proof learning and teaching methodologies through high quality and adaptable VET curricula which have European relevance and appeal**. We are addressing the

transferability and comparability of curricula across EU countries beyond the partnership aligning to EQF and ECVET principles / enhance labour mobility.

Characters: 3092

PART II. Quality of the project design and implementation

Please note that this part includes questions for the three Lots. All specific questions are marked with the Lot number(s) they address.

II.1. Methodology

Lot 1, 2, 3: Please explain the strategy that will be adopted by the consortium to address the needs identified; also describe the methodology proposed for implementing the proposed work packages/activities and for achieving the expected objectives (including major milestones and contributors, how the different work packages and produced outputs will be inter-connected/articulated, measurable indicators, etc) (Recommended limit: 5 000 characters).

Our **project management methodology** will be based on a “**who-when-what**” approach that enables clarity and punctuality in the project design and implementation. Projects’ activities will be included in **Working Packages** divided by needs and targets that they meet.

We have decided to separate the project management in **3** phases as described below:

1. **The “Setting up”:** The first phase of the Project, which covers the first three months, serves the purpose of instituting a strong partnership. Its key aims are the following:
 - The drafting of an **Inception Report** about the project and its future development
 - A **Kick-off meeting** curated by the Lead partner, with the purpose of beginning the action plan. Another 4 meetings will follow and handle various issues and tasks need to be discussed and agreed.
 - A **Project Management Handbook and Partnership Agreement** will be signed by all partners
 - An **External Evaluation Report** analyzing the present situation in elderly care will be presented and analyzed
 - An early **Financial Report** is going to be drafted in order to be used as a future guideline on resource allocation

These actions are part of the **WP1**.

In addition, the **WP2 Scoping Analysis and State of the Arts review** will:

- Establish a knowledge base used in the **WP3 & WP4**
- Identify and utilize the most credible methodologies in order to be used for the **WP3 & WP4**

2. **The “main implementation period”:** starting right after the “Setting up”, from month 4 to month 21. It includes the following stages:

- i. **Stage 1: Design:**

- Of two Curricula in VET
- Of a Self Assessment Tool, presented in an on-line Platform
- Of a Psychometric Tool for Elderly Care Givers
- Of a Code of Conduct for elderly care givers

WP3, lasts from month 4 to month 12 and includes the design of a long-term and a short-term curriculum for elderly care workers in addition to the design and testing of a psychometric tool that aims to identify people unfit for the job.

- ii. **Stage 2: Delivery and piloting:**

- Of two market-driven ICT-focused Curricula in VET for Elderly Care Givers linking them with the market and modernising their skills and competencies” that constitute the core of WP3 & WP4.

ACQUIN, our accreditation partner will formalize the “**Quality Assurance and Accreditation Scheme**”, part of the **WP5**, checking and controlling the quality of the training provided. Quality Assurance is key element in this project, as we feel that due to the strong impact of the grey market economy, it is downplayed and often ignored. Both Curricula, will be focused on ICT skills and this is going to be mirrored in their accreditation and quality control process.

3. **The “Capitalization of Activities** At the next stage, the “**Dissemination, Exploitation & Sustainability**” campaigns are being deployed in order to reach as many partners, stakeholders and people of interest as possible, according to **WP6**. These actions will target audiences on both local and international level. The importance and success of such events is crucial in multiplying the results of the project reaching a broader audience.

Integral parts of the “**Dissemination, Exploitation & Sustainability**” strategy are:

- **The creation of an online platform** describing the project and offering additional information and details to the public
- **A set of promotional materials** to be distributed among persons of interest in events and promotional activities
- **3 publications on the matter**
- **4 info days** in different partner countries
- **an International Conference** in Brussels
- **workshops** involving trainers and Curricula experts
- **demonstration workshops for educational bodies**
- **a policy dialogue** on demand-led curricula development and the integration of digital applications in VET

Our strategy is to **address multiple challenges** and **establish a working procedure** that will respond to all pre-existing major issues and difficulties with tailor-made solutions. **Each stage emphasizes on different aspects of the project**, forming a final puzzle presenting the bigger picture. Our methodology is result-oriented and market-driven, as we respond to the demands of sectoral stakeholders using the expertise of our VET providers.

Characters: 3.489

II.2. Overall project management

Lot 1, 2, 3: *Please explain how the consortium will be coordinated and indicate the overall project management arrangements. You should also describe the division of tasks between the partners and the allocation of resources for each activity (Recommended limit: 5 000 characters).*

Our Consortium has examined and studied the project in detail before deciding the structure of the Project Management Strategy of *Eldi Care*. Within this context we have integrated our approach towards **simplicity** into the Project Management Operation, **in order to conceive an efficient approach that lowers internal complexity and supports our delivery of success.**

For this reason, our consortium will have a strong **Steering Committee** as the main decision-making body, involving one representative per partner. The members of the Steering Committee will be authorised by their organisation to take decisions on their behalf. Voting and majority rule will simplify the decision-making and ensure equal treatment for all partners, avoiding potential conflicts.

The Project Manager (AKMI S.A) will be responsible for the overall management and supervision of Eldi-Care, as well as for the reporting to EACEA. He/she will be responsible for having the overall control of the smooth and timely implementation of the Contract, being the primary contact communicating with the Contracting Authority on contractual matters as well as representing the project in strategic and financial discussions and interactions with the Contracting Authority and other stakeholders. **4 Working Packages will be under the supervision of the Project Manager** and he/she will communicate with the Partner responsible for each working package for the better implementation of the project.

Also, for reasons of **objectivity**, we intend to **sub-contract** the Evaluation Activity as we believe that evaluation should be **independently organised** and implemented. Within this context, we are going to assign an **external evaluator** and provide him/her with all the material and evidence necessary for the evaluation process. The external contractor will be from Greece for reasons of financial and communication nature. Being from the same country as the Lead partner, will allow **direct and quick** communication with a problem-solving mentality. At the same time, Greek daily **working rates are significantly lower** than German or British, saving resources for other aspects of the project, while reserving the quality of the reporting.

The project will be divided in **3 parts**, described in detail in the Methodology section. The first one aims to **kick-start the project** and engage partners in organizational actions. The second one will be the **core implementation phase** with the realization of the project and finally the last phase would be focused on **promoting the results** and intellectual outputs, spreading the word to as many stakeholders as possible.

Our consortium will also be supported by the establishment of a **Stakeholder Committee**, in which each partner will work on interacting and engaging with key stakeholders and people of interest from their country. The Committee

will be an extra source of expertise and will provide more **country specific insights**, adapted to every state's **realities, culture and unique characteristics**. Their input and views will ensure our Project is **diverse enough to be used in various places, geographic and cultural regions** but also precise and well-planned to be appreciated **all around Europe**.

Tasks are being divided based on **each partner's capacity and expertise**. **Specialization and focus** on strong points and competitive advantages will guarantee excellence. For example, our Accreditation experts on ACQUIN will work on the Quality Assurance, due to their **strong background, success and experience**, while our excellent VET providers, such as our Lead Partner AKMI, ensure that the Curricula will be well-taught with the necessary educational focus and tested methods.

Many partners happen to be working in similar industries which is a powerful aspect for our project as they can **co-work on tasks and exchange good practices and methods, building strategic partnerships** with a result-oriented mindset.

Our project management is well-thought and crafted on **mutual trust and a shared vision for high standard provision of elderly care with multi-dimensional benefits** for our society as a whole and for every individual involved.

We cherish **sustainability** and want to guarantee the **viability** of the project **beyond the Erasmus funding** timeline. Our strategic budget allocation is based on this core principle. Resources are going to be carefully allocated, in order to **maximize efficiency and minimize costs**, as described in detail, in our budget breakdown.

Characters: 3.781

II.3. Quality assurance, evaluation and monitoring

Lot 1, 2, 3: *Please define the specific quality measures to be put in place, as well as indicators foreseen to verify the outputs of the project. Explain which mechanisms you intend to use to ensure the monitoring and evaluation of the project, its deliverables, results and outputs (Recommended limit: 5 000 characters).*

NB. *Quality Assurance (quality plan) contains internal quality monitoring measures that aim to guarantee that the quality of the project processes and results will meet the predetermined plans. SSA proposals should differentiate between the assurance of the quality of the overall project results, and the quality assurance of the delivery of the commonly developed training content that should be based on EQAVET.*

Evaluation is a specific activity addressed to assess if the quality of outputs and/or processes or results is acceptable. It can be internal and external.

A comprehensive **Quality Assurance** (QA) process will be embedded in the project implementation to ensure the products and activities are delivered to high quality standards. At the beginning of the project **WP Lead on Quality Assurance** will devise in collaboration with all partners a **Quality Assurance Strategy** that will describe the procedures, measures and indicators, systems and actions for assuring high quality and will enable respectively close monitoring and review. The Strategy will be further detailed in a **Quality Management Plan**.

Key milestones and steps in our QA approach include:

- carrying out a process evaluation to ensure that the project implementation is consistent with the work plan of the project application
- ensuring the curricula, learning and training resources are informed by relevant national and European quality assurance policies and frameworks and that particularly EQAVET principles and indicators are informative of the whole procedure, they are competence-based
- assuring the quality of the curricula about **ageing caregivers** and the training and learning resources that will support and facilitate the curricula accreditation in the involved countries
- assuring quality of the curricula delivery
- establishing processes and policies for continuous assessment and improvement of the curricula and respective training resources to maintain the highest quality after the completion of the project

- Satisfaction surveys

Each partner will be involved in developing and rolling out the QA system as part of their role in the project implementation. Furthermore, they will plan and undertake the agreed steps towards national recognition of the curricula as well as their evaluation and improvement during and after the project lifetime. Specific measures will be put in place to secure validation of the curricula in all involved countries and their accreditation in two of them. A robust process for continual improvement of the learning and training materials will be adopted to ensure that the curricula are responsive to changes in the sector. Mid-term and final external quality assessments will be conducted as key stages of the QA process against initially established smart quality indicators and agreed processes. A set of specific quality indicators (both qualitative and quantitative) will be established at the beginning of the project for the main products (curricula, learning and training resources), as well as for processes (designing and testing the curricula) and of the outcomes (for example curricula followed occupational profiles, QA specific answers from partners, at least one QA meeting per month).

Evaluation – need key milestones, tasks and deliverables

Our evaluation system will be an **integral** part of the quality assurance which will be centred on an **evaluation strategy**. This strategy will be fully integrated into the project's decision making process and used as a continuous tool for improvement throughout each stage. This strategy will be developed collectively with the project partners, drawing on considerable expertise in which partners bring in this field of expertise.

The strategy will outline the key evaluation activities which will take place across the project with details on the **outputs, results or processes which will be evaluated**. It will also elicit the evaluation methods and tools which will be adopted and who will be responsible. A comprehensive repository of evaluation templates will be developed for use with a range of target groups. We will incorporate innovative as well as traditional methods of evaluating and identify the core channels by which we will disseminate our evaluation results.

Also, for reasons of subjectivity, we intend to sub-contract the Evaluation Activity, since we believe that evaluation should be independently organised and implemented. Within this context, we are going to assign an **external evaluator** and provide him all material and evidence he is going to request.

Characters: 3.409

II.4. Recognition and validation

Lot 2 and Lot 3: *Please describe the measures adopted for recognition of new curricula and qualifications. Please explain the approaches that will be used for the validation and recognition of learning outcomes, in line with the European transparency and recognition tools and principles (Recommended limit: 3 000 characters).*

The **key milestones** for the validation and recognition of participants' learning outcomes are described as follows:

- The **design, development and delivery** of the training will be based on EU tools that promote transparency and mobility across EU countries, such as **EQF** and **ECVET**. Furthermore, the application of these EU tools enhances the lifelong learning concept of professionals.
- For the promotion of the **validation and recognition** of the learning outcomes achieved during the training period we will adopt a learning outcomes approach when developing curricula, valuating what a learner knows, understands and is able to do on completion of the particular learning process. Learning outcomes can contribute to the simplification of the recognition process so professionals in the elderly care sector can move between different countries.
- In addition to this, the design of the curricula will be based on **certified occupational profiles** and on **standardized assessment criteria**, so that the VET providers can assess the learning outcomes and award the learner with a specific qualification (validation of learning outcomes)

Knowing that recognition of learning outcomes consists of: **1. Formal recognition & 2. Social recognition**, defined as the acknowledgement of the value of skills and/or competences by economic and social stakeholders, in our project we will undertake specific **dissemination actions** and workshops for enhancing the social aspect of recognition.

In addition to this, by promoting **collaboration and cooperation** between VET providers, social partners, enterprises and other relevant stakeholders in and between countries, we will advocate the social recognition of learning outcomes.

To achieve the **transparency, comparability, appropriate quality assurance systems and mutual recognition of qualifications**, we have engaged the German regulatory private body **ACQUIN**. With this approach we are fully covering the **Recognition Path**, since the regulatory body will cooperate closely with the VET providers of the Project and will reassure that the curricula, learning and training resources are in line with the relevant **national and European quality assurance policies** and frameworks and particularly **EQAVET** and learning outcomes focused.

Our ambition is to **set the standards** for all social care training projects of the future, by crafting detailed Curriculums with a transformative power that will enable elderly care workers to **uplift their professional status**, celebrating **excellence and scientific credibility**. Accreditation and continuous evaluation of the Project by internal and external procedures, will ensure that the outcomes correspond to the **needs of modern day elderly care services**.

Characters: 2.214

II.5. Budget and cost effectiveness

Lot 1, 2, 3: *Please describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most economical way and on time. Explain the principles of budget allocation between the partners. Indicate the arrangements adopted for financial management (Recommended limit: 3 000 characters).*

Carefull Financial Management is among the values this partnership shares the most. Tight budget control is a key factor towards this direction, and we are planning pro-active and on-going budget control measures, including:

Pro-Actively (during submission):

- We have formed our proposed **Project Implementation Budget** based on Equal Participation of all Partners, embracing the Partnership and preventing possible disputes on this very sensitive issue.
- We have allocated funds according to the Tasks each Partner is assigned to implement, ensuring that allocation is as balanced as possible.
- As already stated, we have followed a “value for money” strategy, and allocated budget to Organizations that are able to deliver **equal results with less funds**, taking into consideration and prioritizing experience, know-how and availability of resources.

On-going budget control measures (during implementation):

We are going to create a “**Budget Manual**”, where we are going to:

- Detail budget procedures, defining the necessary “documentation” needed for justification of expenditures by type of Activity (Staff Costs with “Time-Sheets”, Travel costs with Boarding Passes and meeting notes, etc)
- Define the needed documentation for flat rate expenditure.
- Relate Quality Control and Acceptance of Deliverables / Products to acceptance of time / effort spent by each partner.
- We are going to name a “**Budget Officer**”, representative of our Lead Partner, responsible for controlling budget implementation.

Responsibilities are going to include:

- Introduce the “Budget Manual”
- Prepare and distribute “Time Sheet” Template and an .xls file for budget control
- “Educate” Partners about Expenditures and rules to be met, including on time accurate fill in of Time Sheets.
- Ensure that time spent is in accordance to the funds available and no deviations will occur.
- We are going to establish a budget monitor process where the Steering Committee (See above) are going to get informed about the budget implementation and the absorption rate in relevance to Project Implementation.

The above-mentioned measures are going to support project implementation and assure that the deliverables are going to be implemented, with the best quality and within the funding scheme available.

As far as it concerns “Time Management”, we have used a **GANTT Chart** to analyze Project Implementation in terms of Time and Resources Needed and have relied on CPM (Critical Path Method), for identifying Critical Tasks that can’t be delayed without jeopardizing the project schedule overall.

This **Critical Path** analysis has determined the shortest possible timing of the project and has identified possible risks that have to be considered, since they could result to significant delays.

Based on our analysis we are able to deliver on Time, since we have already identified the areas where we have to concentrate our efforts (i.e. on time implementation of quantitative research), minimizing time delay risks.

Based on our Analysis, we are going to proceed to a frequent review of the project timetable of Activities, and will undertake further Action if any delays should occur.

Finally, we **avoid using external contractors** with the exception of the external evaluator. In that case specifically, we have chosen a Greek contractor due to the low daily rates in comparison to other partner countries.

Characters: 2.860

Part III. Quality of the project team and the cooperation arrangements

Please note that this part includes questions for the three Lots. All specific questions are marked with the Lot number(s) they address. Please include information about all participating organisations including affiliated entities, if any.

III.1. Composition of the consortium

Lot 2

*Please mark the type of organisations which make up the consortium. Please choose the right category for each partner considering that eligibility requirements require that the Sector Skills Alliance must cover at least **4 Programme Countries** and include at least **8 full partners**, out of which **at least 3 are companies, industry or sector representatives** (e.g. chambers or trade associations), and **at least 3 are education and training providers**. In addition, the consortium may include affiliated entities (legal entities having a legal or capital link with members of the consortium, which is neither limited to the action nor established for the sole purpose of its implementation).*

Partner No	Role APP – Applicant organisation P – Partner AE – Affiliated entity	Name of the organisation	Country	Education and training provider	Industry representative	Other (please specify)
P1	APP	AKMI Anonimi Ekpaideftiki Etairia	Greece	X		
P2	P	Asisttel Servicios Asistenciales	Spain		X	
P3	P	Universidad de Malaga	Spain	X		
P4	P	Institut de Haute Formation aux Politiques Communautaires	Belgium			NGO
P5	P	European Association of Homes and Services for the Ageing (EAHSA)	Belgium		X	
P6	P	Staffordshire University	UK	X		
P7	P	Kentro Merimnas Oikogeneias kai Paidiou	Greece		X	
P8	P	ACQUIN	Germany			Certification Body
P9	P	SYMMACHIA GIA TIN OLOKLIROMENI FRONTIDA	Greece			Sectoral NGO
P10	P	AKMI Metropolitan College S.A	Greece			Research Institute
P11	P	BQS GmbH Döbern	Germany	X		

III.1.1 Rationale for setting-up the partnership

Lot 1, 2, 3: Please explain why the partners are best suited to participate in this European project and how they represent education/VET and the economic sector. Describe skills, expertise and competences within the partnership directly relating to the planned project activities and distribution of responsibilities in the project (Recommended limit: 3 000 characters).

The rationale of formulating our consortium is based on the creation of a **value chain** in two levels, **national level** and **European level**.

At a **National Level** we are engaging an Education and Training Provider in each participating country in alignment with a sectoral elderly care provider / organization. The updated / state of the art VET Elderly Care Curricula and Certification accompanied by a self assessment tool and a psychometric test, are going to be an added value for the update of service provision of End Users. Hence, we are establishing a vivid partnership at national Level, in order for the first to provide new skilled workforce to the Second.

At a **European Level**, through EAHSA and IHF we are taking “National Added Value” to a Pan-European level, spreading the VET Curricula and important project results to other EU Member States that are not participating in this Project.

Within this context, **we have included experienced Education and Training Providers** such as AKMI S.A, University of Malaga and BQS. These VET Providers are going to develop the new Curricula according to the needs and the new skills in the caregivers sector. AKMI S.A with more than 15,500 students and with departments of nursing plays significant role in the education sector in Greece, having developed a wide range of Curricula. University of Malaga with the **Faculty of Health Sciences** (Degrees in Nursing, Occupational Therapy), and the **Faculty of Psychology** constitute the most appropriate partner from Spain with high level academic staff and the BQS from Germany a pioneering VET Provider with expertise in the field of education and social inclusion strengthen our VET partners at national level. In order to reinforce the quality of our Curricula, we have included **psychometric tools** and **Certification**. For the implementation of our Curricula, we will include an **e-learning tool** and a **platform of self-assessment**, Skybridge due to its expertise in the **ICT sector** will be responsible for this part.

The linkage in the national level will be through the implementation from the sectoral organizations (**end users**) of our Curricula. For this reason, we have included partners with **expertise** in the field of **ageing services** in their country, such as the Asisttel from Spain, the KMOP from Greece and the Age Concern Birmingham from UK. Asisttel is experienced in the field of elderly people serving, representing the sectoral approach in Spain. KMOP with huge expertise in the field of elderly care in Greece constitute the appropriate partner to implement the **Curricula**. Moreover, Age Concern Birmingham delivering services more than 29 years in elderly people in UK will implement effectively the Curricula in UK.

Apart from national level, our partnership aims to capitalize the national chain in a **European level**. In order to achieve this goal, EAHSA and IHF will play a key role. Both will transfer the knowledge from the national level across the Europe. EAHSA is the Umbrella Organization of Ageing Services, with more than 3000 providers which will promote our results and IHF due to its expertise in the field of dissemination, it will spread across Europe our outputs.

Given that we need in depth knowledge in the **Ageing Services**, we have also included Staffordshire University from UK, which is one of the most specialised Universities in Europe in the field of **Ageing Services** and **Nursing**. Also, AMC an experienced research institute will provide us with its expertise in the field of **Psychology**, conducting the psychometric analysis of **elderly caregivers**.

Finally, we are going to validate our Curricula through the provision of **Certification**. Within this context, we included as partner the ACQUIN Certification Body from Germany so as to consolidate the our project and to strengthen the **quality of our Curricula**.

Characters: 3.210

III.2. Description of the partners

Partner number – P1

Affiliated entity ☐ YES ☒ NO

Organisation name	AKMI Anonimi Ekpaideftiki Etairia
Country	Greece

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

The Institute of Vocational Training AKMI (AKMI S.A.) was founded back in 1989 and today it is one of the leading Vocational Training Institutes in Greece providing post-secondary education. With more than **15,500 enrolled**, with the aim to study one the 96 specialties offered, with expertise in the field of **nursing, ICT and new technologies** etc. The courses are recognized by the Ministry of Education and meet European standards. AKMI constitutes the most appropriate Coordinator due to its great experience in **EU funded Projects** and in the main activities of **Desing and Delivery training content, Vocational Curricula, WBL**.

AKMI possesses educational facilities in the Athens, Piraeus and Thessaloniki with a total building area of more than 5.500 square meters. It is the most appropriate partner to take on **the designing of the study material, the training and the examination**.

AKMI is staffed by professionals from various disciplines with a high academic background and extensive experience. Overall the Institute employs 73 people as permanent staff, while it is collaborating with a multitude of teachers who are entrusted with the delivery of courses to students.

Characters: 1.006

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

AKMI, as a **leading VET Provider** has a supremacy in the field of **health care and ageing services**, as it provides courses in this field for many years in Greece. Also has great experience in various of projects related to the projects sector, as the project **Erasmus+ SSA** entitled Live Skills. As a VET Provider with huge experience in Greece, AKMI will contribute in depth in **Desing and Delivery common training content, WBL, and Vocational Curricula** which are in the core of this project.

AKMI the past few years have participated in several projects dealing with the employment of students in relevant companies as of their field of study corresponding to the labour market needs. Within this context, providing **niche education with multiple training activities in the field of ageing services will help the students/trainees to ameliorate their qualifications**.

Characters: 723

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

AKMI S.A is the **Leader Partner** of our Consortium due to its expertise and experience in the field of Erasmus+ Projects. For this reason, AKMI will undertake the **Project Management** of our proposed project, which includes the *inception phase, reporting of progress, overall planning and scheduling, communication and meetings*. In these sectors AKMI has a great expertise as **Leader Partner in the previous Erasmus+ Projects**.

AKMI S.A. is going to be involved in all **Working Packages**, due to its role as a Lead Partner and the vast experienced they are bringing into the partnership.

Within this context, AKMI, designing a wide range of Curricula for different sectors and **having expertise in the field of ageing services** will be involved in the new updated Curricula. As a leading VET Provider with more than 15,500 students it will **deliver the training** phase of our Curriculum in Greece. AKMI will be responsible for W.P.4 for the delivering of the VET Curricula and will be involved in **W.P.2 and 3, supporting the WP Leading Organizations** during the preparation of the State of the Art Analysis and the design of the VET Curricula. Finally it will have a sectoral operation in the **Quality Assurance** of the project and it will appoint the **External Evaluator** to ensure the quality of the project.

Characters: 1078

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Theodoros Grassos Project Coordinator-Manager	<p>Theodor Grassos is a graduate of Athens Law School Political Science Department, who participated actively in the Youth NGO SAFIA, with a vision to change the world. Editor and member of the Scientific Board of the Greek Scientific Journal International Relations, during his Study, he completed his Postgraduate Studies and learned three foreign languages (English, German, Spanish).</p> <p>In his professional career he dealt almost exclusively with Actions of the European Social Fund in Greece and has been evaluator of the OP Human Resources Development in the Ministry of Labour. His interest focused on social actions in Greece and he actively participated in the EQUAL Community Initiative, envisioning reconciliation of family and professional life.</p> <p>He participated in the creation of the first all-day Kindergarten in Greece in cooperation with the Chamber of Commerce of Piraeus (E.C.C.P). Operating all day, Nursery School PARAMYTHOUPOLI addressed to all children of the members of E.C.C.P, especially employees of the commerce sector working in non-regular working hours with the need of social care services both in the morning and afternoon. At the same time, he participated in the establishment of a second childcare facility in Metamorphosis, Attica, in cooperation with a large private company, which hosted a total number of 25 children.</p> <p>In 2006 he participated in a program of the European Commission for the comparative analysis of conciliation of work and family where he conceived the idea of transferring European experience in his country, to meet the need for provision of integrated care services with pedagogical content. Since then he works in this direction.</p> <p>Mr. Grassos has great experience in the field of elderly care services both in national and European level due to its working experience.</p> <p>Moreover, from 2011 he has been working in AKMI Vet Insitute as Project Coordinator taking on effectively the coordination and the monitoring of the implementation in many Erasmus+ Projects. Some of these projects are:</p> <ul style="list-style-type: none"> • Erasmus+ KA3, entitled VET2BUSINESS, to provide a new approach towards the new skills & competences needed by the SMEs in the most vibrant economic sector in Europe, the tourism sector, duration 1/10/2017-30/09/2019 • Erasmus+ SSA entitled MuSa, to address the increasing disconnection between formal education and training and the world of work because of the emergence of new job roles due to the quickening pace of the adoption of ICT in the museum sector. Project Duration: 11/2016-9/2018 • Erasmus+ SSA entitled Live Skills. Live Skills will tackle identified skills shortages and respond to the demand for new skills within two subsectors of the wider Creative and Cultural Sector: the Audio Visual and Live Performance sectors through the design and piloting of three new innovative VET curricula. Project Duration: 11/2016-9/2018

	<ul style="list-style-type: none"> • Erasmus+ Sharing Skills “Increasing the labour market relevance of VET provision and reducing skills mismatches and shortages in the new booming “Sharing Economy” sector”, which VET curricula are to be developed and piloted. Project Duration: 11/2015-10/2017 • IN-TEAM: Enhancing the pedagogical skills of teachers/trainers of adult learning through mastering innovative teaching methods – Gruntvig Learning Partnerships Nov. Duration 2011-May 2013
Evangelos Rodopoulos Manager	<p>He holds a University Degree in Economics from the University of Piraeus as well as a Master in Education Management from King's College, London. He has more than 5 years of experience in the field of education and training as well as in the organization and coordination of educational projects. Specifically, he was appointed as a deputy Director of AKMI in 2012 followed by his carrier as a Chief Officer in the Economy Sector of AKMI. His main duties cover a range of activities such as the selection of the trainers – professors, the allocation of hours of courses per teacher, the coordination and supervision of teachers, the organization of seminars and visits by sector and the constant contact with students and their parents to prevent and address potential problems. Finally, mr Rodopoulos is fluent in English.</p>
Angelos Koutsomichalis Trainer	<p>Dr. Koutsomichalis has a huge experience and involvement in European funded projects, mainly on social services. He has undertaken a wide range of roles throughout his career so far, achieving the best outcomes. He has been Project Manager for Greece's Apprenticeship system Reengineering study of Active Labour Market Policies (Project Duration 01/01/2015-31/12/2015). He has the role of Project Manager for the establishment and reengineering of WBL and Apprenticeship system of Cyprus (Project Duration 9/11-8/2015). Moreover, in his great experience it is included his participation in the team of CEDEFOP study “Assessing learning outcomes in VET” with main task the reviewing and analysing comparatively the current situation as regards assessment methodologies, participating also in ET2020. As an Evaluator Dr. Koutsomichalis participated at the Impact Assessment of the Professional Qualifications System on HR and Enterprises in Cyprus, Project Duration 07/2010-01/2011. As Project Manager he has been involved in many Erasmus+ Projects such as in the Sector Skills Alliances project called MuSa, Project duration 11/2016-9/2018. Finally, he has been Project Manager for the National Public Administration for the Development of occupational profiles and targeted training programmes for the application of ICT in public administration, Project Duration 5/10-3/12.</p>
Diomidis Georgas Researcher	<p>He holds a Bachelor Degree in Media Studies from University of Westminster in London. Also, he has graduated from The City University of London holding a Master in Political Communication. He has an extensive working experience more than 9 years in the competitive field of strategic communication, branding, media events and marketing. Its expertise will help the consortium to disseminate the outputs/deliverables of the project.</p>
Michalis Karam Technician	<p>He has graduated from the Technological Institute of Larisa in the Department of Mechanical Engineering. He obtains a Master from University of East London, in International Business. He has a great experience in ICT sector as he has been network supervisor and operator, IT Project Management, Digital Manager and ICT Director.</p>
Giorina Maratsi Administrative	<p>She holds a Bachelor Degree in International and European Studies from Panteion University at 2008 and a Master in International and European Studies from University of Athens at 2010. She speaks English fluently, German in C1 level, French in B2 level and Arabic in B1 level. As a researcher for Institute of International Relations and Hellenic Centre of European Studies she provided research analysis in a wide range of international and european issues. Working on Samsung Electronics in Management Support, her tasks were administrative assistant, drafting reports on the economic situation in greek market which constitute a great asset in the relevant skills of her role in the project.</p>

Partner number – P2

Affiliated entity ☐ YES ☒ NO

Organisation name	Asisttel Servicios Asistenciales S.A
Country	Spain

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

Asisttel, Assistance Services, S.A, is a Spanish company with more than 20 years of experience in provision of **Care Services for elderly** and **dependent people** as well as Training Services. The main idea with which our work started was the **care of the elderly** in their own homes from an innovative **telecare service** that allowed the elderly, remained in their usual environment with the tranquility of being cared for and protected against any incident

It has four services areas for **Elderly area, Home Care Assistance, Childhood Area, Training Services which prove its expertise in the field of the project.** Also it offers the following training for caregivers such as the **Training Programs for Non-professional Caregivers** and **Training Programs for Professional Caregivers**. Moreover Asisttel has been accredited in the teaching of more than 50 **Certificates of Professionals Standards** in the following Professional Families: **Healthcare** and Sociocultural Services, Trade and Marketing, Hospitality and Tourism, Administration, IT.

