

INTERNATIONAL COOPERATION

PERIOD: 2015-2025

AND DEVELOPMENT PROJECTS



DIMITRA
educational organization

LARISSA FEBRUARY 2026



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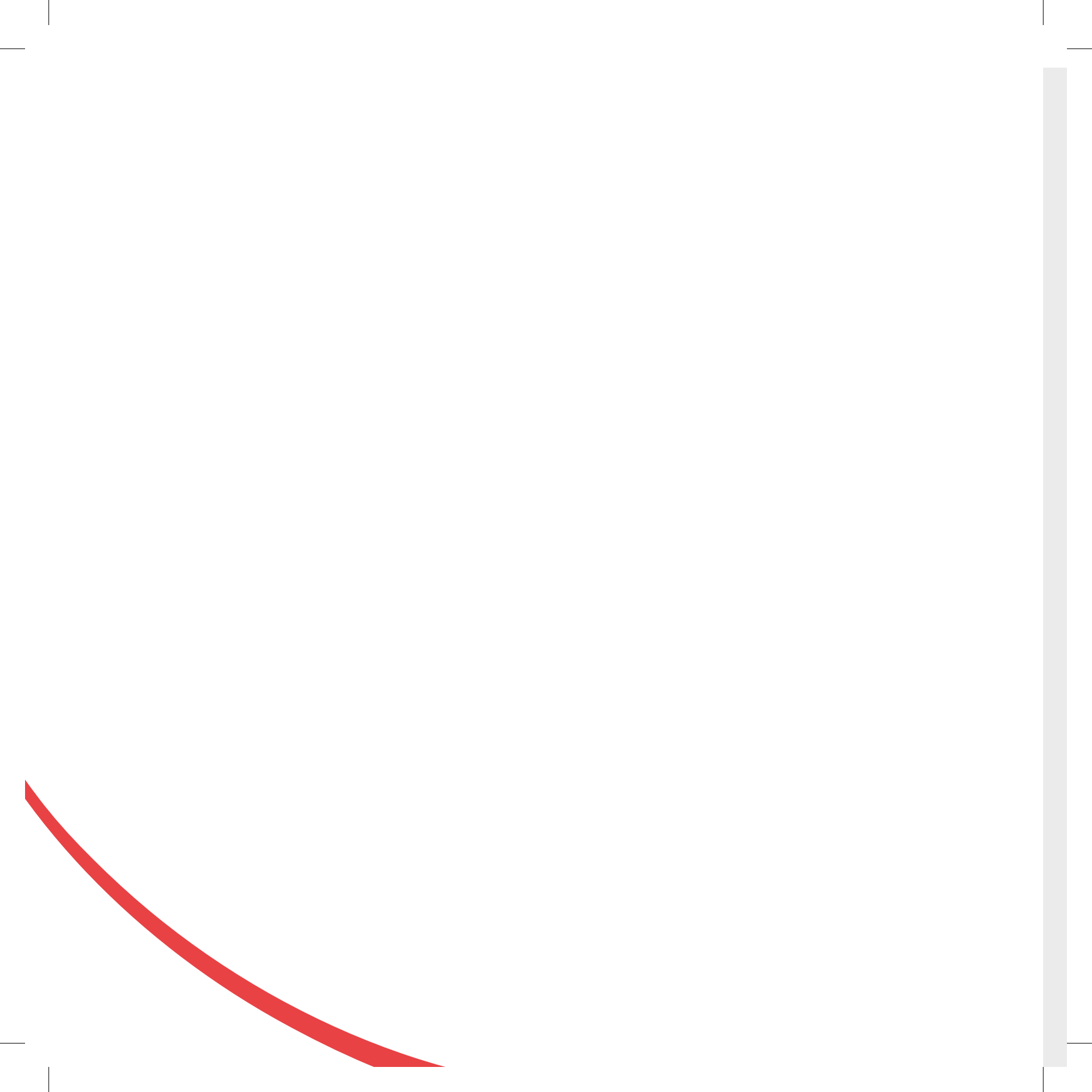
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On behalf of DIMITRA's Development & International Cooperation Department, we are pleased to introduce the second phase of our journey in European and international cooperation, spanning from 2015 to 2025. This phase builds on our initial successes from 2007-2014, when DIMITRA, alongside our European partners, completed over 100 co-funded projects that advanced Sustainable Development and Vocational Education and Training (VET). These foundational projects strengthened skills, promoted entrepreneurship, and supported innovation in fields such as the Creative Industry, Tourism, and Green Jobs.

Our current phase expands this effort to 125 projects, involving a robust network of over 330 partner organizations from 37 European countries. These initiatives have continued to develop qualifications, facilitate start-up creation, and promote green and digital transition,

addressing emerging sectors and integrating marginalized social groups through advanced counseling and innovative participative methodologies.

With over 35 years of experience, DIMITRA's seven I-VET and C-VET training centers, spanning five Greek cities, deliver quality VET services, training more than 4,000 individuals annually. Since our founding in 1989, DIMITRA has engaged in numerous transnational projects, enhancing our programs to meet both national and international standards in professional development and sustainable growth.

Our progress has only been possible through the steadfast cooperation of our partners and the dedication of our staff, who have shown exceptional resilience and passion. Together, we look forward to continuing this collaborative journey toward an even more impactful and successful future.

George Petrou
Executive Director

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SKILLS DEVELOPMENT & QUALIFICATIONS

SKILLS DEVELOPMENT & QUALIFICATIONS



PROJECT TITLE	PROGRESS DC – PROfessional Growth through Education in the Sport Sector by pursuing a Dual Career
PROJECT TYPE	ERASMUS-SPORT-2024-SCP - Cooperation Partnerships
COUNTRIES	Cyprus, Netherlands, Greece, Poland, Romania
2025-2028	progressdc.projectsgallery.eu

PROGRESS DC addresses the challenge of professional athletes transitioning from sports careers to post-sports employment. Recognizing the EU’s emphasis on dual careers, the project focuses on equipping football players with essential skills and support for a smooth transition.

The project operates on three levels:

- Sports Organizations: Training and certifying Dual Career (DC) Advisers (ISO 17024).
- Professional Football Players: Providing training in transversal and digital skills, career advising, and placement.
- Stakeholders & Policymakers: Raising awareness through workshops and policy discussions.

Core Resources

At the core of the project is the PDC Platform, a digital hub offering training, best practices, and certification resources.

By bridging the gap between sports and professional careers, PROGRESS DC strengthens athlete employability, enhances VET providers’ roles, and fosters cooperation between sports organizations, policymakers, and educational institutions.



PROJECT TITLE	SustainTour – Capacity Building of VET providers in the Sustainable Tourism
PROJECT TYPE	ERASMUS-EDU-2024CB-VET — Capacity Building in Vocational Education and Training (CB VET)
COUNTRIES	Greece, Cyprus, Spain , Albania, Kosovo
2025-2028	www.sustaintour.eu

The SustainTour project aims to enhance the role of Vocational Education and Training (VET) in the tourism sector of the Western Balkans, focusing on sustainability, digital transformation, and social responsibility. By strengthening the link between VET providers and the tourism labor market, the project supports the creation of a new occupational profile—the Sustainable Tourism Advisor.

The project will foster regional cooperation by bringing together partners from Greece, Cyprus, Spain, Albania, and Kosovo to promote best practices, encourage cross-border learning, and ensure the long-term sustainability of its results.

Objectives

- Introduce the “Sustainable Tourism Advisor” role to support SMEs in their green and digital transition.
- Develop a blended learning program combining online and in-person training.
- Train VET educators in Albania and Kosovo to deliver sustainability-focused courses.
- Upskill 60 unemployed professionals (30 in Albania and 30 in Kosovo) in sustainable tourism.
- Create a digital platform and resource toolkit for businesses to assess and improve sustainability.



PROJECT TITLE	INSPIRE PA – Introducing Social Practices to Improve the REsilience of Public Administrations
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in vocational education and training
COUNTRIES	Italy, Greece, Romania
🕒 2024-2026	🌐 www.inspirepa.eu

INSPIRE PA transforms public administrations into social innovation leaders by equipping them with necessary tools and governance models. By uniting public sectors and VET providers, the project trains and certifies Social Innovation Officers to drive systemic change.

Core Objectives

- Raise awareness of the Social Innovation Officer role.
- Upskill civil servants in social innovation practices.
- Expand high-quality training for public administration staff.
- Establish a transnational network and standardized curriculum.

The project maps current practices and pilots certified training to develop scalable EU guidelines. Through cross-sector collaboration, INSPIRE PA fosters more innovative, responsive, and inclusive public services.



PROJECT TITLE	BRIDGES – Bring & Develop Good Education Systems
PROJECT TYPE	ERASMUS-EACEA Capacity building in the field of Vocational Education and Training (VET)
COUNTRIES	Italy, Greece, Spain, Mexico, Bolivia, Argentina
🕒 2023-2026	🌐 bridges.projectlibrary.eu

The BRIDGES project aims to transform Vocational Education and Training (VET) systems in Latin America to better align youth education with the tourism industry's evolving needs. By combining compulsory education with quality pre-apprenticeship programs, the project works to close the skills gap and build a strong foundation for future human resources.

Key Objectives

- Implement pre-curricular programs focused on tourism skills while encouraging employer participation.
- Transfer essential skills to trainers to facilitate high-quality apprenticeship opportunities for trainees.
- Integrate market insights into innovative training methodologies through active stakeholder collaboration.
- Bridge the labor market gap by connecting trainers and officials with dual learning approaches.
- Through these efforts, BRIDGES fosters a modernized educational framework that ensures long-term economic growth and professional readiness within the regional tourism sector.

SKILLS DEVELOPMENT & QUALIFICATIONS



PROJECT TITLE	VIRDUAL – Boosting digital innovation in VET by integrating Extended Reality to train work-readiness skills for Work-based learning programmes
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in vocational education and training
COUNTRIES	Italy, Spain, Greece, Turkey, Cyprus, Germany, Ireland

🕒 2023-2026 🌐 en.app.virtual-project.eu

The objective of VIRDUAL project is to boost digital innovation in VET by skilling teachers and in-company trainers, target users of the project, to use Extended Reality tools and apply simulation techniques to train work-readiness skills of apprentices and participants in Work-based learning, target beneficiaries.

The project will produce the following set of main results:

1. Training curriculum on work-readiness skills for WBL through XR.
2. Learning Units Plan.
3. VIRDUAL e-Learning Campus.
4. Instructional Web App and online Learning Activities.
5. Recommendations for skills validation, certification and accreditation.



PROJECT TITLE	DEO4PA – Digital Ethics Officer certified training program for European Public Administration
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in vocational education and training
COUNTRIES	Italy, Netherlands, Greece, France

🕒 2023-2025 🌐 N/A

The DEO4PA project reduced the ethical, social, and legal risks of public sector digitalization by promoting transparency, privacy, and a stronger culture of ethics among civil servants. To help public administrations manage innovation and AI projects responsibly, the project delivered:

- A Certified Training Curriculum: A professional framework for Digital Ethics Officers to manage digital and AI-related projects ethically.
- Pilot Training Course: A specialized course delivered to 60 civil servants and managers addressing the implications of emerging technologies.
- Implementation Guidelines: Replicability standards shared with over 100 stakeholders across VET, higher education, and public institutions.
- EU Digital Ethics Skills Network: A collaborative platform connecting public administrations with academic and vocational providers to sustain ethical digital transformation.



PROJECT TITLE	EMSA – Entrepreneurial Mindset and Skills for All
PROJECT TYPE	ERASMUS-EACEA Capacity building in the field of Vocational Education and Training (VET)
COUNTRIES	Cyprus, Greece, Egypt, Jordan, Palestine
2023-2025	TBA

EMSA will firstly develop cooperation between two European Countries, namely Greece and Cyprus, and three Third Countries not associated with the Programme, namely Jordan, Egypt and Palestine. Through this cooperation the partners in the consortium will jointly develop and pilot test training programmes on “Key competences of ERF” and well as the “ENTRECOMP competences” and will also validate the competences the learners will have developed. EMSA focuses on two important European models: ERF (2018) that emphasizes 8 key competences for everyone to live and work in Europe and ENTRECOMP that emphasizes the development of the 15 competences composing the entrepreneurial mindset. Therefore, the link of VET profiles of the project partners to European Union actions and strategies will be increased and consequently coherence will also be increased. EMSA will increase the capacity of all VET providers involved in the field of internationalization as this cooperation could be the beginning of different types of cooperation. Additionally, through this cooperation all VET providers will increase their capacity for innovation (through the development of action-based training materials) and quality assurance (through the evaluation of the materials but also through the final validation of the outcomes). The project will improve the pedagogical skills of teachers of VET providers both through the use of new competence frameworks, but also through the co-training with other trainers.



PROJECT TITLE	FLER – Learning by experiencing Escape Rooms: Financial Literacy for Adults
PROJECT TYPE	ERASMUS+ KA220 - Cooperation partnerships in adult education
COUNTRIES	Poland, Italy, Spain, Malta, Sweden, Portugal
2022-2024	flerproject.eu

The general objective of FLER project is to equip low financial literate adults belonging to rural areas with a specific digital learning tool (Virtual Escape Room), aimed at hosting a Scenario-Based Learning course on Financial Literacy, which will represent an effective learning approach, providing the learners with realistic context and emotional engagement, thus allowing for a more efficient understanding and retention of financial topics. It aims to create upskilling pathways, improve accessibility and increase take-up of adult education. Improve the availability of high-quality learning opportunities for adults.

