



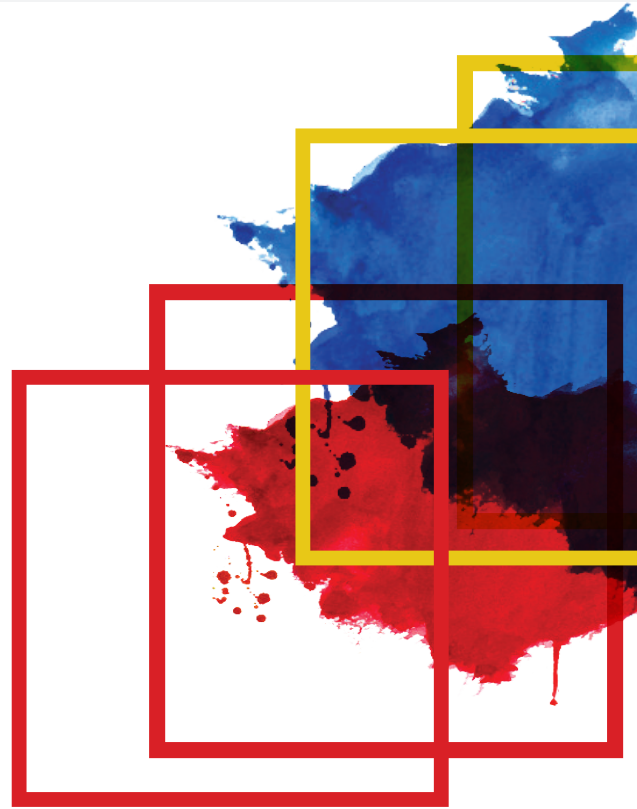
# European Project Directory

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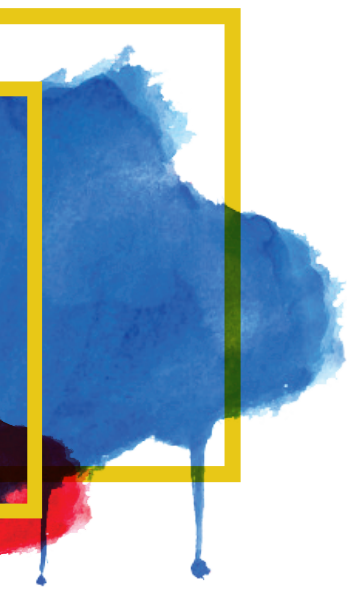
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# EU

# Project Division



**MMC** European  
Projects Division



MMC Management Center Ltd was founded in 2002 and provides training courses for Adult Learning and for Vocational Education and Training (VET). Additionally, since 2005 MMC has been active in educational research through the European Projects Division of the company.

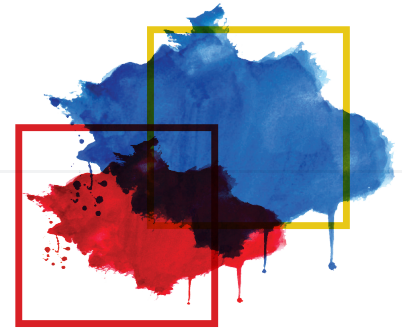
The European Projects Division has coordinated more than 12 projects and has participated in more than 65 so far, funded or co-funded under the following EU programmes or funds:

- Erasmus+ Programme (KA2, KA3, Sector Skills Alliances)
- Justice Programme (JUST)
- Asylum, Migration and Integration Fund (AMIF)
- European Solidarity Fund (ESF)
- Solidarity Fund
- Lifelong Learning Programme (LLP) (Development of Innovation, Transfer of Innovation, KA2, KA3)

**Areas of Expertise:**

1. “Link to Work” Programmes
2. Qualification Frameworks based on EQF and ECVET
3. Curricula and Training Packages on the Development of Key Competences (ERF) as well as of Sectoral Competences
4. Assessment Tools (including ISO17024 Assessment)
5. E-Learning Platforms
6. Quality Models for Adult Education and for VET
7. CLIL Methodology for Language Learning
8. Research, Identification and Evaluation of Best Practices
9. Innovative Methodologies in Education and Training (including Virtual Reality)
10. Awareness Campaigns and other Dissemination Activities
11. Event Management





## Target Groups:

1. Trainers and VET Educators
2. Pupils, VET Students and Higher Education Students
3. Secondary School Graduates
4. Academics
5. Third Country Nationals (TCNs)
6. Disadvantaged Groups (Unemployed, NEETs, Early School Leavers, Economically Inactive Women, People with Disabilities)
7. Career Counsellors and Mentors (including those working with TCNs and Disadvantaged Groups)
8. Entrepreneurs (including Women and Youth)
9. People working in the Tourism and Hospitality Sector
10. People working in the Construction Sector
11. Administration Personnel
12. People in the Labour Market (for Professional Training)
13. Adults (on issues related to Digital Skills, Health Care etc.)
14. People with Autism
15. Other

For more information, visit our website at [www.mmclearningsolutions.com](http://www.mmclearningsolutions.com).