Characters: 872

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

Asisttel constitute a great partner for our consortium, representing **the sector of ageing services** as company and offering the **best social, health and educational attention** in Spain. Its experience in the field of elderly people can serve in various aspects of our project. It is specialized both in the **care of the elderly** and in the **training of non-professional and professional elderly caregivers**.

Among the exchange of good practices developed from Asisttel was the following innovative training programs:

- Cuidabus ("Care-bus"): It was a training project at State-level which provided social and health training to about 14400 **non-professional caregivers**.

Also, it has launched in the last years important campaigns to make this activity a profession requiring degree for the professional practice.

The strategies implemented for this purpose, have focused mainly in two ways:

- *Accreditation of skills*: by recognizing the merits achieved through work and training experience of **people who have worked in the health care sector**.
- *Training actions leading to the Certificates of Professional Standard (NVQ)*: the Spanish government has implemented a significant amount of training actions in this regard, so that the training offer is always adapted to the demand raised.

Characters: 1083

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

Asisttel is a sectoral organization in ageing services from Spain with great experience and expertise in this field. Within this context, Asisttel will be involved in a supportive role in the development and desing of the **Curriculum (W.P3)**, providing its extensive experience and in depth knowledge related to the **ageing sector, mapping the existing situation and needs**. Additionally, Asisttel will participate in the **conduction of psychometric analysis of elderly caregivers** in Spain, due to its collaboration with a wide range of elderly caregivers.

Moreover, it will participate in the **delivery of Curriculum (W.P4) in Spain**, providing WBL to the students/trainees through apprenticeships in its organization. Asisttel will be also involved horizontally in the Project Management (W.P1), **Quality Assurance (W.P5)** and Dissemination Activities (W.P6) providing its great network in the field of ageing care services in Spain.

Characters: 791

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
María Requena Espada Manager	<p>Holds a degree in Occupational Therapist and an extensive experience in the implementation of European projects such as EQUAL or ATENEA, and specifically working with disadvantaged and dependent groups.</p> <p>Specialist in elderly people and in particular in Alzheimer's disease and other dementias. She has more than 10 years of experience in social and health care educational programs for elderly.</p> <p>Since 2000, she has focused her professional career in the training for caregivers, both professional and non-professional; managing the educational programs.</p> <p>From 2007 to 2013 she worked as director of the Day Care Centers for elderly, alternating her work as occupational therapist with the management and coordination work of the centers team. Since 2015 she is the Main Director of the Elderly Area, managing the <i>day care centers</i> and "<i>residential centers for elderly people</i>" of the company.</p>
Noemí Muñoz Torres Teacher	<p>Social Worker and intercultural mediator with extensive experience in the implementation of European projects such as EQUAL or ATENEA, and specifically within the line of work with non-professional caregivers. She has over 10 years of experience in working in the care and social orientation. Since 2009 she works as a trainer on psychosocial care and support for people in situations of dependency, mainly elderly people, sector which has made several publications</p> <p>Currently, in addition to training actions, development of teaching materials and social and educational projects, Noemí works in the area of training-employment orientation in order to develop a customized itinerary that allows non-professional caregivers obtain the required qualifications and therefore enter the labor market with minimum work required conditions.</p> <p>Currently, she works as a trainer on psychosocial and socio-health care for elderly, providing training to non-professional professional caregivers. In this sector, she has made several publications.</p>
Concepción Danta Navarro Administrative	<p>Holds a degree in Anthropology. She looks back on more than ten years of experience on consulting, developing and coordinating projects in the following areas: training, tourism, employment, labor market and new technologies applied to learning processes, ageing services.</p> <p>She has a vast experience in the preparation and management of national and European projects (she has participated in Equal, Interreg III Leonardo projects, Erasmus +, etc), preparation of contracts and agreements related to business activity, management of public tenders, and preparation of proposals for provision of consulting services to business customers.</p> <p>At the same time, as a consultant of the training department, she works preparing training programs, and delivering of training in different fields, mainly in elderly care services. She also works in the developing of market researches.</p>

Partner number – P3

Affiliated entity ☐ YES ☒ NO

Organisation name	Universidad de Malaga
Country	Spain

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

The University of Malaga (UMA) is one of Spain's premiere institutions of higher learning (world ranking: 736). Since its foundation back in 1972, UMA has rapidly expanded its international presence and prestige. Currently, UMA has 2 campuses (1.797.247 m2), +35,000 students, +2,400 professors, 23 faculties and schools, 82 departments, 200 educational programmes, **including health science, psychology and nursing which are in the core of our project.** **With experienced Professors and Researchers demonstrating a wide range of publications and expertise,** UMA will strengthen the quality of our project.

UMA stimulates educational innovation and research in ageing care services, by boosting the quality of its professors and research groups through their participation in international research projects - managed by OTRI (Research Results Transference Office) - with the support and sponsorship of enterprises from local TechPark (PTA). The university has a dedicated career center which fosters the employability of students and young researchers by offering a wide services portfolio including academic/professional counselling, paid internships/fellowships, etc. UMA meets the following quality standards: EFQM 200, EFQM 300, ISO 9001, ISO 14001, etc.

Characters: 1080

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

The University of Malaga constitutes a great partner from Spain, providing a **high level of education and academic research.** The UMA has huge experience in Erasmus+ projects, such as KA2, and it has been also **VET Provider as it has managed and coordinated Erasmus+ VET Projects.** Its Bachelor Degrees prove the **expertise in the sector of Elderly care services** of UMA and the necessity to be partner, given that it has **Faculty of Health Sciences** (Degrees in Nursing, Occupational Therapy), **Faculty of Psychology.**

In our consortium University of Malaga is involved in the role of **education and training provider** so as to strengthen the quality of our vocational curricula and the design and delivery of common training content due to its expertise and experience in the field of education, as ranked 736 in the world ranking of Universities. UMA has the capability to implement effectively the **Curriculum for Ageing care services.**

Characters: 776

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

University of Malaga is a leading education and training provider from Spain with great expertise and experience in the *health sector, nursing, psychology.* Also, it has participated in a wide range of **Erasmus+ projects** in a successful way.

Within this context, University of Malaga will be actively involved in the **Desing of Curriculum W.P3** owing to its knowledge and expertise in the field of **healthcare regarding the ageing sector.** With experienced and highly level researcher and professors will be a great partner in this W.P. Also, it will participate in the **Delivery of Curriculum W.P4** as a **VET Provider** due to its **experience with a huge number of students,** mainly in related sectors.

Finally, UMA will be involved in a supportive role in the **Project Management W.P1, in the Quality Assurance W.P5 and in the Dissemination activities W.P6** due to its **great network,** with a large number of students in the field of **healthcare, nursing, pshychology.**

Characters: 797

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Anna Maria Castillo Clavero Manager	Ana Maria Castillo is Full College Professor on Business Organization in the Faculty of Economics and Business Studies of the University of Malaga. In her stage as Director of Cooperation during five years she organized about 24 doctoral and postgraduate programs of UMA in Latin America and the Magreb. She created the UMA platform volunteer and signed 150 agreements with universities and organizations in this area. She launched a project of interfaculty and interuniversity student exchange within the PIMA of OEI. She coordinates the Erasmus+ OER-Crafts project (2015-2017) . She is the head manager of the MBA degree at the University of Malaga, and she has also directed several own titles. She has participated in many competitive research projects in the role of Head and as a researcher member of consolidated groups as well . Castillo's research interests include: Knowledge economy, new economy, value creation, female entrepreneurship, e-business, New works, labour relations and organizational structures based on ICT, Innovation, competitiveness and business success, Human resources management, knowledge management , Corporate social responsibility, volunteer management, corporate citizenship and attitudes and behaviour in the shadow economy. Her scientific work has been presented at international congresses and has appeared in leading journals.
Juan J. Leiva Olivencia Researcher	Juan Leiva Olivencia has a Bachelor Degree in Education and a Ph.D Doctorate in Education from University of Malaga, demonstrating huge expertise in this field. He is expert in in Community Intervention as well as in Programming, Desing and Development of Distance Education with New Technologies. He is a member of the Organizing Committee of the 1 st Conference on Active Aging, Education and Socio-Community Intervention , Ingedu Team, in University of Malaga and Member of the Organizing Committee of the 1 st International and Interuniversit Congress of Active Aging, May 26-27 2016. Also, he has a wide range of publications: <ul style="list-style-type: none"> • BELANDO, M.R. & LEIVA, J. (2016). "Educación para la promoción del envejecimiento activo en personas con diversidad funcional", en J. • LEIVA, J. & DEL RIO, C. (2013). "Resiliencia, calidad de vida y envejecimiento activo: una perspectiva psicopedagógica", V Congreso Internacional de Actividad Físico Deportiva para Mayores, Universidad de Málaga, 2013. ISBN-978-84-7785-911-6, p.231.
Antonio Matas Terron Researcher	Antonio Matas Terron obtains a Bachelor in Psychology from University of Malaga and he is a Philosopher Doctor of University of Malaga. His position is Lecturer. He has great experience in this field with a wide range of publications: <ul style="list-style-type: none"> • Antonio Matas Terrón, Juan José Leiva Olivencia, Pablo Daniel Franco Caballero: Previsión de necesidades formativas para un envejecimiento activo. Revista de medios y educación, ISSN 1133-8482, Nº. 48, 2016, págs. 225-240. "Active ageing training" needs for spanish population 45 to 54 years old. • Matas-Terron, Antonio. "Numerical Simulation for Helping the Development. Of Psychometric Instruments in Clinical Diagnostic". En: X Congreso Hispano-Luso De Psicogerontología: "Envejecimiento Activo, Envejecimiento Positivo, Retos De Envejecimiento Activo" (Congreso). 2014 – 2014
Diego Bermudez Flores Teacher	Diego Bermudez has a Doctor in Medicine and Surgery from University of Malaga. He has a great experience in the field of funded research projects and from 1986 he is a Professor of the Faculty of Medicine of Malaga.
Margarita Delgado Corredra Administrative	Mrs. Delgado is administrative responsible for the International Projects since July 2010, as coordinator and partner role of different European projects . She has expertise in Administrative contact for partner universities, incoming and outgoing exchange students, and academic coordinators of the projects. Grant management. In her duties are included: Internationalisation strategy, institutional relations and projects management (design, application, promotion, implementation, quality control, budget, financial management, dissemination, reporting and exploitation of results) . She has great managing experience as administrative coordinator (or participation) in several EU / international projects (LLP, EM, TEMPUS, ERASMUS+ , etc.). She has contributed with major achievements to further extend UMA's international visibility, strategic partnerships, projects managerial excellence and engagement in EU projects .

Partner number – P4

Affiliated entity ☐ YES ☒ NO

Organisation name	Institut de Haute Formation aux Politiques Communautaires, asbl
Country	Belgium

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

Institut de Haute Formation aux Politiques Communautaires asbl (IHF) is a non-profit organisation established in Brussels to promote **awareness and increase capacity in European values** and European socio-economic integration, including for the **elderly people**. IHF holds **training and awareness seminars**, primarily focusing on the opportunities of European integration, with a strong focus on employment and social empowerment. IHF is a non-formal **vocational and adult education provider** experienced in **vocational curricula** and **VET Programmes**, serving a diverse audience of young people, business community and academia, **elderly people and organizations**, as well as social partners.

IHF operates in a wide range of areas, like youth-work, **elderly care services and organizations**, social empowerment, entrepreneurship, public policy and education. In these areas, IHF carries out public policy **research and analysis**. It also provides tailored training solutions to specific target groups: **IHF organizes training for young professionals, young unemployed and other vulnerable groups (elderly people)**.

IHF is very proactive in Brussels and **organises visibility and awareness events**, often in collaboration with institutional stakeholders, having organized events about elderly people needs.

Characters: 1110

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

IHF is an **education and training provider and trained more than 1,200 professionals** in the field of EU cooperation and integration. **The focus of IHF is training for enhanced employability**, with a peculiar focus towards youth employment and current employees in the **ageing sector**. As such, **in ELDI-CARE IHF will carry out the activities pertaining to the mapping of competences for care-takers, identification of soft-skills most valuable for the employability of operators**.

IHF brings value to the project by ensuring coherence with EU policies and reference frameworks: **IHF will ensure consistency of ELDI-CARE operation**, content and implementation with the latest trends in EU policy and practice for what pertains to competence framework, employability and market trends.

In this Alliance, IHF represents the Third Sector education and training provider with a focus on proximity to labor-market and employability. As such, IHF ensures relevance and coherence with the overall objective of the project in a truly European dimension.

Characters: 880

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

IHF is a NGO with expertise in the field of **increase capacity, promote awareness** in European values and conducting academic researches. Also, it has participated in a wide range of European funded projects, having a great experience and an extensive network in the **sector of ageing services**.

Within this context, IHF will **undertake the responsibility of the Quality Assurance (W.P5)**, due to its expertise and capability having participated in a wide range of Erasmus+ Projects. Due to its involvement in the W.P, we believe to ensure the Quality Assurance of our project.

Also, IHF will have active role in the **Dissemination activities (W.P6)** of our project, in closely collaboration with EAHS. IHF will organize conference and due to its **extensive network** will promote effectively the **results and deliverables**

of our project throughout Europe. Moreover, IHF will participate in the **scoping analysis W.P2** as it has a great expertise in the field of academic researches.

Horizontally IHF will be involved in the Project Management (W.P1), Quality Assurance (W.P5) and in the **Curriculum Design W.P3**.

Characters:926

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Ronald Weerdmeester Manager	<p>Expert in the definition and management of EU funded projects since 1993. Concrete experience in the management of large international consortia.</p> <p>Graduated in Law at Groningen University 1991 (NL), Post Grad certificate in Information Systems in Administration 1998 (Boston University). Expert in European project design and management since 1993. Author of different publications and studies on European integration (European Almanac; The EU in 15 topics). Specialized trainer in EU related issues since 1999, in the frame of initiatives in Adult Education (professionals, local and public authorities, SMEs) also in the frame of EU funded projects.</p> <p>In depth experience in the management of EU funded projects since 1993. As president of IHF asbl, he coordinates activities in Brussels related to the awareness on EU integration issues; dissemination activities; definition and organisation of training courses for Adult learners on EU related issues (EU Institutions; EU policies; project management at EU level).</p>
Lorenzo Costantino Researcher	<p>19 years of international experience gained in EU, USA and Asia, specialized in Ageing sector services. Degree in EU Law, University of Bologna (Italy) and MA in International Economics, Johns Hopkins University (USA). At IHF asbl he is in charge of:</p> <ol style="list-style-type: none"> 1. coordinating the policy research and analysis 2. production of policy briefs and sector position papers 3. development of training interventions 4. deliver and roll-out training courses. <p>He is also tasked with the development and implementation of international collaborative projects. From 2001 to 2015 Mr. Costantino worked for the World Bank, Private Sector Development Specialist: working on a wide range of issues on employment, employability and growth, SME development, business environment reform, national innovation systems, micro entrepreneurship, human capital development, public policy for socio-economic growth.</p> <p>More recently, Mr. Costantino is continuously retained by the EU Commission as thematic expert and/or evaluator on themes that evolve around entrepreneurship, innovation and competitiveness along the lines of the EU2020 strategy:</p> <ul style="list-style-type: none"> - EU Commission: Chairman of the Advisory Group for “Access to Risk Finance” under Horizon 2020 (2013-2017) - EU Commission: Evaluator / Investment Readiness Expert, H2020 SME Instrument Phase 1 & 2 (2015-16) - EU Commission: Steering Committee Member for the “EU Investment in Venture Capital and Other Risk Capital Fund of Funds”, 2015 - EU Commission: Sounding Board Member ESPON on Applied Research Project “Economic Crises & Resilience of Regions”, 2012-14 - EU Commission: Evaluator ENI Cross Border Cooperation Mediterranean Sea Basin Programme, 2012 and 2018 <p>In the ELDI-CARE project, Mr. Costantino will bring his expertise in the technical and operational aspects, as well as his experience in international project management.</p>
Gessica D’Agostino Administrative	<p>8 years of international work experience in project development and management as well as administrative & financial reporting.</p> <p>As project officer in the field of university (2012-2017), she matured solid experience in developing proposals and managing projects in the educational sector (Higher Education, Adult Education, Teachers Training).</p>

	<p>Ms. D'Agostino has direct experience in the organization of training events (both traditional and online) as well as events, conferences and workshops for dissemination, visibility and exploitation purposes.</p> <p>Ms D'Agostino worked in international cooperation for 3 years for International Organization for Migration (2008-2011). She holds a PhD in E-learning Development and Delivery (2015), a Master in Inter-Mediterranean Mediation, and a MA in Literature (2004).</p> <p>In the ELDI-CARE Project, she will support in the development of training content and materials, as well as developing training plans and events for the pilot testing of the training. In addition, she will oversee, coordinate and implement the visibility activities: planning and execution of dissemination.</p>
--	---

Partner number – P5

Affiliated entity ☐ YES ☒ NO

Organisation name	European Association of Homes and Services providers for the Ageing (EAHSA)
Country	Belgium

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

The European Association of Homes and Services for the Ageing (EAHSA) is the **European integral platform of the providers of housing, services and care for the ageing sector**. Members **represent all types of organisations and individuals active for older persons** and all types of ownership including for profit, not-for-profit and governmental organisations. EAHSA members represent more than 3,000 providers spread in 20 European countries.

EAHSA support its members in realizing this vision by:

- **giving a voice to the providers for the ageing sector in Europe's debates;**
- **raising awareness and understanding of the impact of European policies** among the **ageing sector** and other interested parties;
- establishing good contacts with EU institutions like the relevant Directorates General of the Commission, the Council and the Parliament and its Intergroup on Ageing;
- **becoming a key network for the providers for the ageing sector.**

EAHSA is the best partner for our project in order to disseminate the outputs and deliverables across EU, as it has more than 3000 providers in **ageing services** across 20 countries.

Characters: 940

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

EAHSA's Guiding Principles as the **Umbrella Organization** is to provide the basis for the way the senior living industry has to develop in order to keep the industry of **ageing services** viable, sustainable and responsive to future demands and needed developments. It has great experience and expertise in this field and its profile is **tailor-made** to our project **Eldi Care**. EAHSA's four guiding principles are:

- Preserving dignity.
- Nurturing spirits in life.
- Comforting in partnership. Encouraging diversity in housing and services.
- Adopting a care-focused and modern approach.

EAHSA's **mission is to voice and promote the interest of the providers for the ageing sector and establish EAHSA as an active partner in the European political scene**. EAHSA constitutes the most appropriate partner given that covers all the sector of ageing services and ageing industry.

Characters: 631

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

EAHSA is the **Umbrella Organization of Ageing care sector in European Union**, representing the entity sector. It has an extensive network with relevant stakeholders across Europe. Its expertise and experience will play a fundamental role in the effective implementation of our project.

EAHSA will be responsible for the **Dissemination activities (W.P6)** of our project regarding the outputs and deliverables. It will promote our outcomes in an appropriate way owing to its wide range of members throughout Europe in the ageing care services. EAHSA is the most suitable partner to undertake this role in our consortium.

Moreover, EAHSA will participate horizontally in the **Project Management (W.P1)**, in the **Scoping Analysis (W.P2)** due to its knowledge and expertise in the field of **ageing sector across EU**. Supportive role EAHSA will play in the **design of Curriculum (W.P3)** due to its great experience in the sector. Finally, it will be involved in the **Quality Assurance (W.P5)**.

Characters:820

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Aad Koster Manager	After studying Economy at the University of Amsterdam, Aad Koster was employed at the Netherlands Institute for Working Conditions (now a division of TNO, the Netherlands Organisation for Applied Scientific Research). From 1990 till 1994, he worked as policy advisor Economics and finance at the former Dutch Care Federation and was associated, among other things, with collective bargaining. Later he joined the National Association for Home Care (the predecessor of Z-org) , where he held the position of head Employer's Affairs . Also he was an assistant director, moving on to become a director with Z-org. Koster was CEO of ActiZ, organization of entrepreneurs in care from 2008 until 2015. He held also the position of town councilor between 1993-2002. During this period he replaced the alderman for Care and Welfare for almost 18 months . He has also been administrator for several sporting organizations. From January 2016 Koster has several activities as an entrepreneur, advisor and member of Supervisory Boards of care-organizations . He is also president of the European Association of Homes and Services for the Aging .
Karel Vostry Administrative	Mr. Karel Vostry obtains a University Degree from The University of Economics in Prague, Department of Economics. He has great experience in the field of social services and elderly care services given that for more than 9 years he was Director of Nursing Home. He was Project Manager in the Union of the Employers' Association in Czech Republic. Moreover, his extensive working experience includes the European Association for Directors and Providers of Long-Term Care Services for the Elderly as Secretary.

Partner number – P6

Affiliated entity ☐ YES ☒ NO

Organisation name	Staffordshire University
Country	UK

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

Staffordshire University has a long and proud history of **providing high quality, progressive and inclusive higher education, with more than 15,000 students and 1400 staff members**. Staffordshire University has a long history of **coordinating and participating in EU funded projects including, Erasmus+, Horizon 2020, Framework Programme 7, TEMPUS, EDULINK, Lifelong Learning Programme and Interreg**.

Staffordshire University has a number of specialised research centres one of which is **the Centre for Health and Development (CHAD)**. **The Centre for Health and Development (CHAD)** is an innovative partnership between Stoke-on-Trent City Council, Staffordshire County Council and Staffordshire University. Its purpose is to contribute to the **reduction of health and social inequalities** and improve the **health and wellbeing** through carrying out high quality translational and internationally recognised **research, emphasizing on elderly people**.

Staffordshire University has an internal Quality Improvement Service which provides a range of **quality assurance** and improvement services to the Faculties, Schools and Services within the University.

Characters: 981

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

Staffordshire University is a great partner for the role of **education and training provider** in our Project. It has extensive experience of managing and delivering EU funded Erasmus+ and lifelong learning projects.

The **School of Health and Social Care at Staffordshire University** trains a wide range of **Nursing, Allied Health and Social Welfare Professionals**. Its focus is on Higher Education, but the School has strong links to Further Education Colleges, along with both public and private providers of health and **social care**. In addition, members of academic faculty produce research on a range of topics concerning carer support and health inequalities.

The **Centre for Health and Development** provides a focus for this research and development activity. The project team have over twenty years experience of **developing teaching and learning material at a variety of levels** (from undergraduate to post graduate) in the field of **ageing care services** and are able to draw from multidisciplinary expertise for this project having worked with a range of disciplines including nursing, psychology, biology, philosophy and theology.

Characters: 926

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

Staffordshire University is a leading Education and Training Provider from UK in the field of **healthcare, with expertise and experience in the elderly care services**. Also, Staffordshire has an extensive experience in Erasmus+ Projects. Within this context, Staffordshire due to its **specialization in the field of healthcare** and with highly qualified researchers and professors will play a key role in the **research analysis of ageing care sector**. For this reason, it will **undertake the responsibility of Scoping Analysis (W.P2)** so as to identify the existing situation in the field of ageing services. Also, it will be involved in the **Desing of Curriculum (W.P3)** as it has relevant Bachelor Degrees. Moreover, horizontally Staffordshire will participate in the **Project Management(W.P1)** of Eldi Care, in the **Quality Assurance(W.P5)**

Characters: 705

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Dr Peter Kevern, Manager	<p>Dr. Kevern is Associate Professor in Values in Care. As well working on the relationship between religion and dementia, Peter works on a range of projects which concern human spirituality, the interface between religion and health, ageing and/or death. He is particularly interested in the potential role of religious communities in helping to deliver public health gains.</p> <p>Dr. Kevern led the University's input into the EU-funded STAR Dementia Training Programme. He also represented the university in in the Grundtvig project, 'Empowering Processes for Older People in their Care Settings'</p> <p>In the course of the work he has collaborated with the Gold Standards Framework on their Dementia programme and served as a consultant on elderly care to Bristol Care Homes. He is a Trustee of Age Concern Birmingham. He is a Fellow of the Higher Education Academy. He was one of the developers of a church-based intervention for improving the social support of elderly people with dementia and their carers which has attracted international attention. He has published widely in the field of dementia care and is in demand as a speaker at both academic and practice-based conferences in the UK and abroad.</p>
Rachel Massie Researcher	<p>Dr. Rachel Massie obtains a Phd in Paediatric Exercise Physiology from Loughborough University. She is an early career post-doctoral researcher and currently employed as a Research Officer, in the Centre for Health and Development (CHAD) at Staffordshire University. Rachel has experience of conducting mixed methods research and evaluations and examining intervention fidelity through both her PhD and the research projects she is currently involved with at CHAD. She has experience of conducting, analysing and reporting data from focus groups, interviews and public engagement with a wide range of relevant individuals and groups</p>

Partner number – P7

Affiliated entity ☐ YES ☒ NO

Organisation name	KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOY
Country	Greece

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

KMOP is one of the oldest Greek NGOs with 40 years of experience in the provision of services to disadvantaged groups. KMOP's main areas of expertise include **social welfare and health**, employability and human rights protection, scientific research and the development of know-how in social policy issues. It constitutes an appropriate partner from Greece given that **represents the industry of ageing services**. KMOP is also involved in both national and **EU/international projects addressing** social issues focusing on low-skilled youth and long term unemployed, victims of violence and trafficking, disabled, **elderly**, migrants and minorities. KMOP included a broad range of community based interventions designed to ageing people access on health. Its experience in the filed of care of ageing people will strengthen the quality of our Project and will contribute to the better implementation of our **Curricula**.

Also the staff comes from diverse educational backgrounds and disciplines and thus constitutes a rich mix of sociologists, social policy analysts, specialists in public health and education, psychologists, economists, lawyers and political scientists.

Characters: 992

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

KMOP **has great experience in the field of ageing services and constitutes a suitable partner as sectoral company**. Regarding the support of the elderly, its track record dates back to the late 70s and KMOP's early years of operation. It includes a broad range of community-based interventions designed to:

- **Ensure older persons' access to essential health and social services** through tailor-made community and home-based day care services, providing a pathway to social inclusion.
- **Enable seniors to live in their homes by creating age-friendly physical and social environments** through the development and use of innovative ICT-based technologies that encourage active ageing and independent living.

KMOP's community-based interventions in Greece have been considered a **good practice**, which was also transferred to Kosovo in cooperation with a local social service provider.

In addition to the services offered to the elderly population at national level, KMOP has also participated in a number of transnational and international projects dealing with improvement of the quality of life of elderly, the protection of their rights and the combatting of violence and abuse against them.

Characters: 1007

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

KMOP is a leading **sectoral organization of ageing care services** from Greece, demonstrating a huge experience in the field of Erasmus+ projects. Among KMOP interests are the healthcare and the care services for elderly people, for this reason its staff members has an extensive experience both in working experience and academic skills in this field.

KMOP will be responsible for the **development psychometric tool** which will be implemented **for the desing of Curriculum(W.P3)**. In this W.P will have therefore active and supporting role to AMC, mapping the existing situation in Greece and the needs of elderly people. KMOP due to its great expertise and knowledge in the ageing sector and its communication with caregivers is the appropriate partner to undertake this task.

Also, KMOP will be involved in the **Delivery of Curricula(W.P4)** , providing WBL through apprenticeships to students/trainees for ageing caregivers. Finally, KMOP will participate horizontally to **Project Management (W.P1)**, **Quality Assurance(W.P5)** and **Dissemination (W.P6)**.

Characters: 887

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Fotis Roussakis Administrative	Fotis Roussakis has studied Financial and Management Engineering and he is specialized in Accounting and Finance. He is involved in the financial management and monitoring of all International projects that are currently under implementation by KMOP . His responsibilities stretch from monitoring every accounting data entry to editing all forms of financial reports that have to be sent to governmental entities, in addition to the provision of guidance to collaborating partners. He has been working as a financial manager for the last 5 years, thus he is familiar with many aspects of financial and administrative project management and during this process has accumulated considerable knowledge regarding the requirements and legislation framework related to both EU funded and National projects.
Vassiliki Karkantzou Researcher	Vasiliki Karkantzou is a social worker with a BA in Social work and an MA in Applied Research on the development of innovative local and regional policies and social cohesion. She specializes in support services, local and regional development and the active inclusion of disadvantaged groups. She combines her experience as a field professional with her research background. She has managed and implemented numerous projects focusing on a variety of vulnerable groups, such as elder people, migrants, refugees, ethnic minorities, youth, victims of gender discrimination, victims of gender-based violence etc. She is skilled at methodological design and implementation of field and desk research, including conducting workshops and focus groups; customized interview techniques; qualitative and quantitative analysis techniques.

Partner number – P8

Affiliated entity ☐ YES ☒ NO

Organisation name	ACQUIN
Country	Germany

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

The Accreditation, Certification and Quality Assurance Institute (ACQUIN e.V.) is a registered association whose members are higher education institutions, professional associations and business companies. Its core competence is the **evaluation and accreditation of study programmes** for different types of Higher Education Institutions (HEIs) in Germany and abroad as well as evaluation and accreditation of quality management systems in HEIs (system accreditation). ACQUIN has an extensive experience in the field of ageing services, given that it has **Certified a wide range of programmes on elderly care services**. ACQUIN's central concern is to promote and anchor quality culture in higher education. ACQUIN has around 160 member institutions and 21 employees work in the headquarter in Bayreuth. ACQUIN will contribute to our project in the Certification of our Curricula implemented in Germany.