SKILLS DEVELOPMENT & QUALIFICATIONS



PROJECT TITLE	SELCERT – Skills development and Certification for Trainers of Synchronous Electronic Learning
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in vocational education and training
COUNTRIES	Poland, Cyprus, Greece, Italy, Sweden
2022-2024	selcert.projectsgallery.eu

The aim of the SELCERT project is to improve the quality of synchronous electronic learning recognising the fact that synchronous electronic learning has **POSITIVE IMPACT ON THE ENVIRONMENT** (less transportation, less paper etc) and promotes **INCLUSION** of people with mobility difficulties.

SELCERT it is an innovative project as it develops a qualification for trainers who deliver synchronous electronic learning at the level of ISO 17024 and it integrates basic adult education learning principles into online learning as well as digital gaming into the delivery of synchronous electronic learning.

The project will help in changing the attitudes of trainers and help them realize that synchronous electronic learning is different that synchronous physical learning in a classroom and there needs to be an understanding that it should be treated as such.

Thus, SELCERT, through a process of research, and practice via its numerous activities will make sure that these special skills and different approaches will be captured and turned into state-of-the-art materials providing the opportunity to trainers to be ISO certified, giving them an edge in their field.

Our consortium of partners consists of colleagues from seven different organizations, representing five different countries of the European Union. Our partners have extensive expertise in education, VET education and life-long learning, but also expertise in technological and certification matters.



PROJECT TITLE	Skills Swap – Sharing skills for WBL in VET for Europe's hospitality sector
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	UK, Sweden, Greece, Spain, Cyprus, Spain
2020-2023	skills-swap.projectsgallery.eu

The SkillsSwap project introduces an innovative work-based training model called the “skills swap.” Through this approach, employees and apprentices temporarily move to another employer to learn specific workplace skills.

By creating a network of cooperating companies, the project helps employers share training opportunities, build trust, make new professional contacts, and meet staff development and recruitment needs, with support from project coordinators and formal agreements.

To support this model, the project partnership developed:

- A Skills Swap Coordinator role specification and competency matrix.
- An Employer Resource Pack for planning and defining skills swap programmes in hospitality.
- A Skills Swap e-Tracker to record and monitor learning in real time.
- A Digital Toolkit for VET practitioners, offering online resources and e-learning materials based on project results.



PROJECT TITLE e-Eupa – Validation of Formal, Non-Formal and Informal Learning for Administration Personnel through Asynchronous Electronic Learning and Online Assessment

PROJECT TYPE ERASMUS+ KA220 - Cooperation partnerships in Vocational Education and Training

COUNTRIES Cyprus, Greece, Georgia, Spain, Italy

🕒 2022-2024 🌐 e-eupa.projectsgallery.eu

The aim of the e-EUPA project is to provide an alternative method for learning and certification for administration personnel in four different EQF levels delivering state of the art asynchronous e-Learning for the development of knowledge, skills and online assessments. In this way, professionals working in the sector as well as students and disadvantaged groups will have the flexibility to take both the training courses and then the assessment. In another case they can even just take the assessment to validate their knowledge and skills (independently of how they have been gained) and reach the qualification. Additionally, at policy level as the education and learning industry moves towards digitalization, e-EUPA aims to develop guidelines based on key success factors for the conversion of training materials into asynchronous e-learning.



PROJECT TITLE DDBSL – Distant Demonstration Based Skill Learning

PROJECT TYPE ERASMUS+ KA220 - Cooperation partnerships in Vocational Education and Training

COUNTRIES Germany, Greece, Spain, Cyprus

🕒 2022-2024 🌐 ddbsl-project.eu

The project aims to enhance the digital and teaching skills and competencies, with the DDBSL - Distant Demonstration Based Skill Learning method, of the adult learning providers, VET providers, and educators are required to have in the digital age and allow them to face the multiple challenges needed for a Covid affected society, continue their learning offers of practical skills with distance learning, and adapt to the new situation.

SKILLS DEVELOPMENT & QUALIFICATIONS



PROJECT TITLE WeSkill – Wellness and Spa Tourism Sectoral Skills' Development

PROJECT TYPE ERASMUS+ KA2: Cooperation for innovation and the exchange of good practices - Sector Skills Alliances

COUNTRIES Bulgaria, Slovenia, Latvia, Greece, Serbia, Italy, France, Belgium

🕒 2020-2024 🌐 weskill.eu

WeSkill project develops transnational curricula and respective training content in the wellness and spa tourism sector. The aims of the project are to equip VET students and adults/employees from the wellness and spa tourism sector with the missing skills, by using a strong modern personalized didactic tool (multilingual training mobile app). The WeSkill works towards making the wellness and spa tourism sector more appealing, sustainable, advanced and competitive in the EU area.

The project's results are:

- An overview of the current state of skill gaps in wellness and spa industry
- 5 complete, transferable and "ready to use" curricula for 4 skills selected identifying in gap analysis
- A multilingual training mobile app and platform



PROJECT TITLE LEARN AT WORK – TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES

PROJECT TYPE ERASMUS+ KA3: Support for Policy Reform

COUNTRIES Cyprus, Greece, Spain, Austria, France

🕒 2020-2022 🌐 learningworkplaces.projectsgallery.eu

The Learn At Work project supports the transformation of organisations into Learning Workplaces through the development of an ISO certification scheme.

The project identifies the activities, processes, and tools organisations need to become learning workplaces, while ensuring they meet both employer and learner needs. It also promotes a positive attitude toward workplace learning through specialised workshops for organisations and employees.

The project focuses on developing and validating transversal skills in the workplace, first through classroom learning and then through practical learning activities, supported by an ISO 17024 assessment tool.

Key results include:

- Research on employer and employee attitudes toward learning workplaces.
- A set of processes, activities, and tools to guide organisational transformation.
- Certification regulations for Learning Workplaces.
- Training of consultants who will act as ambassadors and support organisations in becoming learning workplaces after the project ends.

Attica Publishing

PROJECT TITLE	Upskilling former employees of the publishing sector.
PROJECT TYPE	National Actions funded by the Ministry of Labour and Social Affairs
COUNTRIES	Greece
2019-2021	www.atticapublishing.gr

Due to the crisis that the publishing sector went through, upon its transition from paper to digital publications, and the Greek Economic crisis, many people who were working at this sector got laid off after years of service. That created a big group of unemployed people with skills that were no longer demanded in the labour market. For that reason, the Ministry of Labour and social affairs assigned experienced VET providers with the tasks to:

- Provide vital occupational Consultation in order to help the beneficiaries to find out where they can/want to be occupied in the future
- Train the beneficiaries in order to obtain competences that will help them find a job in the occupational field they are interested in. The competences in which the beneficiaries were trained upon are hard skills that were at the moment in high demand at the job market, as well as soft skills which are always important when someone is browsing the job market. The trained beneficiaries had the chance to get certified for their newly obtained competences.

Through this project 550 people have been trained and consulted, most of which had the chance to also get benefitted by the other actions of the project which entailed the provision of support for the development of entrepreneurial endeavours, by the beneficiaries.



PROJECT TITLE	CQ4DVCI – Certification and Qualification: Coordinators for Domestic Violence Strategic Intervention
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Greece, UK, Romania, Latvia
2019-2022	cq4dvci.projectlibrary.eu

Domestic Violence (DV) and Violence Against Women and Girls (VAWG) is a global pandemic that affects not only its victims but also the development of entire societies and countries.

The overall objective of the CQ4DVCI project was to develop a standard Qualification Profile and Certification Scheme that focuses on certifying common competencies and skills to support the role of DV Strategic Coordination within the European countries.

CQ4DVCI harmonises job descriptions and levels of skills across European countries and create a standard Qualification Profile and a Certification Scheme in order to implement interventions to face and prevent domestic violence cases.

More specifically the CQ4DVCI project works towards the development of:

- a detailed Qualification Profile for DV Strategic Coordinators (DVCs)
- a European Core Curriculum according to Qualification Profile
- The European Professional Certificate for DVCs
- an e-platform with learning resources and virtual network that will accommodate the Blended Learning and the Certification process

SKILLS DEVELOPMENT & QUALIFICATIONS



PROJECT TITLE MaYFAir – Mobility For All: the Fair Choice

PROJECT TYPE ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training

COUNTRIES Belgium, Italy, Greece, Spain

🕒 2019-2022 🌐 mayfair.projectlibrary.eu

MaYFAir designed, developed and tested a methodological kit and a MOOC (Massive open online course) for mobility promoters, in order to facilitate the capitalization of the learning outcomes achieved during a mobility and the certification of competences in national systems.

The project was based on a strong cross-sectorial and collaborative participatory approach that was meant to take advantage out of the involvement of Vocational Education and Training (VET) Providers and VET mobility Charter holders. Throughout the whole duration of the project and phases, all the partner organizations cooperated tightly to create innovative methodologies and a set of tools to support professional development of staff involved in WBL schemes for high-quality services and performance delivery.

The final objective of the project was to increase the Work-Based Learning (WBL) attractiveness across the EU by improving competences of those profiles working with WBL programmes both in "sending" and in "hosting" organisations. In order to achieve the above:

- Mobilities took place at the partner countries of the project in order to implement the outcomes and provide feedback
- The "Method expert for the transparency and validation of learning deriving from mobility in WBL» BECOME, in MOOC (Massive Open Online Course) has been developed and is freely available online.



PROJECT TITLE e - STEP – Up-skilling and motivating low-skilled young adults through key competences to unlock their potential for employment and social life

PROJECT TYPE ERASMUS+ KA204 - Strategic Partnerships for adult education

COUNTRIES France, Spain, Sweden, Greece

🕒 2019-2022 🌐 estep.eu.wordpress.com

Key competencies have become increasingly important due to the need for adequate professional and business skills and abilities and also for adults' personal fulfilment. The E-STEP project focuses on upskilling and supporting vulnerable young adults (from disadvantaged backgrounds and with fewer opportunities) in the acquisition of key competences for their professional and personal life.

In order to successfully support those vulnerable young adults, the project partnership designs and the tests a training and coaching syllabus on key competences for low-skilled and vulnerable young adults, taking advantage of the use of digital tools and learning. The key competences that were addressed mainly included digital, communication and social skills, along with learning to learn, entrepreneurship and cultural awareness and expression. The particularity of the project is that the learning contents were specifically chosen based on the final beneficiaries' identified needs and educational shortages.



PROJECT TITLE Toolkit for RPL – EQF oriented assessment tools for prior learning in adult education

PROJECT TYPE ERASMUS+ KA204 - Strategic Partnerships for adult education

COUNTRIES Turkey, Portugal, Bulgaria, Greece, Austria

🕒 2018-2020 🌐 www.toolkit4rpl.eu

The project created an online toolkit targeting career guidance, recognition of prior learning and individual training support.

It used principles based on continuous education and training. This was achieved by the aggregation of competences into qualifications using Learning Outcome descriptions. The project system offered a tool for qualification definitions transferred into structured matrixes.

The matrixes were build based on Learning Outcomes. The project offered a Recognition of Prior Learning assessment module where each Learning Outcome can be self-assessed by the individual using the online toolkit.

During the project, and in order to result in the best outcomes possible, the partners had the chance to go through Learning Activities, in order to better understand the training, assessment and certification systems in different countries, and recognise their differences and similarities. The latter facilitated the procedure of resulting in outcomes that can be used in EU level with a few adjustments for each country.



PROJECT TITLE CQJB – Certification and Qualification for Europe's Job Brokers

PROJECT TYPE ERASMUS+ KA3 - Support for Policy Reform

COUNTRIES Greece, UK, Germany, Austria, Cyprus, Iceland, Sweden, Spain

🕒 2018-2020 🌐 www.job-brokers.eu

The CQJB project established a standardized European qualification to professionalize the “Job Broker” role, moving beyond traditional counseling toward a holistic, formally recognized occupation. To ensure long-term impact and professional mobility, the partnership developed:

Professional Frameworks: A formal Qualification Profile and a comprehensive Learning Curriculum focused on modern knowledge, skills, and competencies.

- Assessment Tools: A Training Needs Assessment for personalized learning and a dedicated Trainer's Guide.
- Accreditation & Standards: An ISO 17024 compliant Certification Scheme, an ECTS award procedure, and the formation of a permanent Association of EU Job Brokerage Certification Authorities.
- These efforts are sustained by a permanent Association of Certification Authorities and have already resulted in the certification of over 90 Job Brokers across Europe.

SKILLS DEVELOPMENT & QUALIFICATIONS



PROJECT TITLE	IPPON – Innovative Public Procurement Opportunities and Networking
PROJECT TYPE	COSME - Improving SME's access to public procurement
COUNTRIES	Slovenia, Italy, Bulgaria, Spain, Portugal, France, Greece

🕒 2017-2018 🌐 www.ipponproject.eu

IPPON aimed to remove barriers for small businesses, in order to easier access public procurement procedures. To succeed that the partnership used innovative and accessible benchmarking, created training, coaching and mentoring approaches, and developed tools for SMEs and several other categories of stakeholders facilitating the access in national and foreign markets and promoting internationalization processes.