For contacting the European Projects Division, send an e-mail at [europeanprojects@mmclearningsolutions.com](mailto:europeanprojects@mmclearningsolutions.com)



MMMC

as

Coordinator



**Acronym:** Story Changers

**Project Title:** **Enhancing Pupils' Social Skills and Enriching Teaching Methods through Storytelling and Virtual Reality**

**Description:** Story Changers targets pupils and teachers of primary education and aims at the development of pupils' social skills through a combination of Storytelling and Virtual Reality. The project's main objectives are: the enhancement of pupils' social skills (e.g., empathy, critical thinking, problem solving, self-consciousness, etc.) through storytelling, the pupils' acquaintance with new and innovative technologies and the enhancement of teachers' teaching and ICT skills through the integration of the concept of storytelling and VR in their teaching. The aforementioned objectives are achieved through the following activities and deliverables:

1. Composition of a Best Practices Guide on the use of storytelling and VR technology to develop pupils' social skills
2. Creation of the "You Tell" stories, a series of interactive stories for primary education pupils with several alternative plots to be chosen by pupils based on their social skills and values
3. Creation of the "You Tell" interactive VR scenarios
4. Creation of the "Change the Story" teaching package (including: "You Tell" stories, "You Tell" VR interactive scenarios, and other deliverables, such as icebreakers and guides) for the development of pupils' social skills

**Beneficiaries:** Pupils, Teachers

**European Project Call:** Erasmus+

KA201 - Strategic Partnerships for school education

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2020 -2023

**Countries:** Cyprus, France, Greece, Spain, Malta

**Type of Interventions:**

- Training Curricula and Materials
- Workshops
- eLearning
- Validation of formal, non-formal and informal learning
- Virtual Reality

**Project Website:**

<http://storychangers.projectsgallery.eu/>





**Acronym:** EmpathyInHealth

**Project Title:** **Curriculum Development Using VR Technology to Enhance Empathetic Communication Skills in Future Health Care Professionals**

**Description:** EmpathyInHealth aims to fill in the existing gap in Health Care Education both in Higher Education as well as in VET. The project focuses in different areas of Health Care such as medical students, students in physiotherapy and midwifery as well as people being trained to become home carers.

**The project develops:**

1. A qualification framework that is based on research in two different levels of the European Qualification Framework (Levels 5,7)
2. Training curricula
3. Materials that include presentations to be used by the trainer, role plays, exercises but also virtual reality scenarios (to be used with virtual reality equipment) and educational videos
4. Tutors guide

Curricula and materials are ISO certified.

The impact of the project is that it improves the quality of the curricula in the health care sector through their integration with empathetic communication, a skill that is not officially included in the curricula but it is very important both for the students as well as for their patients.

**Beneficiaries:** VET and Higher Education Students in Health Care

**European Project Call:** Erasmus+, KA2, Higher Education

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2019 - 2022

**Countries:** Cyprus, Belgium, Germany, Greece

**Type of Interventions:**

- European Qualification Framework
- Training Curricula and Materials
- Virtual Reality
- Educational Video

**Project Website:**

<https://empathy.projectsgallery.eu/>



**Acronym:** LEARN

**Project Title:** **Towards a Holistic Transformation of Organisations into Learning Workplaces**

**Description:** LEARN develops a strategic and systematic approach to the transformation of organisations into “Learning Workplaces”. The project builds on the idea that since employees spend a lot of time at work, they should be able to learn at work too.

**More specifically, LEARN:**

1. Changes the attitudes of organisations, companies and enterprises’ representatives as well as of employees towards the transformation of workplaces into “Learning Workplaces” through the use of attitude tests and the implementation of workshops both with employers’ representatives and with employees
2. Designs a set of activities and accompanying tools for transforming organisations, companies and enterprises into “Learning Workplaces”
3. Develops an ISO certification for “Learning Workplaces” to be granted to organisations, companies and enterprises which apply specific processes and activities
4. Develops and certifies with ISO17024 the transversal skills of employees

**Beneficiaries:** Organisations, companies, enterprises, employers’ representatives, employees

**European Project Call:** Erasmus+, KA3, Policy Reform

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2020 - 2023

**Countries:** Cyprus, Greece, Spain, France, Austria

**Type of Interventions:**

- Training Curricula and Material
- Assessment Tools
- Attitude Tests
- Workshops
- Validation of Formal, Non-Formal and Informal Learning
- Company Standard
- ISO17024

**Project Website:**

<http://learningworkplaces.projectsgallery.eu/>





**Acronym:** MATE

**Project Title:** **An Innovative, Student-Centered Approach to Intercultural Skills Acquisition for Students and Young Migrants**

**Description:** MATE aims to improve the intercultural competences of local and migrant students in the countries of the project consortium by promoting cultural awareness as well as by raising awareness of phenomena related to racism such as xenophobia, discrimination, anti-migration discourses and hate speech. To this end, the project uses an innovative methodology which combines classroom learning, experiential activities and getting to know each other/networking activities.