Characters: 769

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

ACQUIN constitutes an important partner in our consortium, **as its role is this of the Certification Body**. The agency is full member of ENQA and registered in EQAR. ACQUIN is familiar with international, national and European projects in the field of HEI quality management and improvement. ACQUIN has extensive experience in the field of Ageing caregivers, given that it has Certified many students/trainees in this sector. It will contribute to our Project by **the recognition of the Curricula** which our consortium is going to develop through the project implementation.

Characters: 482

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

ACQUIN is the **Certification Body** in our partnership, holding a key role, as it will validate our Curriculum giving the Certification. ACQUIN has a great experience, providing **Certifications in caregivers** and in **healthcare sector**.

Within this context, ACQUIN will participate actively in the **Quality Assurance(W.P5)**, having a key role, certifying our Curriculum. ACQUIN through its experience and its expertise as Certification Body, **providing healthcare Certifications**, constitutes the most appropriate partner for our consortium.

Also, it will be involved in the Project Management(W.P1) horizontally.

Characters: 520

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Stefan Handke Manager	<p>Mr. Handke is Managing Director; General Director of the ACQUIN branch KAZ-ACQUIN in Kazakhstan. He is a former interim professor at Konstanz University.</p> <p>He is a political scientist and holds a Phd in Public Policy. He has five years of experience of scientific research and teaching at German universities. For six years he is an expert in quality assurance and accreditation of universities, including ageing care sector. Further he has a profound knowledge in international affairs and good language skills in English and Russian. Stefan has experience with international projects in cross border higher education QA.</p>
Anne-Kristin Borszik Administrative	<p>Anne-Kristin Borszik is a sociologist and holds a Phd in Anthropology. She worked for three years as a project coordinator and research assistant at the university, including ageing care sector. Mrs Borszik is an expert for quality management, quality audits and the establishment of quality management systems.</p> <p>She speaks German, English, Portuguese and French.</p>
Tobias Auberger Researcher	<p>Tobias Auberger is a political scientist; he has six years of experience of scientific research (comparative politics, social security) and teaching at German universities. For six years he is an expert in quality assurance and accreditation of universities. Further he has a profound knowledge in international affairs and good language skills in German and English.</p> <p>Tobias has experience with international projects in cross border higher education QA.</p>

Partner number – P9

Affiliated entity ☐ YES ☒ NO

Organisation name	SKYBRIDGE PARTNERS OUTSOURCING SERVICES IKE
Country	Greece

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

Skybridge Partners is a Greece-based innovative IT SME, founded in 2010. Skybridge designs and implements **ICT applications**, aiming at providing its clients with efficient and measurable results of high quality. The company offers effective products of the whole range of **ICT applications** required for the efficiency of public and private organisations.

The company offers services related to the development, installation and implementation of Web-based solutions which encompass Website Design, Development and Hosting, e-Learning Management Systems (eLMS), e-Learning content generation and development for learning institutions (Schools, VET center and Universities), Government Agencies and Private Corporations.

The company's e-learning technology combines current advances in educational theory and practice with the latest in web-based, internet technology and virtual platforms. Skybridge is committed to provide the best in e-learning services and products to the education/training community throughout Europe with the cost-effectiveness concerns of the customer in mind.

Characters: 939

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

Skybridge Partners constitutes a great partner in our consortium, as **it is an ICT company which will cover the ICT dimension of our Project**. Moreover its previous experience in the field of Elderly services such as telecare proves the necessity to be partner in our consortium. It has a great expertise in its field and it will contribute effectively in our goal **to integrate use of ICT dimension** in the Project and in the Curricula which our consortium will develop.

Characters: 387

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

Skybridge is a leading company in the field of ICT in Greece, having experience in the development of e-tools for European funded projects. Its expertise and capability make Skybridge the suitable partner to undertake the **ICT tasks** of our consortium.

Skybridge will be involved horizontally in the **Project Management (W.P1)**, **having the responsibility to develop a platform for self assessment about evaluation**. Furthermore, its participation will be active in the **Delivery of Curriculum(W.P4)** because **it will develop an e-learning tool** so as to facilitate the access to educational material for all the relevant stakeholders. Furthermore, it will transfer its knowledge in our platform, providing e-support to all partners.

Characters:616

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Charalambos Papamantou Manager	Charalambos Papamantou received his BSc in Applied Informatics from University of Macedonia. Then he received his MSc from the Computer Science Department in the University of Crete, and his Phd from the Computer Science Department in Brown University of Rhode Island, USA. He worked as a Post-Doctoral researcher in University of California at Berkeley. Specialized on Cloud Security, Applied Cryptography, Development of private data platforms, he is playing a worldwide consulting role for many activities in Informatics and Computer Science.
Eleni Theodosiou Researcher	Eleni Theodosiou (BA) is a Project Officer. She has an academic background in Economics and Business specializes in International and European Economic Studies. She has worked as an HR Assistant supporting production department, researcher assistant and call center agent. She has experience in Project Management and Quality Assurance.
Petros Chondros Researcher	Petros Chondros. Associated Researcher, Electrical and Computer Engineer. Since 2008, he is a PhD candidate at the Department of Electrical and Computer Engineering, University of Patras and he is involved in Greek and EC funded R&D projects. He is a researcher in the R&D department of Skybridge Partners.
Memos Ioannis Technician	Memos Ioannis (BA) is a Junior Software Developer. He has an academic background in Science in Computing for Business with Honours. He has worked for firms and public organizations. He has experience on Operating Systems, Database, Internet Tools, PC Languages and Testing Methods.
Spiridon Servos Technician	Servos Spiridon is an Assistant Software Developer. He studies Informatics at Athens University of Economics and Business. He was worked as technical engineer at Dixons South East Europe A.E.B.E.. He has also experience on sales and Pc languages.
Lampros Pappas Technician	Lampros Pappas is a Senior Software Engineer. He holds a BSc. In Computer and Communication Engineering from the University of Thessaly. He has a decade of experience within the IT industry, focusing on Telecommunications. Specialties: <ul style="list-style-type: none"> • Programming Languages: C, Java, C++, Android SDK, PHP, Javascript • Database Design and Administration: PostgreSQL, MySQL, ODBC, JDBC • Web Technologies and Frameworks: JSP, HTML, Java EE, Android SDK, Apache Cordova • Development Tools/Environments: Eclipse, NetBeans, MS Visual Studio, Android Studio, • Xcode, Rational Clearcase, git • Network and Communication Protocols: IP, TCP, HTTP, SNMP, SIP • Linux/UNIX scripting and basic administration

Partner number – P10

Affiliated entity ☐ YES ☒ NO

Organisation name	A.M.COLLEGE SA
Country	Greece

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

AKMI Metropolitan College, a member of the AKMI Educational Organisation, the largest private postsecondary organisational group in Greece with over 7500 students nationwide. Since its foundation in 1982, it has established a number of collaborations with UK and other European Universities aiming at delivering of a number of undergraduate and postgraduate programmes.

AMC is well equipped to excel in the provision of private **higher education in Greece**. AMC plans to become a **leading provider of high quality undergraduate and postgraduate courses of well established higher institutions, mainly in the sector of Psychology**. Its high level researchers and experienced teachers in the sector of Psychology strengthen the quality of our partnership.

In 2011, the extensive existing partnership with UEL for delivering several undergraduate and postgraduate programmes was extended to include **psychology** and now **includes five postgraduate programmes and a BSc (Hons) Psychology in English (BPS accredited) and a BSc (Hons) in Psychology in Greek (non BPS accredited)**. In this activity, AMC has always been driven by the scientific model of **psychological inquiry** that has derived from the UK, the US and Northern Europe. AMC will undertake to conduct the **psychometric research analysis for elderly caregivers**.

Characters: 1114

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

AKMI Metropolitan College constitutes a strong partner in our consortium given that it is a high level **research institute appropriate to strengthen our Project**. AKMI Metropolitan College has great expertise in the **field of psychology** which will contribute to core activities for our Project for elderly care services.

By developing **Psychology academic programmes** the AMC plays a fundamental role in the delivery of top-quality higher education and research in this sector. Its partnership is necessary so as to **conduct researches and psychometric analysis for elderly caregivers, strengthening our Curriculum**. The leading role of AMC in the **sector of psychology** constitutes a great asset in the quality of our consortium and in the psychometric tools that we are going to implement.

Characters: 664

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

AMC as a State of the Art Research Institute in Greece will play a significant role in our Eldi Care project. Its huge experience in relevant sector Erasmus+ Projects also strengthen its expertise in the field of healthcare, ageing care services and psychology.

Within this context, AMC will be responsible for the **Delivery of Curriculum (W.P4)**, due to its huge experience in the education sector in Greece. Its high level **Bachelor Degrees and Masters guaranteeing** the successful implementation of this Working Package. Also, the **experienced and skilled staff members** strengthen the quality of this W.P.

Moreover, AMC will participate horizontally in the Project Management (W.P1), in the **Scoping Analysis (W.P2) mapping the existing situation in Greece regarding the elderly care needs**. Also, in **Desing of Curriculum (W.P3)** AMC will play key role in the psychometric tool due to the fact that **psychology is area of its expertise**. Providing high level research in Psychology will add value in our consortium and in this W.P. Finally, it will participate in the **Quality Assurance (W.5)**.

Characters: 914

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Maria Vassiliou Researcher	She is a graduate of the Department of Communication and Media of the University of Athens and of the Department of English Language and Literature of the Faculty of Philosophy of the University of Athens, in the direction of Literature. He completed the Interdepartmental Postgraduate Program of Studies "Communication and Music Culture" of the University of Athens with specialization in Ideology, Aesthetics and Identity. She has worked as a researcher in Greek and international research projects, such as the Urban Environments in Transition program, under the auspices of the Fullbright Foundation, and she has participated in academic events. In October 2015 he organized the Scientific, Multimodal and Artistic Conference "Invisible Cities" on the occasion of the 30th anniversary of the death of writer Italo Calvino, representing the Culture, Environment, Technological Applications and Communication sector of the Communication and Media Department. The participation of many academics, representatives of the spirit and the arts. She is a PhD candidate of the Department of Communication and Media of the University of Athens, where she completes her dissertation under the supervision of professor Philosophy of Culture and Communication, Vassilios Karapostolis. Her research interests are in the field of Urban Studies, Cultural Studies and Political Philosophy, Social inclusion (mainly on elderly people) . He joined the potential of the Metropolitan College Pedagogical Sector in 2015, where he teaches Social Policy and Research Methodology .
Dimopoulou Despina Teacher	She holds the Bsc Honors in Psychology of the English University of Lincoln, as well as an MBA graduate in Human Resource Management at the same University. In the past, he has worked as a lecturer at colleges working with English Universities in Thessaloniki at both undergraduate and postgraduate levels. In particular, he has 12 years of teaching and research experience in Psychology and Business Administration at the level of Foundation, Bachelor and Master programs in English Universities, ExternalprogramUniversityofLondon, UCLAN, UniversityofBradford, U.H.I. She is a lecturer in the postgraduate and undergraduate program of AMC's work psychology as well as diploma thesis supervisors. For many years he has been a teaching counselor at college in providing counseling to students. for She has attended seminars on Gestalt psychotherapy, psychotherapy, counseling and psychoanalysis . She is a Chartered Member of the British Psychological Society since 2009, in the department of scholars and scholars of psychology .

III. Partner number – P11

Affiliated entity ☐ YES ☒ NO

Organisation name	BQS GmbH Döbern
Country	Germany

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

BQS GmbH Döbern is a recognized employment, qualification and structural development agency. The mission of BQS GmbH Döbern is to **promote social inclusion** and enhance the skills of disadvantaged people (**including elderly people**). The organization, implementation and supervision of **social measures**, in particular for the support and reintegration of beneficiaries, the long-term unemployed and the socially disadvantaged (**with priority to elderly people**) are in the core of BQS.

Due to its shareholder structure, BQS GmbH is committed to public and municipal interests. It sees itself as a municipal and **social service provider** and is an **integral part of social networks** with the creation of additional social services.

Its experience has been gained mainly in the field of European Social Fund and other EU-funded project related to Vocational Training, equal opportunities, social assistance and social participation. The BQS GmbH **offers courses in the field of education as experienced VET Provider in the field of aging care services**. Also, it regularly offer courses and advanced training for families and adult long-term unemployed. Topics are application **training, communication training, everyday training, dealing with stress, healthcare**.

Characters: 1066

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

BQS constitute a useful partner as it has great experience as VET Provider in Germany and in EU-funded projects, **with focus on elderly caregivers and services**. It will contribute in our project implementing our Curricula in the trainees/students. BQS GmbH has several years of experience in **conducting basic education courses and low-threshold courses related to ageing sector needs** (for example, learning events and learning workshops). BQS offers courses and training for families and adult long-term unemployed, **elderly people, care services, caregivers**. Topics here are application training, communication training, everyday training, dealing with stress, **health, care services**. The BQS GmbH Döbern is certified according to AZAV §2 as a carrier of professional further education.

Characters: 670

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

BQS is a leading Education and Training Provider in Germany with expertise and experience in the field of Erasmus+ Projects. It will be involved horizontally in the **Project Management(W.P1)** of our proposed project, which includes the *inception phase, reporting of progress, overall planning and scheduling, communication and meetings*.

Within this context, BQS will be involved in depth in the **Desing of Curriculum (W.P3)** having experience in the field of education designing a wide range of Curricula for different sectors and **having expertise in the field of ageing services**. Moreover it **will be participated** in the **Delivery of the Curriculum, training the students in Germany about the elderly people care services**. Finally it will have a horizontal operation in the **Quality Assurance (W.P5)**.

Characters: 674

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Anett Müller Manager	Anett Muller obtains a Degree as Social Worker and a Master in Social Management. Anet Muller has great experience in the field of education and vocational training , with target groups from different sectors, mainly elderly people . Project management, social events, training, social work and the sector of aging care services are some of the field of expertise of Anett Muller.
Frank Biewald Technician	Frank Biewald is an indispensable employee of BQS. The field of expertise of Frank Biewald is IT Manager, Quality Management Office, Creating websites and materials for public relations Initiation, preparation and coordination and social projects, Development of database applications, Video editing, Dealing with computers and various hardware and software, building computer networksApplication and billing of projects.
Patrick Bode Trainer	He obtains a Bachelor Degree in Language and Business Administration. Also, he holds a Master of Science in Management and Organization. He is an experienced trainer in the field of unemployment, adult and aging education .

III. Partner number – P12

Affiliated entity ☐ YES ☒ NO

Organisation name	Age Concern Birmingham Ltd
Country	UK

III.2.1. Aims and activities of the organisation (Lot 1, 2, 3)

Please provide a short presentation of your organisation (key activities, size of the organisation, etc.) relating to the area covered by the project (Recommended limit: 1 000 characters).

Age Concern Birmingham (ACB) is a local charity, committed to the people and communities surrounding Birmingham. It started delivering services over 29 years ago and focus on **excelling in meeting the needs of older people** and others in need. It will represent the ageing sector from UK and it will implement the update Curriculum for elderly caregivers.

Its aims and objectives are to offer the provision of **direct services for people**, especially **older adults** and supporting **carers** and people who may experience hardship in later life, aiming to contribute to the lives of **current and future older adults**.

Its services include but are not exclusive to:

- Operating 6 wellbeing centres providing **day care** and activities for **older people** and people with dementia
- Operating 2 Community Centres offering activities for all local residents, such as Exercise classes, toddler groups, IT sessions, lunch clubs etc.
- Domestic support and care to individuals in their own home
- Delivering 24 hour care within extra care schemes and respite support for carers
- Advice and Information services, specialising in welfare benefits
- Dedicated tradesperson and handyman service providing access to accredited local trade businesses to support independent living
- A home visiting and telephoning befriending service for isolated people across Birmingham
- Carers support services
- Wellbeing and social support services to reduce isolation within the community.

Characters: 1227

Please describe the profile of the partner as regards the required types of organisations in each Lot (Recommended limit: 1 000 characters).

Age Concern Birmingham (ACB) is a NGO in the sector of elderly care services, delivering services over 29 years ago and focus on **excelling in meeting the needs of older people** and others in need. In our consortium will represent the ageing care sector from UK. Its experience in the field of elderly people, healthcare, elderly care services constitute it useful partner which will add value to our project. Age Concer Birmingham will implement the Curriculum and it will disseminate the results to its extensive network.

Its aims and objectives are to offer the provision of **direct services for people**, especially **older adults** and supporting **carers** and people who may experience hardship in later life, aiming to contribute to the lives of **current and future older adults**.

Characters: 647

III.2.2. Role of the partner organisation in the project (Lot 1, 2, 3)

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project (Recommended limit: 1 000 characters).

Age Concern Birmingham is a sectoral organization in **ageing services** from UK with great experience and expertise in this field. Within this context, Age Concern Birmingham will be involved in the **Scoping Analysis (W.P2)** identifying the existing situation in elderly care services in UK. Also it will have a supportive role in the development and desing of the **Curriculum (W.P3)**, providing its extensive experience and in depth knowledge related to the **ageing sector and its needs**. Additionally, it will participate in the **conduction of psychometric analysis of elderly caregivers** in UK due to its collaboration with a wide range of elderly caregivers.

Moreover, it will participate in the **delivery of Curriculum (W.P4) in UK**, providing WBL to the students/trainees through apprenticeships in its organization. Age Concer Birmingham will be also involved horizontally in the **Project Management (W.P1)**, **Quality Assurance (W.P5)** and **Dissemination Activities (W.P6)** providing its great network in the field of ageing care services in UK.

Characters: 876

III.2.3. Operational/Technical capacity: Skills and expertise of key staff involved in the project (Lot 1, 2, 3)

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project
Becky Bews Manager	Becky Bews has an extensive and remarkable working experience in the field of elderly care services . She is the CEO of Age Concer Birmingham since March 2014. She has worked before in the Birmingham Mind the largest independent mental health charity providing services mainly to elderly people . Since joining the organisation she has lead on the development of existing and new services related to elderly care sector , in both Age Concern Birmingham and Jubilee Citizens UK. Her research interest is based on healthcare, ageing caregi services, needs of elderly people and daily life problems.

III.3. Cooperation arrangements across the partnership (Lot 1, 2, 3)

Please describe arrangements and responsibilities for decision making, conflict resolution, reporting, monitoring, communication etc. between the participating organisations and any other relevant stakeholder (Recommended limit: 3 000 characters).

A **Partnership Agreement** will be signed up in the first month of the project. It will define the specific roles and responsibilities of each partner, the management structure, coordination and communication mechanism, decision-making process, conflict resolution, partners' financial allocations and targets to be achieved.

The main decision-making mechanism will be the **Steering Committee**. The Steering Committee will arrange **4 face-to-face meetings** that will be used for assessment of the project's progress, issues and risks, planning the next stage of the project and key themes of the project development. Partner participate in the Steering Committee procedures through their **vote**. Every vote is of equal power. All decisions are taken by using a **majority vote rule**.

The **Advisory Board** will meet face-to-face the day after the Steering Committee meetings for 1 day. If a conflict arises, the Steering Committee must discuss the issue and try to reach an agreement through consensus. If this process fails to resolve the matter, then the **WP Leader** directly involved in the disagreement must intervene and direct discussions for further clarifications and possible settlement. If no progress is being made, the next step would be a **Steering Committee voting on the matter**. Otherwise, if all these actions are proven unsuccessful, the **Contracting Authority** will be consulted for further guidance, leading to the conflict resolution.

6-month reporting by each partner to the project manager on activity delivery, progress against initial targets and expenditure will form a key part of the control mechanism of the project. The template of the reports will be included in the **Project Management Workbook**. The project director, on the basis of these internal reports, will prepare overall review of the project performance and update of the work plan and schedule. Financial guidelines, reporting templates and activity check tools will be devised to support the monitoring and review process. Issue/risks log in, and risk management system will be set up. This will allow identifying and subsequently managing potential deviations from the original work plan, delays or risks and.

Any conflict or issue will require solution by the project director. If needed, the project director, will escalate these to the Steering Committee for a decision.

Description of risk and its impact	Category	Likelihood	Impact	Proposed mitigation	Owner
Example : Change of partner incomes in the project (difficulty to secure some external financial support and public subsidies in the current economical context)	Financial	Possible	Major	All partners are committed to compensate a possible reduction of income.	Project Partners

Indeed, success of our project can only be achieved if the consortium shares the following principles:

- Engagement with the project objectives, understanding and performing the role of each partner in the success of the project;
- Interest and focus in the execution of the project (be it a problem to be solved or an opportunity for improvement);
- Understanding that cooperation under this project is the best mean for achieving each partner's desired results on a knowledge and cost basis;
- Commitment to apply and use the project results for an improvement in their business or research activity, each organization having benefits from the project.

Characters: 2.861

PART IV. Impact and dissemination

Please note that this part includes questions for the three Lots. All specific questions are marked with the Lot number(s) they address.

IV.1. Target groups

Lot 1, 2, 3: Who will benefit from the project results/ outputs, products and how does the consortium intend to address them? Please describe how the target groups (including participating institutions, stakeholders) will be reached and involved **during the project lifetime** and how the project will benefit the target group at local, regional, national and or European level. What is the change your project will make (Recommended limit: 3 000 characters)?

We have identified the following target audiences benefiting from the project results:

1. Elderly Care Providers & Social Institutions

- **Elderly care workers (formal & atypical)**
- **Members of Organizations** providing elderly care services.
- **The European Commission** and responsible **DGs (EDU and EMPLOY)**
- **Women with fewer opportunities**, who are confronted with economic issues, educational obstacles, and social exclusion wishing to join this new employment opportunity
- **ICT entrepreneurs & innovators**

2. Direct & Indirect End Users

- **Families** with elderly people under their protection
- **Elderly**, receivers of the provided services
- **Organizations** representing ageing population (we have included one of the major Organizations EAHSA in our consortium).
- **Universities and Academics** researching on the phenomenon of ageing population
- **Administrations** responsible for ageing population welfare (i.e. Ministries of Employment, Ministries of Social Affairs etc).
- Other European **public administrations operating at local and regional level** and their networks: the main networks and associations of local and regional administrations at European level as well as at national level will be contacted for dissemination of the approach, tools and knowledge built by the project.

Reaching the Target Groups

Our dissemination strategy is described in detail in **WP6** section, entitled Dissemination, Exploitation & Sustainability and in the IV.3 Dissemination & Exploitation Strategy below.

The benefits of engagement for the stakeholders are multi-fold as it **provides them ownership** to shape the next generation in the work force and **access to innovation and best practices**. One of our important partners, **EAHSA**, an umbrella institution numbering **3000 providers in 20 countries**, can maximize the project's outreach, interacting with a wide range of relevant institutions and individuals.

Our VET Partners will draw on their networks with schools and careers services to promote and market the new curricula. **Information sessions, presentations at international career fairs and publications** will bring intermediaries up to speed with new developments in the curricula and the key benefits so that they can signpost future cohorts of learners.

The stakeholders will be reached through the all the partners' networks in their countries and via targeted communication activities. The benefits of engagement for the stakeholders are multi-fold as it **provides them ownership** to shape the next generation in the work force and **access to innovation and best practices**.

All end users, for example in our case **KMOP** and **Asisttel**, will **acquire new skills, knowledge and experience**. In addition, the learners can expect to have **employability advantages** locally and transversally, while employers enjoy better **access to new well-trained talent**.

The **research report** and the presentation of the outputs and results of the project via **info days, career fairs, journal publications, international conference** and **policy dialogue symposium** will provide influencers and policy-makers with information and evidence for the innovation and benefits of the project enabling them to act as advocates and inform policy making accordingly.

Characters: 2.759

Lot 1, 2, 3: Involvement of relevant sectoral stakeholders

Who are the stakeholders of the project and why are they the most relevant stakeholders in the sector? Please describe their involvement and specify activities they will be contributing to (Recommended limit: 3 000 characters).

A key strength of our proposal is the participation of **3 well-established and distinguished sectoral stakeholders** with a large outreach capacity and extensive networks.

The European Association of Homes and Services for the Ageing (**EAHSA**) is a **European platform specialized on elderly services**. Its members, numbering almost **3000 in 20 countries**, are a diverse group of organizations, enterprises and individuals active on fields associated with elderly care and the ageing sector. Being a key player in this demographic group, EAHSA's know-how can be a catalyst for the conception and implementation of well-designed tasks, as it offers a deep understanding of present challenges related to the project, in many countries across Europe. Its presence in numerous countries offers a tremendous **dissemination potential** for the project, further strengthening its impact. Due to its involvement in almost every aspect of the elderly care services EAHSA and its associates can contribute in most **working packages** included in the project.

A second indispensable partner in our consortium is **Asisttel**, Assistance Services, S.A, a Spanish enterprise with **more than 20 years of experience** in provision of Care Services for ageing and dependent people as well as training. Their central goal is to provide quality care services for the elderly in their own homes using an innovative telecare service that offers users the option to remain in their usual environment and simultaneously being cared for and protected against any unfortunate event that could possibly occur. It is focused on 4 areas: **1) Elderly, 2) Home Care Assistance, 3) Childhood Area & 4) Training Services**. Asisttel's use of technology and innovations for the provision of high quality elderly services, adds the ICT element needed for the projects cutting-edge character.

KMOP's experience in implementing projects concerning elderly care and family related topics expands for over 4 decades, making it one of the oldest active NGOs in Greece. KMOP's activities are focused on issues such as **social welfare & health**, employability and human rights protection, scientific research and the development of know-how in social policy issues. Its **deep understanding** of Greek society's structural weaknesses and assets, makes KMOP a vital partner in the **reformation** of the elderly care sector within the country. KMOP has been involved in numerous International & European projects creating a **strong network of associates** and partners that we plan to mobilize in order to increase our outreach. KMOP will put in practice, through its **social and elderly care workers**, our curriculum and offer **practical feedback and suggestions** on how should the work-based learning should be implemented. What is more, KMOP can offer an **accurate description of the elderly people's needs and challenges**, based on its involvement in the sector.

Apart from those mentioned above, that are directly involved, all other partners are cooperating with sectoral stakeholders than can assist the project realization by consulting and advising the partnership.

Characters: 2.620

Lot 1, 2, 3: Links with other sectoral initiatives

Please describe how this application is linked with other sectoral initiatives. Do you foresee some synergies (Recommended limit: 1 500 characters)?

One of our core values is the exchange of good-practices and mutual support for initiatives that we share the same principles and goals. We will actively pursue an extrovert approach on communication, aiming to interact and cooperate with experts and organizations involved in the elderly care reformation.

An initiative that we would appreciate working with, is the *European Innovation Partnership on Active and Healthy Ageing (EIP on AHA)* a platform for people, institutions and organizations involved in the Active and Healthy Ageing through Europe. Apart from excellent networking opportunities, its practices on how to encourage sports and a healthy lifestyle can be helpful in our Curriculum design, since we would like to use innovative self-improvement methods that will keep participants in good shape, with minimum elderly care worker supervision.

More info about this initiative can be found here: https://ec.europa.eu/eip/ageing/home_en

Another project that we would like to join forces with is CARE@HOME health monitoring EU-funded Partnership.

Care@Home's goal is to design and operate a platform where elderly people can use digital applications so can live independently with minimum assistance from elderly care workers, improving their health security by mobilising e-health applications.

More info about this project can be found here: <http://www.aal-europe.eu/projects/carehome/>

Characters: 1.198

Lot 2, 3: Please describe the action plan for the roll-out at national and regional levels including appropriate measures and identification of financial resources (Recommended limit: 3 000 characters).

Database

Our first step for establishing a cohesive action plan is to create a **database** including all SMEs, organizations, people and institutions that may be interested in our project and are in contact with our Partners. These contacts are going to be used when planning dissemination events, projects and meet-ups.

Advisory Board

Secondly, our **Advisory Board** will ask for the creation of **National & Regional Stakeholder Committees** that will manage the project in state and regional level, in order to maximize its effectiveness.

National & Regional Stakeholder Committees

The role of the National & Regional Stakeholder Committees is to meet, explain and engage in **discussions with regional governments, ministries** related in the topic (Ministry of Health or Employment), **labour unions and elderly people's unions**.

The aim of these actions is to **attract interest and encourage participation** in the project. Finding a common ground with local actors and stakeholders can be crucial for the long-term success of the program. In the struggle for the improvement of elderly care, local communities are an important ally and beneficiary. Re-shaping the program, so it meets **local demands, special needs and characteristics**, influenced by local culture and realities, is a flexible approach celebrating adaptability.

Network of Accreditation Providers

What is more, our Accreditation firm, ACQUIN, will utilize its **network of Accreditation Providers across Europe** in order to promote and explain the values, scientific accuracy, methodology and importance of our **ISO:17024** certification, making it a template for future projects involving VET training and health care but also promoting its adoption by countries and stakeholders not directly involved in the program.

Funding

Another necessary measure for securing our resources in terms of financial viability, is to work in **attracting funding from state and private resources** to ensure the sustainability and self-sufficiency of the project. Every partner, will have to take the necessary measures to pitch the program in potential supporters and carefully manage the amount of budget raised.

However, since the Partnership involves enterprises actively working and investing in elderly care, they have every **intention and incentive** to keep the project running by utilizing its deliverables and integrating them into their operations, ensuring the long-term viability of the Curriculum. **Engaging more end-users** will be the breeding-ground for sufficient financial resources.

Alumni

The **alumni** of our VET Curriculum, due to their superior training, specialization and certification are going to be the best ambassadors of the project, attracting attention and interest, safeguarding its timelessness and effectiveness.

Characters: 2.362

Lot 1, 2, 3: Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished (Recommended limit: 3 000 characters).

We will ensure continued engagement with stakeholders and potential users and beneficiaries beyond the project's lifespan in the following ways:

Maintain, inform and update identified target groups and nurture relationships built through direct and tailored communication including **taster workshops, workshop (demonstration) frameworks**, and a **policy dialogue symposium**.

Digital engagement through **project website and learning platform**.

Professional guidance organisations & other VET providers

In-country career services and employment orientation bodies will play a key part in identifying and inspiring new learners to benefit from the curricula.