The project activities succeeded to improve:

- the exchange of information on contracts between the Member States;
- the access to training and consultancy services for SMEs with reference to public procurement;
- partner matching opportunities for SMEs for participation in public procurement;
- relationship between procurers and SMEs



PROJECT TITLE	SKIN – Skills for Inclusion
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Italy, Portugal, Greece, Romania, Lithuania

🕒 2016-2018 🌐 skillsforinclusion.jimdofree.com

The SK.IN project focused on the development of basic skills and key competences in Adult learners, through a path involving Educators and adult learners, these last ones with fewer opportunities.

SK.IN was a project aimed to share and develop educators' competences and learning methods for skills development and inclusion, addressed especially to low-skills learners or to those with obstacles in education and inclusion in society and job market (prisoners, NEETS, unemployed, minorities...).

The involvement of the partners and the innovative methodology used during the project development resulted in SK.IN being awarded the adult education award 2018 by EAEA.



PROJECT TITLE	QUASER – Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Italy, Spain, Sweden, Greece
🕒 2016-2019 🌐 www.quaser-asr.eu	

The three-year QUASER program enhanced the transparency and recognition of qualifications for staff working in asylum seeker and refugee (ASR) reception centers. By focusing on the validation of skills acquired through formal, informal, and digital learning, the project aimed to improve service quality and facilitate professional labor mobility. To achieve these goals, the partnership developed:

- Professional Qualification Prototypes: Standardized profiles for the roles of ASR Officer, ASR Professional, and ASR Coordinator.
- Training and Methodology: Specialized curricula tailored to these new qualifications alongside a comprehensive methodology guide.
- Practical Validation Toolkit: A tool designed to identify prior learning levels and speed up the matching process between existing competencies and the QUASER professional standards.



PROJECT TITLE	Job Broker – Competency and learning development for Job Brokers in the EU
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	UK, Iceland, Germany, Italy, Spain, Greece, Cyprus, Austria
🕒 2015-2018 🌐 job-broker.eu	

The Job Broker project supported the validation of a new professional role designed to bridge the gap between jobseekers and employers, providing vital support to labor consultants, VET providers, and employment services in their efforts to reduce unemployment and promote sustainable jobs. To formalize this role, the project developed a common curriculum aligned with both National and European Qualifications Frameworks, while simultaneously identifying the specific skills, knowledge, and competency gaps of the VET staff and trainers responsible for linking the workforce with the labor market.

Key results included:

1. An Occupational Framework and standards for the Job Broker role.
2. A Curriculum Programme with five workbooks.
3. A Self-directed Learning Guide.
4. Pilot testing of the materials with target groups in partner countries.
5. Multiplier events to share the project's progress and outcomes.

The project was successfully implemented and was awarded as a "good practice" by the National Agency.

SKILLS DEVELOPMENT & QUALIFICATIONS



PROJECT TITLE EUPA_NEXT – Validation of formal, non-formal and informal learning: The case study of Administration Personnel

PROJECT TYPE ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training

COUNTRIES Cyprus, Slovakia, Spain, Germany, Greece

2015-2018 eupanext.projectsgallery.eu

EUPA_NEXT focuses on the validation of non-formal and informal learning and its connection with formal education through an ISO-based certification system. The project aims to create a methodology for certifying non-formal and informal learning in non-regulated professions, while also developing a European qualification and certificate for administration personnel.

In the context of the EUPA_NEXT project, the objectives are:

- To develop a European qualification and certificate for administration personnel.
- To validate non-formal and informal learning and connect it with formal education pathways.
- To develop a methodology for the certification of non-formal and informal learning in non-regulated professions.
- To assign credit units to the qualification framework for EQF levels 2–5 using ECVET.



GREEN & DIGITAL TRANSITION

GREEN & DIGITAL TRANSITION



PROJECT TITLE	DRONES 360° – Fostering innovation and better skills match with the green and digital sectors through the integration of emerging technologies (DRONES, VR, AR) in VET
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Poland, Spain, Germany, Greece, Cyprus
2024-2027	drones360.eu

The DRONES360-VET project modernizes Vocational Education and Training (VET) by integrating drone technology, virtual reality (VR), and augmented reality (AR). It focuses on equipping trainers and students with the green and digital skills required for emerging job markets in sectors like engineering, agriculture, and environmental conservation.

To drive this digital and sustainable transformation, the project focuses on these core objectives:

- **Technological Integration:** Enhancing VET innovation by incorporating drones and extended reality (XR) into curricula.
- **Capacity Building:** Training educators to facilitate digital transitions and equipping students with essential transversal skills.
- **Upskilling Framework:** Developing a blended professional upskilling program validated through micro-credentials.
- **Digital Resources:** Creating the DRONES360 platform to offer specialized educational resources, case studies, and simulations.
- **Strategic Networking:** Establishing a transnational knowledge-sharing network between VET institutions, businesses, and policymakers.

By fostering these advancements, DRONES360-VET empowers a future-ready workforce capable of driving innovation in rapidly evolving green industries.



PROJECT TITLE	ECO-JOBS – Eco-innovation in the job market for VET students
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in vocational education and training
COUNTRIES	Italy, Spain, Germany, Greece
2023-2026	www.ecojobsproject.eu

This project guides vocational students toward the green labor market by aligning emerging job profiles with the New European Bauhaus pillars of sustainability, aesthetics, and inclusion. Through a cooperative, “learning-by-doing” approach, students work in transnational teams to simulate the creation and management of sustainable start-ups, a process that develops both technical and transversal skills. By utilizing this challenge-based learning experience, the project strengthens students’ ability to solve climate-related business problems and effectively prepares them for the evolving demands of the green economy. The project’s key objectives are to:

- Develop multidisciplinary skills for tackling climate emergency challenges.
- Introduce students to green business models, job profiles, and the world of work.
- Strengthen problem-solving skills through sustainable business simulation.
- Apply innovative teaching methods such as challenge-based learning and business simulation.
- Identify emerging green job profiles and skills connected to the New European Bauhaus pillars.

Create a cooperative digital learning environment.



PROJECT TITLE	EUGT – European Union Green Tour
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Italy, Sweden, Greece, Ukraine
2024-2027	eugreentour.projectlibrary.eu

The EU Green Tour project, under the KA220-VET framework, focuses on fostering sustainable tourism practices in Europe by equipping vocational education and training (VET) professionals with the necessary skills and tools. The project aims to enhance green and digital competencies, align tourism training programs with the EU's sustainability goals, and promote eco-friendly and socially responsible tourism models.

Key Objectives:

- Develop innovative educational resources for VET providers.
- Support tourism professionals in adopting green practices.
- Foster collaboration between education institutions and the tourism sector.
- Align training curricula with GreenComp and DigComp frameworks.
- Enhance the employability of learners by integrating sustainability in tourism education.

The EU Green Tour project equips VET trainers, tourism professionals, SMEs, and policymakers with skills and tools to promote sustainable tourism. It will develop a Green Tourism Competence Framework, online training modules, and practical tools for integrating sustainability into curricula. Additionally, it will establish a network of tourism professionals to foster collaboration. Aligned with the EU's Green Deal, the project drives a more sustainable and inclusive tourism industry.



PROJECT TITLE	GreenComp School – Cross sectoral GreenComp training of primary school stakeholders, for the promotion of a Sustainability Mindset
PROJECT TYPE	ERASMUS-EDU-2022-PI-FORWARD Partnerships for Innovation - Forward-Looking Projects - Cross-sectoral priorities
COUNTRIES	Greece, Cyprus, Italy, Sweden
2023-2026	www.greencomp-project.com

GreenComp School aspires to:

- Validate and Identify GreenComp framework in school context
- Create GreenComp School HE and VET micro credential blended training programmes for building the capacity of teachers.
- Develop interdisciplinary participatory methods and practices for primary school.
- Develop Parent – Pupil participatory pedagogical non-formal project-based learning (PBL) activities and games.
- Digitalisation and validation of GreenComp school learning approach
- Develop and test a GreenComp fairs methodology, for providing hands on experience to parents pupil and teachers.
- Produce policy recommendations to cross-sectorally support HE and VET training systems to build teachers capacity towards fostering sustainability mindset in primary school context.

A minimum of 60 current & 200 HE future teachers will receive GreenComp School trainings & micro credentials. A minimum of 200 pupils will benefit from in-class learning activities and from non-formal PBL activities and games with their parents (min 200 parents). A minimum of 3000 schools in the participating countries & 600 stakeholders will be involved in the GreenComp fairs & conference.

GREEN & DIGITAL TRANSITION



PROJECT TITLE DigitalSkillsWallet – Acquiring and Assessing Digital Competence using Micro-credentials

PROJECT TYPE ERASMUS-EDU-2022-PI-FORWARD-LOT1 Partnerships for Innovation – Forward Looking Projects- Cross sectoral priorities

COUNTRIES Cyprus, Greece, Italy, Romania, Ireland

🕒 2023-2026 🌐 dsw.projectsgallery.eu

The project aims to develop an eco-system supported by a digital platform for the Acquisition and Assessment of Digital Competence with the use of micro-credentials on the 5 digital competence areas as per the DigiComp framework. Central to the project, is the analysis into LOs of the descriptors for the 5 competences (Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety and Problem Solving) which will be the building blocks for micro-credentials. The platform allows educators (ICT trainers, teachers and training institutions) to contribute with learning content and assessment questions to the platform, where both (content and assessment questions) are linked to micro-credentials. The system will deliver a Micro-credentials Transcript for the assessed competence, a learning path along with suggested courses that will delivered those LOs still pending (micro-credentials not issued). The user will have the option to save the issued MCs in a Digital Skills Wallet.



PROJECT TITLE SUSEDI – Route to Transformation of Educational Institutions through a Whole Institution Approach to Sustainability [SUSustainability in EDucational Institutions]

PROJECT TYPE ERASMUS-EDU-2022-PI-FORWARD Partnerships for Innovation - Cross-sectoral priorities

COUNTRIES Cyprus, Greece, Ireland, Poland, Italy, Malta, Spain

🕒 2023-2026 🌐 susedi.projectsgallery.eu

The aim of SUSEDI is to support Educational Institutions (EIs) to adopt the Whole Institution Approach (WIA) through a series of transformational steps, and to certify them on achieving milestones. Additionally, SUSEDI aims to develop the sustainability competence of educators/leaders/administrative staff as their role is critical for institutions in terms of adopting WIA. The main deliverables of the project are an open educational resource for the development of the sustainability competence of EIs personnel, the methodology guide “Route map for the transformation of Educational Institutions into WIA to sustainability” that will include steps to transformation and proposed activities in the pillars and domains of the systemic framework for WIA to sustainability, as well as a certification standard aligned with ISO for EIs to certify their transformation into the WIA to sustainability in three different levels: Awareness, Into Action and WIA to Sustainability. SUSEDI will produce 15 deliverables and will benefit directly 240 educators and 52 EIs.



PROJECT TITLE	FoodConscious – Towards effective food waste management and food waste prevention in the food service sector
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Poland, Greece, Italy, Spain, Slovenia
2022-2025	www.foodconscious.projectlibrary.eu

The overall aim of this project is to raise awareness among stakeholders in the food service sector, to identify the necessary skills that businesses and workers in the sector need to develop and to provide them with guidance on how they can contribute to reducing food waste. At the same time, create a robust training programme, so that future workers in the sector are aware of the need to reduce food waste and work towards the sustainability of the food system, while in parallel raising awareness among consumers and customers in the food service sector.



PROJECT TITLE	GIF – Green Innovation in the Fashion industry management
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Italy, Romania, Georgia, Spain
2022-2024	www.gifproject.eu

The general objective of the GIF project is to raise awareness of the managers / workers of SME's Fashion industry on the development of industry 4.0 together with the European Green New Deal Directive. The project will develop several courses in the field of 'green fashion industry' with content creation, pilot lessons, communication and dissemination activities in order to raise awareness of fashion industry SMEs.

GREEN & DIGITAL TRANSITION



PROJECT TITLE FutureWear – Fashion, Trends, Training

PROJECT TYPE ERASMUS+ KA220 - Cooperation partnerships in vocational education and training

COUNTRIES Italy, Spain, Poland, Greece

🕒 2022-2024 🌐 www.aeca.it/erasmus/partnariati-strategici

The general objective of FutureWear is the prototyping and testing of an innovative hybrid training device, transversal to vocational training (VET) and non-formal learning contexts, centred on eco-sustainable fashion and streetwear, capable of anticipating/intercepting and thus responding to the professional aspirations of the new generations, especially boys and girls with fewer opportunities who do not find answers and tools in line with their interests and aspirations in traditional school and training paths, and at the same time consistent with the needs of productive transformation and ecological transition of the textile and fashion sector.



PROJECT TITLE ESTour – Introducing Epidemic Safe Tourism (post-COVID recovery) to strengthen SMEs in the Hospitality Sector

PROJECT TYPE ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training

COUNTRIES Poland, Greece, Spain, Cyprus, Italy

🕒 2022-2024 🌐 estour.projectlibrary.eu

The ESTour project aims at training and certifying people who have been working in the hospitality sector (managers and employees in various posts, mostly in hospitality SMEs) and would like to update their skills but also their employment opportunities, related to the new health safety protocols and new digital technologies in regards to an effective responding to epidemic crises' impact.