**The project's main objectives are:**

1. To develop a holistic and innovative methodology for the acquisition of intercultural competences face to face and online. The face-to-face approach is based on students' interpersonal communication with more of a focus on the concept of human commonalities rather than on diversity while the online approach is based on students' networking on social media for combatting xenophobia and racism
2. To provide students and trainers with specific outputs supporting this methodology, such as an intercultural skills' online assessment tool, training curricula and material as well as methodological guides for implementing workshops to report racism, events focusing on the concept of human commonalities (the "MATEvents") and campaigns raising awareness of racism

**Beneficiaries:** Students of local and migrant background, other young migrants, trainers, training providers

**European Project Call:** Erasmus+, KA203, Higher Education

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2018 - 2020

**Countries:** Cyprus, Greece, Spain, France, Austria, Sweden

**Type of Interventions:**

- Training Curricula and Materials
- Assessment Tool
- Workshops
- E-Learning
- ERF

**Project Website:**

<http://mate.projectsgallery.eu/>





**Acronym:** EnterSchoolMind

**Project Title:** **Cultivate School Entrepreneurial Mindset through a Holistic Approach Targeting Teachers and Pupils**

**Description:** EnterSchoolMind aims to equip pupils with skills related to the entrepreneurial mindset. Entrepreneurial mindset refers to attitudes and behaviours which help citizens to participate actively in the society, to manage their own lives and careers and to start value-creating initiatives. The project focuses on the development of 8 competences related to the entrepreneurial mindset in the primary education setting: creativity, ethical and sustainable thinking, self-awareness and self-efficacy, motivation and perseverance, planning and management, coping with uncertainty and danger, working with others and learning through experience.

**The project works simultaneously on three different levels:**

1. At a 1st level it aims to develop teachers' entrepreneurial mindset through ISO certified training delivered through national workshops. Also, through an assessment, teachers receive a European qualification (ISO 17024) for the entrepreneurial mindset of teachers in primary schools
2. At a 2nd level it develops tools for the teachers in order to cultivate the entrepreneurial mindset of their pupils
3. At a 3rd level parents participate in this effort through extracurricular activities also developed by the project

**Beneficiaries:** Teachers and pupils of primary education and parents

**European Project Call:** Erasmus

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2018 - 2021

**Countries:** Greece, Italy, UK, Austria, Cyprus

**Type of Interventions:**

- European Qualification Framework
- Training Curricula and Materials
- Assessment tool
- Workshops
- Validation of formal, non-formal and informal learning
- ISO 17024
- Platforms/eLearning

**Project Website:**

<http://enterschoolminds.projectsgallery.eu/>



Acronym: EUPA\_NEXT

Project Title: **Validation of Formal, Non Formal and Informal Learning: The case study of Administration Personnel**

**Description:** EUPA\_NEXT focuses on the validation of Non-Formal (NFL) and Informal Learning (IL) and its permeability with formal education pathways through the use of a formal accreditation system (ISO). It aims to develop a methodology for certification of Non Formal and Informal Learning of non-regulated professions and at the same time to develop a European certificate for administration personnel. The sector of administrators is used as a case study.

**EUPA\_Next develops:**

1. A European qualification framework for administration personnel in four different EQF levels. The qualification framework consists of work areas, themes and learning outcomes
2. The respective curricula and materials for the achievement of the qualification in a classroom setting. All materials and curricula are ISO certified
3. E-books for preparation of the certification that can be used as an alternative to classroom training
4. An ISO17024 certificated assessment tool. Therefore, those that successfully complete the assessment will be certificated with an ISO17024 certificate

EupaNext project has been identified as a good practice by the Cyprus National Agency.

**Beneficiaries:** Associate professionals

**European Project Call:** Erasmus+

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2015 - 2018

**Countries:** Cyprus, Slovakia, Spain, France, Greece, Germany

**Type of Interventions:**

- European Qualification Framework
- ECVET
- Training Curricula and Materials
- Assessment tool
- Workshops
- Validation of Formal, Non Formal and Informal Learning
- ISO17024
- Administration Personnel

**Project Website:**

<http://eupanext.projectsgallery.eu/>





**Acronym:** EUPA

**Project Title:** **Validation of Formal, Non-Formal and Informal Learning: The case study of Personal Assistants**

**Description:** EUPA is a project on the validation of Formal, Non Formal and Informal learning. The project uses the sector of personal assistants (PAs), as a case study, although the methodology used can be applied in the future on other sectors as well. The aim of EUPA is to develop a European certification for PAs and at the same time investigate ways in which validation of Non Formal and Informal learning will be possible.

**The main products of EUPA are:**

1. A qualification framework for PAs in 4 levels, aligned with EQF and ECVET
2. An assessment tool for assessing Pas in Level 2, that can customized to be used in other sectors
3. Curricula and training materials in Level 2
4. A trainer's guide
5. A guide for European Personal Assistant Qualifications

Both direct and indirect users benefit from EUPA. **PAs** can now validate their qualifications acquired through non formal and informal learning. **Trainers** and **VETS** can use the project results to assess and train personal assistants. **Managers and stakeholders** benefit from the improvement in productivity and performance of PAs and from more effective recruitments.