Taster and demonstration workshops will aim to inspire other VET providers to adopt the curricula as part of their teaching agenda and inform career services and counselling bodies how these curricula are innovative and aligned to the needs of the industry

Advocacy: Policy makers in Elderly care sector and education & labour authorities

Engaging with local, national and EU government and policy makers within the project lifetime will ensure that we maintain the dialogue with those who can influence the future shape of VET in the elderly care sectors. Through engagement at a systems level demonstrating how our project continues to deliver on EU priorities and policy we aim to secure further buy-in and endorsement of the curricula to benefit wider target groups. We will hold **taster workshops** and a **policy dialogue symposium** with policy makers to demonstrate innovation in the project results and will continue to share best practice and case studies with this target audience beyond the project's lifespan through the website and targeted annual publications.

Employer Engagement

One of the project's main objectives is to establish closer ties between VET providers and employers. Further to the pilot, we expect the curricula to be fully integrated to the business as usual activities of the participating VET providers and employers. As the curricula gains steady traction and builds profile at an EU level through communication and publications, we expect that more employers in the sector will buy into the scheme. We will put processes in place (updating of employer handbook, TORs for national level VET/employer working groups) to maintain the employer voice so that that the curricula remain relevant and responsive to changing industry needs.

Digital Engagement

Through our digital platforms (project website and learning platform) we will provide access to free curricula materials and resources which will attract the engagement of both current and new beneficiaries beyond the confines of the four partner countries. Through blogs, and discussion boards integrated into the digital learning platform we will incentivise engagement new interested target groups (trainers, VET providers and employers) who have access to learning materials (case studies, guidelines, handbooks.)

Continuous development and responsiveness to change

To ensure that the curricula are responsive to changes in the sector in the long run and can be continually improved and updated, we will establish a committee including both partners and stakeholders to play the role of an Observatory of changing and emerging labour market needs and educational policy shifts which would require curricula adaptation

Characters: 2.861

IV.2. Sustainability and impact

Lot 1, 2, 3: *How will be the activities and the partnership sustained beyond the project lifetime? Please explain which results of your project will be maintained after EU funding, and how you intend to maintain them (e.g. financial and human resources, etc.) (Recommended limit: 3 000 characters).*

Our Partnership was built to include more than one actor from each country, so we can invest in state and local cooperation.

In line with our anticipated short term results and long term outcome indicators, the impact of the project will be wide reaching and touching all target groups and audiences at different stages of the project and it will maintain its momentum, even after the project completion.

Partner Cooperation

Our distinguished VET providers will keep using the Curricula designed by the program, as the demand for elderly workers is going to increase due to the growing number of elderly people. Of course, an essential part of the Curriculum is the certification monitored by ACQUIN, that guarantees the quality of the project. The certification and VET Curricula are inter-connected and due to the increasing demand they can exist and develop further independently from the project.

Sectoral Stakeholders Motivation

Apart from the VET providers, our consortium includes specialized elderly care providers (sectoral stakeholders) that can benefit from recruiting fresh well-trained professionals and integrating them to their business activities. Recruiting talented and market-ready workers is a challenge than every business faces and this partnerships aids sectoral stakeholders in overcoming it.

Umbrella Organization & Competitive Advantage

What is more, EAHSA our umbrella organization, with its strong influence on an extended network of elderly care employers, will promote our certification and curriculums to its partners and members in order to establish a strategic advantage in comparison with the competition that lacks such a certification and training program.

Cementing such procedures) and mechanisms (Curriculum, Work-based Learning, Psychometric Tool etc) and making them indispensable, is something that benefits all partners.

Partners commitment

All the partners are highly motivated and genuinely interested in the long term sustainability of project results. Partner have committed to continue with a reasonable level of contribution (5 days per annum for two years) after the project lifetime: updating the two curricula and relevant materials to ensure their continued relevance to emerging market needs; and continued promotion and dissemination of the outputs and results of the project, ensure website remains active and relevant.

Sustainability Plan

During the 3rd year of the project the alliance will develop a Business Model for maintaining and sustaining the on line platform preceded by a research on services and other income generating activities. This could be for example establishing a two-tier access system: a public facing portal where key resources and materials can continue to be accessed freely and a member's only portal incurring a small subscription fee.

The partners will also explore and identify potential commercialisation opportunities to secure funding and resource for the development and enhancement of the learning outputs and resources.

Characters: 2.567

Lot 1, 2, 3: Please describe what is the expected impact on the target groups (including participating institutions and stakeholders). What is the desired impact of the project in the sector, at regional, national, European and/or international level (Recommended limit: 3 000 characters)?

The project's expected impact is going to change drastically the realities of both beneficiaries and stakeholders by facing their challenges with clarity and offering realistic and innovative solutions.

Elderly Care Workers (typical / a-typical / undeclared)

- Acquisition of **new skills & competences** necessary for a career in the elderly care industry
- **Specialization on ICT** applications in healthcare
- A pathway to **legal employment for atypical/undeclared workers**, trying to escape the "grey market" economy
- **Certification** of excellence
- **Work-based experience**
- Direct **networking with potential employers** (sectoral stakeholders)

Partners organisations

- Enhance capacity and knowledge on **international best practices**, work based and blended learning, and EU **transparency tools and instruments**
- Create working relations, links and networking opportunities with other organisations increased both nationally and at European level
- Establish **a value chain** among partners, ensuring **further cooperation** beyond the program

Stakeholders

- VET providers, policy makers and regulatory bodies in VET have increased access to labour market intelligence and are **more responsive to industry needs**
- VET providers **acquire and test innovative teaching and learning methods** in the field of ICT healthcare
- VET providers offer certification to the students who successfully complete the project
- Sectoral stakeholders get **direct access to well-trained potential employees**, meeting their standards and tested in practice
- Sectoral stakeholders shift their focus on innovative technologies and **digital applications**, staying relevant in the market competition

Impact at systems, practices and policy level (national, regional and European)

- Creation of **innovative and modernized curricula** in the elderly care in numerous EU countries, underpinned by alignment with EU transparency instruments and tools, allowing for their **transferability across EU**
- Improved **employability, mobility and professional development** of elderly care givers and trainers benefitting from the new curricula
- **Shrinking of the grey market** and undeclared work in elderly care
- **Strengthened entrepreneurship, management and digital skills of professionals in the elderly care sector**, supporting the longer term sustainability and growth of those organisations
- Improved **professionalism, capacity and competitiveness** of the elderly care workers as a result of modern, innovative and relevant VET training on cutting-edge technologies
- Policy change and a model of enhanced and meaningful **collaboration between different players and stakeholders** ensuring the VET offer is **industry-led and responsive to real market needs in the elderly care**.
- Improved perceptions of VET training and raised importance of transversal skills, especially those **combining elements of traditional approaches with tech innovations**
- Modernising VET by being **more responsive to industry needs** and integrating fresh **e-health methodologies**
- Increased confidence and mutual trust between actors in VET provision, employers, social partners and accreditation bodies

Characters: 2.671

Lot 1, 2, 3: Overview of short term results and long term outcomes indicators

Please highlight the main results (outputs and outcomes) for stakeholders (individuals, organisation, etc.) sectors or systems that your project intends to generate.

Please add lines as necessary according to the number of indicators.

Short term results	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Framework for Scoping Analysis	Education Providers, Policy-Makers, Employers, Academic Institutions, Social Partners	70% of individuals report that the information on the methodology of the research is useful to them.	Increased awareness of how to carry out a scoping analysis of skills needs.
Research Analysis Report	Education Providers, Policy-Makers, Employers, Social Partners	70% of beneficiaries in each partner country report that the report findings are relevant and value to their area of work/focus.	Increased awareness and understanding of country-specific skills gaps in the audio-visual & live performance sector
Methodological Guide for articulation of Learning Outcomes	VET providers, Elderly Care Workers	70% of Education including VET providers state that the methodological guide has benefitted them.	Increased awareness of the methodology for articulation of learning outcomes. More consistency in the definition, assessment of learning outcomes across each country.
Digital and new Technologies Elderly Care Giver Curriculum Pilot	Elderly Care Workers, Teachers	70% of elderly care workers, teachers and employers report that the pilot curricula have brought direct benefits to them as learners / teachers in terms of improved learning outcomes.	Increased skills and knowledge which are more relevant to industry needs Enhanced relationship between employers and education institutions. Curriculum is accessed by wider learners and teachers.
Learner Resources e-portfolio printed material case studies video lectures	Elderly Care Workers	70% of elderly care workers, teachers and employers report that the pilot curricula have brought direct benefits to them as learners / teachers in terms of improved learning outcomes.	elderly care workers receive a richer learning experience through innovative and multi-platform learning materials
Tutor Handbook	Teachers / Tutors	70% of teachers across the 4 countries report increased skills and confidence in delivering new thematic curricula for learners as a result of using the handbook.	Teachers are more confident and consistent in the delivery of the three thematic curricula following the training. A wider pool of teachers also benefit from these results.
Train the Trainer Guide	Tutors / Teachers	70% of trainers feel more confident in training teachers as a result of using the handbook.	Trainers report benefit of the user guide in training new teachers to deliver curricula. A wider pool of trainers and teachers also benefit from this available material
Employer Handbook	Employers	70% of employers report direct benefits of using the manual.	Employers report that the manual adds value and supports them in their involvement in curricula implementation. A wider pool of employers also benefit from this available material
Project Online Platform	Public	50,000 people in the EU region access information and materials via our website	Enhanced knowledge through free access to information and resources on our website on Further engagement with the project beyond the life-cycle
Social Media Networks	Public	1,000+ followers across the 5 partners countries for Facebook and LinkedIn and other social media platforms	Enhanced understanding of the project's objectives. Access to progress, outputs and results impact on a wide range of beneficiary groups
Promotional materials including presentations and publications	Public	Materials distributed to and downloaded by 5,000+ individuals in each country.	Increased awareness of the project further to engagement with project literature or audio-visual materials. Project brand and profile is increased as a result of this dissemination.
European Conference	VET Providers, Sectoral Policy-Makers, Social Partners, Educational Institutions.	75% of attendees report increased awareness of our project's benefits and results	Increased awareness of the new curricula and supporting material which leads to wider take-up and adoption of this curricula at national/European level

Short term results	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Taster Workshops (x2 per country)	Teachers, VET provider directors	70% of workshop attendees report a better understanding of how the innovative curricula can benefit their institutions and learners. 50% are interested in adopting the curricula at their institution	Workshop participants are more informed about the curricula and the benefits they can bring to their learners. Further to the workshop, VET there is an increased interest in adopting the curricula.
Workshops for VET and Policy Makers	VET Providers and Policy-Makers at national level	70% of workshop attendees report increased learning and awareness of how to implement the curricula at national level	Increased understanding of how the curricula are implemented and more aware of potential challenges and barriers.
Policy Dialogue	Accreditation bodies, Sectoral policy and decision makers, Life-long learning centres, career advisor services	60% of attendees report that they are more likely to engage in the project following the policy dialogue	Increased involvement of target audience following the policy dialogue.

Long term outcome	Target groups / potential beneficiaries	Quantitative indicators	Qualitative indicators
Improved Skills & Knowledge in Transversal-skills knowledge and ICT expertise	Elderly Care Workers	70% of individuals report having acquired new skills and knowledge	Individuals/Institutions provide positive examples of the skills and knowledge they have gained/deepened
Greater confidence and better prepared for work in the elderly care sector	Elderly Care Workers, Employers	70% of individuals report feeling better prepared for work and greater confidence, and feel more motivated, and inspired towards their career 80% of employers confirm that learners and new recruits are better equipped for working in the sector	Individuals provide positive examples of how programmes and projects have increased their confidence and better prepared them for work Employers actively engage in future curriculum development and provision of live briefs
Greater confidence in teachers or tutors in delivering skills curricula in order to prepare learners for work in the elderly care sector	Teachers / Tutors	70% of teachers or tutors report feeling better prepared in delivering curricula and feel more motivated, and inspired delivering to learners	Teachers / Tutors provide positive examples of how this projects has helped increased their confidence in delivering skills curricula to learners
Better understanding and appreciation of European best practice in audio-visual and live performance skills provision and policy	Elderly Care Workers, Teachers and Employers, Policy Makers	70% programme participants report improved understanding and appreciation of European best practice in elderly care services provision	Individuals/Institutions provide positive examples of the new knowledge they have acquired from European International best practice in technical and transversal skills Policy makers have access to evidence and case studies to inform future policy
Stronger recognition of cross-sector working between the private, public and third sector (incl. education and industry)	Elderly Care Workers, teachers, employers	70% of individuals recognise the benefits of working cross-sectorally	Individuals/Institutions provide positive examples of the benefits of cross-sector working
Improved Skills & Knowledge in Transversal-skills knowledge and ICT expertise	Elderly Care Workers	70% of individuals report having acquired new skills and knowledge	Individuals/Institutions provide positive examples of the skills and knowledge they have gained/deepened

Long term outcome	Target groups / potential beneficiaries	Quantitative indicators	Qualitative indicators
Greater confidence and better prepared for work in the elderly care sector	Elderly Care Workers, Employers	70% of individuals report feeling better prepared for work and greater confidence, and feel more motivated, and inspired towards their career 80% of employers confirm that learners and new recruits are better equipped for working in the sector	Individuals provide positive examples of how programmes and projects have increased their confidence and better prepared them for work Employers actively engage in future curriculum development and provision of live briefs
Greater confidence in teachers or tutors in delivering skills curricula in order to prepare learners for work in the elderly care sector	Teachers / Tutors	70% of teachers or tutors report feeling better prepared in delivering curricula and feel more motivated, and inspired delivering to learners	Teachers / Tutors provide positive examples of how this projects has helped increased their confidence in delivering skills curricula to learners
Better understanding and appreciation of European best practice in audio-visual and live performance skills provision and policy	Elderly Care Workers, Teachers and Employers, Policy Makers	70% programme participants report improved understanding and appreciation of European best practice in elderly care provision	Individuals/Institutions provide positive examples of the new knowledge they have acquired from European International best practice in technical and transversal skills Policy makers have access to evidence and case studies to inform future policy
Stronger recognition of cross-sector working between the private, public and third sector (incl. education and industry)	Elderly Care Workers, teachers, employers	70% of individuals recognise the benefits of working cross-sectorally	Individuals/Institutions provide positive examples of the benefits of cross-sector working
Greater mobility opportunities facilitated as a result of the development this curricula	Primary: Elderly Care Workers Secondary: Educational Institutions and Employers	50% of learners feel more inclined to pursue mobility opportunities within the EU arena or beyond to develop their skills and global awareness of the sector	Case study examples of learners from the curricula working in a different country from that which they studied in

IV.3. Dissemination and exploitation strategy

Lot 1, 2, 3: *How will the dissemination activities be structured so as to ensure that the results will reach the relevant target groups? How will the exploitation activities be structured so as to use the results both within the project's lifetime and after? How will the results be mainstreamed and multiplied (Recommended limit 3000 characters)?*

Our results will be mainstreamed and multiplied

Our results is going to be structured placing EAHSA in the epicentre, as the Umbrella Organization of Ageing Services in European level. We are going to take advantage of the fundamental role of EAHSA in the Ageing Care Sector, since major organisations in care sector services are among its members. EAHSA represents more than 3,000 providers spread in 20 countries throughout Europe. EAHSA will play a key role due to its expertise on how the results will be mainstreamed and multiplied establishing good contacts with the EU Institutions like the Relevant Directorates General of the Commission, the Council, the Parliament and its Intergroups on Ageing.

Under the supervision and guidance of EAHSA, we are going to prepare a tailor made dissemination and exploitation plan. Based on the following structure:

1. Structure of dissemination activities

A. Digital. With the experience and supervision of Skybridge we are going to built digital communities within ageing sector, including:

- Audience engagement through Eldi Care social media profiles and blogs
- Online communication tools (website) ,which will be updated regularly with news, opportunities and access to outputs and resources
- Project case studies in the form of promotional videos and podcasts
- E-newsletters to EAHSA's and partners' database

B. Events & Outreach. Face-to-face engagement with stakeholders and wider audiences, including:

- 1 European Ageing sector conference held by EAHSA
- 1 European Ageing sector conference held by IHF
- 1 Ageing sector conference undertaken by each participant country (from Germany held by BQS, from Greece by KMOP, from UK by Staffordshire University, from Spain by Asisttel)

C. Sectoral literature and Publications. EAHSA and all partners will promote materials developed for different audiences, through its channels, to raise awareness about the project impact and encourage wider enlargement via social media (mainly we will use the extensive network of Facebook, Twitter, Linkedin so as to disseminate effectively our project), including:

- Printed leaflets & brochures related to the Ageing sector
- Press release templates
- Articles about Ageing sector featured in sectoral publications and journals

2. Structure of exploitation activities

We are following a two-level exploitation approach:

A. European. This initiative will be undertaken by EAHSA in the following ways:

- In total at least 20 consultations are going to be provided to partners that are not direct part in project implementation (members organisation of EAHSA).
- Training Curricula and WBL are going to be presented during consultation and training methods outcomes are going to be handed over for free use.
- Results publication in the official website of EAHSA, so as to be accessible always for the related audience.

B. National. This initiative will be undertaken by VET Providers (AKMI S.A from Greece, BQS from Germany, University of Malaga from Spain) and Sectoral Organizations (EAHSA, KMOP, Asisttel) in the following ways:

- We will use designed Curricula and WBL so as the caregivers to be trained in order to be integrated decisively in the new Ageing Care Services sector environment.
- Ageing Care Organizations accross EU will train their current employees in order to ameliorate their skills in accordance with the new trends of the Ageing Care Services needs.

Characters 2885

Lot 1, 2, 3: Please describe the dissemination and promotion measures that will ensure the best project visibility. In this context, indicate the main project website features that will ensure that the produced outputs/deliverables are accessible to end users and properly promoted. Also explain your strategy on social media (Recommended limit: 3 000 characters).

Our consortium has understood the influence of social media and websites in the dissemination and promotion process, consequently it will use effectively these tools. The project visibility is of fundamental importance in order to be implemented successfully our project. Within this context, we are going to combine the power of the emerging sector of **social media** with the **project website** to achieve the targets of **dissemination** and **promotion**.

Initially, taking into consideration the widespread use of social media, our strategy it will be based on the creation of accounts in the **most popular social media** such as *Facebook, Twitter, LinkedIn*. The **visibility** of the project will be at the core of these accounts, through the **promotion of our website posts**. Having in mind that through social media we can reach a big audience, we are going to follow all the **relative stakeholders** (at national or European level), **policymakers** (at national and European level). Our partnership will appoint a **social media expert** to post and promote the **outputs and deliverables** in the three accounts of **Eldi Care** so as to be free and accessible to **end users** and to everyone. Moreover, through the use of the appropriate **hashtags** we are going to **increase the visibility** beyond the number of our followers, achieving the expected results. Apart from the accounts of our project, all partners will promote from their own accounts the deliverables and outputs so as to inform their followers.

The **effective use of the social media** will be based on the use of links of the **website**, which is a priority of our dissemination process. The **website of Eldi Care** will constitute the **main tool** to achieve the best results in the dissemination and promotion process. In order to ensure the accessibility to the **end users of Eldi Care**, it is necessary to have a **friendly** and **tailor-made** to the end users website. For this reason, we are going to integrate in a **distinct section** on our platform the **deliverables/outputs** (*psychometric tool, code of conduct, etc*) of the project so as the visitors to find them when they click our website. The promotion of the outputs/deliverable will be constant and through our **newsletters** we will inform the end users about the **new material** of **Eldi Care**. Additionally, a useful **website feature** will be the section of **FAQ "Frequently Asked Questions"**, in which we will have *questions/answers* on how and where the end users will find the relevant output/deliverable that they search so as to be **accessible promptly**.

Finally, we are going to have an **accessible website to disable people**, so as to facilitate their navigation when they visit our site. Within this context, it will be included tailor-made tools to make **readable** for everyone our content.

Characters: 2105

Lot 1, 2, 3: Please explain how the exploitation of project results will be measured during the project lifetime and after (Recommended limit: 1 500 characters).

The core aim of our exploitation strategy is to embed the project's results and to contribute towards changes to systems, practices and policies at national and European level. Indicators have been put in place to measure the qualitative and quantitative degree of their success. However, it is acknowledged that intangible benefits are more difficult to measure and may not be realised for some time after the project lifetime.

Our partnership to measure the results will use the following:

Digital Exploitation Indicators

- Number of visitors to the web site and to the social media
- Interaction and response rate to specific exploitation activity
- Volume of materials downloaded

This will give an indication of the interest generated by the project and its potential reach. Likewise, activity figures related to social media interactions will be captured through web analytics tools.

Events, Workshops and Advocacy

Short-term indicators of success further to outreach exploitation activity include:

- Number of articles published and/or presentations given about the project
- Number of new VET providers adopting and use the curricula
- New EU countries using the materials
- Demand for taster sessions

Long-term exploitation activity

Once the project is completed, indicators of continued success and the effective exploitation of the project will be measured by:

- Continued activity and engagement on the website (captured from web analytics tools)
- Demonstrable evidence of changes in working practices of educators (interviews and questionnaires)
- Curricula is mainstreamed in all VET providers who have adopted it
- Policy changes at national or EU level directly resulting from the project's activity
- Number of new partnerships established between project partners and stakeholders

Characters: 1526

IV.4. Open access to the educational resources

Lot 1, 2, 3: Please describe how the materials, documents and media produced will be made available to the wider public through new technologies. Please explain also if you are going to apply any restrictions to some parts of the content (Recommended limit: 3000 characters).

NB. The open access requirement means that the beneficiary must publish all educational materials produced with Erasmus+ funding free of charge and under an open license. This means that anyone must be free to use the material but the Erasmus+ beneficiary may apply some restrictions to the license, for example a limitation regarding commercial use, or a requirement that the author/holder of rights must be mentioned. In reverse that does not mean that the beneficiary loses its rights. The beneficiary is granting a license, not yielding its rights. Thus the beneficiary itself may still use the material in other works and contexts, even commercially.

You may consult http://ec.europa.eu/education/news/doc/openingcom_en.pdf for more information.

The project's main outputs about ageing care services, including learning materials, resources, employers, teacher and learner handbooks will be made available **digitally** in a wide range of medias and formats to appeal to different learning preferences.

Our partnership will use the **New Technologies** as following:

- **Digital Learning Platform**

This will be the project's main digital platform and the interface between the project's outputs and our digital audiences. Plans for sustained activity of the web platform will be developed after project lifetime will be developed. This might include a two-tier access system for the repository of resources: a public facing portal where key resources and materials can be accessed freely and a member's only portal incurring a nominal subscription fee. These members will gain access to exclusive materials and resources as well as more sophisticated access to digital networking forums.

- **Audio Visual Content**

Case studies and video material resulting for the project's activities will be made available to the project's digital audiences via YouTube or Vimeo platforms. Podcasts including interviews with teachers, learners and employers will also be made available to download. Presentations will be hosted on Slideshare for easier downloads linked to the project's digital platform. For the learners undertaking the curricula, virtual classrooms will also be introduced to allow sharing across national boundaries and to encourage group work and activities across international teams.

- **Social Media Fora**

The project will result in the establishment of key social media profiles including Facebook, Twitter and LinkedIn. Content and material will be signposted via these channels and accessed through the digital learning platform.

- **Mobile Technology**

In the design of online material, consideration will also be given to accessing via mobile technology such as mobile phones and tablets. Subscribers will also be able to opt to receive project updates, blog and forum entries and project news via RSS feeds.

- **Licensing**

All curricula and supporting materials and resources will be badged with a **License**. In this way, the copyright of the authors is retained, while making the materials available for adaptation, with the caveat that any such usage is not used for commercial purposes.

- **Intellectual Property**

Interested VET providers will be encouraged to make contact with project representatives in their country for permission to use materials within a formal context. Quality assurance principles will be adopted to ensure that any wider roll-out of the curricula is delivered to the required standard.

Characters: 2.267

PART V. Additional project information (if applicable)

Lot 1, 2, 3: *This section allows you to provide any additional project specific information which is not covered in other parts of the application form. Please refrain from any repetition of previous statements mentioned earlier (Recommended limit: 3 000 characters).*

N/A

PART VI. Work plan and work packages

VI.1. Work plan and work packages

Please include information on tasks and involvement all participating organisations including affiliated entities, if any.

Lot 1, 2, 3

Please copy sections VI.1.1, VI.1.2 and VI.1.3. (With the same format) for each type of work package. Please enter the different project activities you intend to carry out in your project.

VI.1.1. Work package description

Work package No.	1
Title	PROJECT MANAGEMENT
Work package/Activity type	<input type="checkbox"/> Preparation <input checked="" type="checkbox"/> Management <input type="checkbox"/> Implementation <i>(The substance of the work planned including production, testing, etc.)</i> <input type="checkbox"/> Quality Assurance and Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
Description	<p>The main purpose of this work package is to guarantee the effective and efficient management and implementation of the project about caregivers. As required for an effective project management a strong project management structure will be set up whereas roles and responsibilities of all partners will be clearly defined, agreed and embedded in a Partnership Agreement to be signed at the beginning of the project. A Project Management HandBook will be devised with guidelines on coordination, communication mechanism, partners' reporting. It will encompass key milestones, activity schedule, management structure, financial and resource plans, risk assessment and other useful management tools. The management process will include also continuous monitoring of the project activities and a delivery control mechanism. In order to ensure high quality management and further achieve this objective, the internal processes of the consortium will be systematically evaluated.</p> <p>Milestones and overall approaches:</p> <ul style="list-style-type: none"> • Project Management Structure established • Partnership Agreement signed • Project Management Workbook developed • Partnership meetings and reports <p>Monitoring and evaluation:</p> <ul style="list-style-type: none"> • 6-month internal reports developed by each partner • Interim and final project reports • Data collection against management indicators during the entire project lifetime <p>Performance indicators:</p> <ul style="list-style-type: none"> • A robust management structure and project performance management system in place at the beginning of the project • Cooperation mechanism agreed and embedded in a signed Partnership agreement • Roles and responsibilities of partners defined and agreed • Project performance monitoring system set up as well as clear success indicators and regular partners' reporting <p>This work package goes across the entire work plan and correlates with all work packages.</p>

<p>Tasks</p>	<p>Task 1.1 Inception and Set up</p> <p>The project implementation plan is going to be updated and included in a detailed <i>Inception Report (O.1.0)</i> that is going to be agreed among project partners, sent to the Contracting Authority and included in the partnership agreement as an ANNEX.</p> <p>This task will focus mainly on formalising the proposed management structure (Included in the <i>Project Management HandBook (O.1.2)</i> and signing up the Partnership Agreement (O.1.1).</p> <p>The project management structure will consist of a Project Manager & Project Coordinator, a Steering Committee, a Stakeholder Advisory Borad, and a Quality Assurance Panel and an External Evaluator.</p> <p>The Project Manager will be responsible for leadership, direction and project control, escalating when necessary to the Steering Committee. He participates and reports to the Steering Committee and advises the SC with regards to monitoring the activities and the allocation of manpower and for controlling the project's resources and budget. He is responsible for managing all day to day project issues, produce plans and reports, plan, monitor and co-ordinate with project partners and be responsible for managing the project website.</p> <p>The Steering Committee will consist of suitably authorized persons from each partner (one representative per partner) and will have the overall responsibility and accountability for the project's planning and implementation. This task involves the establishment of the monitoring mechanisms along with the higher level decision making management of the project regarding internal/external cooperation aspects and changes in the project's plans when needed.</p> <p>There will also be three bodies with an advisory role supporting the Project Manager and the Steering Committee.</p> <p>An Stakeholder Advisory Board will be established to provide strategic advice and industry informed insights on the full range of activities undertaken within the project, including identification and interpretation of skills needs, employment and labour trends in ageing care services sector, European and international best practices in education provision, innovation in learning and teaching methodologies. The Advisory Board members will also act as advocates of the programme at high level meetings and with key European stakeholders, ensure our project is responding to EU trends, challenges and policies and contribute to the mainstreaming and sustainability of project results. It will be formed by recognised specialists at European level with expertise in the ageing sector.</p> <p>Also, we are going to establish a Quality Assurance Panel in the form of a working group with a specific role in advising on the planning, monitoring and evaluation of processes and outputs, ensure the coherence of the curriculum with the EQF and ECVET as well as with the country specific needs in skills and competencies in the target sector and quality assure the core curriculum and its country adaptations. We are going to appoing and external on-going evaluator who will be responsible for the <i>Mid-Term Evaluation (O.1.3)</i> and <i>Final evaluation (O.1.4)</i>.</p> <p>Task 1.2 Coordination and Reporting</p> <p>This task will focus on reviewing the overall planning and scheduling of the project and its successful delivery within the agreed time and budget. Maintaining accurate records of the activity progress and expenditure reports will also be ensured. For finance management purposes financial guidelines will be devised for the partners. This task will encompass issues such as operational communication flow within the consortium, development of activity and financial plans and <i>EC Interim and Final Reports (O.1.5i-iv)</i> accurate administrative control of the project through budget and implementation monitoring, review of achievements, deliverables, deviations and lessons learned, reporting to the Contracting Authority as per the programme guidelines, planning of activity and resources for each stage of the project overall co-ordination, issue/risks log in, analysis and risk mitigation. Through the reporting mechanism potential delays in the</p>
--------------	--

	<p>project's implementation will be identified, corrective measures planned and work plan updated.</p> <p>Task 1.3 Communication and Meetings</p> <p>This task refers to the Project meetings held to evaluate the project's progress and discuss future plans and activities. These forums will be used for exchange of information among partners, review of project's progress, risk assessment, decision-making and conflict resolution. Project meetings will last 2 days: 1.5 days with Steering Committee's members only and 0,5 day with Steering Committee's members and Advisory Board (via skype). The Project Coordinator in consultation with the project team will draft and distribute agendas for the meetings 2 weeks in advance and will draft and share the meeting report within a week time from the meeting. In addition, this task involves the organization of the communication among partners on a monthly and ad-hoc basis, developing and using an internal password protected area of the project website for communication and document sharing, discussions and administration.</p>
Estimated start date	M1
Estimated end date	M24
Lead organisation	P1-AKMI S.A
Participating organisations	All partners: P2, P3,P4,P5,P6,P7,P8,P9,P10,P11

VI.1.2. Results (outputs and outcomes)

Please add tables as necessary.