The main goal of the ESTour Expert is to be able to work at operational level, namely conduct an operational plan by creating and implementing staff protocols and guidelines, retraining and monitoring staff regarding infection control, physical distancing and hygiene measures and to know how to use the new digital technologies for implementing clients' social distancing during epidemic crises.



PROJECT TITLE	DG FARMER – Digital Education on the Farm to Fork strategy
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Greece, Ukraine, Spain, Cyprus, Belgium
🕒 2021-2023	🌐 dgfarmer.projectlibrary.eu

DG FARMER aims to tackle the limited resources for digital training materials on sustainable agricultural practices and promote the implementation of the EU’s Farm to Fork Strategy, particularly among VET professionals and trainees in the agri-food sector by upgrading and retraining their skills.

The project will highlight the benefits of transitioning to sustainable food systems and production methods in the EU and the importance of the Farm to Fork strategy for sustainable agriculture.



PROJECT TITLE	DigiGuide – Digitising Good Guidance Practice
PROJECT TYPE	ERASMUS+ KA206 - Partnerships for Digital Education Readiness
COUNTRIES	Ireland, Italy, France, Spain, Greece
🕒 2021-2024	🌐 digiguideproject.eu

The DigiGuide project reinforces Information, Advice, and Guidance (IAG) in VET by integrating a proven case-study methodology with a modern digital dimension. Building on the success of the Guide 2.0 and Guide+ projects, it aims to improve equity and social inclusion by equipping practitioners to manage labor market transitions in an increasingly digitalized environment.

To achieve this, the project developed the following key resources:

- Interactive Case Studies: A suite of four practice-led resources in five languages, aligned with CEDEFOP guidance competences for digital VET environments.
- E-Learning Programme: A specialized Moodle-based course designed to enhance the digital competencies of IAG practitioners.
- Self-Directed Learning Guide: A strategic resource specifically for Guidance Services Managers to oversee digital service transitions.

GREEN & DIGITAL TRANSITION



PROJECT TITLE GEGS – Good E-Guidance Stories

PROJECT TYPE ERASMUS+
Capacity building in the field of Vocational Education and Training (VET)

COUNTRIES Germany, Italy, Greece, Ireland, UK, France

🕒 2021-2024 🌐 goodeguidance.eu

The GEGS project modernizes European Information Advice Guidance (IAG) by treating digitalization as a participatory process rather than just a technological shift. By combining top-down and bottom-up strategies, the project ensures e-services remain client-centered and empowering for VET systems.

To achieve this, the partnership focuses on a two-axis implementation strategy:

- Competence Building: Co-creating an innovative, case-study-based learning environment to enhance the digital and professional competencies of IAG practitioners.
- AI Integration: Customizing and piloting Jobiri, an AI-based IAG platform, across the regions of Thessaly, Sardinia, and Berlin.
- Systemic Modernization: Promoting a cultural shift that aligns IAG services with the needs of young people and the evolving labor market.

Through these activities, GEGS bridges the gap between emerging AI technology and the practical skills required to deliver effective, modern guidance services.



PROJECT TITLE iSurvive – Digital Roadmap for designing online interactive content

PROJECT TYPE ERASMUS+
KA226 - Partnerships for Digital Education Readiness

COUNTRIES Poland, Italy, Bulgaria, Sweden

🕒 2021-2023 🌐 www.isurviveproject.eu

The project develops the competencies of HE lectures and academics in order to be prepared to transform their lectures and in-class activities to online ones that keep their students motivated, and foster their own well-being as they won't feel like teaching an empty screen.

For the accomplishment of the objectives the project develops the following outcomes:

- A Comparative Study concerning the perspective of HE academics and lecturers, as well as students, showing their point of view on how to boost effectiveness of online learning for all parties involved
- A Guide of Key Pedagogical Principles for effective Online Teaching and Learning which covers various sides of online teaching and blended learning and will prepare the academics in order to be ready to transform their face to face to online ones
- The iSurvive compass for Interactive & Gamified online content creation which provide lecturers and academics with the "hand on" tools that they need in order to create the interactive and gamified training content
- A Massive Open Online Course, including interesting and interactive tutorials for all the tools that are included in the created databank



PROJECT TITLE	RENOUVAL – Intergenerational learning and validation of skills in craft sectors through digital technologies
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	France, Spain, Portugal, Ireland, Greece
2020-2022	renouval-project.eu

RENOUVAL designed new training pathways for professionals in craft sectors based on intergenerational learning. This was achieved by putting in contact craft professionals with low-qualified young adults in order to offer, to both of them, new opportunities for the up-skilling and validation of competencies which are supported by accessible and easy to use digital tools, including game-based learning apps and multimedia tools, like video tutorials and video case studies.

Overall, the project has the following outcomes that can be used to train and upskill craft professionals:

- The TRAINING CURRICULUM on intergenerational learning and validation of skills in craft sectors which supports low-qualified young adults and adult craft professionals
- The RENOVAL digital gamification tool, an open educational source which is available for download from RENOVAL website.
- The RENOVAL DIGITAL ASSESSMENT TOOL uses data collected from the digital gamification tool to create a digital infographic report which monitors student's subject acquisition of skills in craft sectors
- The RENOVAL set of Instructional Videos



PROJECT TITLE	i-Content – A Toolkit for Educators and VET providers for the design and development of online interactive gamified content
PROJECT TYPE	ERASMUS+ KA202 – Strategic Partnerships for vocational education and training
COUNTRIES	Poland, Cyprus, Greece, UK, Italy
2020-2023	icontent.projectsgallery.eu

The i-CONTENT project empowers VET providers and trainers (primarily SMEs) to transform traditional classroom delivery into interactive, gamified online learning. By targeting both synchronous and asynchronous formats, the initiative helps educators meet global market demands through:

- A Comprehensive Framework: Guiding the transition from physical classrooms to digital, interactive environments.
- Content Digitalization: Upskilling educators to convert standard materials into engaging digital assets.
- LMS & Gamification Integration: Teaching the use of open-source platforms and game-based mechanics to revitalize traditional methods.
- Expanded Reach: Enhancing European access to quality education, particularly for disadvantaged groups and rural areas.

The project offers a one-stop-shop platform featuring design guides, specialized toolkits, training manuals, and a final publication of best practices for building interactive online courses.

GREEN & DIGITAL TRANSITION



PROJECT TITLE	dTour – Introducing digitalisation for boosting SMEs in Tourism and Hospitality
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Greece, Cyprus, UK, Germany, Spain
2020-2023	dtour.projectlibrary.eu/en

The dTour adviser emerging occupational role is to advise and promote the digital solutions within the Hospitality and Tourism sector to SMEs, in order that they are able to maximise the opportunities that digital technologies have to offer. The dTour adviser understands the need for digitalisation and can advise tourism sector SMEs to progress improving their performance.

dTour project develops and validates a new curriculum programme that will provide participants with the necessary additional competences around the up-to-date tourism and hospitality digital systems, with a special focus on hotels and accommodation, so as to enable them to become confided dTour advisers. DTour certification scheme allows participants to gain a certification according to the standards of ISO 17024.

In order to successfully train, certify and promote the dTour agents work and competences the project partnership benchmarked the tools that are currently used in Tourism and Hospitality and developed:

- The Occupational Profile of the dTour agent
- The dTour Modular Training curriculum and blended learning Course
- An accredited certification scheme for the dTour agent
- The dTour Navigation Guide through Digital Technologies and Tools in Tourism and Hospitality



PROJECT TITLE	ILDE – Integrated learning & Digicomp evaluation
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Italy, Sweden, Austria, France
2020-2022	ilde.projectlibrary.eu

The project demonstrates the effectiveness of digital technologies use in the field of education and vocational training, trying to assess the impact that the use of digital technologies and digital critical literacy brings in teaching the mother tongue and a second language in the secondary school and in VET. The project promotes a deep reflection on the validity of tools which measure the effects of digital development on social welfare in general, and the school system by seeking mechanisms for more effective integration of digital technologies in teaching and learning.

More specifically the project develops:

- A document analysis focused on the present situation
- A digital based curriculum focused on teaching mother tongue and a foreign language (English)
- A toolkit for the implementation of the digital based curriculum



PROJECT TITLE	ECodesign4EU – New training contents and joint VET qualifications on Ecodesign for Creative and Cultural Industries
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Malta, Spain, UK, France, Greece, Italy, Ireland
2020-2023	ecodesign4eu.mcast.edu.mt

the Ecodesign4EU project fosters sustainable skills within the Cultural and Creative Industries (CCIs) by introducing a new European ECVET Curriculum. This framework allows VET students to master ecodesign principles through innovative work-based learning, while simultaneously providing educators and managers with digital resources—such as the ECodesign4EU Virtual Campus—to facilitate modern, sustainable teaching methods across the sector.

Key objectives include:

- Designing a European ECVET Curriculum on Ecodesign for sustainable CCIs.
- Promoting innovative work-based learning methods for I-VET and C-VET students.
- Creating the ECodesign4EU Virtual Campus for training VET and company-based educators.
- Developing and testing a Mobile Assessment App to evaluate ecodesign competences in CCIs.



PROJECT TITLE	IIoTNet – Industrial Internet of Things VET Network
PROJECT TYPE	ERASMUS+ KA3 – Support for Policy Reform
COUNTRIES	Bulgaria, Latvia, Italy, Sweden, Greece, Cyprus
2019-2021	www.iiot-network.eu

The aim of IIoT Net was to create a VET Network with a certification scheme for professionals, namely IIoT developers or users or sales workers, and training them to adapt and adopt a new common framework of best practices of the modern IIoT know-how.

The project objectives were to support the uptake and mainstreaming of IIoT VET training and to promote the integration of talent development in collaboration with external stakeholders, to create sustainable institutional structures and ICT tools enabling IIoT training and stakeholder co-creation in talent development and to build IIoT VET providers teaching capacities for delivering innovative training in view of building trainees' employability skills in fast-growing industrial sectors.

In order to achieve the above the partnership of the project:

- Has developed a package of methodological documents in support of the process of establishing the IIoTNet.
- Has established and launched specialized social media for management and training in the field of IIoT, supporting trainees' employability and overcoming IIoT skills gaps.
- Has developed an Evaluation system inspired by the ISO9001 methodology.

GREEN & DIGITAL TRANSITION



PROJECT TITLE	DinSAd – Digital Inclusion of Low Skilled Adult People
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Italy, Romania, Greece, Sweden
2019-2022	www.dinsad.eu

The DinSAd project strengthens adults' capacity to efficiently use digital instruments in order to improve their personal and professional lives, reducing significantly the inter-generational digital divide trend. Its main objective is the provision of friendly learning tools for low skilled adults in order to support them in reaching specific digital competences, in line with Digicomp foundation and intermediate levels digital knowledge, skills and competences.

For the accomplishment of the project objectives the partnership developed the following outputs:

- The Map of digital competences – specific key digital competences required by low skilled adults in order to improve the quality of their professional and personal lives
- The DInSAd Board Game – an interactive board game that will allow low skilled adults to acquire fundamental digital knowledge, skills and competences.
- The DInSAd Virtual Game – a virtual learning game for helping low skilled adults in acquiring digital competences at intermediate level, as described by DigComp 2.1.



PROJECT TITLE	IntoDIGITS – An Innovative Toolkit for Trainers for the Development of the Digital & Numeracy Competence for Low Skilled Adult
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Poland, Italy, Spain, Cyprus, Germany, Greece
2017-2020	intodigits.projectsgallery.eu

The IntoDIGITS project aimed to create practical innovative tools supporting the development of key competences for people at the risk of social exclusion (low-skilled adults), including development of digital tools for VET trainers. The objectives of the project were oriented towards increasing the numeracy and digital competencies of low-skilled people through improvement of the quality of their trainer's competencies. In order to succeed on the latter, the partnership of the project developed 42 trainer's digital tools for the implementation of innovative workshops & activities that develop numeracy and digital skills.

More specifically IntoDIGITS resulted in the following outcomes:

- 2 Qualification Frameworks/Profiles for Key Competences (KCs) 3 –Numerical/Maths, and 4- Digital tailored for the specific target group in a specific context
- 42 new workshops for the development of KCs 3 & 4.
- 42 online digital tools corresponding to the workshops for trainers, to facilitate the development of KCs 3 & 4 and result in a new online tool (IntoDIGITS)
- A digital assessment tool that assess, against KCs 3 & 4, the adult learner's current position on the active citizenship (AC) scale.



PROJECT TITLE	CRAFTS 3.0 – Supporting the transition of handicraft teachers and trainers to the Digital Age
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Spain, UK, Poland, Greece, Portugal, Romania, Ireland

🕒 2017-2020 🌐 crafts-project.eu

The aim of the CRAFTS 3.0 project was to support the professional development of handicraft teachers and trainers in Europe in their transition to the digital age by improving their teaching competencies on innovative VET education through ICT (Information and communication technologies) based methods and tools. It prepared handicraft's teachers and trainers to adapt their teaching practices to the next generation of high-tech digital tools and state of the art equipment (3D printers, vinyl cutters, CNC milling or laser cutting and engraving).