**Beneficiaries:** Personal Assistants, Trainers and VETS

**European Project Call:** Lifelong Learning Programme-  
Development of Innovation

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 01/10/2009-31/07/2012

**Countries:** Cyprus, Greece, Slovakia, France, Sweden, UK

**Type of Interventions:**

- European Qualification Framework
  - ECVET
  - Training Curricula and Materials
  - Assessment tool
  - Workshops
- Validation of formal, non formal and informal learning

**Project Website:**

<http://eupa.projectsgallery.eu>



**Acronym:** SLTOOL

**Project Title:** **Smart Languages (Needs Oriented) Toolbox for Europeans**

**Description:** SLTOOL is a language learning tool that is based on user need . The tool uses a structure of a pyramid with 4 levels: Language-Need-Thematic Section-Methodological tool. The philosophy of the tool is that the user has a specific need to satisfy in a specific language e.g. going on holiday or doing business with another country or watching a documentary. Once this need is identified, the tool uses specific thematic sections directly related to the need. Based on these, different methodological tools are being used. Thematic sections on culture are also included in the tool.

The tool is based on the needs of three different target groups namely higher education students, adults and professionals.

SLTOOL uses an action oriented approach. A web based platform was created and content was uploaded. The content targeted the 3 groups mentioned above and was structured in different thematic sections. In addition, different methodological tools (Images, Intuition, Imagination).

**Beneficiaries:** European Citizens

**European Project Call:** Lifelong Learning Programme, KA2-Languages

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2009 - 2012

**Countries:** Greece, Cyprus, Sweden, Czech Republic, Slovakia

**Type of Interventions:**

- Training Curricula and Materials
- Language Learning
- CLIL Methodology

**Project Website:**

<https://sltool.projectlibrary.eu/>



**Acronym:** EQLEARN

**Project Title:** **Learning for Equality and Empowerment-Learning for ALL**

**Description:** EQLEARN develops the skills and competences of disadvantaged groups in order to facilitate their access to the labour market. As a Transfer of Innovation project, EQLEARN is based on the deliverables of the project Channels of Access (COA) namely: Curriculum that will assist unemployed women to enter the labour market.

The objective of EQLEARN is to develop a total solution for the development of the competences of different disadvantaged groups, so that they can integrate into the society and the labour market. The project further developed the curriculum developed by the EQUAL project, and tested it with different types of disadvantaged groups. The project also developed an e-learning platform for disadvantaged people to help them to acquire basic key competences, as set by the European Reference Framework. These key competences are:

1. Communication in mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

**Beneficiaries:** Disadvantaged groups to whom the employment market is not accessible are early school leavers, low skilled persons, ethnic minorities, women and others

**European Project Call:** Lifelong Learning - transfer of innovation

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2009 - 2011

**Countries:** Cyprus, Greece, Slovakia Austria

**Type of Interventions:**

- Platforms/Elearning
- European Reference Framework (ERF)
- Disadvantaged groups

**Project Website:**

<https://www.facebook.com/eqlearn>





**Acronym:** Channels For Access

**Project Title:** **Increase in the Access of Women in the Employment Market through the Creation of a Standard for Companies that are Friendly to Alternative Methods of Employment**

**Description:** Channels For Access suggests alternative methods of employment (flexible working arrangements) that will provide access or enable women to return in the marketplace. The target group for this project is **women that wish to get in the employment market** with emphasis on women living in the countryside.

The project establishes channels in order to enable the target group to work with flexible working arrangements. At the same time the project designed and implemented a standard for companies that are 'friendly' towards women. The standard provides a numeric result for the 'friendliness' of a company towards women and acts as a motive for the companies adding value to their corporate image as well as a means for increasing their profit ability and productivity.

**More specifically the project:**

1. Identifies the barriers women face to enter employment
2. Provides different types of trainings to women (transversal skills and occupation specific)
3. Provides mentoring to women
4. Redesigns the procedures of companies to become more "women friendly"
5. Changes the attitudes and culture of companies to become more "women friendly"

**Beneficiaries:** Economically inactive women in Cyprus

**European Project Call:** EQUAL

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2005-2008

**Countries:** Cyprus (Transnational action Cyprus, Greece, Slovakia, Italy)

**Type of Interventions:**

- Training Curricula and Materials
- Trainings and workshops
- Mentoring
- Company Standard
- Women in Employment

**Project Website:**

[www.channelsofaccess.com](http://www.channelsofaccess.com)



MMMC

as

Partner

**Acronym:** MINGLE

**Project Title:** **Generating Social and Human Capital for Third Country Nationals**

**Description:** **Human Capital (HC)** includes the skills and knowledge we gather in formal and informal learning. **Social Capital (SC)** is built through meaningful interactions between people and it facilitates the learning and use of these skills and knowledge. It, therefore, promotes active and sustainable learning. **MINGLE** aims to facilitate **active citizenship** by developing the **Social and Human Capital** of Third Country Nationals (TCNs) and foster, thus, their integration through interventions to minimum 500 locals and minimum 500 TCNs in the 5 countries of the project consortium. The **main activities** for achieving TCNs' faster and more effective integration are the following:

1. Language Assessment and Training (For TCNs only)
2. Intercultural Workshops (Training and Visits) (For TCNs only)
3. Mingling Experiences (For TCNs and locals)
4. Mentoring Sessions (For TCNs and locals)

**Beneficiaries:** Third Country Nationals

**European Project Call:** AMIF-2016-AG-INTE  
(AMIF PROJECTS (Asylum, Migration and Integration Fund))

**Coordinator:** M.M.C Management Center Ltd

**Period of implementation:** 2018 - 2021

**Countries:** Cyprus, Greece, Spain, Sweden, Germany

**Type of Interventions:**

- Training Curricula and Materials
- Assessment tool
- Mentoring
- Workshops
- Platforms/eLearning

**Project Website:**

<http://mingleplatform.projectsgallery.eu/> ; <http://mingle.projectsgallery.eu>



**Acronym:** WeCan

**Project Title:** **Encouraging Integration for Newly Arrived Immigrant Women through Entrepreneurship**

**Description:** WeCan aims to facilitate the integration of immigrant and refugee women both socially and to the labour market, to create learning opportunities in adult education and in the field of entrepreneurship tailored to the needs of low-skilled immigrant/refugee women and to encourage immigrant/refugee women to set up their own businesses.

**These are achieved through:**

1. The creation of networks of women and business/start-up agencies
2. The provision of informal training to women in the field of entrepreneurship
3. The development of a support strategy for the elaboration of women's business ideas
4. The provision of validation for the skills acquired through the informal training
5. The provision of support for the development of women's key competencies for assuring higher qualifications

The outputs of the project and its activities are expected to have a significant impact on the local, national and European levels by providing new adult learning opportunities for immigrant/refugee women, stimulating the creation of new businesses and supporting the integration of immigrant/refugee women.

**Beneficiaries:** Immigrant/refugee women, women NGOs, immigrant/refugee NGOs, practitioners working in the area of career consultancy, consultancy agencies, business centres (for the facilitation of consultancy in entrepreneurship for immigrant/refugee women)

**European Project Call:** Erasmus +, KA2, Adult Education

**Coordinator:** Stiftelsen Kursverksamheten Vid U-Auniversitet

**Period of implementation:** 2019 - 2022

**Countries:** Sweden, Greece, UK, Netherlands, Ukraine, Cyprus

**Type of Interventions:**

- Training Curricula and Materials
- Mentoring
- Workshops
- Pilot Training
- Development of Guidance

**Project Website:**

<https://wecan.projectlibrary.eu/>





**Acronym:** DDSKILLS

**Project Title:** **Cutting-Edge Digital Skills for Professional Caregivers of Persons with Disabilities and Mental Health Problems**

**Description:** The aim of **DDSkills** is to design a training course for the development of the digital skills of professional caregivers, so that they can make better use of new and emerging technologies and support persons with disabilities in the use of such technologies for their social integration.

Within the proposed training qualification of the project, the consortium identifies and evaluates existing courses on the digital skills of professional caregivers, verifies and addresses skills' shortages on EU scale, discusses relevant knowledge and learning outcomes, and maps them to ECVET (European Credit System for Vocational Education and Training) points, on EQF (European Qualifications Framework) Level 5.

Professional caregivers (occupational therapists, psychologists, social workers, special education teachers, nurses, gerontologists, rehabilitation experts) who will follow the **DDSkills** course will learn how the use of new technological devices (sensors, assistive devices, robots, virtual and augmented reality headsets, brain computer interfaces) can contribute to the confrontation of different disabilities and will get certified with a cross-border certification.

**Beneficiaries:** Professional caregivers (occupational therapists, psychologists, social workers, special education teachers, nurses, gerontologists, rehabilitation experts)

**European Project Call:** Erasmus+, KA2, Sector Skills Alliances (AMIF PROJECTS (Asylum, Migration and Integration Fund))

**Coordinator:** To Ergastiri

**Period of implementation:** 2020 - 2022

**Countries:** Greece, Germany, Belgium, Ireland, Lithuania, Italy, Cyprus

#### **Type of Interventions:**

- Training Curricula and Material
- Assessment Tool
- Workshops
- Platforms/E-Learning
- Validation of Formal, Non-Formal and Informal Learning
- ISO17024
- ECVET
- EQF

**Project Website:**

<http://www.ddskills.eu/>





**Acronym:** EUFAST

**Project Title:** **Social integration skills for newly arrived migrants and refugees through social stories scenarios enacted using European Cultural heritage sites and near-peer Role Models.**

**Description:** The main goal of “EUFAST” project is to reach out migrants and refugees, train them in oral communication skills (listening, body language, friendliness, clarity, empathy, respect) aiming at their first integration, culture, awareness, and active participation in the society. The training material offered through role playing, multilingual, social scenarios, enacted through the use of mobile devices, will cover skills ranging from basic interaction with people in the neighborhood, to using public services, and interacting with local people. The project use role models to inspire, support and engage users in the utilization of the EUFAST training tools.