Expected Result (output or outcome)	Number	O.1.0
	Title	Inception Report
	Type	Document
	Description	A detailed description of the Activities to be implemented within this project, including a GANTT and a resource assignment per partner / task.
	Due date	M1
	Language(s)	English
	Media(s)	Digital / Signed Document
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other E+ Programme participants <i>(including EACEA, Commission services and project reviewers)</i> <input type="checkbox"/> Confidential , only for members of the consortium <i>(including EACEA, Commission services and project reviewers)</i>	

Expected Result (output or outcome)	Number	O.1.1
	Title	Partnership Agreement
	Type	Document
	Description	<p>The Agreement will be legally bounded and formalise and secure commitment of partners to implement the project, achieve the set objectives, impact and outcomes. The document will define the project management structure, each partner roles and responsibilities, coordination and communication mechanism, the decision-making and conflict resolution process, partners' financial allocations and other important details.</p> <p>Separate Annexes of the Partnership Agreement will include among other things:</p> <ul style="list-style-type: none"> • Clear timeline and requirements on Financial Management including distribution of EC grant and audit regulations • A joint statement and policy agreed by all partners on Equality, Diversity and Inclusion. This policy will set out how we, as a consortium, will approach the challenges of mainstreaming equality, diversity and inclusion and make the results of our project accessible to everyone. • A joint policy statement committing all partners to monitor closely and aim to reduce the Impact arising from the project's activities • IP and open access approach
	Due date	M2
	Language(s)	English
	Media(s)	Digital and hard copy
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other E+ Programme participants <i>(including EACEA, Commission services and project reviewers)</i> <input checked="" type="checkbox"/> Confidential , only for members of the consortium <i>(including EACEA, Commission services and project reviewers)</i>	

Expected Result (output or outcome)	Number	O.1.2
	Title	Project Management Workbook
	Type	Document
	Description	<p>This deliverable will encompass key principles of good management, the management structure, management plan, guidelines on the coordination and communication mechanisms, reporting procedure (incl. 6-month internal reports by each partner, external reporting, evaluation), activity schedule, financial guidelines, resource plans, management tools such as Activity track, Gantt chart, issue and risk logging tool, risk analysis tool, and useful management templates.</p>
	Due date	M2
	Language(s)	English
	Media(s)	Digital

Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other E+ Programme participants <i>(including EACEA, Commission services and project reviewers)</i> <input checked="" type="checkbox"/> Confidential , only for members of the consortium <i>(including EACEA, Commission services and project reviewers)</i>
----------------------------	---

Expected Result (output or outcome)	Number	O.1.3
	Title	Mid-Term Evaluation
	Type	Document
	Description	<p>This document will form the basis and direction of all evaluation activity throughout the project's life-cycle.</p> <p>We anticipate that the strategy to include the following sections:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Definition of what will be evaluated and why • Evaluation criteria and tools • Evaluation methods combining a range of data and perspectives • Target / segmented audiences for evaluation • How evaluation will inform project practice • Dissemination and reporting evaluation findings • Communication <p>This core document will provide a key mechanism for generating evidence to assess benefit realisation against the agreed set of indicators included in the project's logic model.</p>
	Due date	M12
	Language(s)	English
	Media(s)	N/A
	Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other E+ Programme participants <i>(including EACEA, Commission services and project reviewers)</i> <input type="checkbox"/> Confidential , only for members of the consortium <i>(including EACEA, Commission services and project reviewers)</i>

Expected Result (output or outcome)	Number	O.1.4
	Title	Final Evaluation
	Type	Document
	Description	<p>Our evaluation activity will culminate in a series of evaluation reports. Part5 BNO will be responsible for the collation and coordination of the direct reports resulting from the external evaluator activity and evaluation panels. Evaluation will cover the following areas (among others): communication between partners; ownership of work packages; financial management of the project; dissemination and valorisation activity; and quality of products. The process will also consider the key milestones associated with the work packages as well as the quality assurance plan, internal evaluation and self-evaluation reports.</p>

		The external evaluator will be responsible for a two-stage report during the project's life cycle, one at interim stage and one towards the end of the project (M24) These reports will feed into the standard interim and final reports submitted by the steering committee to the European Commission.
	Due date	M24
	Language(s)	English
	Media(s)	N/A
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other E+ Programme participants <i>(including EACEA, Commission services and project reviewers)</i> <input type="checkbox"/> Confidential , only for members of the consortium <i>(including EACEA, Commission services and project reviewers)</i>	

Expected Result (output or outcome)	Number	O.1.5i-iv
	Title	Progress and Final Reports
	Type	Document
	Description	Interim / Final Progress and Financial reports on the project will be developed as per the Programme Guidelines for EACEA including both public and confidential parts. An external audit certificate will be attached to the Final Financial report.
	Due date	M12-M24
	Language(s)	English
	Media(s)	Digital and hard copy
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other E+ Programme participants <i>(including EACEA, Commission services and project reviewers)</i> <input checked="" type="checkbox"/> Confidential , only for members of the consortium <i>(including EACEA, Commission services and project reviewers)</i>	

Expected Result (output or outcome)	Number	O.1.6.i-iv
	Title	Project meetings
	Type	Events
	Description	There will be five face to face Project meetings. For each project meeting (ie Steering Committee and Advisory Board), a meeting agenda and detailed report will be prepared, including decisions taken and actions agreed for the next project period. The meeting reports will include a record on key discussions points. Similarly, a summary of main points discussed at virtual monthly meetings will be devised.
	Due date	Every month virtual SC meetings and face-to-face meetings of the SC and AB in M1, M6, M15, M24

	Language(s)	English
	Media(s)	n/a
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	1.6
	Title	Six-month internal partners' reports
	Type	Document
	Description	As part of the internal monitoring process each partner will produce a short (approx. 10 pages) report every 6 months using a consistent structure. The template of the reports will be included in the Project Management Workbook. The reports will comprise review of activities implemented, outcomes delivered, any discrepancies with the work plan for the reported period, risks/issues identified, suggestions for update/changes of the work plan for the next 6 months, financial report, audit regulations and communication report. Proofs of expenditures will also be attached to the report.
	Due date	M6, M12, M18, M24
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	1.7
	Title	Internal confidential space of the project website
	Type	Website
	Description	An internal space of the project website, password protected, will be created for internal communication among partners, documents sharing, partnership work on the products drafts, calendars and discussion fora.
	Due date	M3
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 3 000 characters).

The scale of unit costs and the partnership's match-funding will cover the following costs:

- Subcontracting: Legal costs for Partnership Agreement – 1.000 euros ; Audit costs for Final report– 3.000 euros
- Travel and Subsistence: Partnership meeting – 24.000 euros
- External Evaluator: 8.000 euros

VI.1.1. Work package description

Work package No.	2
Title	Scoping Analysis and State of the Art Review
Work package/Activity type	<input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Management <input type="checkbox"/> Implementation <i>(The substance of the work planned including production, testing, etc.)</i> <input type="checkbox"/> Quality Assurance and Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
Description	<p>WP2 aims to develop a sound and updated knowledge base for the <i>Eldi-Care</i> curricula development and delivery (WP3 and 4). We already have a firm grasp from both empirical qualitative and quantitative experience and the CEDEFOP skills panorama and recent research studies undertaken on the skills needs and shortages within the elderly care giving sector across Europe but there is however still much work to be done to connect fragmented evidence and tools.</p> <p>We also need to go deeper into the sub-sector in focus, namely the a-typical elderly care givers and focus in the undeclared service provision both across Europe and more specifically in the participating countries.</p> <p><u>The scope of this WP is not oriented to conduct primary or hard data research nor to substitute for Lot 1 of SSA.</u></p> <p>Rather than engaging from scratch into a new research project, we will gather intelligence and reflective feedback from all partners of the consortium who are representative of the sector in their countries and have a solid and thorough knowledge of its needs, gaps and shortages. We will seek to verify and enrich our conclusions by inviting insights and feedback from a diverse range of other national and <i>European</i> stakeholders to get a balanced, comprehensive and up-to-date overview of skills needs and training practices in relation to the targeted sector and targeted professions.</p> <p>Aims and objectives</p> <ul style="list-style-type: none"> • To collaboratively build a sound, coherent and clear needs analysis for our project drawing on the combined strength of our partners' experience, expertise and reputation in the field. • Increase validity of the intelligence gathered from within the consortium and expand the knowledge and support base of the project by engaging in extensive consultation with key sector representatives and stakeholders and stimulate them for further involvement • Develop a national (per participating country) and European Skills Chart to inform the design of the curricula in WP3 • Review the State-of-the Art techniques and best training practices in training and learning in the elderly care sector <p>How the partners will organise their work?</p> <p>P6 Staffordshire within its capacity as a research institute has the expertise to lead on this WP, co-ordinating contributions from all partners and providing the theoretical framework and the methodology which will ensure scientifically sound and practically coherent and interpretable results and findings. P6 Staffordshire will both deliver directly a large part of this WP (devise the methodological framework-task1-, identify common trends -task 2- and analyse findings-task 5) and also support and guide the partners to conduct consultation and research in their</p>

	<p>respective countries by providing them with a common brief and framework so that there is minimum consistency and indicative comparability of results.</p> <p>The sector representing organizations and enterprises, namely P2 Assisttel, P5 EAHSA, P7 KMOP and P12 Age Concern will be responsible for the country specific scoping analysis and consultation – task 3. In addition, the Lead Staffordshire will have the responsibility for conducting the European wide consultation –task 4 - with key stakeholders through its many offices and extensive network of contacts and partners across Europe.</p> <p>All partners will contribute as participants in the research exercises and facilitate dissemination of questionnaires and survey through their contacts and network both nationally and at European level.</p> <p>The role of the Stakeholders Advisory Board here is important as they will be our primary target audiences to feed into this research exercise.</p> <p>Milestones and overall approaches</p> <ul style="list-style-type: none"> • Desk based literature review completed • Active engagement of National Stakeholders Committees • Robust and relevant findings from interviews and focus groups in each country with the • Wide dissemination and large participation on the on line (workforce) survey • Wide and in depth consultation with key European stakeholders completed <p>The overall approach that we will follow in this WP is based on the <i>Action Research</i> methodology which is a more participatory and empowering form of research, putting the emphasis on the direct action, change and practice. The actual actors, namely the partners themselves, are actively involved in the research, conducting and participating in it. Action research is reflexive allowing qualitative assessments to be made to refine and adapt on-going practice.</p> <p>Monitoring and evaluation</p> <p>The lead partner of this WP, P6 Staffordshire, with their capacity as a research institute will oversee the quality aspect and the methodological sound bases of this scoping exercise. Feedback about the aims and objectives, tools used, quality and overall organisation of the research will be asked from all participants and relevant evaluation questions will be integrated in the questionnaire templates. The monitoring and evaluation of this WP will also align to the monitoring and quality assurance processes described in WP 5.</p> <p>Performance indicators</p> <ul style="list-style-type: none"> • High level of engagement of stakeholders, diversity and representativeness of participants, • Large response rate and validity of responses • Positive feedback to research evaluation questions <p>Relationship with other Work Packages</p> <p>This work package will allow us to inform the curricula content and teaching/learning methodologies design and modes of delivery (WP 3 and 4) with a thorough analysis in the elderly care sector, emphasising in undeclared service provision and a-typical care givers, a report on the latest industry trends and best practices in VET training in the sector and a complete skills needs assessment and interpretation specifically for the targeted sector and targeted professions in the four partner countries.</p> <p>Additionally, in the frame of this WP and more particularly within the consultation with stakeholders (National and European Level), we will aim to involve a great number of different target audiences and interest groups to input into the qualitative assessment of the labour market intelligence and develop their awareness and interest in the project, thus, increasing opportunities for dissemination, exploitation and sustained legacy of the project impact at a later stage (WP 6). The objective is to prepare the ground for the systematic building of a network of supporting/partner organisations beyond the formal project partner consortium,</p>
--	--

	<p>which will be used as an extra source of expertise and know-how and help with its wider dissemination within and beyond the project duration.</p>
Tasks	<p>Task 2.1 Building a common methodological framework for State of the Art and scoping analysis (M2, M3)</p> <p>P6 Staffordshire will devise a common, harmonised methodological framework to guide the conducting of the review and scoping analysis, which will include:</p> <ul style="list-style-type: none"> • A brief on the Action Research methodology • Terms of Reference for the partners conducting the scoping analysis in their countries • A plan with specific milestones • Guidelines for the monitoring and evaluation of the WP (including reporting and performance indicators) • Guidelines for the effective communication among the partners during the work of this WP • Interview and survey questionnaire templates • Interview and focus group methodology and guidelines <p>The above package will be prepared by P6 Staffordshire with the full support of Lead Partner AKMI S.A. and presented to all partners in M3 via a dedicated Skype call, encompassing a Q&A session in the end, to ensure that all partners share a common understanding and are fully equipped to conduct the scoping analysis in their respective countries.</p> <p>Task 2.2 Initial skills mapping and identifying common trends (M4)</p> <p>This task will include the following components</p> <p><i>Consultation within the consortium</i></p> <p>P6 Staffordshire will conduct in depth semi structured interviews with all partners via Skype calls.</p> <p>This exercise will inform:</p> <ul style="list-style-type: none"> • Which networks/associations and key stakeholders should be involved in the European consultation stage • Key initiatives/programmes (prior or currently running) and any relevant reports/studies which touch on similar areas and should be used as alternative sources of empirical experience, info and exchange • Further narrowing down of the initial group of the targeted professions (pre-selected at application stage) in the elderly care sector • Profession specific and qualification specific (where relevant) interpretation of skills needs <p><i>Desk research</i></p> <p>This will be a desk-based literature review (conducted under the guidance of P3 University of Malaga) to identify emerging common themes and trends in the five participating countries and guide the development of focus group and survey questions.</p> <p>As a basis for the desk research, we will draw from:</p> <ol style="list-style-type: none"> a) The 2015 European Commission background paper Growing the European Silver Economy b) The <i>Facts and Figures on Healthy Ageing and Long-Term Care in Europe and North America, conducted by the European Center for Social Welfare Policy and Research</i> c) The thematic reports of ESPN looking at the changing operating and employment environments in Europe in the elderly care sector sectors and their impact on skills needs d) The relevant Skills Panorama/CEDEFOP resources on the assessment and anticipation of skills needs for the elderly care sector (12/2016)

	<p>e) The various EC commissioned reports and studies on the growth, potential, trends, challenges and needs of the Ageing / Silver Economy sector. Other relevant available research will also be explored.</p> <p>Ideally, at the end of this task we will have highlighted the following:</p> <ul style="list-style-type: none"> • The recurring themes of skills gaps and shortages across Europe in the Elderly Care Sector • How they are addressed by policy makers, education providers and employers • Examples of good and innovative practices in bridging those gaps • Possible implications, opportunities and risks which need to be considered when developing the curricula content to address those gaps (WP 3) • Providing an initial set of recommendations to inform the design of the curricula (WP3) <p>Task 2.3 Conducting countries specific validation of findings (M5)</p> <p>This will be done through:</p> <ul style="list-style-type: none"> • Interviews and focus groups in each country with the National Stakeholder Committee (including all country partners) on the exploration of skills' needs. Recognised practitioners or profession specific experts may additionally be called on to participate in the focus groups. • On line (workforce) survey for the collection of information from professionals working in the targeted professions or related roles <p>Task 2.3 will be co-ordinated by country partners who have either previous experience in research or the expert sector knowledge within their capacity as social partners, namely:</p> <ul style="list-style-type: none"> • P6 Staffordshire in the UK • P3 University of Malaga in Spain • P10 AMC in Greece • P11 BQS in Germany <p>Task 2.4 Conducting an European consultation (M5, M6)</p> <p>P5 EAHSA will conduct a significant level of targeted consultation (via telephone and/or Skype calls) with selected key stakeholders at European level – first and foremost stakeholders sitting in our Stakeholder Advisory Board, the Coordinator, other European Elderly Care Organizations and ageing networks, employers and employees associations as well as other European wide organisations with expertise in the field, to extend relevance of the scoping study and gain a broader insight much beyond the national level.</p> <p>More particularly P5 EAHSA already retains an open conversation with a number of European sectoral networks and other relevant associations in order to explore further synergies and collaborations if this project moves to implementation stage.</p> <p>The consultation will target at an ad hoc basis a minimum of 30 stakeholders with a pan European scope of work.</p> <p>This part of the study will also aim to bring together a selected number of case studies of innovative pedagogy, training practices and access to the sector training strategies and schemes across Europe to increase understanding of weakness and gaps from a very practical case-study perspective.</p> <p>Task 2.5 Analysing the findings and making recommendations (M7)</p> <p>In this task, a thorough analysis of the findings will be conducted by P6 Staffordshire, with the support of P10 AMC in the form of a state-of-play report, as well as specific recommendations will be formulated. This deliverable constitutes the final report of the whole study which will</p>
--	--

	<p>encompass the analysis of findings of all previous stages –desk research and consultation process, interviews, focus groups and online survey.</p> <p>A full report and an executive summary, which will be developed with emphasis on the major findings and recommendations, will be publicly available and widely disseminated via the online project platform and through partners’ websites and networks. In addition, the case studies compiled during the European consultation will provide content for an electronic learning toolkit with best practices guidelines and selected case studies presentation. Both the full report and learning kit will then be disseminated via the online project platform and through the partners’ and associated partners’ networks.</p> <p>The final purpose from this analysis is to feed directly into the design of curricula, but, also used as a valued learning resource in its own right for any interested audiences, expand sectoral knowledge and inform potential policy.</p> <p>P6 will share the draft version of the final report during the 2nd SC meeting in M6 giving the opportunity to both the core project team and the Stakeholder Advisory Board to comment and give their feedback for any fine tuning before the final version is published.</p> <p>The final report will be available in all 5 languages: English, German, Spanish, France and Greek</p>
Estimated start date	M2
Estimated end date	M7
Lead organisation	P6 STAFFORDSHIRE
Participating organisations	P1, P3, P5, P10, P11, P12

VI.1.2. Results (outputs and outcomes)

Expected Result (output or outcome)	Number	O.2.1
	Title	Harmonised framework for the scoping analysis
	Type	Document
	Description	This deliverable is about the setting up of a common research framework and methodology to be used in the study across countries and ensure the best possible coherence and consistency of findings. The document/handbook produced will contain principles, aims and objectives, analysis of the agreed methodology, research target groups, templates of questionnaires, framework of interviews conduct, number and criteria for case study selection and scoping study expected outcomes. It will also play the role of a guide/handbook with specific steps and milestones to facilitate and transfer know-how to the partners who may not be specialised in research activities.
	Due date	M3
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

	Number	O.2.2
--	---------------	-------

Expected Result (output or outcome)	Title	F2F interviews and focus groups with the Stakeholders Committee x 5 countries
	Type	Event
	Description	A set of minimum 3 in depth, semi-structured qualitative interviews and 2 focus group discussions on the identification and interpretation of skills needs and competences in the targeted sectors will take place in each country between M5 and M6. The participants will be from the stakeholders (representatives from industry, employers, career advice centres, other social partners, VET and education institutions, government department and agencies, elderly care organisations) and other experts / recognised practitioners in the targeted professions may be invited to take part in the focus groups. This more focused and in depth interview and focus group exercise will aim at testing and validating the common trends and themes which have been identified during the first stage of the scoping exercise and assess the implication of country specific factors and operating context.
	Due date	M6
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	n/a
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.2.3
	Title	On line workforce survey
	Type	Survey
	Description	In order to ensure that our study gains insights from a broader and diverse sample, an online survey targeting specifically current and aspiring workforce of the sector will be conducted in each country. A minimum of 100 professionals working or aspiring to work (graduates including) in the elderly care sectors will be targeted. The survey q/n will be accessible through the project's on line-platform and disseminated by the partners through their extended members' contacts' lists, through partners' social networking platforms, and also through the stakeholder networks. The survey will cover broadly the same topics as those included in the face to face interviews and focus groups. By conducting an online survey as well as interviews, we will not only ensure that the study is more representative; it also allows us to test any findings from the interviews and thus make the exercise more robust. We will be working towards a cross validation multiple methods research focus.
	Due date	M6
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.2.4
	Title	Final report and recommendations
	Type	Document
	Description	The results of this WP (encompassing all previous stages of the research and scoping analysis) will be presented in an electronic report and produced in limited hardcopy

		<p>(100 copies), for use by key actors in the field, policy-makers, career advice agencies, high profile stakeholders and the E.C.</p> <p>It will include 5 country specific reports which will compile and analyse the findings that will have derived from the country specific interviews, focus groups and on line survey. The country reports will give a snapshot of the country's current state of play in skills gaps and shortages and current training provision in the elderly care sector. The reports will feed into the analysis of the overall study, and will be presented as distinct chapters in the final report.</p> <p>The final report will present the State-of-the-Art in training and learning methodologies for the elderly care sector in the participating countries and make key recommendations for education and VET providers, policy makers and other stakeholders involved in training and qualifications for the sector.</p> <p>The report will be disseminated through the project's online platform and produced as hand-outs for dissemination to selected key actors and policy-makers in each participating country, as well as in the EU.</p> <p>In addition, the final report will be presented within the international conference in Brussels in M24.</p>
	Due date	M7
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 3 000 characters).

The scale of unit costs and the partnership's match-funding will cover the following costs:

- Subcontracting: Translation of country reports– 3000 euros ;
- Other: Survey subscription– 1500 euros

VI.1.1. Work package description

Work package No.	3
Title	CURRICULUM DESIGN
Work package/Activity type	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation <i>(The substance of the work planned including production, testing, etc.)</i> <input type="checkbox"/> Quality Assurance and Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
Description	<p>This work package outlines the steps which are to be taken to design and develop two VET curricula, accompanied by a self-assessment tool, a psychometric evaluation test and a Code of Conduct. In together the above mentioned WP Outputs, are going to meet industry and labour market needs and enhance the employability of elderly care professionals, bridging the gap between a-typical and undeclared workers and the formal elderly care sector.</p> <p>The two curricula (Long Term for the a-typical workers and short term ICT focused for the sectoral providers) will be accompanied by respective training guides for the trainers and handbooks for the learners, both described in terms of learning outcomes.</p> <p>It is important here to open a parenthesis and give a definition of the use of the term 'curriculum' in this project proposal.</p> <p>According to bibliography the term curriculum differs from that of study program (or training or learning program). In general a curriculum contains the learning outcomes specific to a qualification (in units of learning outcomes), pedagogical guides to teachers/trainers, assessment standards (methods, criteria and techniques). A Study program usually regulates the content of the curriculum and other instructions and deals mostly with training delivery details (though there are differentiations amongst European countries). For the proposed project the term curriculum will be used in a broad sense encompassing components that may be otherwise considered to "belong" to training (or study or learning program).</p> <p>According to Cedefop the 'learning outcomes' approach shifts the emphasis from the duration of learning and the institution where it takes place to the actual learning and the knowledge, skills and competences that have been or should be acquired through the learning process' (Cedefop 2013: USING LEARNING OUTCOMES. European Qualifications Framework Series: Note 4). The learning outcomes approach is of significant importance in designing common curricula for different countries because it functions as a common tool for interlinking the VET relevant tools such as EQF, ECVET, EQAVET.</p> <p>In this understanding the purposes of integrating the learning outcomes methodology in this WP can be listed as follows:</p> <p>Curricula</p> <ul style="list-style-type: none"> • To define the expectations of each learning activity. • To guide trainers in the teaching process, choice of methods, etc. • To inform learners about what they are expected to be able to do/know after the learning activity (delivery of curricula WP4) <p>Assessment criteria</p> <ul style="list-style-type: none"> • To define what it is to be assessed and ensure that the learning outcomes (for a qualification or learning activity/module) are met. To enable homogeneity in judging learners performance

Another important issue of this WP is the integration and application of the ECVET principles and methods with the scope to design and develop curricula that promote mobility for learners and professionals in the elderly care sector among EU countries.

In addition to this, in the beginning of the design process, the partners will harmonize their understanding for the occupations, qualifications, skills and competences in alignment with the multilingual classification of European Skills, Competences, Qualifications and Occupations. (ESCO).

Aims and objectives

The key aims and objectives of this WP is to ensure that the new curricula, teaching, learning, assessment and all supportive materials designed will be:

- *Innovative, demand led and responding to industry needs.* Work based learning, as organized learning in the workplace, will be at the heart of these curricula. However, the work based learning will relate to the learning outcomes defined in the curriculum. As a result, critical to success is the contribution of employers as actively engaged partners and other external stakeholders in the creation and delivery of the content.
- *Evidence based, relevant and sector informed responding* to the state of the art analysis in the field as occasioned by WP2 and aligned against these findings.
- *Transferable and comparable meeting the requirements of EQF, ECVET, EQAVET* and more specifically ensure that they will be expressed in terms of learning outcomes, i.e. clear statements of what the learner should know, understand and be able to perform after the completion of the programme.
- *Checked against NQF in each country* and meeting the requirements of national accreditation principles to facilitate recognition and certification of the respective learning outcomes in all participating countries.

How the partners will organise their work

This work package will be led and coordinated by **P10 AMC**.

P8 ACQUIN will contribute to the whole package offering the know-how from previous experience upon elaboration of learning outcomes of Vocational Training Qualifications.

In particular, P10 is going to contribute to the project by offering to the partners of WP3 the methodological tools for articulating relevant and effective learning outcomes, as well as the proper procedures for ensuring the compatibility of all components of the learning process with the learning outcomes that will have been developed.

The VET partners will have specific responsibility for leading on one of the curricula. This will be done in close collaboration with the sectoral partners in the respective countries.

As a very experienced partner in curricula development, **P10 AMC**, will lead this work package and coordinate and oversee its development and delivery. **P10** will share experience, knowledge and insights with the country partners who are responsible for the detailed development of the three curricula. They are going to be assisted by **Lead Partner P1 AKMI** while the UK Partners P6 Staffordshire and P12 Age Concern Birmingham are going to advise, guide and feed into the development of the content and delivery format of all two curricula.

Furthermore, the delivery of the **Self Assessment Tool** will be implemented under the supervision of P9 Skybridge, and the **Psychometric Tool** will be prepared under the leading of KMOP (P7). Finally, the **Code of Conduct**, is going to be prepared under the guidance of Assistel (P2)

The engagement and input of the Stakeholders' Committee is also instrumental in this WP. Comprising of key external stakeholders in each participating country (including employers and businesses of the elderly care giving sector, professional associations of employers, elderly care organisations, representatives of Ministries of Labour, national accreditation bodies and career guidance bodies), the Committees will provide an advisory role in the development of the content and format of the curricula, ensuring that the content is demand-led, industry informed and that best practice within the sector is shared across national boundaries. Subject experts and established professionals (e.g. performing elderly care provision leaders) will be

	<p>called upon, as needed, to feed into the development, testing and refinement of the modules and curricula.</p> <p>The meeting of the Steering Committee in M12 will also be dedicated to review the design plans of the curricula and supporting manuals and resources, make suggestions for improvement and quality assurance.</p> <p>Milestones and overall approaches</p> <ul style="list-style-type: none"> • Agreement on the professions to be the focus of curricula development • Methodological guide for the articulation of learning outcomes developed • Engagement of stakeholders and external experts to input into the curricula design • Curricula plans agreed and developed • Final curricula agreed and developed • Supportive materials and resources developed • Preparation of a Self Assessment Tool - Assessment standards developed • Preparation of a Psychometric Evaluation Test • Preparation of a Code of Conduct <p>Monitoring and evaluation</p> <p>For the monitoring and evaluation of the work undertaken within the WP3, the guidelines and tools that will be delivered within WP5 on quality assurance will be exploited both throughout the implementation of the project and after its completion. The evaluation of the curricula design will also feed into overall project evaluation mechanism described in WP1.</p> <p>Performance indicators</p> <ul style="list-style-type: none"> • National stakeholders' committees meetings and SC meeting minutes • Engagement of a minimum of 3 employers specific to the sector and 3 other external stakeholders in the SCs to input in curricula development, by identifying the labour market needs. • Assessment standards and benchmarks • Self-assessment tools for learners <p>Relationship with other work packages</p> <p>This work package is informed by research findings in WP2, ensuring that the content and approach add value by meeting defined needs within the sector research. It is also closely interlinked with WP5 on Quality Assurance as the curricula and all training/learning outputs that will be developed should meet the requirements of the accreditation and quality assurance procedures.</p> <p>It also closely aligns with WP4, where the curricula are piloted, refined and finalised. The curricula, resources and materials developed as part of this work package will feed into dissemination and exploitation WP7 and WP8 respectively</p>
<p>Tasks</p>	<p>Task 3.1 Designing a common approach and framework (M7-M8)</p> <p>Alignment with EQF, ECVET and EQAVET</p> <p>The first task of WP3 is about the dissemination of information to the partners about the potentials of learning outcomes, their use in the training programmes and the ways of articulating effective learning outcomes. The approach that P10 AMC is going to follow will be based on practical aspects and on examples of effective learning outcomes, aiming to clarify the new terms and indicate the points that the partners should take into consideration while writing the learning outcomes of the specific training programmes. Practical guidelines will be offered to facilitate the partners in their work and ensure that the curricula will focus on the development of certifiable skills, will be designed in line with the ECVET principles and the EQAVET indicators to ensure quality and compatibility across the EU.</p> <p>Framework for the design of the curricula and organisation of work</p> <p>P10 AMC together with P1 AKMI will draw up an agreed framework for delivering this work package to guide the activities of the contributing partners. This will include a Resource Planning Framework and a Roles and Responsibilities Work Plan with clearly defined tasks and</p>

	<p>deliverables for each VET partner, as well as general project management requirements such as: roles and responsibilities of contributors from each country, number of meetings and rules of engagement for external stakeholders, co-ordination among the VET partners, time plan of activities, reporting mechanisms and timeframes as well as quality assurance. Regular communication among VET providers via Skype or teleconferences at least once a month will ensure there are plenty of opportunities to exchange their experience and challenges, monitor and evaluate their progress and make improvements where needed.</p> <p>P10 AMC will also devise a curriculum plan template to ensure consistency and coherence of the two curricula developed by partners. Key information will include details such as owner of department, entry requirements, duration and hours of programme, number of modules, mode of delivery including opportunities for distance and blended learning, supporting materials, guides and manuals, assessment standards.</p> <p>Task 3.2 Designing the core content of the curricula (M9-M17)</p> <p>Once the common framework of organising the work among the different VET providers and the guidelines for the methodological guide for the articulation of learning outcomes have been set in place, we will proceed to the actual design of the 2 curricula and the respective methodologies and training resources.</p> <p>The Steering Committee (during the 2nd meeting M6) will draw on the findings which emerge from the scoping analysis of WP2, to decide on the profession specific focus of the curricula. We have already identified where these transversal skills focused curricula would meet existing gaps and enhance future employment, taking into consideration atypical elderly care givers and undeclared workers.</p> <p>The Educational / Training Providers and sectoral partners in each participating country in close consultation with the stakeholders will agree on the learning outcomes of the curricula and input into the design of a curriculum plan/outline which addresses specific skills gaps in the related elderly care. This will ensure the curricula are targeted and demand-led.</p> <p>The agreed approach and curriculum plan will then be fed back to P5 EAHSA as overseer. P5 will provide feedback on each individual plan and will organise conference or Skype calls with all two curriculum leads to ensure consistency and knowledge sharing throughout the development process.</p> <p>There will be 2 stages of formal sign off by the SC:</p> <ul style="list-style-type: none"> A. Sign off of curriculum plans in M8 B. Final approval of training programmes in M12 during the 3rd partners' meeting (having the opportunity to consult also with the Stakeholders) <p>The five general components of the curriculum design will be:</p> <ol style="list-style-type: none"> 1. Curriculum learning outcomes 2. Recommended bibliography 3. Curriculum Content or Subject Matter – What subject matter is to be included and how do these align to existing professions within the industry 4. Curriculum Experience - What instructional strategies/ resources/ activities will be employed and how will learners be assessed 5. Curriculum Evaluation – What methods and techniques will be used to assess the results of the curriculum <p>These five components of the curriculum are essential and are interrelated to each other.</p> <p>Modular Approach - Content</p> <p>The curricula will be designed taking a modular approach. This will include generic modules (e.g. listening skills and presentation techniques) that can span the two curricula as well as modules that are specific to the objectives of the curricula (e.g. digital technology).</p>
--	---

As per initial analysis at application stage of the skills needs and gaps of the sector, the two transversal curricula may include modular components with some focusing on transferable skills and others on profession-specific skills such as:

- **Elderly Care Service Provision Management:** financial management, marketing and client list development, fundraising, self-management, employability skills, people and time management, project management, presentation and communication skills, sustainable management (green skills) for the elderly care provision sector
- **Silver Economy entrepreneurship:** new silver economy business models, sustainability, leadership, business thinking and design thinking, social innovation, entrepreneurship and intra-preneurship, risk and trust in the ageing economy, negotiation, inter cultural skills and networking skills
- **Digital & new technologies skills:** Telemedicine digital tools and strategies, building digital communities, intellectual property and piracy, social media communications platforms for the elderly, web related technologies

Embedded Work Based Learning

Each curriculum will also offer a work based learning component that is going to be tested at least at 20% of the participants. This WBL Scheme will be at least 30%-50% of each Curriculum, dependent on employer requirements and country specific considerations. This practical, hands-on elderly care giving industry experience will benefit the learners in each country by enhancing knowledge and delivering first-hand experience of working in the elderly care sector, increasing opportunities for future employment and labour mobility. Employers benefit by being able to feed into the development of the curricula, ensuring their industry needs are better met by students and by having access to future employees.