More specifically, CRAFTS 3.0 partnership worked intensively and succeeded to develop:

- A European ECVET Curriculum on ICT skills for teaching Crafts.
- Training Modules on ICT based teaching methods specifically adapted for Crafts.
- An innovative Mobile Instructional Learning APP designed to train handicraft's trainers and teachers, to use and design their own Mobile Learning APPs for teaching Crafts.
- A Multilingual e-learning platform with innovative e-Learning courses and OER on ICT-based teaching methods for Crafts
- A Guide for validation, certification & accreditation of innovative teaching-learning methods through ICT in VET for craft sectors in Europe.



PROJECT TITLE	EcoMentor – Implementation of the certification model for mentors in the subsector of eco-industry
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Poland, Italy, UK, Greece

🕒 2016-2018 🌐 www.ecomentor.ios.edu.pl/en

EcoMentor focused on work-based learning (WBL) in the vocational sector of the eco-industry. The project aimed at developing and testing the system of certification of mentors' competences in the sector of eco-industry. The project focused on the work-based learning (WBL) in the vocational sector of eco-industry. The goal of the project was to complement skilled and experienced eco-industry professionals with mentoring competences enabling them to build a master-trainee relationship with trainees in the workplace, maximising the potential of trainees, developing their skills and improve their performance. Moreover, upgraded the competences of professionals in the eco-industry resulting in the increase of their competitiveness in and attractiveness for the labour market and the increased opportunities for employment or for job keeping (especially for employees 50+). The project's met objectives were:

- developing the standard of professional competence for mentors in the eco-industry
- developing a training programme
- designing, developing and testing blended learning VET course
- including e-learning
- implementing and testing of the certification system





ENTREPRENEURSHIP & START UP

ENTREPRENEURSHIP & START UP



PROJECT TITLE	WEntre – Women Empowerment through Entrepreneurship Women
PROJECT TYPE	ERASMUS-LS Capacity building in the field of vocational education & training
COUNTRIES	Greece, Sweden, Egypt, Spain
2023-2026	www.wentre.net

WEntre project aims to support VET providers from third countries not associated to the Programme in order to develop educational programmes, based on foundational competences, built upon the ERF, ENTRECOMP and UN Women Values & Competences Framework. The programme will aim at empowering women in third countries to fight unemployment and gender inequality, cultivating entrepreneurship. As far as the ERF is concerned, through WEntre, **6 out of the 8 competences will be developed related to women entrepreneurship: Literacy competence, Science, technological, engineering and mathematical competence, Digital competence, Personal, social and learning competence, Civic competence and Cultural awareness and expression competence** (i.e. all competences except Language Competence and **Entrepreneurship competence** (that will be covered through ENTRECOMP).



PROJECT TITLE	iCreate – Boosting Cultural and Creative Entrepreneurial Mindset of Youth
PROJECT TYPE	ERASMUS+ KA227 – Strategic Partnerships for Youth
COUNTRIES	Sweden, Greece, Bulgaria, Spain, UK
2021-2023	icreate.projectlibrary.eu

iCREATE develops and tests a Tailored Training Framework that delivers personalised training for young people (secondary, post-secondary, and HE), employed in cultural institutions or unemployed, aspiring to become entrepreneurs and want to start their own business in the cultural heritage domain.

In order to achieve the project's objectives, the partnership has worked towards developing the following outputs:

- Research analysis of the young people's level of entrepreneurship competencies in the creative and cultural sector
- Modular Training Framework & Training Needs Analysis tool, to advise young people towards a training content that is tailored to their personal educational needs.
- Online training course (MOOC) for improvement of skills and knowledge of young people for business start-up in the creative and cultural sector
- Step by step guide for starting up a cultural company as an easy and tangible tool that will help the aspiring entrepreneurs during the first steps of their entrepreneurial endeavour.



PROJECT TITLE	INSPIRE – Inspire students entrepreneurial thinking to drive discovery, creativity and innovation
PROJECT TYPE	ERASMUS+ KA203 - Strategic Partnerships for higher education
COUNTRIES	Poland, Greece, Italy, Austria, Bulgaria
2020-2023	www.inspire-erasmusproject.eu

INSPIRE focuses on the development of entrepreneurial thinking to drive discovery, creativity and innovation primarily for Higher Education (HE) students but also for VET and aimed to train 120 HE and VET students that would be eligible for certification, according to the standards of 17024, as well as recognition of their knowledge, via ECTS.

For INSPIRE to develop the entrepreneurial thinking of HE & VET students, the project partnership has developed and made available to the stakeholders the following outcomes:

- The Inspire training pathways for fostering Entrepreneurial thinking and creativity to HE students and VET learners
- The Training Needs analyses and Training material for HE students (EQF 6) and VET students (EQF 5)
- The Inspire Certification scheme and ECTS award procedure
- A Multilingual Online open e-learning/networking space
- The Inspire Guide Book which summarizes the major project achievements and will be a short focused methodological document which will guide HE institutions and VET schools how to use the materials



PROJECT TITLE	ENTRE4ALL – Entrepreneurship Community Support Centres: an innovative outreach programme to equip adults with disabilities, with key competences (social entrepreneurial and digital)
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Slovenia, Austria, Greece, Cyprus
2019-2021	entre4all.eu/en

The Entre4All project aimed to equip entrepreneurs with disabilities with digital and social entrepreneurial skills by setting up SOCIAL ENTREPRENEURSHIP COMMUNITY CENTRES based on synergies to be created with other stakeholders at the local level:

In order to go be successful on the above the partnership has developed:

- The SOCIAL ENTREPRENEURSHIP INDEX and a DISABILITY INDEX in order to define benchmarks and indicators for the digital and social entrepreneurship competence framework
- The DIS-Entrepreneurs back pack: Educational - learning guide for setting up digital social entrepreneurship hubs
- The DIS-Entrepreneurs web portal and mobile application for community centre
- The DIS-Entrepreneurs tool kit: setting up the economic, social and environmental hubs for social activations
- The DIS-Entrepreneurs grassroots initiative from the local to the national level: outreach campaign for policy recommendation

ENTREPRENEURSHIP & START UP



PROJECT TITLE	WeCan – Encouraging integration for newly arrived immigrant women through entrepreneurship
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Sweden, Greece, UK, Netherlands, Ukraine, Cyprus
🕒 2019-2022 🌐 wecan.projectlibrary.eu	

The WeCan project facilitates the integration of immigrant refugee women both socially and in the labour market, creates learning opportunities in adult education tailored for the needs of low-skilled immigrant women in the field of entrepreneurship and encourages refugee/immigrant women to start their own business.

The main objectives of the project are to:

- Create networks between women and business/start-up agencies,
- Provide informal training for women in the field of entrepreneurship and the development of a strategy of support for women business ideas elaboration,
- Provide validation of skills acquired through informal training and support the development of key competencies and progress towards higher qualifications for the women.



PROJECT TITLE	@ESEN – European Social Economy Network
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Poland, Cyprus, UK, Italy, Poland, Greece
🕒 2019-2022 🌐 esen.ios.edu.pl/en	

The @ESEN project creates an innovative integrated tool that helps active and potential social entrepreneurs, trainers/facilitators, experts and practitioners in the field of social entrepreneurship and social economy organisations.

To achieve this the partnership:

- Builds national and local social enterprise networks by expanding and interconnecting with existing networks.
- Raises awareness of social enterprise as a way to create job opportunities and face poverty with a positive social impact and promotes the work of existing small enterprises.
- Curates and shares knowledge to build capacity through a variety of offerings including the online @ESEN Knowledge Centre.

The outcomes of the project are:

- A training Programme and its syllabus for the European Social Entrepreneur
- The e-platform that hosts the blended training programme, which supports the interaction, sharing and exchange among all project
- The European Social Entrepreneurship Knowledge Network which facilitates networking through the establishment of a @ESEN knowledge network

IDEA

PROJECT TITLE	IDEA – INVESTMENT DEVELOPMENT AND EMPOWERMENT ACTION (IDEA)
PROJECT TYPE	INTERREG
COUNTRIES	Greece - Albania
🕒 2018-2020 🌐 www.projectidea.eu	

The social and solidarity economy in Greece and Albania is a vital catalyst for economic recovery and job creation, yet its growth in Epirus and South Albania is stifled by a lack of traditional bank lending. To overcome this, the project leverages a unique regional advantage: a strong culture of volunteerism and expatriate ties willing to fund local social impact.

The project supports these endeavors by:

- Analyzing Supply and Demand: Mapping local needs and support systems for social economy initiatives.
- Developing Hybrid Financing: Creating localized, innovative investment tools.
- Facilitating Networking: Connecting social entrepreneurs with potential sponsors and investors.
- Capacity Building: Providing training, advisory services, and non-financial support tools to social actors.
- Monitoring and Impact: Establishing reliable mechanisms to track progress and measure social impact.



PROJECT TITLE	YEAP! – Youth Entrepreneurship Advanced Pathway
PROJECT TYPE	ERASMUS+ KA205 - Strategic Partnerships for youth
COUNTRIES	Sweden, Greece, UK, Cyprus
🕒 2018-2020 🌐 yeap-project.projectlibrary.eu/en	

The YEAP! project developed a set of activities and a variety of methodological approaches to support young people’s integration into the labour market either as entrepreneurs or as self-employed.

The main output of the project that was developed by the partnership was:

The “YEAP! Flexible Learning Pathway” accompanied by:

- A Methodological Guide and a Toolbox addressed to youth workers
- A Business Idea Assessment Guide in order for potential youth entrepreneurs to assess their business ideas.
- An e-tool database aiming to promote entrepreneurship and to strengthen competences of young entrepreneurs.

The developed tools have been piloted with more than 100 aspiring entrepreneurs, in the partner countries. The tools have received very positive feedback and were finalised according to the suggestions of the piloting groups.

At the end of the project, multiplier events were organised in each country, during which the final outputs were disseminated to the project’s target group and stakeholders.

ENTREPRENEURSHIP & START UP



PROJECT TITLE	EnSoEd – Innovative teacher training social entrepreneurship
PROJECT TYPE	ERASMUS+ KA201 - Strategic Partnerships for school education
COUNTRIES	Italy, Greece, Romania, Netherlands, Spain, Cyprus
2018-2021	www.ensoed.eu

EnSoEd was aimed at supporting the initial and continuous professional development of teachers' profiles in accordance with the European lifelong learning approach through the application of practical and innovative tools in order to promote social entrepreneurship education in secondary schools. The project outputs were developed according to identified needs and gaps related to social entrepreneurship education and in particular:

- Need for a practice-based approach that provides innovative resources and collaborative practices
- Lack of an open, inclusive and community-based approach that considers social entrepreneurship education to be effective only if taught into, and for the community
- Necessity of promoting and developing digital learning environment.

The partnership work towards fulfilling the needs and expectations of the target group and ended up with the project outputs:

- The EnSoEd Competences and Open Budgets (OB) System
- The EnSoEd training curriculum for secondary school teachers which includes online training material, FabLabs and virtual trips at social Economy enterprises
- The EnSoEd Toolkit for educating secondary school students on social entrepreneurship
- The EnSoEd online environment where all the project outcomes are available.



PROJECT TITLE	EnterSchoolMind – CULTIVATE SCHOOL ENTREPRENEURIAL MINDSET THROUGH HOLISTIC APPROACH TARGETING TEACHERS AND PUPILS
PROJECT TYPE	ERASMUS+ KA201 - Strategic Partnerships for school education
COUNTRIES	Cyprus, UK, Greece, Austria, Italy
2018-2021	enterschoolminds.projectsgallery.eu

The EnterSchoolMinds project fosters entrepreneurial mindsets in primary education through a three-level strategy aligned with European Commission competencies:

- Teacher Empowerment: Provides ISO-certified training and internationally recognized credentials.
- Student Cultivation: Utilizes innovative digital assessment tools and experiential activities, such as stories and board games.
- Family Engagement: Encourages a "whole family" learning philosophy through home-based board games that reinforce classroom concepts.



PROJECT TITLE	SCOPE – Skills for Corporate Entrepreneurship
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Austria, Spain, Greece, Bulgaria
2017-2019	www.scope-project.eu/en

The SCOPE project drives internal innovation by providing companies with competence matrices for managers and staff, a gap analysis tool to assess readiness, and tailored incentive models to promote and reward intrapreneurial behavior. Key objectives included:

- Identifying intrapreneurship competences and company needs at employee and management levels.
- Developing tailored training programmes for employees in medium-sized companies.
- Analysing European good practices in intrapreneurship support systems and incentive schemes.
- Improving managers' skills in supporting intrapreneurship.
- Creating a self-auditing tool to assess corporate readiness and intrapreneurial friendliness.
- Preparing a sustainability plan and linking the training materials to the ECVET system.

The project was successfully implemented and awarded as a "good practice" by the National Agency.



PROJECT TITLE	Eminds – Development of an Entrepreneurial Mindset In higher education
PROJECT TYPE	ERASMUS+ KA203 - Strategic Partnerships for higher education
COUNTRIES	Cyprus, Slovenia, Finland, Austria, Greece
2017-2020	www.dimitra.gr/eminds-development-of-an-entrepreneurial-mindset-in-iigher-education

The project develops entrepreneurial mindsets in Higher Education and VET students using the EntreComp framework and student-centered methods. By utilizing practical, experiential approaches like Action Learning Sets and ENTRE-Challenges, students build core competences by solving real-world challenges through creative collaboration.