**The objectives of EUFAST project are:**

1. Developing and implementing innovative methods and practices to foster inclusive education
2. Enhancing the acquisition of social and civic competence
3. Supporting the inclusion of newly arrived migrants in good quality education
4. Involving role models for greater impact among target groups

EUFAST seeks to support these new comers by providing them a user-friendly tool that will assist them in their effort to become familiar with the new circumstances so as develop their ability to create social connections and eventually integrate.

**Beneficiaries:** Migrants and Refugees

**European Project Call:** Erasmus+

**Coordinator:** Co Create

**Period of implementation:** 2019 - 2021

**Countries:** Greece, Cyprus, Germany, Italy and Spain

**Type of Interventions:**

- Development of mobile app
- Development of Pedagogical framework
- Training Curricula and Materials
- Workshops
- Focus Groups
- Pilot implementation

**Project Website:**

<https://www.eufast.eu/>



**Acronym:** DICE

**Project Title:** **Diversity – Inclusion – Citizenship – Empowerment**

**Description:** DICE aims to offer open and free training to professionals who work with newcomers (migrants, refugees and newly arrived people) on the key concepts of Diversity, Inclusion, Citizenship and Empowerment so that they facilitate the social integration of their target group and support their empowerment. Through this training, which is available on an online platform in 7 languages, the professionals can deepen their knowledge on intercultural issues and equip themselves with methods and tools which can help them be more efficient in their daily professional practice. In addition, the project is accompanied by an awareness raising campaign in the form of videos which give voice to people who live in the partner countries and have had a migration experience towards Europe.

**The project's main objectives are:**

1. To encourage the development of social, civic and intercultural skills among professionals working with newcomers so that they facilitate the social integration of newcomers and combat discrimination and violence
2. To provide learning opportunities aligned with the latest developments in distance and digital learning and thus, to reach every professional working with newcomers
3. To provide lifelong learning methods and tools to professionals working with newcomers

**Beneficiaries:** Professionals of all sectors working with newcomers, newcomers, NGOs, trainers, VET/Adult Institutions, local communities, policy makers

**European Project Call:** Erasmus+, KA202, Vocational Education

**Coordinator:** EUROCIRCLE

**Period of implementation:** 2018 - 2020

**Countries:** France, Cyprus, Italy, Poland, the Netherlands

**Type of Interventions:**

- Training Curricula and Material
- Workshops
- Platforms/E-learning
- Validation of Formal, Non-Formal and Informal Learning

**Project Website:**

<https://dice.erasmus.site/>





**Acronym:** IDEA

**Project Title:** **European heritage 3D gameEs platform for teaching mAthS**

**Description:** IDEA project aims to address underachievement in the basic skills of maths through experiential action.

The project will be based on cartoon 3D environments representing selected cultural routes, one in each country. The innovation of the 3D games is that those will be available on web browsers (WebGL) and tablets, and that the puzzles will be dynamically updated by the teachers through their web browser or tablet. Teachers will be able to select the mini-games they want, customize and translate the content, add narration, select the rewards and set up a personalized training path for each trainee.

**The main objectives of the project are:**

1. To develop a framework for introducing new technologies and game-based learning to the schools
2. To combine culture and math training in an interdisciplinary game-based tool
3. To develop an initial set of scenarios covering math material of the first 3 grades of the primary school
4. To offer an authoring tool for the teachers to modify existing and create more scenarios
5. To offer for free mobile versions of the scenarios for Android Devices

**Beneficiaries:** Students

**European Project Call:** Erasmus+

KA201 - Strategic Partnerships for school education

**Coordinator:** Perifereiaki Diefthinsi Protovathmias kai

Defterovathmias Ekpaidefsis Peloponnisou

**Period of implementation:** 2019 - 2021

**Countries:** Greece, Cyprus, Ireland, Spain

**Type of Interventions:**

- Training Curricula and Materials
- Workshops
- Platforms

**Project Website:**

<http://www.idea-erasmus.eu/>



**Acronym:** Skills for Wellness

**Project Title:** **Enhancement of VET offers in the wellness sector**

**Description:** “Skills for Wellness” is an initiative of 5 vocational and educational centres active in the field of wellness and tourism from Cyprus, Finland, Germany, Italy and Spain. The project aims to help wellness service providers, professionals and VET institutions to improve the competences related to their various fields of activities (e.g., face and body treatment, hand and feet care, nutrition, hygiene) and other skills, such as communication, customer service, ICT.

**The project aims to develop:**

1. Occupational standards – a set of knowledge and skills defined for specific fields of activities (e.g., face and body treatment, hand and feet care, nutrition, hygiene etc.) that one can use as a benchmark when assessing own competences
2. Training materials (practical exercises, videos, interactive tools) that can be used single-handedly at home, during the learning process or in the working environment
3. Assessment tool with theoretical and work-based activities that can help staff working in the wellness sector to identify further growth points

The participants have a chance to take part in the learning activities conducted in vocational and educational settings under the supervision of VET experts and senior staff of wellness services providers.