Work-based learning will encompass the concept of **live briefs** to provide learners with real-life situations where they can directly apply their vocational skills, but also develop their social capital through team-working and networking.

Task 3.3 Designing innovative methodologies and modes of delivery (M8-M12)

The elderly care curricula will be developed by applying a hybrid teaching methodology using innovative technology for blended learning. This approach is flexible, supports independent learning and focuses on the application of knowledge over the delivery of knowledge. Traditional face to face classes will be combined by both on line training components and on the job training during a placement with an elderly care giving organisation or enterprise.

Special attention will also be given to integrate peer learning, and learning by doing methodologies where learners become co-creators of knowledge and learn within a team and within real job situations.

The aim is to create a diverse instructional environment that supports deeper learners comprehension, critical thinking, and complex problem solving (**covering most of the areas identified as skills mismatches on Skills Panorama (CEDEFOP 12/2016)**).

This task will also draw from findings of WP2.

Modes of Delivery – the 4 components

The first of the two curriculum/training programme will an estimated 2 month duration, including work based learning, while the second is going to be shorter. According to our proposal the components of the curricula can be grouped in two major categories, namely

- a) theoretical part
- b) work based learning, where 20 – 25% of the learners are going to take part.

Each category will account approximately 50% of the total duration of the curricula delivery. Taking into account that each curriculum will last 2 months, theoretical and practical part (work based learning) will have duration of one month, respectively.

More specific the **theoretical part** will consist of the three following components.

	<ol style="list-style-type: none"> 1. Face-to-Face Classroom: this will include ‘flipped classroom’ approaches, where instructional learning is conducted outside the classroom and class based activities support the practical application of learning attained. In addition, learning by doing activities in the form of co-creation workshops, group activities and DIT (Do It Together) tasks will support peer learning, collaboration and knowledge sharing. The tutor will act in the capacity of a facilitator rather than delivering a traditional teaching role. This component will correspond to about 28% of the theoretical part and will last 6 days. 2. Digital/Virtual Classes: Accessing classroom and activities remotely promotes easy access from a variety of locations. The virtual learning environment will contain lecture notes and practical assignments. Students will remain in contact with the tutor via online Skype tutorials at regular intervals. Lectures can also be delivered through Skype when an online classroom is created for students to join. It is intended that cross-country projects will be devised allowing students from more than one country to participate in some learning activities on line. This allows cross-cultural learning and knowledge sharing, broadening the perspectives of students and stimulating interest in working abroad. Networking skills and exposure to international approaches and best practices is enhanced by cross country interaction of the learners. This component will correspond to around 50% of the theoretical part (11 days). 3. Online Individual Learning: an e-portfolio of digital materials will be made available online for students to learn outside of the classroom whether in groups or independently. This will facilitate the flipped classroom approach which will include access to components such as audio-visual materials, self directed support, case studies, articles, reading lists and other support materials. This component will correspond to around 22% of the theoretical part (4 days). <p>Practical part</p> <p>Work based Learning: this will affect 20 – 25 % of the learners providing an immersive experience for the learner where they can learn first-hand, by applying their knowledge and experience to a pre-defined situation via a live brief. This live brief will be co-created by the employer and academic/tutor identifying the specific activities to be delivered in the workplace during the placement; learning objectives and associated tasks; reporting and feedback mechanisms; and mentoring support. This component will form around 50% of each curriculum and will have a total duration of one month (22 days).</p> <p>Task 3.4 Designing of a self assessment tool and assessment standards (M9-M12)</p> <p>This task includes the design and delivery of a self-assessment tool, that is going to guide individual care givers into the modules of the Curriculum that have to be studied in order to take part in the certification process. Self-Assessment is the most important step from the informal to the formal sector of ageing service provision. We are going to prepare this test, and relate it to the Modular Curriculum, providing a clear path for skills and qualification recognition. We are delivering a quality assurance system -encouraging accreditation- for Elderly Care Providers closing the circle, offering the opportunity for people already providing services to ageing population to get their skills and competences validated and enter the formal sector.</p> <p>Self-assessment tools (tests) will focus on specific questions that will evaluate the performance of the learners during the curricula delivery.</p> <p>In this context, we will introduce a self-assessment methodology, based on the concept of learning outcomes, both for the theoretical and practical part.</p> <p>Work-based learning will be closely aligned with VET-based provision, which means that it can be easier to establish self-assessment culture. Self-assessment methods will be part of a quality improvement cycle and will give useful feedback to the VET providers.</p> <p>Task 3.5 Designing of supportive materials and resources (M9-M14)</p>
--	--

	<p>As a result of the whole procedure, 3 packages of supportive materials and resources will be developed in order to guide and facilitate the implementation of the curricula by 3 main groups of stakeholders, namely the learners, the trainers and the employers.</p> <p>Part of these materials will be curriculum specific (e.g. the trainers guide for each curriculum), while others will be more generic and will be used to support the delivery across all three curricula.</p> <ul style="list-style-type: none"> • Training Curricula for Trainers: In addition to the curricula for students, 2 respective training curricula and associated training manual and e-resources will be designed and developed for trainers • Learning Resources for students and wider audiences: A series of resources for students, including e-resources to be openly shared on the online project platform will be designed and delivered. We are going to focus on material that is going to be attractive for a-typical and undeclared workers in order to attract them into the formal elderly care sector. The e-portfolio of digital resources developed for learners will be repackaged and provided online for self-directed and individual learning. These state of the art learning materials will be openly accessed through the online platform by any citizen interested in learning these curricula or elements of them and may provide useful resources particularly for existing professionals working in the elderly care sector who want to refresh and updated their skills, without the opportunity of attending F2F training. The adaptation and repackaging of our learning resources for wider target groups and especially for disadvantaged groups with limited access to skills training (adult learners, single mothers, unemployed elderly care professionals) will also aim to directly and effectively respond to our Equality, Diversity and Inclusion policy and access to all commitment • Employer Resources: An integral success factor for these curricula involves employers' engagement. We will develop an employer manual which sets out the required tasks, responsibilities and our expectations of a host employer to ensure that the impact of the curricula implementation is maximised <p>According to the Erasmus+ Programme Guide Erasmus+ <i>"promotes the open access to materials, documents and media that are useful for learning, teaching, training, youth work and are produced by projects funded by the Programme"</i>.</p> <p>In this sense it is suggested to use open licences for the produced education materials, documents and media in order to be freely accessible by the public, in digital form. Once piloted, finalised and approved, all these materials will be made freely available online through a Elderly Care Commons Licence. <u>This will ensure that a wider pool of learners and tutors can benefit from the curricula and that the benefits are amplified beyond the scope of this project.</u></p> <p>When developing the training and learning resources the following resource design principles will be adopted:</p> <ul style="list-style-type: none"> • Adaptable – resources that can be adopted across multiple mediums and learning styles e.g. online, workshop and classroom based. • Clear – language pitched at the appropriate level with simple instructions and layout. • Interactive – engaging formative and summative activities which provide opportunities to learn collaboratively • Authentic, current and relevant – provide multidimensional activities, contexts and tasks which reflect the work role • Flexible and accessible - assessment and learning resources designed to adapt to a range of contexts, situations and mediums within accelerated and self-directed learning • Clustered - learning topics designed with a logical flow and based around work tasks to mirror industry work roles • Assessment for learning / Work based learning - methodology based on industry referenced work tasks • Industry standards based - assessment benchmarks are transparent. Benchmarks to capture employability / transferable skills • By implementing these design principles trainers will ensure the pedagogical materials will engage the learner, be industry relevant and be high quality.
--	--

Task 3.6 Preparation of a Psychometric Tool / Test (M6-M16)

For the preparation of this Elderly Care provider Psychometric Test, that is going to be part of the evaluation / accreditation process to ensure that only the most suitable are going to be engaged in the elderly care provision sector, we are going to implement a research on related validated psychometric tests. This is going to be implemented through the conduction of an extensive review of validated screening tests in the scientific literature & establishing a directory of published, validated personal assessment tools, scientific articles that contain measurement instruments, which can be used to assess care givers at a domestic setting with good psychometric properties, aiming to the detection of those properties, which enable the in-depth evaluation of the candidates. Literature review will help us to choose an existing validated instrument for the validation of the new test.

Additionally we are going to implement the collection of non-validated tests, already developed by community-based agencies, NGOs, private & public sector stakeholders so as to list the items they use through literature search, contact with various agencies, stakeholders and providers to comprehensively identify non-validated caregiver assessment tools already in use at EU level. An extensive database will be developed to summarize & analyze the incoming data.

Within this context we focus groups will be planned with experienced elderly care givers, beneficiaries and with various care givers of the public and private sector to identify the key elements required for a caregiver assessment tool. The heterogeneity of the sample will be assured.

After this first “preparation period” we are going to implement the actual creation of the Test. Incoming data will be collected and analyzed in team meetings and several drafts of the test will be produced and submitted to various forms of consultation.

Having prepared the first series of qn, we are going to implement the informal and formal pretesting period. Within this phase informal pre-tests will be conducted. A number of persons, including students and various collaborators of the researchers, groups of professionals will participate in this process to provide some input on the content and implementation of this draft of the tool (phrasing, format, etc).

We have designed the testing phase to include the participation of twenty five (25) end users per participating country. The specific end users are selected in a way to ensure a diversity of representation of urban & rural areas.

After this pretesting period, we are going to enter the main psychometric tool / test preparation period, during which we are going to implement the recruitment of the Sample and Administration of the test.

A purposive convenience sample from the end users will be used to test the assessment tool. The project specifically targets care givers working for clients of both public & private sector.

Finally, we are going to implement the Validating the Test, including the Assessment and statistical validation. Data, will be analyzed to determine inter-rater reliability amongst various assessment items, key areas of concern & the internal consistency between the assessment items and key areas of concern. Assessors will be required to rate elderly caregivers’ efficiency on a number of different assessment areas using a 1 to 4 schema (none to extreme efficiency). Application of statistic to understand the strength of agreement between two observers or assessors on each of the areas of concern and assessment items.

For the stability, the assessment areas will be examined by a series of variables; assessors’ prior knowledge of caregiver, experience care giving, professional background, presence of others during assessment, type of care receiver, geographic location, research site, number of days

A qualitative validation of the psychometric tool is also going to be implemented including focus groups with participating assessors and interviews with supervisory personnel will occur at each site to capture feedback on the content, usefulness & appropriateness of the tool, possible reasons for discrepancies & to discuss if the tool meets its objectives

Task 3.7 Preparation of a Code of Conduct for Elderly Care Givers (M12-M16)

	<p>At first we are going to identify the main methodological principles governing the Code in order to provide a common set of principles and standards upon which elderly care givers build their professional work. In order to develop the guidelines and methodology, there will be taken into account and consideration Codes of other relevant professions such as the psychologist or the therapist. The Code shall contain the General Principles that intend to guide and inspire elderly care givers toward the very highest ethical ideals of the profession and the Ethical Standards that do represent obligations and should form the basis for imposing sanctions.</p> <p>Within this context, we are going to outline the quality standards of the elderly care workers and make sure that it is considered the fact that the profession of ageing service provision is a sensitive profession in the society and entails civil liability to third parties.</p> <p>The Principles shall be;</p> <ul style="list-style-type: none"> • To benefit those with whom they work and take care to do no harm • Fidelity and Responsibility so as to establish relationships of trust with those with whom they work • Integrity so as to promote accuracy, honesty and truthfulness • Recognize that fairness and justice and services being conducted by other elderly care givers • Respect the dignity and worth of all people <p>The Standards shall be;</p> <ul style="list-style-type: none"> • Resolving Ethical Issues • Competence • Human Relations • Privacy and Confidentiality • Advertising and Other Public Statements • Record Keeping and Fees • Education and Training • Research and Publication • Assessment • Therapy <p>Having identified the Standards and Principles of the Code, it shall be enriched in order to explain in detail the general but also specific greater cause of the elderly care giver profession. This Task will design and complete the contents of the Code, resulting to the production of a Elderly care giving Code of Conduct Handbook as a method of delivering the Code of Ethics and Conduct</p>
Estimated start date	M7
Estimated end date	M16
Lead organisation	P10 AMC
Participating organisations	P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, P12

VI.1.2. Results (outputs and outcomes)

Expected Result (output or outcome)	Number	O.3.1
	Title	Methodological guide for the articulation of learning outcomes
	Type	Document
	Description	Practical guide that presents the learning outcomes approach which constitutes a common, reliable and objective basis for the articulation, assessment and certification of knowledge, skills and competences of the learning process. The common

		<p>understanding of the learning outcomes approach by all project partners is of significant importance concerning that different curricula and assessment will be developed by different VET providers. In addition to the methodological principles for the design and development of learning outcomes, the proposed guide will also contain:</p> <ul style="list-style-type: none"> • The concept of learning outcomes and qualification • Learning outcomes in different domains • Linking learning outcomes to teaching and assessment • Practical tools for the formulation of learning outcomes • Practical steps to writing learning outcomes
	Due date	M8
	Language(s)	English
	Media(s)	Digital and hard copy
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.3.2
	Title	Core Curriculum Plans x 3
	Type	Pedagogical Materials
	Description	Each VET provider, following consultation both within the consortium (particularly with the sectoral partners) and with external experts and the national stakeholders committee will put down a plan for the curriculum they are leading on. The plan will be reviewed by P10 AMC and P1 AKMI and EAHS who will provide feedback and organise conference calls with all two curriculum leads to ensure consistency, knowledge sharing and collaboration throughout the development process. The SC is responsible to approve in principle the plans submitted or give guidance for further improvements and corrections if needed.
	Due date	M12
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.3.3
	Title	Final Curriculum Outline x 3
	Type	Document
	Description	<p>The final curricula/training programmes outline will be developed by M16 taking into consideration constructive feedback given at stage 1 of the formal sign off process.</p> <p>The final curriculum outline will contain following indicative components:</p> <ul style="list-style-type: none"> • Course description • Learning outcomes • Course syllabus • Learning activities • Assessment type • Required and recommended readings • Course schedule • Contact details for trainers

		<ul style="list-style-type: none"> Details of course website
	Due date	M16
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital and hard copy
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.3.4
	Title	Outline of teaching methodologies and modes of delivery x 3
	Type	Document
	Description	<p>This is the detailed outline of the teaching and learning methodologies that will be put in place for the delivery of each curriculum, the structure, format and exact proportion of F2F training, on line classes, individual learning and work placements.</p> <p>The teaching outline will support the trainers to plan a teaching session.</p>
	Due date	M16
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.3.5
	Title	Assessment standards document
	Type	Document
	Description	<p>The self assessment standards will be developed by P9 Skybridge in collaboration with P8 ACQUIN.</p> <p>The assessment standards document has the scope of a practical guide for VET providers, ensuring that the applied assessment methods aiming at measuring the performance of learners will be based on learning outcomes and will relate to a particular occupational standard.</p> <p>Assessment standards will specify the object of assessment, performance criteria, assessment methods, and the composition of the jury entitled to award the qualification. Furthermore, the assessment standards have to answer the question 'How will we know what the learner/student has learned and is able to do in employment?'</p>
	Due date	M16
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital and hard copy
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.3.6
	Title	Training resources for trainers, learners, employers
	Type	Pedagogical materials
	Description	<p>Trainers' manuals x 3 respective curricula A key resource is the tutors teaching manual. This will be made available online as an e-resource for tutors to download. It will provide detailed information to guide the tutor through the blended learning methodology including, inter alia: pedagogical materials; initiating and managing relationships with employers; developing a live brief; examples of how to organise the flipped classroom and participative learning activities such as workshops and hackathons; and monitoring and evaluating work based learning.</p> <p>Train the Trainer Guide x 1 This resource will allow trainers to effectively train new tutors in the design and delivery of the two curricula. It will explore different learning styles and theoretical perspectives on pedagogy; dos and don'ts of delivering a successful course; gaining feedback from students and peers and developing an action plan for your own continued improvement as a trainer.</p> <p>With these resources, tutors will gain a greater knowledge of European-wide training and educational methods and will discover new teaching strategies with the view to adapting the best of these practices in their own institutions with their own students to improve their learning and understanding.</p> <p>A portfolio of learners resources x 2 curricula A portfolio of resources will be developed to support the student through the learning process. These may include printed and online e-resources including audio-visual materials. Student resources will encompass, inter alia: learning manual outlining the framework of the course, details on the modules and associated learning outcomes; reading lists; recorded lessons; video lectures and case studies.</p> <p>Part of the e-portfolio of digital resources developed for students will be repackaged and provided online for self-directed and individual learning and promoted to larger audiences than the ones participating in the pilot.</p> <p>Employer Handbook x 1 It is vital that employers are fully au fait with what is required to support work based learning, what is expected from the employer, and what to expect from the student, the tutor and the institution. The employer manual will contain information including: role and responsibility of the employer; how to devise a live brief; how to manage and mentor a student during placement; how to provide effective feedback to students; the benefits of work based placements, etc. These will complement the short training course for employers delivered in WP4.</p>
	Due date	M17
	Language(s)	English, Spanish, Greek, France, German
	Media(s)	Digital (part of the materials above also in hard copy)
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.3.7
	Title	Psychometric Tool
	Type	Digital
	Description	In order to ensure mental skills for the provision of demanding care services to ageing population we are going to establish a psychometric test for elderly care providers weighted and tested at a European Level, emphasizing at participant countries.

		We have concluded that the most suitable partner for this output is KMOP, since the Organization has previous experience in successfully designing and delivering psychometric tests (see experience of KMOP above). The implementation of the Output is going to be scientifically supported by AMC and the University of Staffordshire, while all Partners will provide the necessary participants for gathering the evidence needed for testing and finalizing the psychometric test.
	Due date	M16
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.3.8
	Title	Code of Conduct for Elderly Care Givers
	Type	Digital
	Description	<p>The aim of this Output is the development, integration and adoption of a Code of Ethics and Conduct for the profession of elderly care givers (hereinafter “the Code”). The adoption of a Code of Ethics and Conduct is a form of professional self-regulation integrated into a comprehensive job profile, which defines and outlines the principles, regulations, values, social norms, ethic issues and responsibilities for this particular profession. Moreover, the development of a Code of Conduct for elderly care givers aims to upgrade the profession and the quality of the services offered, as well as the drafting, development and diffusion of the Code per se.</p> <p>Furthermore, the aim is to embrace responsibility for elderly care giving actions and to drive positive behaviors towards elderly, employers and the society.</p> <p>The Code is going to be translated in all participants mother tongue and presented at the Multiplier events.</p>
	Due date	M16
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital (part of the materials above also in hard copy)
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 3 000 characters).

The scale of unit costs and the partnership's match-funding will cover the following costs:

- Other: printing costs – 5000 euros ;
- Subcontracting: fee for translation – 9000 euros

VI.1.1. Work package description

Work package No.	4
Title	CURRICULUM DELIVERY
Work package/Activity type	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation <i>(The substance of the work planned including production, testing, etc.)</i> <input type="checkbox"/> Quality Assurance and Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
Description	<p>Once the VET curricula and supportive materials have been designed and developed, the next step of our project is to ensure that they are fit-for-purpose and relevant to industry needs. This aim will be achieved through the organization and implementation of a piloting programme, the key focus of WP4. This stage will allow testing and refinement of the curricula to ensure that the learning modules are relevant and useful in upgrading the identified skills and in improving the knowledge and competencies related to needs of the professionals working in the elderly care sector.</p> <p>One staged piloting phases will be delivered for each curriculum, feeding the process of refinement and enhancement of the finalised curricula. This iterative approach will ensure that any teething issues are identified and addressed during the testing phase, thereby enhancing the relevance, applicability and impact of the finalised curricula. Feedback from the piloting phase will be fed back into refinement of materials in order to refine and finalise the curricula.</p> <p>Aims and Objectives</p> <ul style="list-style-type: none"> • Ensure that the curricula are fit for purpose and have been adapted to meet each country's specific needs and context • Ensure that all relevant stakeholders and end users (tutors, learners and employers) are fully engaged, informed and trained to maximise impact of their participation in the pilots • Ensure data collection and assessment tools are in place to effectively monitor progress, make corrections and capture meaningful feedback for the evaluation of the pilots <p>Milestones and overall approaches</p> <ul style="list-style-type: none"> • Adaption stage completed • Trainers, students and employers recruited • Pilots completed to quality standards set • Qualitative and quantitative data collected • Pilots evaluated and refined and curricula finalised • Quality assurance mechanism is developed <p>Monitoring and evaluation</p> <p>Adaptation workshops; partners' meetings; survey questionnaires, interviews, focus group, assessment standards, mechanisms and tools for capturing on line participation and level of engagement.</p> <p>Performance indicators</p> <ul style="list-style-type: none"> • High number and feedback of trainers; • High number and feedback of participating employers in the work based learning; • Positive feedback of students completing the training and assessed; students' assessment rates;

	<ul style="list-style-type: none"> • Positive partners' feedback; • Positive feedback of resources and pedagogical materials users. <p>Key Tasks</p> <p>WP4, Curricula delivery, will utilize the results and outputs of the WP3, and will involve the following key tasks:</p> <ul style="list-style-type: none"> • T.4.1 an initial stage involving the adaptation of the curricula to the country specific context, • T.4.2 the organization and implementation of a short training course for trainers, employers and pre-work training for learners, • T.4.3 piloting the curricula, including in class training, digital training and work based learning within host businesses of the elderly care sector, and finally, • T.4.4 the assessment, refinement and enhancement procedures that will improve and finalise the curricula. <p>Relationship with other Work Packages</p> <p>WP 4 builds upon the results and outputs of WP3 (Curriculum design) and it is aligned with the Quality Assurance principles and mechanisms of WP5 (QA) to ensure the final evaluated and refined curricula after the piloting testing meet the requirements of recognition and accreditation. The results and outputs of this WP will be widely disseminated and mainstreamed for further exploitation during WP6 (Dissemination - Exploitation - Sustainability respectively).</p> <p>How the partners will organise their work?</p> <p>VET providers</p> <p>According to the specific nature of this WP the delivery of the piloting programme will be undertaken by the VET provider of each country in collaboration with the national sectoral partner. More precisely, two piloting VET curricula will be delivered in the UK, Greece, Germany and Spain. While all VET providers will have responsibility for piloting in their respective countries, the overall package of work will be led and coordinated by P1 AKMI which is one of the lead VET providers in Greece, with experience in design, implementing and evaluating initial VET programmes.</p> <p>Sectoral partners</p> <p>The role of sectoral partners, is the targeted in mapping, identification and matching of relevant organisations and enterprises working in elderly care sectors as willing providers for participating in piloting curriculum delivery. Taking into account that the theoretical part of the curriculum delivery will be combined with a period (around 50% of the duration of each curriculum) of work based learning the social partners in each country are responsible for identifying and matching the learners with enterprises.</p> <p>P8 ACQUIN</p> <p>Aspects of quality assurance in the implementation of this WP touch upon non formal learning. In this manner P8 ACQUIN will undertake responsibility for the compilation of guidelines and principles for the piloting phase.</p>
Tasks	<p>WP4 is divided into four main activities that are crucial for the efficient and effective piloting of the learning modules produced in alignment with the principles and guidelines of EQF, EQAVET, the learning outcomes approach, the ECVET etc.</p> <p>National regulatory and certification bodies (not part of the consortium)</p> <p>In addition to P8 ACQUIN, VET partners are already in conversations with the relevant national authorities in their respective countries and have ensured their support, in principle, to work with them to adapt and modify the curricula.</p>

Task 4.1 Adapting the curricula to the country specific context (M16-M18)

The very first activity here is the adaptation, and under specific cases, the modification of the curricula to the country specific context. This 'adaptation' is necessary to ensure that the more generic curriculum, developed in collaboration by the partners and drawing on the breadth and wealth of knowledge, experience, needs and requirements across many countries, is fit-for-purpose and suited to the context and specific requirements of a particular country. Modifications to the curriculum would also be undertaken should changes take place in any country while the curriculum is under implementation. Adaptation activities will be undertaken by the VET partners in all countries.

This task requires a clear set of methodological principles and guidelines for the adaptation of the curricula. It is, therefore, important to keep in mind the various parameters or elements of the given curriculum which require particular attention from the point of view of adaptation. Key factors which should be taken under consideration are as follows:

- **Provisions based on the national legislation framework:** Beyond the translation of the curriculum, in each partners' local language, the provisions of national law and other documents play an important role for the adaptation of the curricula, in particular for those professions or qualifications which are strictly regulated by legislative framework and furthermore lead to the award of professional licences.
- **Learning outcomes, occupational profile and reference to NQF:** The given curriculum which is to be adapted would have a listing of learning outcomes (LOs) as well as task analysis in a particular format. Each one would have to be discussed and a consensus arrived at on its inclusion, exclusion or amendment. This would lead to a relisting of various LOs as relevant to the country adapting the curriculum.
- **Methodological Approach and modes of delivery:** A blended learning approach will be adopted to ensure greatest flexibility in the modes of delivery. This will include face-to-face classroom learning, online and e-resources, virtual classrooms and work based learning. It is recognised that a given curriculum that has been formulated for a face-to-face classroom environment may have to be conducted through flexible delivery/open learning modality or vice versa. Flexibility and accessibility are at the core of the design and delivery of modules and curriculum, as described in WP3. Country specific requirements and/or parameters will be given consideration whilst adapting the curriculum.
- **Infrastructure:** The infrastructure available for instruction is another highly variable parameter. In some countries, facilities might be provided within an institution for the curriculum. In other countries, an industrial collaboration or dual system may be in practice. There may be variation in the makes and models of equipment and access to it, class/laboratory organisation and such other features. During the adaptation process, these elements and parameters will be closely examined and necessary modifications will be made to suit the infrastructure facilities and instructional practices in each country. VET providers may have to adapt or modify the curriculum delivery according to their existing equipment and infrastructure.
- **Management Structure:** Different countries have different management structures for Technical and Vocational Education. It is partly due to the fact that the country could have a federal/unitary structure, providing different elements of VET management, such as curriculum development and other technical support system assessment and evaluation. Administration and financing could be located in different elements of the management system. These variations may also be due to the fact that different countries have different instructional practices such as school-based or industry-based instruction. All of these are important factors which have to be kept in mind whilst adapting the curriculum. For example, the teaching methods, the assessment methods, the budgeting, the reporting on activities may vary from country to country. Therefore, specific units of the curriculum may be adapted or even more modified according to the country specific management structures.