Key objectives included:

- Validating and using EntreComp as the main framework.
- Developing two assessment tools for different EQF levels to evaluate entrepreneurship competences in HE and VET students.
- Applying innovative, student-centred learning methods.
- Creating learning materials for non-traditional educational environments.
- Developing a system guide describing the methodology for building entrepreneurship competence.

A key highlight was the transnational learning activities, where HE and VET students from different countries worked together, creating a valuable intercultural and practical learning experience. The project results were shared through multiplier events and a final conference, receiving positive feedback from stakeholders.

ENTREPRENEURSHIP & START UP



PROJECT TITLE SELF-EMP – Self-employment for migrants and refugees with low literacy skills

PROJECT TYPE ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training

COUNTRIES Spain, Portugal, Greece, Belgium, Italy, UK

🕒 2016-2018 🌐 www.self-emp.eu

SELF-EMP aimed to provide migrants and refugees with basic knowledge of the language of their host country as well as low literacy skills and an itinerary, suited to their needs, to support entrepreneurship. All with using simple language supported with images in a clear, rigorous and practical way.

During the project's lifetime, the partnership

- Created a package of educational tools to implement a training and guidance itinerary, addressed to immigrants and refugees with low literacy skills in the language of their host country, to foster entrepreneurship.
- Promoted equal opportunities and labour market integration of migrants and refugees.
- Improved the employability of migrants and refugees.
- Disseminated the program among European organizations working with migrants and refugees.



CREATIVITY & CULTURE

CREATIVITY AND CULTURE



PROJECT TITLE	CREATIVE AGORA – The CREATIVE AGORA: empowerment and education through participatory and community arts
PROJECT TYPE	ERASMUS+ KA220 - Cooperation partnerships in adult education
COUNTRIES	Sweden, Poland, Spain, Croatia, Greece, France, Hungary
2022-2024	creativeagora.eu

The overall aim of AGORA is to design and develop contemporary and innovative practice in European adult education aimed at adults who are alienated by or excluded from traditional educational offers, through developing the educators who engage with adults in disadvantaged communities through participatory and community arts-based non-formal learning.

AGORA will introduce methodologies used in the context of creative participatory arts practice as powerful innovative tools for advancing the goals of the EU Agenda for Adult Learning to reverse declining participation in adult learning, particularly amongst low-skilled, underqualified learners and those who formal education institutions find hard to reach, not only in effectively engaging with a range of marginalised and disadvantaged learners that more formal and pedagogical adult education institutions and methodologies find hard to reach, but also in empowering communities, and improving social cohesion and active citizenship.



PROJECT TITLE	FOLLOW APP – Digital supported tracking of employment and career progression of apprentices for Quality Assurance in VET
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Cyprus, Greece, Italy, Romania, Ireland
2022-2025	follow-app.innoqualitysystems.com

The aim of FOLLOWAPP project is to set-up and test a graduate tracking method supported by digital tools designed to track employment and career progression of apprentices in DUAL VET programmes, addressed to VET teachers, counsellors, in-company trainers and learners, improving the responsiveness of VET to the changing demands in the labour market and strengthening the Quality Assurance in VET.



PROJECT TITLE	DigiCult – Digital presentation and preservation of intangible cultural heritage
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Bulgaria, Greece, Italy, Latvia
2019-2021	www.digicultproject.eu

The overall aim of DigiCult was to elaborate and promote an innovative framework for digitization in an efficient and cost-effective training on digital presentation, preservation and promotion of Europe’s intangible cultural heritage (ICH). The project was highly innovative, as it created a common standardized framework for digitization, presentation and preservation of intangible cultural heritage, which did not exist at the time. DigiCult partnership has produced the following outputs:

- A Framework for common standards and models for Digitization, Presentation and Preservation of intangible cultural heritage
- A Training Course for Digitization, Presentation and Preservation of Intangible Cultural Heritage
- A Guide and recommendations for Digitization, Presentation and Preservation implementation system in intangible cultural heritage



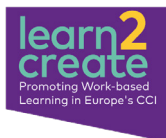
PROJECT TITLE	BiG – Bridging the Gap: new mentoring methods for young creative entrepreneurs in Europe
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	UK, Italy, Slovakia, Greece, Spain, Poland
2018-2021	www.bridgingthegapeurope.com

Bridging the Gap aimed to bridge the gap that exists in VET provision for the enterprise skills that creative young people need to enter and thrive in the labour market of Europe’s fast-growing creative economy. The project intended to fill this gap by strengthening the occupational profile and the professional development of Creative Enterprise Mentors and sought to make an impact in providing innovative solutions to the social, geographical and economic barriers faced by disadvantaged young people at a time of high youth unemployment, through fostering creative enterprise skills.

BiG designed and validated specific, innovative modular Curriculum and learning resources for CE Mentors, an online Open Education Resource and developed an occupational profile along with competence standards for Creative Enterprise (CE) Mentors, aligned to EQF. The overall outcomes of the project are:

- Online Open Education Resource which includes innovative modular learning materials
- Occupational profile and competence standards for CE Mentors aligned to EQF
- User Experience Compendium for CE Mentors
- Network Roadmap for creative enterprise transnational communication and innovation
- Guidance Handbook for the validation of the CE Mentor and wide dissemination of the learning experience, results and outputs

CREATIVITY AND CULTURE



PROJECT TITLE L2Create – Learn to Create – Promoting Work-based Learning in Europe’s Cultural and Creative Industries

PROJECT TYPE ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training

COUNTRIES Poland, UK, Italy, Spain, Greece, Slovakia

🕒 2018-2021 🌐 l2c.projectlibrary.eu

Learn to Create – L2C is an Erasmus+ project that promotes Work-Based Learning in Europe’s Cultural and Creative Industries. The project aims to design, test, and validate a new learning model that helps VET teachers, trainers, learners, and creative-industry employers create effective work-based learning opportunities. It recognizes the creative workplace as an important learning environment that can support employment, productivity, and competitiveness in the sector.

Objectives

- To develop a new and specially adapted model for effective Work-Based Learning in the Cultural and Creative Industries.
- To train VET teachers and trainers on how to prepare learners for work-based learning in creative and cultural sectors.
- To support VET teachers and trainers in building sustainable links with employers in the Cultural and Creative Industries.
- To test a blended training programme for VET teachers and trainers in the partner countries.



PROJECT TITLE CREUS – Developing and nurturing the vocational transversal skills of disadvantaged young people through creative, non-formal learning in unconventional spaces

PROJECT TYPE ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training

COUNTRIES UK, Italy, Netherlands, Cyprus, Greece

🕒 2017-2020 🌐 www.creuseurope.org

CREUS is an Erasmus+ project that supports disadvantaged and unemployed young people aged 16–24, especially NEETs, by developing their transversal and transferable skills through creative, non-formal learning in unconventional spaces. The project uses culture-based activities, peer mentoring, and spaces such as museums, galleries, youth centres, festivals, community spaces, shelters, and creative workspaces to motivate young people and help them reconnect with learning, VET, and employment pathways.

In the context of the CREUS project, the objectives are:

- To support the personal, social, cultural, and economic inclusion of disadvantaged young people.
- To improve the employability of young people aged 16–24 who are not in education, employment, or training.
- To design and test creative, non-formal peer-learning activities in unconventional spaces instead of traditional classrooms.
- To develop young people’s transversal skills, including confidence, communication, teamwork



PROJECT TITLE	CS Tour – Cultural Awareness and Social Skills Key Competences in Tourism
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Greece, Spain, UK, Sweden, Cyprus
2015-2018	cstour.projectlibrary.eu/en

The CS.Tour project is an award-winning “good practice” initiative designed to bridge the gap between vocational training and the tourism industry by enhancing cultural and interpersonal skills. Its key objectives include:

- Customized Training: Developing tailored programs to help workers and entrepreneurs manage cultural diversity.
- Research-Driven Insights: Identifying skill gaps to better empower graduates with market-ready tools and methodologies.
- Entrepreneurial Growth: Promoting self-employment and lifelong learning through specialized training materials.
- Strategic Collaboration: Engaging stakeholders to design and validate industry tools while disseminating results across Europe for maximum impact.



MUSEducATE

PROJECT TITLE	MusEducate – Explore, Create, Share
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in vocational education and training
COUNTRIES	Greece, Poland, Cyprus, Ireland, Portugal
2025-2028	N/A

The MusEducate project transforms local museums into digitally empowered hubs for adult education across five European countries, fostering lifelong learning and civic engagement through a 32-month initiative.

Core Objectives:

- Skill Development: Boosting the digital and storytelling skills of 250 adult learners—including rural entrepreneurs and tourism staff—by co-creating over 50 gamified narratives.
- Community Engagement: Involving 500 local residents in workshops and events to foster heritage pride and environmental awareness.
- Sustainability Education: Using a MOOC and digital stories to educate 180 learners and 50 museum professionals on cultural heritage and eco-tourism.
- Innovative Resources: Launching a multilingual digital platform and MOOC for 50 facilitators to turn museums into inclusive, community-driven learning centers.





HUMAN RIGHTS & SOCIAL INCLUSION

HUMAN RIGHTS & SOCIAL INCLUSION



PROJECT TITLE	EmpowerHERment – Equipping Migrant Women with Skillsfor Social Business, Leadership, and Sustainability,Empowered by Problem-Based Learning, Digital Innovation,and AI Tools.
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in vocational education and training
COUNTRIES	Spain, Greece, Turkey, Italy, Latvia
2025-2028	TBA

The EmpowerHERment project (2025–2028) is an Erasmus+ initiative focused on the social and economic integration of migrant women through digital innovation and entrepreneurship. Its primary objectives include:

- Skill Development: Upskilling women in digital, entrepreneurial, and employability fields using AI-enhanced tools and Problem-Based Learning.
- Educational Innovation: Strengthening educator capacity and launching a personalized learning platform and mobile app.
- Entrepreneurial Support: Providing mentoring, access to funding, and social entrepreneurship guidance.
- Recognition & Networking: Establishing micro-credentials for skills and building cooperation between policy, business, and education stakeholders to promote inclusion.



PROJECT TITLE	MAAS – Match, Attach and Sustain: New methods for Europe’s Job Brokers supporting Tourism businesses, Ukrainian refugees and job seekers
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in vocational education and training
COUNTRIES	Sweden, Iceland, Ukraine, Spain, Cyprus, Greece, Spain, Poland
2023-2026	www.maas-project.eu

MAAS Project aims to:

- Identify the needs and expectations of Job Brokers with regards to the development of new and blended, digitally enabled employment counselling methods
- Build and elaborate a transnational Community of Practice, as a training and development forum, of European Job Brokers to co-create and produce the MAAS (Match, Attach and Sustain) methods
- Design, produce and publish new digital resources, including an e- Guidance Toolkit for Job Brokers and a novel e- Tracking Tool and Portfolio Builder programme
- Validate the efficacy of the methods and disseminate them widely across stakeholders in education and training, tourism and refugee resettlement
- Establish a new Cooperation Partnership to realize and exploit the project results and establish a new, sustained capacity to support Ukrainian resilience and reconstruction.



PROJECT TITLE	FATIMA 2 – Preventing Honor Related Violence against women through Social Impact Projects and Peer Learning Led by young men
PROJECT TYPE	DAPHNE Partnerships for Innovation - Forward-Looking Projects - An economy that works for people
COUNTRIES	Sweden, Spain, Bulgaria, France, Netherlands, Slovakia, Italy, Greece
2023-2025	fatima2.eu

The FATIMA2 project addresses honour-related violence in migrant communities by focusing on young men’s attitudes. Through capacity-building, it equips practitioners and youth with tools to prevent harmful practices, promote gender equality, and support non-toxic masculinities.

The project aims to:

1. Strengthen skills in prevention, reporting, education, and awareness-raising on gender-based harmful practices.
2. Support young people in developing and implementing social impact projects.
3. Increase community awareness of honour-related violence and its consequences.
4. Improve cooperation between communities, civil society, public authorities, and other stakeholders.
5. Promote human rights, gender equality, and prevention of gender-based violence.
6. Build an online community of practice for long-term youth and community empowerment.

In the long term, FATIMA2 supports migrant communities in challenging discrimination and violence through non-formal education, problem-based learning, intergenerational dialogue, and sustainable multi-stakeholder cooperation.



PROJECT TITLE	VET for NAI – Facilitating integration of newly arrived immigrants into labour market through adapted vocational/labour market guidance
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Sweden, Greece, France, Netherlands, Italy
2022-2025	vetfornai.projectlibrary.eu/en

VET for NAI aims to facilitate and promote the early and effective integration of newly arrived migrants into the labour market through tailored vocational guidance, through the enhancement of host country language skills, as well as networking with employers who will actively participate in the project activities.

The project aims to create a mentoring toolbox, which will provide newly arrived migrants with complementary skills and competences (technical and linguistic) to enable them to better meet the requirements of the labour market needs in their new countries. This will increase their accessibility to the European labour market and promote their integration into the societies of their host countries.