**Beneficiaries:** Professions at wellness sector

**European Project Call:** Erasmus+

KA202 - Strategic Partnerships for vocational education and training

**Coordinator:** VOLKSHOCHSCHULE IM LANDKREIS CHAM EV

**Period of implementation:** 2019 - 2021

**Countries:** Germany, Finland, Italy, Spain, Cyprus

**Type of Interventions:**

- European Qualification Framework
- ECVET
- Training Materials
- Assessment tool

**Project Website:**

<https://skillsforwellness.edublogs.org>





**Acronym:** In2C

**Project Title:** **Integration of Third-Country Nationals in the Construction sector**

**Description:** In2C project aims to facilitate and foster early and effective integration of Third Country Nationals in the labour market, especially in the construction sector, through an integrated training.

The target is to mainly enhance the skills of the Third Country Nationals in the host country language, and provide them with networking opportunities with local employers who are actively engaged in the In2C activities in the four project partner countries (Greece, Cyprus, Spain and Sweden). For the purposes of the project, 400 employers are engaged in all participating countries.

The project develops a training package which by using innovative tools and methods addressed to Third Country Nationals working in the construction sector, aims to improve their language skills in technical terminology and support their learning on duties and obligations at the workplace according to legislation requirements as well as setting hygiene and safety issues at the workplace.

The 400 Third Country Nationals who are participating in the project are trained and have the opportunity to assess their skills through an online assessment tool and receive a certificate.

**Beneficiaries:** TCNs

**European Project Call:** AMIF-2017-AG-INTE  
(AMIF PROJECTS (Asylum, Migration and Integration Fund))

**Coordinator:** Technical Chamber of Greece, Regional  
Department of Central and Western Thessaly

**Period of implementation:** 2018 - 2021

**Countries:** Greece, Sweden, Spain and Cyprus

**Type of Interventions:**

- Training Curricula and Materials
- Assessment tool
- Platforms/eLearning

**Project Website:**

<https://www.in2c.eu/en/>



**Acronym:** CQJB

**Project Title:** **Certification and Qualification for Europe's Job Brokers**

**Description:** The project designs, tests and registers a new qualification to support the validation requirements, professionalization and mobility of Europe's emerging Job Brokers. As CEDEFOP identifies, it is an active, advocacy role with multiple parties that goes well beyond a passive 'skills matching' process. In addition to the Job Broker's core professional background, it can mean acquiring a degree of knowledge and understanding of a wide range of areas, some of which can be very unfamiliar as they may be increasingly 'employer-facing' as well as 'case-load' skills concerned with management information systems, equal opportunities and diversity, project management, quality assurance etc. The project develops a new curriculum programme and joint certification model as a mobile and transferable qualification, the European Professional Certificate for Job Brokers, benchmarked to the European Qualifications Framework at Level 6.. The transnational framework for certification is the international standard **ISO17024 (Certification of Persons) that is also adapted into the European Credit Transfer System (ECTS)** accreditation. The project also developed the new Association of European Job Brokerage Certification Authorities in which the continuing adoption of instruments to promote mobility such as EURES and ESCO are embedded.

**Beneficiaries:** Professionals working in a variety of contexts, young and unemployed people on publicly-funded VET and PES programmes, and employers

**European Project Call:** KA3 – Support for Policy Reform

**Coordinator:** Dimitra Education & Consulting

**Period of implementation:** 2018 - 2020

**Countries:** Greece, UK, Germany, Cyprus, Austria, Iceland, Spain, Sweden

#### **Type of Interventions:**

- European Qualification Framework
- Training Curricula and Materials
- Assessment tool
- Workshops
- Certification (ISO17024)
- Validation of Formal, Non Formal and Informal Learning
- Career Counselling

**Project Website:**  
<https://job-brokers.eu/en>



**Acronym:** E-minds

**Project Title:** **Development of an Entrepreneurial Mindset in Higher Education Through a Student-Centered Approach**

**Description:** **Eminds** focuses on the development of entrepreneurial mindset primarily for Higher Education students and for VET.

This project is based on the **EntreComp** framework that has been published by the JRC, on behalf of DG Employment, Social Affairs and Inclusion, and has developed a definition of entrepreneurship as a competence and a reference framework describing it, the Entrepreneurship Competence Framework (EntreComp).

**Eminds** aims to develop the entrepreneurial mindset of HE and VET students based on the EntreComp competence, through the application of a systematic methodology using student centered innovative approaches.