	<p>It is important also to note here that the adaptation process includes not only the curriculum per se, but also the teacher's guides, the learners' handbooks and all other related resources and materials which accompany and support the curriculum.</p> <p>A critical parameter for Task 1 is the reference to the EQF levels.</p> <p><u><i>This will lead to a specific EQF level, common for all participant countries.</i></u></p> <p>Regarding the adaptation procedures of the curricula each country has to adapt or modify the developed curricula in alignment with the level descriptors related to their NQF.</p> <p>With the completion of the adaptation procedures each country will organize and implement an Adaptation Workshop emphasizing interaction and exchange of information among participants from relevant stakeholders such as professional bodies and organizations, public authorities, VET providers and accreditation bodies. The results of the Workshop have to be analysed by the national VET providers and in occasion to be integrated in the curricula, defining the last step of the adaptation procedure.</p> <p>Task 4.2 Training trainers, students and employers (M17-M18)</p> <p>The planning and implementation of a short training course for trainers and employers will be crucial for the success of the pilot phase. This will ensure better understanding of the objectives, benefits and scope of the project (for trainers) and of better accepting, hosting and mentoring learners in a work based environment (employers).</p> <p>Each country VET provider in collaboration with the respective social partner will undertake the task of training the "key persons" during the pilot phase. VET providers will be responsible for identifying and recruiting experienced VET trainers with a background in adult education. The trainers will participate in a 1-day seminar with the aim of introducing them to the scope of the overall project and to inform them about the new curricula and the learning units need for it to be delivered. The trainer will be provided with a trainers' manual, produced in WP3, which will contain necessary material for their training, as well as their further active involvement in the pilot testing.</p> <p>In parallel with this, the social partner in each country will identify a pool of employers willing to host learners during their work based learning stage. At least 5 employers, representing a range of organisations in the elderly care sectors, are sought for each curriculum during the pilot phase in each country.</p> <p>We will aim to recruit employers of different scale, size and profile reflecting the breadth and diversity of the elderly care sectors (ranging from public and private funded, established institutions as well as micro and nano enterprises, as well as organisations working across disciplines and social enterprises). They will attend a short training program for employers (1 day seminar), which will be delivered by the VET providers, and focussing on the importance of work based learning approaches for students and professionals, as well as the benefits to the employer.</p> <p>During the training, employers will be asked to define the desired role of the student who will be placed with them to ensure a good match. They will be coached what is expected of them as a partner in delivering work based learning aspects of the curriculum; how to work with academics on delivering a live brief and the components of this; and how to be competent and dedicated mentors, ensuring they are well equipped to feed back to and support learners in the workplace. Having a flexible yet structured approach to mentoring learners is recognised as being of great value and benefit to both learner and mentor.</p> <p>In addition, employers will be informed about quality assurance in work based learning environments and more specifically about the procedures of supervision.</p> <p>A short training course will be also delivered to the learners, before they start the work training. This one-day short will have the character of a pre-work training workshop, emphasizing information about the scope, the aims, and the value of work based learning, providing to the learners recommendations and suggestions in specific issues such as:</p> <ul style="list-style-type: none"> • professional behaviour, and attitude,
--	---

- professional dressing
- following company's policies, hierarchy and code of conduct
- avoidance of politics and gossips
- motivation to ask questions
- working in groups, team work and multiple role management

Task 4.3 Piloting in each country (M18-M20)

The piloting of the curricula will be delivered in each participating country, namely in the UK, Germany, Spain and Greece, involving the country VET provider and the sectoral partner. As mentioned above, two piloting phases will be undertaken to ensure thorough testing and refinement of the final curricula.

Pilot phase 1 – 2 month duration (M23-24) will seek to recruit:

- 15 students onto each of the two curricula in each country, that is a total of 45 students in each country
- 3 tutors per curricula per country, totalling 6 tutors in each country, and 24 across the project
- 5 employers per curricula in each country, totalling 10 employers per country, and 40 across the project

Each curriculum is designed to be delivered through

1. Face to face in class learning, with duration of 6 days, approx. 36 hours (about 15%)
2. Virtual classrooms connecting students from across the four countries, with duration of 11 days (about 25%)
3. Online individual learning with duration of 5 days (about 10%)

Month 2 of the Pilot (for 20 to 25% of the learners)

4. Work based learning in the form of work placement

The specific content and teaching/learning hours corresponding to the four elements above of blended learning format will be reviewed after Pilot 1 and improved for finalization of the Curricula.

During the piloting the project partners will collaborate and communicate with each other on a weekly basis, in order to provide information about the progress made, to exchange ideas and solutions to problems that may arise and to ensure that the piloting in each country upholds the same principles and methods.

More specifically, VET providers in collaboration with social partners have to:

- identify any difficulties the learners may be experiencing with the learning process.
- assist the trainers to decide the most appropriate learning methods for the learner
- assist the trainers to tackle any ambiguities in the curriculum and make adjustments accordingly.
- assist the trainers with evaluation of the effectiveness of instructional methods
- support the employers in issues related with the aims, scope and learning units of the work based learning.
- assist the employers to take an active role as “mentors” for the learner during the apprenticeship
- communicate with the employers for problems that may arise

4.4. Assessing and fine tuning the curricula (M21-M22)

The last activity of this WP is the assessment of the pilot testing and, on the basis of the feedback, the enhancement and finalisation of the curricula. At this stage, the main risks and challenges will have been identified, and those activities that have to be improved and strengthened will have been undertaken and the benefits of the implementation will be clearly articulated.

	<p>An efficient assessment procedure requires a well-structured, comprehensive and clear stated methodology, which defines the scope, the aims, the tools, the target groups, the collection and analysis of the data and the report drafting. In this manner the leader of this WP will design and develop a consistent methodology for the assessment of the curricula delivery, identifying the relevant steps and proposing the overall approach.</p> <p>An integrated part of this assessment methodology will be the <i>EQAVET principles and toolkit</i>, which will structure to a large extent the research template and the evaluation questions.</p> <p>The assessment will also highlight the strong points and weaknesses of the pilot project aiming at proposing actions for improvement and fine tuning of the curricula. In this context the assessment will be conducted by using qualitative and quantitative research methods.</p> <p>In each country VET providers will undertake the following actions:</p> <ul style="list-style-type: none"> • A semi-structured questionnaire will be asked to be completed by the learners who completed the pilot of the curricula • In depth interviews with the trainers, involved in the curriculum delivery • In depth interviews with the employers involved in work based learning organised by the social partners <p>Finally, a focus group (face to face session) consisting of the project partners is proposed at the end of the pilot phase. This will be an opportunity to gain in depth insights about the opinions, experiences and thoughts about the pilot project.</p> <p>Each partner will conduct a short research report containing the summarised feedback from participants in the evaluation, identifying key themes, conclusions and recommendations for implementation and improvement.</p> <p>P1 AKMI, as lead partner of this WP, will collect the reports and conduct a summary assessment report, including the main risks and challenges regarding the content, the material and the methods applied for the curriculum delivery.</p> <p>Based upon this evidence further adaptations and /or modifications of the curricula have to be undertaken by the other VET providers.</p> <p>The fine tuning of the curricula will include improvement proposals on:</p> <ul style="list-style-type: none"> • Learning units and learning outcomes • Assessment methods of the learner (formative and summative) • Material and resources • Referencing to the NQF • Connecting with occupational profiles • Interconnection between theoretical and practical part (in class training and work based learning)
Estimated start date	M16
Estimated end date	M22
Lead organisation	P1 AKMI
Participating organisations	P2, P3, P4, P5, P6, P7, P8, P9, p10, P11, P12

VI.1.2. Results (outputs and outcomes)

	Number	O.4.1
	Title	Guidelines and methodological framework for the adaptation of the curricula

Expected Result (output or outcome)	Type	Document
	Description	<p>A document clearly setting the methodological principles and guidelines for the adaptation of the curricula with reference to the following parameters:</p> <ul style="list-style-type: none"> ○ Provisions based on the national legislation framework: ○ Learning outcomes, occupational profile and reference to NQF ○ Methodological approach and modes of delivery ○ Infrastructure ○ Management Structure <p>The guidelines will contain a well-structured text aiming at providing to all involved partners useful information, relevant steps, tools and methods. The purpose of these guidelines is to ensure a unified approach in adaptation and modification of the curricula from all relevant project partners.</p> <p>A critical parameter in this context is the fact that curriculum adaptation is an ongoing dynamic process that modifies and adapts the prescribed curriculum to meet the learning requirements.</p>
	Due date	M18
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	0.4.2
	Title	Country adaptation workshops x 4 countries x 2 curricula Report from each workshop
	Type	Event and document
	Description	<p>These workshops will be designed by P1 AKMI as lead partner of this WP and delivered by VET partners in collaboration with social partners in each country. A workshop will be held for each curriculum within each country. Attendance at the workshop will include representatives from the Stakeholders as well as selected experts/practitioners with practical experience in the field identified in each country. It is vital that, as a minimum, at least one employer, tutor and student are present.</p> <p>The workshop will last 1-2 days and a full agenda will be circulated in advance with any accompanying materials for review in advance of the workshop. The results, views and feedback will be captured in a report which will then be communicated to all project partners.</p>
	Due date	M18
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	0.4.3
	Title	Training workshops and seminars for trainers, employers and learners
	Type	Event
	Description	<p>a) 2 day workshop for trainers x 4 countries x 2 curricula (organised by the VET partner in each country)</p> <p>b) 1 day seminar for employers (hosting organisation for the work based learning) x 4 countries (organised by the VET partner and social partner in each country)</p> <p>c) 1 day pre work training workshop for students x 4 countries (organised by the VET partners in each country)</p>

	Due date	M18
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	n/a
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.4.4
	Title	Country Pilots x 4 countries x 2 curricula
	Type	Studies
	Description	<p>The piloting of the TWO curricula will be delivered in each project country in A two month duration phase each, to ensure thorough testing and refinement of the final curricula.</p> <p>The specific content and teaching/learning hours corresponding to the four elements above of blended learning format will be during implementation.</p> <p>The respective VET partners in each country will be responsible for organising and delivering the pilots in collaboration with the social partners re the work placements.</p>
	Due date	M20
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	n/a
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.4.5
	Title	Curricula Assessment Methodology
	Type	Document
	Description	<p>A thorough curricula assessment methodology will be drawn and put in place by lead partner of this WP, in collaboration with P8 ACQUIN. This will be in place at the beginning of the WP before the beginning of the pilot.</p> <p>It will define the assessment aims and objectives, the qualitative and quantitative performance indicators and the tools and mechanisms for reliable and comparable data collection and specific partners' responsibilities and time plan in this process.</p> <p>More precisely, the assessment methodology here can be interpreted as Curriculum Review and Revision process. Anyhow, it is about a methodology that defines and describes the systematic collection, review, and use of information for the purpose of continually improving learning and overall program effectiveness.</p>
	Due date	M20
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.4.6
	Title	Evaluation and recommendations report for curricula modifications
	Type	Report
	Description	<p>This report is the output of the assessment of the pilot of the two curricula across all participating countries.</p> <p>Following the guidelines of the assessment methodology previously defined, the report will analyse country specific research reports of the pilots and the partners' focus group results thus, identifying strengths and weaknesses and make recommendations for the fine-tuning of the curricula.</p> <p>Country specific research reports will contain the summarised feedback from participants in the evaluation, identifying key themes, conclusions and recommendations for implementation and improvement</p> <p>The partners' focus group will capture in depth insights about the opinions, experiences and thoughts about the pilot project.</p> <p>P1 AKMI, as lead partner of this WP, will collect and analyse the reports produced by the VET partners in each participating country to feed into the final evaluation report. This will include the main risks and challenges regarding the content, the material and the methods applied for the curriculum delivery and will recommend further adaptation and/or modifications.</p>
	Due date	M20
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	O.4.7
	Title	Final Curricula x 2
	Type	Pedagogical materials
	Description	<p>Based upon the evidence collected during the assessment of the pilots and on the recommendations of the evaluation report, further adaptations and /or modifications of the curricula may have to be undertaken by the VET providers,.</p> <p>The fine tuning of the curriculum will include improvement on:</p> <ul style="list-style-type: none"> • Learning units and learning outcomes • Assessment methods of the learner (formative and summative) • Material and resources • Referencing to the NQF • Connecting with occupational profiles • Interconnection between theoretical and practical part (in class training and work based learning) <p>This output will be delivered in collaboration with WP3 lead and contributors.</p> <p>The final curricula will be made public. With the completion of the last activity of WP4 the approved and fine-tuned curricula will be accessible by professionals, learners, trainers, employers and other, providing the opportunity of learning and enhancing the participation in lifelong learning.</p>
	Due date	M22
	Language(s)	English, Spanish, German, France, Greek
	Media(s)	Digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 3 000 characters).

<p>N/A</p>

VI.1.1. Work package description

Work package No.	5
Title	QUALITY ASSURANCE AND ACCREDITATION
Work package/Activity type	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input type="checkbox"/> Implementation <i>(The substance of the work planned including production, testing, etc.)</i> <input checked="" type="checkbox"/> Quality Assurance and Evaluation <input type="checkbox"/> Dissemination and Exploitation of results
Description	<p>The structure of this work package has a dual basis, which differentiates clearly the internal project QA from the delivery of the training content based on EQAVET. More specific, the aims of this WP are:</p> <ol style="list-style-type: none"> to ensure that throughout the project, processes, methodology, deliverables and results meet high quality standards and specifications; to ensure that the three curricula, teaching, learning, work placements and all other materials developed in WP3, are of high quality and relevance and based on EQAVET. <p>The Quality Assurance measures described here will also help other VET providers in the EU countries deliver the designed curricula to similarly high quality standards and thus achieve an impact going far beyond the project partners themselves.</p> <p>This work package will set up the procedures, measures, indicators, systems and actions which will assure the quality of the processes and products and will enable their close and continuous monitoring and review throughout the project lifecycle. This also harnesses and optimises internal communication procedures within the consortium to safeguard the quality of project outcomes and to ensure high quality deliverables.</p> <p>The quality assurance process is not limited to the final phase of the project. It will be applied on an on-going process that will complement the project management throughout the project and will involve all partners collaboratively. Finally, quality is ensured by the consortium itself as all partners have a vast array of knowledge on the issues and concepts to be examined and have participated in previous projects related to the project subject area and have a personal interest in the success of the project.</p> <p>The quality assurance processes will:</p> <ul style="list-style-type: none"> ensure maximum effectiveness of all project activities and guarantee the ability of the project to meet quantitative and qualitative objectives through the implementation of evaluation processes and procedures guarantee high level quality both in the coordination and management of the project, as well as in its individual deliverables and results through the development and implementation of quality management and risk management principles. <p><u>Aims and objectives</u></p> <p>On the level of internal project QA</p>

	<ul style="list-style-type: none"> • ensure quality assurance processes are embedded within the project management, co-ordination and activities (across all work packages) to verify it meets its qualitative and quantitative objectives and high quality products are developed as a result • carry out a process evaluation to ensure that the project implementation is consistent with the work plan of the project application <p>On the level of design and implementation of VET programmes</p> <ul style="list-style-type: none"> • ensure the curricula, learning and training resources are informed by relevant national and European quality assurance policies and frameworks and particularly EQAVET and learning outcomes-focused • assure the quality of the curricula and the training and learning resources meet accreditation standards of the qualification/curriculum in each involved country • assure quality of the delivery of the curricula (including quality in work based learning) • establish processes and policies for the continuous assessment and improvement of the curricula and respective training resources to maintain the highest quality after the completion of the project <p>Key milestones and overall approach</p> <ul style="list-style-type: none"> • Development of a robust and Quality Assurance strategy and action plan in place, • Creation of a checklist and guidelines for assessors developed, • Guidelines for licensing the curricula developed • Questionnaires for end users (elderly care givers, teachers/trainers, employers) • Self-evaluation tools for consortium management and coordination developed • Guidelines for accreditation and accreditation plans (Greek and UK case) <p>Performance indicators</p> <ul style="list-style-type: none"> • Practical and Quality assurance action plan document and quality criteria and indicators • Project QA recognised as a best practice by end users • Useful design of procedures for assessment, operating consistent with monitoring and evaluation processes agreed • Positive feedback on processes from end-users, external evaluator and partners <p>Monitoring and Evaluation</p> <p>A quality assurance monitoring and reporting mechanism will be clearly articulated in the QA strategy and management plan.</p> <p>The lead of WP5, P8 ACQUIN, is responsible to continually monitor the process and progress by using the quality indicators and criteria defined for each WP. The quality aspect will be reviewed at different levels and in particular at: a) Project management level, b) Partnership management level, c) Project content, activities and outputs, d) Stakeholder and target group involvement level.</p> <p>Quality monitoring will be led by P8 ACQUIN and conducted through self-evaluation tools.</p> <p>Self-evaluation is internal and will be conducted within the partnership aiming at identifying solutions and improvement measures to challenges</p>
--	---

	<p>and risks which may arise. Self-evaluation tools include questionnaires, individual interviews, meetings of SC and AB and peer reviews of partners. Partners will be asked to score the indicators, after which the lead of this WP, P8 ACQUIN will elaborate a collective report with the view of all partners. It is also planned that each WP will be assessed in terms of quality assurance by the respective WP lead. Monitoring of the indicators will take place during the whole duration of the project and in case an overall result below expectations is identified, an action for improvement or problem-solving will be initiated.</p> <p>Evaluation will be done per target group (consultation with national stakeholder committees in WP3, questionnaires and interviews of trainers, students and employers in WP4, collection of feedback on website).</p> <p>Quality Assurance reports will be produced on a monthly basis along with the 6 month reports developed by each partner. QA reporting will feed into the interim progress and final report to the EC.</p> <p>Relationship with other work packages</p> <p>This WP is cross cutting across the whole Work Plan and is particularly interrelated with WP3 and WP4.</p> <p>How the partners will organise their work</p> <p>This work package will be led and coordinated by P8 ACQUIN who will be responsible for the co-ordination of QA plan and self-assessment process and for regular reporting.</p> <p>As the quality assurance activities will examine processes and products (e.g. management processes, curricula, teaching and learning materials), all partners will be involved in this work package. Each partner is expected to contribute to developing the QA system of the project implementation and activities such as quality assurance of project management, exploitation and dissemination. Each WP will be assessed in terms of quality assurance by the respective WP lead and all partners will participate in the self-evaluation.</p> <p>Additionally, P2 ASISTTEL, P4 IHF, P5 EAHSA and P10 AMC will be responsible for checking relevance of the curricula with the accreditation guidelines set by WP5 lead and get sign off to proceed with submitting the necessary documents for validation through their respective national and institutional schemes.</p> <p>Obviously, P8 ACQUIN will also work very closely in this WP with P1 AKMI and P5 EAHSA.</p> <p>In addition to the expertise of the project partners, the quality assurance process will also be supported by the Quality Assurance panel , composed by members of the Steering Committee, the Advisory Board and the National Stakeholders Committees, who will provide an external stakeholder perspective on the quality of the processes and outputs and will report directly for that to the Project Director.</p>
Tasks	<p>Task 5.1. Development and Application of Quality Assurance Plan (M1-M24)</p> <p>A Quality Assurance Plan will be put into practice in order to guarantee the quality of the deliverables, the effective communication among all interested parties and the partners internally, the quality of the tasks, the respect of contractual obligations and finally to facilitate the monitoring and assessment of each phase of the work performed. The aim of the Quality Assurance Plan is for the consortium to carry out the contractual tasks in a timely and efficient manner, to establish a set of guidelines that will be followed by the partners in order to ensure a smooth cooperation with the Agency and any other stakeholder organisation.</p>

	<p>This approach is based on a circular quality control system, which absorbs feedback from all involved parties. In the first case, the quality will be ensured by control mechanisms that are described below, but also by the proposals, discussions and information received by the partners. The feedback will be both on the procedures that the partnership follows and on the quality of the deliverables.</p> <p>In the second case, the quality will be ensured by the feedback received from target groups (e.g. learners, trainers, supervisors).</p> <p>The Quality Assurance Plan will be developed with aim to fully satisfy the contractual obligations of the consortium. The Quality Assurance Plan will define and employ the following procedures, tools, systems, and guidelines for the effective quality management of the Contract:</p> <p>Document Control: standard document control procedures will be applied in all phases of the contract to ensure the accurate dissemination of information following the guidelines of SSA Action</p> <p>Record Control: all documents related to the implementation of the Contract (assessment reports, fact sheets, studies, etc.) will be clearly identified, classified and kept for future reference.</p> <p>Communication: akmi, the lead of the consortium, will serve as a focal point and will enhance the flow of information between the involved entities and individuals, in order to share good practices, avoid duplication of effort, predict, and respond early on to possible negative situations.</p> <p>Quality Control of Deliverables: all deliverables produced will be reviewed for their quality against certain standards and criteria.</p> <p>Monitoring, Reporting and Reviewing of Progress: the Lead Partner will constantly monitor the implementation of the work overall, as well as the progress of the individual tasks, by enhancing the communication with the partners. All reports will be reviewed to assure their quality.</p> <p>Task 5.2 Quality assurance for design and implementation of VET curricula</p> <p>P8 ACQUIN as lead partner of this WP and as the relevant public body for quality assurance for non formal and informal learning will undertake the task to ensure that the design and implementation of the three VET curricula are in alignment with the development of common European frameworks and tools, especially the EQAVET, which enhance the transparency, recognition and quality of competences and qualifications and supports the mobility of learners.</p> <p>More specific P8 ACQUIN in alignment with the principled and the toolkit of EQAVET will propose to the relevant partners who will carry out the Tasks of developing and applying the VET curricula, including the work based learning, specific guidelines and principles.</p> <p>For the development of the curricula and in alignment with the indicators of EQAVET, P8 ACQUIN will assure that they are all:</p> <ul style="list-style-type: none"> • based on a common understanding and statement of the learning outcomes approach • referenced to a specific level of EQF, taking into account the level descriptors • based on certified occupational profiles or other related guidelines • meet the needs of the labour market (<i>EQAVET Indicator # 9 Mechanisms to identify training needs in the labour market</i>) • Evaluated from the participants (<i>EQAVET Indicator # 6 Utilization of acquired skills in the workplace</i>) <p>In addition to this P8 ACQUIN has to ensure that a crucial number of learners has successfully completed the training curricula (<i>EQAVET Indicator # 4 Completion rate in VET programmes</i>)</p>
--	--

	<p>Another important issue is the quality of the trainers and supervisors, which can be assured through specific selection criteria (<i>EQAVET Indicator # 2 Investment in training of teachers and trainers</i>).</p> <p>Regarding the work based learning P8 ACQUIN has to propose and recommend to the lead partner of WP4 (AKMI VET provider) selection criteria and methods for the work placement of the learners. (<i>EQAVET Indicator # 5 Placement rate in VET programmes</i>).</p> <p>Task 5.3 Guidelines for licensing the curriculum (M5-24)</p> <p>As one of its first tasks, the accreditation body (P8 ACQUIN) has to elaborate the criteria and standards which have to be met by the VET provider to achieve positive external assessment. This task has also the aim to define the guidelines needed for VET providers on how to prepare for accreditation: the criteria and standards for accreditation will vary widely between different countries or according to the specific field of training. Nevertheless, those criteria and standards are not drafted for individual cases but will always apply for a certain type of VET provider or VET programme, to allow also comparisons, exchange of experience and eventual benchmarking. For the criteria and standards to be met, there might be defined minimum requirements but also grades or levels of excellence. In this manner, this task will take under serious consideration national regulations and trends of each country's VET system on the one hand and also best practices concerning curricula accreditation. The purpose is to respect the national character of VET system in each country, but at the same time to "act" as an innovation mechanism. The Steering Committee will play a critical role here as the scope of the deliverable is to overcome what could be seen as national shortcomings and challenges through peer learning and mutual understanding. In these terms, the guidelines will take into consideration that curriculum accreditation is not obligatory but will provide a platform should other countries would like to proceed to the accreditation (each phase of the accreditation). During the first phase a report can be produced and part of the QA arrangements between the partners will be to agree upon the gravity of this report to the final accreditation phase.</p> <p>Task 5.4 Accreditation of Curricula (Greece & UK) – guidelines for curricula accreditation for the other countries (M6-M24)</p> <p>After the VET provider submitted an application for accreditation to P8 ACQUIN, as the relevant body, an external evaluation follows. In our project it is proposed to assign independent, external experts (assessors), who will undertake the evaluation. These external experts may represent the learners, the social partners and other VET providers (other than the involved in this project).</p> <p>P8 ACQUIN has here the responsibility to train (3) three external assessors. The proposal for the external assessors will be made by the project lead partner (AKMI) after consultation with all projects partners.</p> <p>The external assessors will constitute an Evaluating Committee, which will study and analyse the developed and submitted curricula and will decide for a positive or negative proposal. A checklist and profile for the three assessors will be proposed and conducted by P8 ACQUIN (see Result 5.3.).</p> <p>If the result of the evaluation is negative, accreditation will be denied and the VET provider will have to prepare and apply again after having improved its organisational structures and the quality of its training. The decision of the evaluating body will include advice and recommendations on necessary changes;</p>
--	--

	<p>In other cases, when the result of the external evaluation is critical but not too negative, some additional improvements will be required from the VET providers. Those requirements either could be of a binding character or, when less serious, consist of recommendations for improvement only. In both cases the VET provider will have to demonstrate in an improvement report that relevant changes will be made so that a positive proposal for accreditation can be made by the body charged with carrying out the external evaluation.</p> <p>Following a positive evaluation and proposal for accreditation, the VET provider will be awarded its accreditation and the organisation or the VET curricula in question will receive a quality certificate. Taking into account results and reports from all previous deliverables the accreditation can be seen as the official quality assurance "label". A quality certificate is never issued for an unlimited period of time. A renewal of accreditation has to be made after a specified time span, normally around five years, although this renewal is often a lighter procedure than for the initial accreditation.</p> <p>On the basis of the results, suggestions and recommendations of the Evaluation Committee, some guidelines for curricula accreditation for the other projects countries will be conducted.</p>
Estimated start date	M1
Estimated end date	M24
Lead organisation	P8 ACQUIN Germany
Participating organisations	All partners

VI.1.2. Results (outputs and outcomes)

Please add tables as necessary.

Expected Result (output or outcome)	Number	5.1
	Title	Quality Assurance Strategy and Quality Assurance Management Plan
	Type	Document
	Description	<p>At the outset of the project the Quality Assurance Strategy and Plan will be elaborated for its subsequent application throughout the project lifespan that will outline the key principles which drive the quality criteria for the project. This is the plan for monitoring the quality throughout the project cycle which will clearly articulate the internal self-assessment mechanism to monitor progress against timescales and quality of activities and trigger the risk warning system when required.</p> <p>P8 ACQUIN will develop this strategy in consultation with all partners and especially the SC and the evaluation and quality assurance panel. The</p>

		<p>purpose of the strategy is to guarantee that the quality of the project processes and results meet the predetermined standards and guide partners through the implementation of the Work Plan. Within this strategy, quality indicators will be defined and guidance on project management and communication structures will be provided.</p> <p>The strategy will describe:</p> <ul style="list-style-type: none"> • Principles and drivers of quality • Quality objectives and expected quality standards • how all partners will coordinate quality assurance activities across all work packages • QA reporting mechanism • Risk warning system and corrective mechanism when quality issues are identified • Internal Communication and evaluation • Role, coordination and communication with quality assurance and evaluation panel <p>An integral part of the action plan above, will be the design of a risk management and warning system defining the necessary procedures along with the remedial actions, which need to be followed by partners for managing risks.</p>
	Due date	M2
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other E+ Programme participants <i>(including EACEA, Commission services and project reviewers)</i> <input checked="" type="checkbox"/> Confidential , only for members of the consortium <i>(including EACEA, Commission services and project reviewers)</i>	
Expected Result (output or outcome)	Number	5.2
	Title	QA Reports
	Type	Document
	Description	<p>QA reports will be prepared jointly by AKMI lead and lead WP5 (P8 ACQUIN), every 6 months. The reports will include every aspect of the project cutting across project management, consortium management and curricula quality assurance.</p> <p>A «warning» system will also be elaborated and recommendations will be given especially when a partner is thought to have problems in delivering their respective working package (or part of it).</p> <p>QA reports will also include data on communication and coordination among partners, and will be reviewed at Steering Committee level.</p>
	Due date	M2, M6, M12, M18, M24
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

Expected Result (output or outcome)	Number	5.3
	Title	Checklist and profile for assessors
	Type	Document
	Description	<p>A checklist is necessary in the sense that it will contain all important aspects identified in WP3. This procedure adds to the QA of the curriculum as it establishes coherence between P8 ACQUIN and the curriculum developers. It may contain questions which will be developed in close cooperation with the VET partners, meaning that a continuous communication between P8 ACQUIN and the curriculum developers will occur throughout the development phase and the checklist will come as the official recognition of the coherence of the curricula to the guidelines set in WP3.</p> <p>A profile for assessors will also be developed, elaborating specific characteristics that he/she should comply with. Training can be provided to nominated members of staff (at least to those who match the profile requirements but cannot fully comply with it). To enhance QA and transparency of processes, developers of curricula will not be able to play the role of the assessor at the same time (incompatibility rule).</p>
	Due date	M18
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Expected Result (output or outcome)	Number	5.4
	Title	Guidelines for Curricula Accreditation
	Type	Documents
	Description	<p>Curriculum accreditation is going to take the form of two steps procedure. Initially the curricula that are developed will be “licenced” (a committee of experts will validate that providers have developed the curricula according to the guidelines set by WP3). It is necessary to point out that this WP could be expanded as arts management, entrepreneurship and digital skills can be integrated to the full curriculum of a wide range of professions in the sector.</p> <p>The second phase is that the accreditation per se, which will occur after the implementation of training (meaning that accreditation is the procedure that ensures not only the quality of the curriculum design but also of the quality of delivery of training).</p> <p>The project aims to reach accreditation of the three curricula in Greece and the UK (accreditation plans) and facilitate accreditation procedures by developing thorough guidelines for curricula accreditation in Belgium and Spain.</p> <p>The plans will be elaborated according to specific regulations governing provision, referencing to specific NQFs and EQAVET implementation in each country.</p> <p>Steps for accreditation will be taken in accordance to each country regulations through consultation with relevant national authorities in the participating countries.</p>
	Due date	M21
	Language(s)	English, Greek, French, German & Spanish
	Media(s)	Electronic

Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Expected Result (output or outcome)	Number	5.5
	Title	Long-term procedures for Quality Assurance for the curricula
	Type	
	Description	<p>As part of the accreditation process, VET partners will be required to submit plans for continuous improvement and assessment. Thus, through securing national recognition for the curricula, we will also put in place a mechanism for evaluation and improvement that will carry forward after the project comes to an official close. Establishing processes for continual improvement will ensure that the curricula are responsive to changes in the sector in the long run.</p> <p>The purpose of this deliverable is to facilitate curricula adaptation/change responding to changing and emerging labour market needs and educational policy shifts. Given the fact that curricula (and overall qualification standards and requirements) should be a process of wider consultation with all relevant stakeholders and based on research so far about VET systems responsiveness, we will focus on the establishment of a committee (or council) and provide all necessary information that should inform committee decisions. In these terms our purpose is not to establish a committee but describe its characteristics.(i.e)</p>
	Due date	M.24
	Language(s)	English
	Media(s)	Electronic
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 3 000 characters).