HUMAN RIGHTS & SOCIAL INCLUSION



PROJECT TITLE	Critical Balance – Preventing young people from going down the rabbit hole
PROJECT TYPE	ERASMUS+ KA220-VET - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Sweden, Germany, Romania, Denmark, Latvia, Greece
2022-2024	criticalbalance.eu

The overall aim of the Critical Balance project is to prevent the risks that come from believing in conspiracy theories including racism, intolerance, and resistance towards science, among youth.

Specific objectives:

1. Support and build capacity among youth workers with innovative methods and training on how to confront and prevent conspiracy believes, especially the ones with a racist core, among young people both in online and offline practices
2. Increase critical thinking and critical media literacy skills among young people to better understand and deal with conspiracy theories when confronted with them, and thereby better cope with the novel risk and implication of digitalization and the availability of disinformation.



PROJECT TITLE	Engage – Development of inclusivE iNteGration pAths 4 miGrant womEn
PROJECT TYPE	AMIF
COUNTRIES	Belgium, Slovenia, Austria, Greece, Cyprus, Netherlands, Germany, Italy, Spain
2021-2023	amif-engage.eu

Though Europe remains a favourite destination for people seeking international protection, there is little attention towards TCN women. For that reason, a great number of TCN women face non-respect of their rights and fall victims of trafficking, slavery and sexual abuse. This makes it even more necessary for integration policies to be gender-sensitive, in order to tackle their vulnerabilities throughout the migration process while at the same time empowering them as key actors and multipliers of integration.

Thus, ENGAGE project was inspired by the partnership in order to empower TCN women that have been living in the EU. ENGAGE's overall objective is to create social, cultural and employment pathways for the integration of TCN women in the host communities via the organization of:

- Up-Skilling workshops for TCN women and validation of acquired competences based on Open Badges methodology
- Capacity building for LMS
- Job Shadowing Schemes
- Women's Circles involved local and TCN women
- Awareness Raising activities



Supporting Refugee Communities
with Digital Self-Learning

PROJECT TITLE IEEDO – Increasing and Enhancing Effective Digital Opportunities for refugees and migrants

PROJECT TYPE ERASMUS+ KA204 - Strategic Partnerships for adult education

COUNTRIES UK, DIMITRA, Germany, Sweden, Spain

🕒 2020-2023 🌐 euieedo.wordpress.com

IEEDO focuses on equipping refugees with skills and knowledge for digital self-learning and resilience. It develops innovative customised eLearning resources that promotes resilience and efficacy in digital self-learning for refugees and humanitarian migrants - and the tutors and coaches that support them to reduce the disparity they face in European adult education. Its objectives surrounded the creation at the European level of novel tools and gamification-based learning methodologies for refugee that combine holistic digital skills informed by the EU Digicomp framework with the EU Key Competence of 'learning how to learn' that were designed, developed and mobilised at a common transnational level.

IEEDO offers a flexible, sustainable solution that is scalable, transferable and replicable, contributing to the innovation that will be required to address this challenge. The ultimate, long term vision is that partners and their networks would open up new avenues for effective adult and community-based learning with refugees and humanitarian migrants through the IEEDO model of digital self-learning to foster educational, social and economic integration as an exemplar approach for refugee communities.



PROJECT TITLE Critical – Critical information for immigrants regarding parenting to promote social inclusion

PROJECT TYPE ERASMUS+ KA204 - Strategic Partnerships for adult education

COUNTRIES Sweden, Netherlands, Greece, France

🕒 2020-2023 🌐 critical.projectlibrary.eu/en

The project aims at developing training materials which can be used to help migrants understand the different views and perspectives on parenting and health. The materials will help them deal with the rules and values regarding parenting in the host country and to better access health services. The project will develop a methodology which facilitates the use of these training materials in the existing context and training opportunities in each of the partners' countries.

CRITICAL seeks the empowerment and social inclusion of refugee and migrant parents and promotes quality by creating a training program in health and parenting for refugees and immigrants.

In order to achieve this, the Critical partnership has the following outputs:

- a methodology to include health and parenting aspects to continuous life-long learning of immigrants with the stakeholders' involvement
- elaborate training material in language and social orientation for immigrants
- testing and mingling activities with locals
- online version of training material

HUMAN RIGHTS & SOCIAL INCLUSION



PROJECT TITLE NEST – A new approach to cultural learning for promoting the social inclusion of migrants and refugees

PROJECT TYPE KA3: Support for Policy Reform and Online Linguistic Support

COUNTRIES Greece, Italy, Germany, Portugal

🕒 2019-2022 🌐 www.project-nest.eu

The NEST project designed and tested a new approach to cultural learning, which combined an innovative course with cultural mentoring. The purpose of the NEST project was to foster an enabling environment that allowed their integration and active participation in the host communities.

The general objective of the NEST project was to contribute to the social inclusion of migrants and refugees by increasing their knowledge and understanding of the host societies' cultures.

Thus, the partnership of the project has developed:

- A Study on Cultural Learning and social inclusion of migrants in Europe
- The learn and Blend Course for students accompanied with guidelines for trainers
- The cultural mentoring curriculum

All of which have been piloted and optimised according to the received feedback in order to end up with a product that can be disseminated and continue to create and impact after the end of the project.



PROJECT TITLE AGAINST BUBBLE

PROJECT TYPE ERASMUS+ KA201 - Strategic Partnerships for school education

COUNTRIES Italy, Spain, Greece, Poland, Portugal

🕒 2019-2022 🌐 www.against-bubble.eu

AGAINST BUBBLE aims to prevent and combat bullying against pupils with high-functioning autism (including Asperger Syndrome) by engaging everyone in the student's social circle. The project's ultimate goal is to establish a "good practice" model for fighting discrimination.

The project consortium achieved this through the following objectives and activities:

- Needs Analysis: Conducted via surveys and questionnaires with school staff, parents, and students (ages 10-14) to identify core challenges.
- Customized Training: Participatory educational activities for staff and parents to help them recognize, prevent, and counteract bullying against adolescents with ASD.
- Detection Toolkit: A specialized tool for "active surveillance" of bullying signals, customized for teachers, administrative staff, and parents.
- Drama-Based Action: Student performances used to promote diversity awareness and empower peers to identify and denounce bullying behaviors.



PROJECT TITLE	STEAM4SEN – Inclusive and innovative STE(A)M education for students with special education needs
PROJECT TYPE	ERASMUS+ KA201 - Strategic Partnerships for school education
COUNTRIES	Portugal, Malta, Bulgaria, Lithuania, Italy, Greece
2019-2022	www.steam4sen.eu

STEAM4SEN is an Erasmus+ project designed to enhance inclusive STEAM education (Science, Technology, Engineering, Arts, and Mathematics) for students with Special Educational Needs (SEN). It aims to improve teaching quality and employability in the Industry 5.0 era by providing secondary school teachers and managers with specialized tools and guidelines.

Key Objectives

- Holistic Innovation: Defining an educational kit that integrates innovative technologies and pedagogies, with a specific focus on robotics.
- SEN Empowerment: Implementing educational resources specifically designed to build STEAM skills and empower students with disabilities.

Core Outputs

- Educational Kit: Developed for both students and teachers to facilitate STEAM learning.
- Robotics Laboratory: A dedicated “STEAM for Robotics” lab for practical application.
- Policy Guidelines: Recommendations for learning practices to drive effective policy change at national and transnational levels.



PROJECT TITLE	MINGLE
PROJECT TYPE	AMIF Integration of Third-Country Nationals
COUNTRIES	Cyprus, Spain, Greece, Sweden, Germany
2018-2019	mingle.projectsgallery.eu

MINGLE fulfilled its mission by facilitating the procedure to active citizenship by developing social (SC) and human capital (HC) for Third Country Nationals (TCNs) and foster their integration through interventions to a minimum of 500 locals and a minimum of 500 TCNs in 5 countries

The project organised language, social & civic skills workshops and develop manuals and training materials for TCNs and locals that are interested in mingling with the TCNs in their country and help them integrate to the local society. Thus, it also facilitated “MINGLING” experiences and produced a facilitator’s guide for future use. With the help of online courses and an online assessment tool, as well as a mentoring programme, the project successfully reinforced Social and Human Capital.

The tangible outcomes of the project that the interested parties may use are:

- An assessment tool that facilitates the identification of the TCN’s integration level in the host country.
- An Empowerment toolkit that will help TCNs progress towards Active Citizenship
- The “How to Mingle” platform that presents in a structured way the best practices identified by MINGLE on the development of human and social capital of TCNs

HUMAN RIGHTS & SOCIAL INCLUSION



PROJECT TITLE In2C – Integration of Third-Country Nationals in the Construction sector

PROJECT TYPE AMIF

COUNTRIES Greece, Spain, Cyprus, Sweden

🕒 2018-2021 🌐 www.in2c.eu

The In2C project promoted the labor market integration of Third Country Nationals (TCNs) within the construction sector by addressing critical needs for language proficiency and workplace knowledge. By training 400 TCNs and facilitating networking with 400 employers across four partner countries, the project utilized a suite of interconnected e-tools to enhance host-country communication and streamline professional integration at a European level.

More specifically the available outputs of the project are:

- A terminology Glossary that includes technical terminology, issues, techniques and jobs related to construction and building sector (e.g., Foundation, Interior Floor Construction etc.) in plain language
- An image-based technical vocabulary to support TCNs' learning and training in a visual and easy way that includes photos per materials and/or procedures
- Learning material on labour legislation
- Learning material related to Hygiene and Safety at the workplace
- Skills Online Assessment Tool (SONAT) for technical vocabulary, labour legislation and Hygiene and safety at the workplace.
- A user guide for using the SONAT

The project concluded with an online conference attended by national and EU officials to disseminate results to stakeholders. All project outcomes are accessible in English, Greek, Spanish, Swedish, Arabic, Russian, Albanian, and French.



PROJECT TITLE InCommon – InCommon Toolbox. Cultural and Educational Interventions for the exercise of the Active Citizenship of Migrant Women

PROJECT TYPE AMIF Integration of Third-Country Nationals

COUNTRIES Spain, Cyprus, Austria

🕒 2018-2019 🌐 www.documenta.es/web/incommon

The project implemented an individualized guidance pathway for 400 migrant women, promoting active citizenship through host community cultural participation. Utilizing a three-level systemic approach, the model focused on individual empowerment (leadership and Key Competences), professional counseling (Active Citizenship Scale methodology), and community networking (local stakeholder engagement). These processes were systematized into a digital tool to enable the model's transfer at a European level.

Key project outcomes now available include:

- Best Practices: A European collection of effective strategies for migrant women's cultural and civic participation.
- National Research: Studies on removing barriers to cultural citizenship for TCN women in partner countries.
- Methodology: The Cultural Citizenship Scale, adapted from the Active Citizenship Scale.
- Training Resources: Curricula and materials focusing on Key Competences (4, 5, 6, and 8) and leadership.
- Digital Assets: The INCOMMON Platform—featuring multimedia testimonies of cultural interventions—and the INCOMMON Toolbox for cultural citizenship.



PROJECT TITLE	SEESI – Strengthening Employment and Education Skills for Integration - refugee, migrant and asylum seekers
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	UK, Sweden, France, Greece, Ireland
2018-2020	euseesi.wordpress.com

The SEESI project aimed to accelerate refugee and migrant integration through a revolutionary “Life skills before Language” strategy. By prioritizing immediate “in-community” support over traditional models—which often delay labor market entry by nine months or more—this approach allowed newcomers to develop essential skills and knowledge from day one, rather than waiting for host-country language fluency.

The project achieved that via:

- Offering education and training in refugees/migrants’ own language in order to fast track refugees and humanitarian migrants’ development opportunities;
- Creating a civic, community and socio-economic support network in the form of their own ‘in-communities’ Support Workers in order to reduce social exclusion
- Language learning designed for socio-economic integration alongside civic, educational and work-based learning
- Facilitating the development of specialist ‘in-community’ Information, Advice and Guidance services and reduce ‘out-community’ external services.



PROJECT TITLE	EMKIT2 – An Empowerment Toolkit for Trainers for the Development of the Social and Cultural Competence and Media Literacy for Low Skilled Migrant Women
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Sweden, Cyprus, UK
2018-2021	emkit2.projectsgallery.eu

This project supported the empowerment of low skilled migrant women by developing 42 digital tools for trainers for implementing innovative workshops to develop social, civic, cultural and media literacy (SCM) competences to achieve active citizenship. Those 42 workshops were based on the active citizenship scale and the level of difficulty corresponds to the level each of the migrant women is according to the active citizenship scale. Thus, the EMKIT2 Qualification Frameworks for the Social & Civic (S), Cultural Awareness & Expression(C) and Media Competence(M) (SCM competences) is able to assist migrant women to reach active citizenship.

During the project, pilot activities took place, during which several migrant women have been trained and provided feedback on the EMKIT2 material.

The end of the project was celebrated with a big final Conference in Larissa, during which the outcomes of the project were presented to the stakeholders and disseminated among the participants.