**The specific objectives of the project are:**

1. To validate EntreComp and use it as the framework
2. To develop 2 assessment tools in 2 different EQF levels to assess the Entrepreneurship Competence of HE and VET students
3. To identify and use innovative student-centered learning approaches to be used for the education of HE Students and VET
4. To develop materials to be used in non-traditional learning environments, using student-centered approaches
5. To develop a system guide to describe the systematic approach for the development of the entrepreneurship competence

**Beneficiaries:** Higher Education Students, VET Students, Academics, VET Trainers

**European Project Call:** Erasmus +, KA2 - Cooperation for innovation and the exchange of good practices

**Coordinator:** Frederick University

**Period of implementation:** 2017 - 2020

**Countries:** Cyprus, Slovenia, Finland, Austria, Greece

**Type of Interventions:**

- Action Learning
- Assessment tool
- Platforms/Elearning
- Entrepreneurial Projects
- EntreComp

**Project Website:**  
<https://e-minds.eu/>



**Acronym:** DTour

**Project Title:** **Introducing digitalization for boosting SMEs in Tourism and Hospitality**

**Description:** The project trains and certifies professionals in Tourism & Hospitality with up-to-date digital skills, namely **dTour advisors**, in order to boost SMEs' performance in Tourism and Hospitality. The project gives Tourism & Hospitality SMEs the opportunity to navigate through new digital technologies and tools they could use for their businesses and understand how they can benefit from it.

**Impact and long-term benefits:**

1. Promotion of European Cooperation among various countries
2. Create new employment paths for Advisors in Tourism and Hospitality Digitalization
3. Provide complementary and sustainable development options for professionals
4. Boost the performance of SMEs in Tourism and Hospitality
5. Offer new approaches to identified issues and needs
6. Developed training tools and materials that will be open for the public to use
7. New certification scheme to remain after the end of the project

**Beneficiaries:** Tourism & Hospitality SMEs, people that have been already working in the Tourism and Hospitality sector, owners and operators of SMEs, business consultants that are already working or are interested to cooperate with SMEs in the sector

**European Project Call:** Erasmus+, KA202, Strategic Partnerships for vocational education and training project

**Coordinator:** Dimitra Education & Consulting

**Period of implementation:** 2020 - 2023

**Countries:** Cyprus (MMC), Greece, Spain, Sweden, UK

**Type of Interventions:**

- Training Curricula and Materials
- Assessment tool
- Workshops
- Validation of formal, non-formal and informal learning
- Platform/eLearning
- ISO17024
- EQF

**Project Website:**

<https://dtour.projectlibrary.eu/en/>





**Acronym:** Job Broker

**Project Title:** **Competency and Learning Development for Job Brokers in the EU**

**Description:** Job Broker develops, designs and validates a series of VET-related developments to support the newly-emerging occupational profile of the 'Job Broker' in Europe.

The project contributes towards the improvement of the quality, efficiency and relevance (attractiveness) of VET to the needs of the labour market. The project contributes towards the implementation of the Europe 2020 strategy by validating a Curriculum Programme that would help VET providers in Europe to increase their success rate in securing sustainable jobs for their learners.

**Therefore, the specific objectives are:**

1. In-depth, comprehensive transnational research study and comparative analysis of job brokering factors, policies, practices
2. Development of a Job Broker Occupational Profile aligned to NQFs and the EQF
3. Design and development of a Curriculum Programme and a 'Train the Trainers' strategy for effective job brokering
4. Production of a guidance tool for the successful Job Broker
5. Network Legacy Plan to work towards creating a Network of competent Job Brokers able to foster mobility across partner countries

**Beneficiaries:** VET providers

**European Project Call:** Erasmus+

**Coordinator:** RINOVA LIMITED

**Period of implementation:** 2015 - 2018

**Countries:** UK, Cyprus, Germany, Italy, Spain, Greece, Iceland, Austria

**Type of Interventions:**

- European Qualification Framework/ Competence Matrix
- Training Curricula and Materials
- Self-Assessment
- Workshops
- Self-directed learning

**Project Website:**

<http://job-broker.projectsgallery.eu/>



**Acronym:** INTEGRA

**Project Title:** **Multidisciplinary Mentorship Programme to Support the Entrepreneurship of Children in Care and Young Care Leavers**

**Description:** INTEGRA is a multidisciplinary guiding programme for the support of children living in care and young care leavers. The project addresses the need to equip residential care professionals so that they successfully support the social and professional integration of minors leaving the care systems.

**This is achieved through the development of tools that:**

1. Build the capacity of such professionals as Leaving Care Mentors
2. Support sustainable multi-agent collaboration in the field

The INTEGRA Mentoring Integration Programme (MIP) envisions a personalised, participatory framework where the mentor has the role to guide, mediate, bring into contact and support the child in the process of restoration of his/her reference points (in the absence family, friends, culture etc.) for his/her future socio-economic and cultural inclusion as a “persona integra” in the community.

The main objective of INTEGRA is to contribute to the empowerment and social integration of care leavers aged 16+ through a Mentoring Integration Programme targeting residential care professionals and the establishment of a multi-agency network for their support.

**Beneficiaries:** Professionals working with youth leaving care

**European Project Call:** Justice Programme (2014-2020)

**Coordinator:** "Hope For Children" CRC Policy Center

**Period of implementation:** 2018 - 2020

**Countries:** Cyprus, Greece, Italy, Spain, Portugal

**Type of Interventions:**

- Assessment Tool
- Mentoring
- Workshops
- Platforms/E-Learning

**Project Website:**

<https://integra.uncrcpc.org/>

**Platform:**

<https://integra.uncrcpc.org/blog/launch-of-integra-platform-for-cooperation-in-cyprus/>



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- EUFAST



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