Room booking and catering of workshops for D5.4 – 10000 euros

VI.1.1. Work package description

Work package No.	6
Title	DISSEMINATION, EXPLOITATION, SUSTAINABILITY
Work package/Activity type	<input type="checkbox"/> Preparation <input type="checkbox"/> Management <input type="checkbox"/> Implementation <i>(The substance of the work planned including production, testing, etc.)</i> <input type="checkbox"/> Quality Assurance and Evaluation <input checked="" type="checkbox"/> Dissemination and Exploitation of results
Description	<p>The work in this package aims to define specific measures and activities for the dissemination of project results which will maximise its reach and impact.</p> <p>Aims and objectives</p> <ul style="list-style-type: none"> • Raise public awareness of project aims and activities to increase its reach and visibility. • Promote and communicate the interim and final project results and resources ensuring wide accessibility to broader audiences and in depth participation of target groups. • Prepare the ground and set the right partnerships in place for further exploitation and sustainability of the project outputs (engaging from the start with the networks, platforms and stakeholders who will facilitate mainstreaming of results). <p>A strategic approach to dissemination will be adopted by identifying and analysing the key target groups and stakeholders and the different levels and types of information and knowledge they need. This analysis will be part of the dissemination and communication strategy (Task 1).</p> <p>Key milestones and overall approaches</p> <p>Performance indicators Number of website unique visitors, number of project contact database, number of social media updates, press articles and reviews, peer feedback, number of attendance and feedback at info days and conferences</p> <p>Monitoring and evaluation The base of the monitoring and evaluation of this WP will be the dissemination and communication plan including tasks, activities and timeframes; the roles and responsibilities among partners, and the resources needed by the consortium to deliver these. Integral to the plan will be specific measurable criteria and tools for the evaluation of dissemination activities and achieving goals set. Evaluation of the plan (and modification if needed) will be on going feeding into the 6-monthly internal partner reports (D1.6)</p> <p>Relationship with other WPs This work package goes across the entire work plan to ensure results and outputs of all stages of the project are effectively communicated to relevant audiences.</p> <p>How the partners will organise their work This work package will be led by the P1 AKMI in collaboration with all other partners and especially supported by the social partners in Spain, Belgium</p>

	<p>and Greece, namely P7 KMOP, P2 ASISTTEL and P5 EAHSA. All partners are responsible and committed to input into the dissemination strategy and plan and organise or support dissemination activities as prescribed. The engagement with the Advisory Board and the National Stakeholders' Committees is also important here to maximise reach of the project through their extensive networks both nationally and at European level.</p>
Tasks	<p>Task 6.1 Developing a Dissemination and Communication Strategy (M2-24)</p> <p>This task is devoted to the design of an effective dissemination and communication strategy and the co-ordination of its activities among the project partners. This will be preceded by a thorough analysis and prioritising of activities aligned to the needs of core stakeholders and relevant target groups. This will ensure effective communication and dissemination of the project activities, key messages, learning and knowledge, and outputs are delivered in the most appropriate way tailored to the specific needs of each target group.</p> <p>As per the initial stakeholder analysis conducted at the application stage the following three levels of dissemination have been identified:</p> <p>1. Dissemination for awareness</p> <p>Aimed at the general public and wider audiences not directly involved in the project who do not require a detailed knowledge of it, e.g. young learners and their parents. The aim is to raise awareness of the importance of increasing technical and soft skills and to improve perceptions of VET education in the elderly care sector, with a particular focus on the value of work based learning.</p> <p>2. Dissemination for understanding</p> <p>This level will target the core target groups and stakeholders, e.g. VET teachers and students, VET providers, entrepreneurs, elderly care professionals, businesses and other public, private and third sector organisations operating in the elderly care sector; accreditation and recognition bodies in VET education; public authorities and policy makers in the elderly care sector and career advice centres, all of which are potential beneficiaries of the project and therefore need a full understanding of its objectives and activities. They will be reached and informed in a customized way, choosing the appropriate channels and messages to convey the information that is most relevant to encourage their participation in the project activities. This will facilitate a deeper understanding and appreciation of the project activities and especially its results and outputs (the identified employment trends and demand for new skills, the new curricula developed, learning and training materials and resources and their value to the sector).</p> <p>3. Dissemination for action</p> <p>"Action" refers to a change of practice resulting from the adoption and delivery of the new curricula, the training methodology and the quality assurance mechanism offered under the project. These groups/audiences will be those people that are in position to "influence", 'advocate' and "bring about change" within their operating environment and organisations. These influencers include, inter alia, the project partners, the Advisory Board, the National Stakeholders Committee, the associated partners and supporting organisations, the students and teachers involved in the pilots, key stakeholders from the industry, employers' associations and trade unions involved in the research, design and delivery of curricula, the host organisations of the apprentices etc. Dissemination for action aims at direct involvement and commitment to effect change.</p>

	<p>The above three levels of dissemination for the project will be targeted to enable impact at European, national and local geographical level to facilitate the effective transfer of the project outputs and sharing of best practices and lessons learnt for the key target groups and stakeholders. The communication and dissemination strategy will also allow the exploration of potential synergies, particularly with related EU projects, and define the potential to engage in joint dissemination and training activities with these projects to maximise impact.</p> <p>The strategy will be underpinned by a thorough dissemination and communication plan describing: specific attributes and needs of the full range of target groups; key messages and media channels; associated tasks, activities and timeframes; and the roles, responsibilities and resources needed by the consortium to deliver these. Integral to the plan will be specific measurable criteria and tools for the evaluation of dissemination activities and achieving goals set. Evaluation of the plan will be on going feeding into the 6-monthly internal partner reports (D1.6)</p> <p>All partners, the Advisory Board and the National Stakeholders Committees will input into the dissemination and communication strategy. They will also contribute to the development of a stakeholder database in electronic format that should reach 50,000 entries by the end of the project. Each partner will generate key contacts drawing on their extensive networks, ensuring that the database covers a broad spectrum of stakeholders at local, national, European and international levels. Data protection issues will be addressed to ensure no infringement of privacy or misuse of data. (D.6.2)</p> <p>Task 6.2 Designing the project on line platform and social media networking (M3-M24)</p> <p>The on line portal will include a project website will be in place from M3 of the project and will be active for at least 2 years after project completion. We will explore the potential for embedding the project website on free, open source platforms, like Moodle, e-twinning, which are specifically conducive for e-learning.</p> <p>The project on line platform, encompassing the website and intranet, will fulfil the following functions:</p> <ul style="list-style-type: none"> • Provide an information and communication space for project partners via a restricted access platform (intranet) where they can upload information, reports and resources and exchange views • Provide information about the project activities and outputs (curricula, training materials, documents, questionnaires, reports, e-toolkits, info days, conferences) and will contain promotional content (videos, newsletters) via the website providing easy access to a broad and varied audience • Facilitate engagement and participation by end users (students, teachers, existing professionals who want to refresh their skills) via e-learning and digital training activities (virtual classes and individual learning elements) • Provide a knowledge exchange platform where relevant stakeholders can exchange information, knowledge and best practices in different thematic areas related to skills and employability in the elderly care sector. This will include links to the project social media (such as LinkedIn, Facebook, etc) via the website. <p>Further dissemination of project results and networking will be achieved through social network pages and discussion groups, such as Facebook, Twitter and LinkedIn. Engaging through social media contributes to the wider dissemination of project activities and results, and provides a mechanism for regular feedback allowing fine tuning and enhancement of the project activities throughout its duration.</p>
--	--

	<p>Networking through social media will be particularly pursued by the VET partners of the project, engaging with their students', industry and alumni networks.</p> <p>Task 6.3 Developing the project identity and promotional materials and publications (M3-M24)</p> <p>A strong and distinctive brand will be developed for the project. This will include a visual identity (logo), and branded templates for use across all electronic (newsletters, audio-visual materials) and printed materials (promotional materials, press releases, etc.), ensuring a consistent and recognisable style across the project. All communications and promotional materials will include the project visual identity, the EU logo, and others, as appropriate. Guidance on the application of the brand identity will be provided to all partners.</p> <p>A short promotional video outlining the aims and objectives of the project, the partners involved and the EU findings will be developed by M6 and uploaded onto the website.</p> <p>A diversity of promotion materials will be developed to meet the specific needs of particular audiences. This will include digital formats such as e-flyers, podcasts and files; and small runs of printed documents including, inter alia, posters and leaflets.</p> <p>Digital materials and downloadable files containing pertinent information will be made accessible on the project online platform and be further disseminated through the partners' organisational websites.</p> <p>Relevant materials will also be distributed at events including the international conference; at seminars and information days related to the project; and at selected local, national and international events and fora that our partners will participate in (Task 6.4 and 6.5)</p> <p>In addition, an electronic newsletter will be issued every 6 months and sent to a target audience of more than 50,000, drawing on the stakeholder database generated in collaboration with our partners (D6.2).</p> <p>Task 6.4 Participating in events, presentations and publications (M12-24)</p> <p>The project will be introduced during information sessions and seminars and will be presented at selected relevant conferences and workshops in each of the partner countries as well as other European and international destinations</p> <p>Where appropriate, academic partners will seek to publicise the project, its outcomes and learning through presentations at academic conferences and through papers published in peer reviewed journals. This would allow a focus on the pedagogy associated with work based learning in the elderly care sector.</p> <p>Task 6.5 Organising Info Days, Live Briefs and an International Conference (M6-M24)</p> <p>D.6.8 Information Days in each country (4 in total) organised by the VET providers</p> <p>Each partner will organise at least one information days within their country. These will take different forms, appropriate to the audience, needs and resources and may include seminars, workshops and thematic activities. Information days will serve several purposes at different stages of the project including: awareness raising, promotion, and showcasing outputs and best practice.</p> <p>D.6.9. Live Briefs in each country (4 in total) organised by the VET providers in partnership with the employers</p> <p>A core aspect to this project is innovation in the curriculum through work based learning. Within the project opportunities will be developed for a group of students to develop, test, enhance and showcase their skills by delivering on a live brief or a commission from an external client (an opera,</p>
--	---

	<p>theatre, media company). Individual journeys and learning of students and employers while delivering live briefs will be filmed, uploaded to the website and promoted through our social media networks.</p> <p>D.6.9 International Conference organised by P1 AKMI</p> <p>Towards the end of the project an international conference will be organised in Brussels to promote and disseminate the results of the project and particularly its final outputs and learning. Participants will include VET providers, academics specialising in pedagogy, sector employers, sector expert organisations, local education authorities, practitioners and policy makers from each participating country. Broad international representation will be sought by extending invitations to attend and present at the conference to each partners' international network, as well as drawing on the AKMI's extensive networks within and beyond the EU to identify countries where ageing economy development and/or ICT elderly care provision skills are of particular value. The participants from the countries other than Greece, UK, Spain, Belgium and Germany will be identified by the respective country offices of the Lead AKMI.</p> <p>This will be a 2-day conference focusing on a breadth of themes to be developed in detail 6 months before delivery. Themes that may be covered include, inter alia, designing curricula with integrated work based learning; issues to overcome and value of work based learning to key stakeholders; case studies of what works and what to look out for; how to engage and maintain employer relations in curricula delivery. The outcomes of the conference and main discussions will be presented in a summary a conference paper to be disseminated to the European Commission, DG EAC and Employment and DG Enterprise</p>
Estimated start date	M1
Estimated end date	M24
Lead organisation	Lead EAHS - Belgium
Participating organisations	All partners

VI.1.2. Results (outputs and outcomes)

Please add tables as necessary.

Expected Result (output or outcome)	Number	6.1
	Title	Dissemination and Communication strategy and plan
	Type	Document
	Description	<p>The Strategy will be a comprehensive document which will detail all aspects of dissemination activity throughout and beyond the project lifespan. The purpose of this document will be to:</p> <ul style="list-style-type: none"> • detail the aims and objectives of the project dissemination and communication strategy and ensure consensus across the partners • identification and segmentation of key target audiences, their needs and preferred communications routes and media • detail SMART (specific, measurable, attainable, relevant and time-bound) goals to meet the objectives • detail communication activity plan and schedule • identify messaging (including social media)

		<ul style="list-style-type: none"> identify resources necessary to deliver these goals agree and assign roles and responsibilities for delivering goals define evaluation criteria to ensure the strategy is on target. <p>Mutual cooperation between the partners will be arranged and potential strategic alliances will also be identified. To ensure consistency across the project, a framework delivery and evaluation will be developed and issued to each partner to feed into and review for impact and effectiveness.</p>
	Due date	M3
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other E+ Programme participants <i>(including EACEA, Commission services and project reviewers)</i> <input checked="" type="checkbox"/> Confidential , only for members of the consortium <i>(including EACEA, Commission services and project reviewers)</i>	
Expected Result (output or outcome)	Number	6.2
	Title	Stakeholder database
	Type	Electronic database
	Description	Critical to the creation and delivery of the dissemination and communication strategy is to identify and collate contact details for key stakeholders. This will be in electronic format. It is anticipated that there will be 50,000 entries by the end of the project. All the partners will input into the development and maintenance of the database, helping to ensure that a broad spectrum of stakeholders to contact and engage as appropriate.
	Due date	M24
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Expected Result (output or outcome)	Number	6.3
	Title	Project online platform
	Type	On line portal
	Description	<p>The online platform will be developed at the beginning of the project and will include a website, intranet and an online learning platform.</p> <p>The online platform will have multiple functions including to provide a knowledge sharing and development platform for the partners and associated contributors via an intranet.</p> <p>The public-facing website will provide information about the project, its purposes, content and methodology, target groups, impact and benefits. It will also encompass brief information about each partner in the consortium and links to their respective websites.</p> <p>The website will be the main online hub for resources made available to the network of stakeholders including relevant reports and studies in</p>

		<p>the elderly care sector, other European and national initiatives and training materials.</p> <p>All public outputs will be uploaded on the website once fully developed.</p> <p>Links to the project social media groups will also be provided from the website (ie FaceBook and LinkedIn profiles).</p> <p>The project website will be updated and maintained for at least 2 years after the project lifetime.</p>
	Due date	M4
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Expected Result (output or outcome)	Number	6.4
	Title	Facebook profile & LinkedIn discussion group
	Type	Online Forum
	Description	We will establish a project Facebook profile and LinkedIn groups to facilitate networking and the exchange of ideas online. These LinkedIn groups will act as a valuable discussion forum as well as a dissemination tool for our project. We will take advantage of the power of social media platforms such as this to identify wider audiences for our project and cross-pollinate with other LinkedIn groups discussing relevant or similar topics.
	Due date	M4
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Expected Result (output or outcome)	Number	6.5
	Title	Promotional Materials
	Type	
	Description	<p>Project brand identity – this will include a visual identity (logo) and brand guidelines to help create a distinctive brand for the project and ensuring consistency in the look and feel of all outputs and allowing stakeholders to associate the logo with our project.</p> <p>General presentation and document templates – as part of the brand identity, these templates will help standardise our presentation formats across each 4 countries, ensuring consistency.</p> <p>Promotional videos showcasing the project, its activities and benefits offered to students and teachers in the performing arts and audio-visual sectors – this will be instrumental in bringing our project to life. Here we can allow stakeholders to make emotional connections with the learners which could lead to further engagement or buy-in from key influencers.</p> <p>Posters and leaflets – we will devise a suite of posters and leaflets tailored to specific audiences. These will be made available either in print or digital format and will be translated into the four project languages.</p>

		<p>Electronic 6-monthly newsletters – We will engage our subscribed stakeholders and audiences through a newsletter which will use innovative methods of communication and presentation of data to inspire our stakeholders. We will create rich and appealing content which showcases the best of our project, and which solicits further dialogue and response from our readers.</p> <p>Press-release templates – through creating a template for press releases, our partners will be able to quickly respond to press opportunities at regional or national level. Through developing branded press release templates, we will ensure our messaging is consistent across all four countries and clearly branded as part of the project.</p>
	Due date	<p>project identity, general presentation and document templates, poster and leaflets – M6</p> <p>promotion video – M12</p> <p>e-newsletters – M6, M12, M18, M24</p> <p>press-release – M12, M24</p>
	Language(s)	English, Greek, French, German & Spanish
	Media(s)	Printed, digital, DVD
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Expected Result (output or outcome)	Number	6.6
	Title	Presentations and publications
	Type	
	Description	<p>A detailed plan will be devised for presenting the project at relevant conferences and key events. This will include events at which the project may be presented in each participating country, in Europe (European fora and events) and other international events. The partner responsible for the presentation will be identified and the timeline for delivery agreed.</p> <p>P1 AKMI is also a partner with a number of UK Universities to research, critique and disseminate education policies, trends, innovative studies, methodologies and best practices globally. Our Eldi-Care project will feed into several of these international fora.</p> <p>In addition, a list of relevant web platforms where the project may be promoted and its products shared will be developed and actioned.</p>
	Due date	M12, M24
	Language(s)	English, Greek, French, German & Spanish
	Media(s)	Printed, digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Expected Result (output or outcome)	Number	7.7
	Title	Information Days x 4
	Type	Event

	Description	<p>We will organise and host at least one info days in each partner country which will aim to share key project information. The information days will take different formats appropriate to the audience, objectives and intended outputs. Formats may include focus groups, workshops and thematic seminars on different aspects of the project stages (e.g. curriculum design, integrating work based learning, assessment, learning outcomes, tangible and intangible outputs), and Q&A sessions.</p> <p>We will also use these information days as opportunities to showcase best practice and success stories occasioned by the project at various stages across its lifetime, through digital and audio-visual media.</p> <p>We will target the information days at project stakeholders, decision or policy makers in the field of performing arts and audio-visual and education, VET providers and industry representatives.</p> <p>We will develop an information day terms of reference to ensure consistency across each location of delivery. Some sessions will be filmed and shared on our online platform so that a wider audience can benefit from our learning.</p>
	Due date	M18, M24
	Language(s)	English, Greek, French, German & Spanish
	Media(s)	n/a
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Expected Result (output or outcome)	Number	6.8
	Title	Life Briefs x 4
	Type	video
	Description	<p>As part of the curriculum delivery (WP4) learners will be required to work on a live brief as set by their host employer in partnership with the VET provider. These live briefs will range considerably across curricula (e.g a social media campaign, a performance, a promotional video, set design, audience development plan, etc) and we expect that they will generate rich dissemination content as they will demonstrate the learning and skills development journey of learners and the value gained by employers in compelling way.</p> <p>In designing the live briefs in WP3, we will ensure that there is a mechanism in place to capture the learning process and outputs with a dissemination purpose in mind so that the content can be presented effectively to audiences beyond the immediate project stakeholders (i.e. during Information Days or the International Conference).</p>
	Due date	M24, M20
	Language(s)	English
	Media(s)	Digital
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
	Number	6.9
	Title	International Conference
	Type	Event

Expected Result (output or outcome)	Description	<p>Whilst the information days will focus predominantly on attracting stakeholders and audiences at a regional and national level, we see real value in culminating these information days in a large-scale, 2-day International conference.</p> <p>The conference content will be of interest to a wide range of stakeholders including VET providers, pedagogy experts, sector employers, sector expert organisations, local education authorities, practitioners and policy makers from each participating country.</p> <p>This will be a 2-day conference focusing on a wide range of themes that will emerge through the lifetime of the project. These may include, inter alia, designing curricula with integrated work based learning; issues to overcome and value of work based learning to key stakeholders; case studies of what works and what to look out for; how to engage and maintain employer relations in curricula delivery.</p> <p>Through sharing our achievements and successes throughout the project in an engaging and visual manner, we aim to galvanise support and future buy-in from these networks and institutions to ensure the longer-term sustainability of our outputs.</p>
	Due date	M23
	Language(s)	English
	Media(s)	n/a
Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 3 000 characters).

Fee and domain registration for Online platform– 1500 euros

VI.2. Overview of consortium partners involved and resources required

Lot 1, 2, 3

# of WP		Partners / affiliated entities involved	Country	Number of staff days					Specific roles and concrete tasks in the work package
				Category	Category	Category	Category	Total	
				1	2	3	4		
1	Project Management and Evaluation								
	Lead Partner	P1	Greece	96	20	48	72	236	
		P2	Spain	48			24	72	
		P3	Spain	48			24	72	
		P4	Belgium	48			24	72	
		P5	Belgium	48			24	72	
		P6	United Kingdom	48			24	72	
		P7	Greece	48			24	72	
		P8	Germany	48			24	72	
		P9	Greece	48			24	72	
		P10	Greece	48			24	72	
		P11	Germany	48			24	72	
		P12	United Kingdom	48			24	72	
SubTotal				624	20	48	336	1028	
2	Scoping Analysis and State of the Art Review								
	Lead Partner	P1	Greece		30			30	
		P3	Spain		30			30	
		P5	Belgium		20			20	
		P6	United Kingdom		48			48	
		P10	Greece		10			10	
		P11	Germany		10			10	
		P12	United Kingdom		10			10	
SubTotal				0	158	0	0	158	

# of WP		Partners / affiliated entities involved	Country	Number of staff days					Specific roles and concrete tasks in the work package
				Category	Category	Category	Category	Total	
				1	2	3	4		
3	Curriculum Design								
	Lead Partner	P1	Greece		110	2		112	
		P2	Spain		30	20		50	
		P3	Spain		60			60	
		P4	Belgium		24	20		44	
		P5	Belgium			20		20	
		P6	United Kingdom		35	55		90	
		P7	Greece		142	48		190	
		P8	Germany		10			10	
		P9	Greece		68	148		216	
		P10	Greece		60			60	
		P11	Germany		50	18		68	
		P12	United Kingdom					0	
SubTotal				0	589	331	0	920	
4	Curriculum Delivery								
	Lead Partner	P1	Greece		110			110	
		P2	Spain		64			64	
		P3	Spain		44	20		64	
		P4	Belgium					0	
		P5	Belgium		24			24	
		P6	United Kingdom		35			35	
		P7	Greece		10			10	
		P8	Germany		10			10	
		P9	Greece		60	100		160	
		P10	Greece		64	24		88	
		P11	Germany		54			54	
		P12	United Kingdom		76	18		94	
SubTotal				0	551	162	0	713	

# of WP		Partners / affiliated entities involved	Country	Number of staff days					Specific roles and concrete tasks in the work package
				Category	Category	Category	Category	Total	
				1	2	3	4		
5	Quality Assurance								
	Lead Partner	P1	Greece		10		12	22	
		P2	Spain		10		12	22	
		P3	Spain		10		12	22	
		P4	Belgium		10		12	22	
		P5	Belgium		72		12	84	
		P6	United Kingdom		10		12	22	
		P7	Greece		10		12	22	
		P8	Germany		52	20	12	84	
		P9	Greece		10		12	22	
		P10	Greece		10		12	22	
		P11	Germany		10		12	22	
		P12	United Kingdom		10		12	22	
SubTotal				0	224	20	144	388	
6	Dissemination / Exploitation / Sustainability								
	Lead Partner	P1	Greece		20		12	32	
		P2	Spain		20		12	32	
		P3	Spain		20		12	32	
		P4	Belgium		90		12	102	
		P5	Belgium		64		12	76	
		P6	United Kingdom		20		12	32	
		P7	Greece		20		12	32	
		P8	Germany		20		12	32	
		P9	Greece		20		12	32	
		P10	Greece		20		12	32	
		P11	Germany				12	12	
		P12	United Kingdom				12	12	
SubTotal				0	314	0	144	458	
TOTAL				624	1856	561	624	3665	

VI.3. Overview of expected results (outputs and outcomes)

Lot 1, 2, 3

Please add lines as necessary according to number of work packages and results (outputs or outcomes).

No of Work package	Start date	End date	Title of result(s) (output(s) or outcome(s))	Medium that will be used (publication, electronic, online, other (specify))	Languages	Dissemination level (Public, Restricted, Confidential)	Target groups/potential beneficiaries
WP1	M1	M1	Inception Report	N/A	English	Public	Public
WP1	M2	M2	Partnership Agreement	Digital & Hard Copy	English	Confidential	Partners
WP1	M2	M2	Project Management Workbook	Digital	English	Confidential	Partners
WP1	M12	M12	Mid-Term Evaluation	N/A	English	Confidential	Partners
WP1	M24	M24	Final Evaluation	N/A	English	Confidential	Partners
WP1	M12	M24	Progress and Final Reports	Digital & Hard Copy	English	Public	Public
WP1	M1	M24	Project meetings	N/A	English	Confidential	Partners
WP1	M6	M24	Six-month internal partners' reports	Digital	English	Confidential	Partners
WP1	M3	M3	Internal confidential space of the project website	Digital	English	Confidential	Partners
WP2	M3	M3	Harmonised framework for the scoping analysis	Digital	English	Restricted	Participants (including Commission Services and project reviewers)
WP2	M6	M6	F2F interviews and focus groups with the Stakeholders Committee x 5 countries	N/A	English, Spanish, German, France, Greek	Confidential	Partners
WP2	M6	M6	Online workforce survey	Digital	English	Public	Public
WP2	M7	M7	Final report and recommendations	Digital	English, Spanish, German, French, Greek	Public	Public

No of Work package	Start date	End date	Title of result(s) (output(s) or outcome(s))	Medium that will be used (publication, electronic, online, other (specify))	Languages	Dissemination level (Public, Restricted, Confidential)	Target groups/potential beneficiaries
WP3	M8	M8	Methodological guide for the articulation of learning outcomes	Digital & Hard Copy	English	Public	Public
WP3	M12	M12	Core Curriculum Plans x 3	Digital	English, Spanish, German, French, Greek	Confidential	Partners
WP3	M16	M16	Final Curriculum Outline x 3	Digital	English, Spanish, German, French, Greek	Public	Public
WP3	M16	M16	Outline of teaching methodologies and modes of delivery x 3	Digital	English, Spanish, German, French, Greek	Public	Public
WP3	M16	M16	Assessment standards document	Digital	English, Spanish, German, French, Greek	Confidential	Partners
WP3	M17	M17	Training resources for trainers, learners, employers	Digital	English, Spanish, German, French, Greek	Confidential	Partners
WP3	M16	M16	Psychometric Tool	Digital	English, Spanish, German, French, Greek	Public	Public
WP3	M16	M16	Code of Conduct for Elderly Care Givers	Digital	English, Spanish, German, French, Greek	Public	Public
WP4	M18	M18	Guidelines and methodological framework for the adaptation of the curricula	Digital	English	Confidential	Partners
WP4	M18	M18	Country adaptation workshops x 4 countries x 2 curricula Report from each workshop	Digital	English, Spanish, German, French, Greek	Confidential	Partners
WP4	M18	M18	Training workshops and seminars for trainers, employers and learners	N/A	English, Spanish, German, French, Greek	Confidential	Partners
WP4	M20	M20	Country Pilots x 4 countries x 2 curricula	N/A	English, Spanish, German, French, Greek	Confidential	Partners
WP4	M20	M20	Curricula Assessment Methodology	Digital	English	Confidential	Partners
WP4	M20	M20	Evaluation and recommendations report for curricula modifications	Digital	English	Confidential	Partners
WP4	M22	M22	Final Curricula x 2	Digital	English, Spanish, German, French, Greek	Public	Public
WP5	M2	M2	Quality Assurance Strategy and Quality	Digital	English	Confidential	Partners

No of Work package	Start date	End date	Title of result(s) (output(s) or outcome(s))	Medium that will be used (publication, electronic, online, other (specify))	Languages	Dissemination level (Public, Restricted, Confidential)	Target groups/potential beneficiaries
			Assurance Management Plan				
WP5	M2	M24	QA Reports	Digital	English	Confidential	Partners
WP5	M18	M18	Checklist and profile for assessors	Digital	English	Confidential	Partners
WP5	M21	M21	Guidelines for Curricula Accreditation	Digital	English, Spanish, German, French, Greek	Confidential	Partners
WP5	M24	M24	Long-term procedures for Quality Assurance for the curricula	Digital	English	Confidential	Partners
WP6	M3	M3	Dissemination and Communication strategy and plan	Digital	English	Confidential	Partners
WP6	M24	M24	Stakeholder database	Digital	English	Confidential	Partners
WP6	M4	M24	Project online platform	Digital	English	Public	Public
WP6	M4	M4	Facebook profile & LinkedIn discussion group	Digital	English	Public	Public
WP6	M23	M23	Promotional Materials	Digital	English, Spanish, German, French, Greek	Public	Public
WP6	M12	M24	Presentations and publications	Digital & Printed	English, Spanish, German, French, Greek	Public	Public
WP6	M18	M24	Information Days x 4	N/A	English, Spanish, German, French, Greek	Public	Public
WP6	M20	M24	Life Briefs x 4	Digital	English	Public	Public
WP6	M23	M23	International Conference	N/A	English	Public	Public