HUMAN RIGHTS & SOCIAL INCLUSION



PROJECT TITLE	ARIVE – Accepted, Resettled, Integrated, Valued and Employed
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Sweden, Greece, Italy, UK
2017-2020	arive.projectlibrary.eu

The project sought to develop quality learning opportunities in order to encourage low-qualified and low-skilled humanitarian migrants to assess and upskill their competences in order for them to enter the labour market at the early stages. The methodology was based upon the notion that integration shall be facilitated taking into consideration the individual needs/capacities and labour market demand.

In order to succeed on the above the partnership of the project came up with the following outcomes:

- Comparative analysis of the low-qualifying immigrants' integration in the projects of the partner countries
- A toolkit, the INTEGRASS, for the assessment of formal, non-formal and informal knowledge, skills and competences as well as their educational level
- Curriculum and toolkit for the training course of migrant service providers which enhance the competences of migrant service providers on offering services towards the integration of low-skilled immigrants.
- Guidelines for policy makers and practitioners working with integration of low qualified humanitarian immigrants.



PROJECT TITLE	DVCI – Domestic Violence: Coordinating the Strategic Intervention
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	UK, Romania, Greece, Spain
2016-2018	www.dimitra.gr/dvci-domestic-violence-coordinating-the-strategic-intervention

The DVCI project addressed a critical gap in domestic violence (DV) and violence against women and girls (VAWG) responses by developing innovative, work-based CVET (Continuing Vocational Education and Training) for strategic coordinators. Prior to this, training in the UK, Romania, Spain, and Greece focused primarily on front-line roles, leaving policy makers and commissioners without standardized training to strengthen the competencies required for effective, high-level coordination.

The DVCI project addressed this gap by:

- EU Core Curriculum: Developed a standardized set of competencies for DV Strategic Coordination roles across relevant agencies.
- National Adaptation: Created tailored curricula for coordinated community responses in the UK, Greece, Romania, and Spain.
- Accredited Training: Piloted and accredited work-based VET for 160 professionals across the four partner nations.
- Awareness & Advocacy: Promoted the need for skilled DV coordinators at all levels to improve services for victims of DV and VAWG.



PROJECT TITLE	Igamma-Femina – Shortening distance to education/labour market for migrant and refugee women through gender-sensitive counselling and local cooperation strategies
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Sweden, Greece, UK, Netherlands, Ukraine
2016-2019	igmafemina.dimitra.gr

Building on previous initiatives, the Igamma-Femina project improved migrant and refugee women’s access to education and the labor market through specialized gender-sensitive counseling. By employing an integrated services methodology, the project established strong cooperation among local stakeholder networks—including adult education providers, counseling services, public employment organizations, employers, and policymakers—to streamline their path to employment.

Key outcomes included:

- A methodology for cooperation among local networks working with migrant women.
- A training course curriculum.
- Guidelines for including a gender-sensitive perspective in migration and integration policies in the EU.

The project was successfully implemented and awarded as a “good practice” by the National Agency.



PROJECT TITLE	HR in Practice – Human Rights as a part of language training to prevent HRV and harmful practices in the communities
PROJECT TYPE	Daphne III
COUNTRIES	Sweden, Greece, Portugal, UK, Germany
2016-2017	hrinpractice.projectlibrary.eu/en

The Human Rights in Practice project aimed to prevent violence and harmful practices against women and children by integrating human rights education into language training for newly arrived migrants. Through a European network of NGOs, the project fostered the exchange of best practices regarding the Council of Europe Convention on preventing violence against women.

Key Outcomes:

- Cooperation Methodology: A framework for collaboration between language centers and migration NGOs.
- Educational Resources: Materials focused on human rights awareness and combating domestic violence.
- Capacity Building: Specialized training for both NGO/training center staff and newly arrived migrants.
- Scaling & Dissemination: Wide-scale sharing of project methodologies and materials across participating EU Member States.

HUMAN RIGHTS & SOCIAL INCLUSION



PROJECT TITLE	igma3 – Shortening Distance to Labour Market for young people with risk for unemployment and social exclusion - Distance Education for Coordinated Measures by Regional Stakeholder Networks
PROJECT TYPE	ERASMUS+ KA204 - Strategic Partnerships for adult education
COUNTRIES	Sweden, United Kingdom, Netherlands, Greece, Spain, Cyprus, Norway, Ukraine
2015-2018	igma3.projectsgallery.eu

Building on previous initiatives, the Iigma-Femina project improved migrant and refugee women’s access to education and the labor market through specialized gender-sensitive counseling. By employing an integrated services methodology, the project established strong cooperation among local stakeholder networks—including adult education providers, counseling services, public employment organizations, employers, and policymakers—to streamline their path to employment.

Key outcomes included:

- A methodology for cooperation among local networks working with migrant women.
- A training course curriculum.
- Guidelines for including a gender-sensitive perspective in migration and integration policies in the EU.

The project was successfully implemented and awarded as a “good practice” by the National Agency.



PROJECT TITLE	DWELL – Digital well-being: A holistic approach for the well-being in the broader digital education ecosystem
PROJECT TYPE	ERASMUS-EDU-2024-POL-EXP-DIGITAL – Policy Experimentation – Digital Education
COUNTRIES	Cyprus, Poland, Finland, Greece, Bulgaria, Romania
2025-2028	dwell.projectsgallery.eu

The DWELL project promotes digital well-being in education by equipping educators, students, and parents with the tools to use digital learning environments safely, responsibly, and effectively. By addressing challenges like excessive screen time, digital distractions, and online risks, the project fosters a balanced and healthy relationship with technology through a research-based, participatory approach that develops and tests practical strategies across diverse educational settings.

Key objectives include:

1. Supporting educators with tools and resources to promote digital well-being.
2. Researching digital well-being challenges and good practices in European schools.
3. Developing a framework to integrate digital well-being into curricula.
4. Pilot-testing and improving the framework in diverse school contexts.
5. Raising awareness and proposing policy recommendations for healthier digital learning environments.

Overall, DWELL strengthens digital literacy and resilience, helping students manage technology in a safer and more balanced way.



QUALITY ASSURANCE IN VET

QUALITY ASSURANCE IN VET



PROJECT TITLE	MORAL – Micro credentials: A Passport to Employment and Inclusion
PROJECT TYPE	ERASMUS-EACEA Vocational Education and Training, Priority 4 Micro-credentials for employability.
COUNTRIES	Cyprus, Spain, Italy, Poland
2024-2026	moral.projectsgallery.eu

The MORAL project, an Erasmus+ initiative, supports the labor market entry of long-term unemployed individuals—particularly women, young people, and low-skilled adults—by developing a Passport to Employment. This tool utilizes stackable microcredentials to validate essential life, digital, green, and entrepreneurial skills required for entry-level employment.

Objectives

- To develop a Key Skills Matrix with 20 transversal skills needed for entry-level jobs across different industries.
- To design and develop at least 20 microcredentials based on these key skills.
- To align the microcredentials with EQF level 4 or 5 and validate them through ISO 17024.
- To create the Passport to Employment, awarded to learners who successfully validate all microcredentials.



PROJECT TITLE	LEARNING FOR ALL – Inclusive Adult Education
PROJECT TYPE	ERASMUS+ KA220-ADU - Cooperation partnerships in adult education
COUNTRIES	Sweden, Germany, Ireland, Spain, Denmark, Greece
2023-2025	learningforallproject.eu

By implementing the project, we aim to **foster a comprehensive organizational transformation in adult education centers, ensuring they effectively promote inclusion and diversity**. This will result in better recruitment, retention, and upskilling, ultimately empowering individuals and contributing to a more peaceful, democratic, and prosperous Europe in light of the ongoing pandemic and the crisis in Ukraine.

The project will achieve four key **outcomes**:

1. A **Digital Benchmarking Tool for 120+ decision-makers to evaluate practices and create action plans**;
2. An Outreach Toolkit to enhance over 300 staff members' **intercultural marketing skills and community connections**;
3. An **Online Course**, equipping 250 staff across roles to promote **organizational culture, policy, and practice changes**; and
4. A multichannel marketing campaign, resulting in 250+ AE Orgs using project outcomes to foster inclusion.



PROJECT TITLE NEARVET – Network of Excellence for Applied Research in VET

PROJECT TYPE ERASMUS-EDU-2022-PI-FORWARD

COUNTRIES Germany, Greece, Cyprus, Sweden, Italy, Spain

🕒 2023-2025 🌐 nearvet.projectlibrary.eu

NEARVET produces an innovative mechanism of systematic inquiry and development of Applied Research in VET, by drawing upon state-of-the-art methods in the co-creation and validation of applied research local innovation eco-systems. It addresses a question that is often left unaddressed - 'if applied research in VET is critical - who are the applied researchers?', therefore defining its target group within the European community of VET practitioners and companies. NEARVET will reach out directly to +200 among VET practitioners, local companies and academic staff and +500 through the Community of practice.



PROJECT TITLE BuSYouth – Business Skills for Youth in the CCI sector

PROJECT TYPE ERASMUS+ KA220 - Cooperation partnerships in youth

COUNTRIES Greece, Spain, Sweden, Italy

🕒 2022-2025 🌐 www.busyouth.eu

The project seeks to develop and promote training program, open resources, and e-tools for the development of business skills in young people that wish to be involved in the CCI sector implementing foundational business skills education and networking activities. BuSYouth aspires to give to young people that are employed or wish to be employed as entrepreneurs in the creative sector and more specifically the Applied Arts, the necessary skills in order to surpass barriers and flourish in this sector.

QUALITY ASSURANCE IN VET



PROJECT TITLE	QA-HEVET – Aligning HE and VET instruments
PROJECT TYPE	ERASMUS+ KA220 - Cooperation partnerships in vocational education and training
COUNTRIES	Poland, Greece, Sweden, Italy, Cyprus
🕒 2022-2024	🌐 qahevet.projectlibrary.eu

The overall aim of this project is to explore the applicability of elements included in the ESG (Environmental, Social and Corporate Governance) in the EQAVET framework and vice versa. At the moment, there is no systematic exchange between the two systems, despite the fact that there are certain similarities between them. The QA-HEVET project builds upon the transnational approach through predecessor projects in the EQAVET field, such as EQAVET in Practice, QSE-VET, QC-VET implemented by members of the project team, which have been exploring, testing and implemented tools and guidelines in the EQAVET framework for improved VET practice. This experience is to be transferred in the Higher Education field.



PROJECT TITLE	DEQF – Distance Education Quality Framework
PROJECT TYPE	ERASMUS+ KA220 - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Italy, Sweden, Greece, Austria
🕒 2022-2024	🌐 deqf.projectlibrary.eu

The project follows on from the goals set out in the new digital education plan, focusing on the centrality of the student in distance learning and the teacher seen as a guide of the processes, more precisely a facilitator and resource person. The project intends to develop in a quality framework on distance learning. The framework will be addressed to a target of teachers from professional schools and, in the testing phase, to students attending vocational schools (IVET) who need to develop critical thinking and digital critical thinking skills in order to be immediately ready to enter the labour market.



PROJECT TITLE	EQAVET-4-INCLUSION – EQAVET for inclusion and prevention of drop-out in vocational education
PROJECT TYPE	ERASMUS+ KA220 - Cooperation partnerships in Vocational Education and Training
COUNTRIES	Sweden, Greece, Netherlands, Italy, Spain, Moldova, Ukraine

🕒 2021-2024 🌐 eqavet4inclusion.eu

The project EQAVET-4-INCLUSION aims to enable vocational schools to elaborate a holistic approach to inclusiveness and prevention of drop-out by including these two aspects in their quality assurance system according to EQAVET:

- Providing them with training curricula (KIT) for creation of a common view and approach on their quality assurance by using EQAVET framework, especially about inclusion and prevention of drop-out
- Providing them with a tool for self-assessment of these two aspects based on EQAVET
- Methods for evaluating strength and weaknesses in their present measures
- Methods for review and improvement of concrete actions for prevention of drop-out
- Capitalise on existing best practices.



PROJECT TITLE	EQAVET – Sectoral EQAVET for design and delivery of VET
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Sweden, Netherlands, Italy, Denmark, Greece

🕒 2020-2023 🌐 sectoraleqavet.projectlibrary.eu

The project seeks to develop guidelines with relevant indicators for VET authorities, employers, and VET providers for the assessment of the relevance of skills provided by VET-institution with regards to skills demanded by employers. These standards include both core skills and transversal skills/key competences based on descriptors for indicators 5 and 6 in EQAVET.

In order to successfully achieve its goal, the project partnership:

- Researched best practices with regards to Quality Assurance (QA) initiatives in VET with regards to adaptation of VET education to the occupational profile
- Developed a Road Map for occupational profiling which provides a methodological approach to quality in VET
- Developed an online tool for assessment of VET relevance to occupational profile

QUALITY ASSURANCE IN VET



PROJECT TITLE LOWE – Evaluation of WBL learning outcomes in the EQAVET framework

PROJECT TYPE ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training

COUNTRIES Italy, Finland, Sweden, Greece, Germany

🕒 2017-2019 🌐 loweproject.projectlibrary.eu

The European project L.O.W.E. aimed to increase VET quality offer by improving quality assurance system in validation and recognition of Learning Outcomes (LOs) in WBL (Work-Based Learning). It aimed to act on the evaluation and review of the Quality Assurance (QA) system cycle. Starting from that consideration, project partners carried out an analysis involving companies that are co-operating in WBL courses. This analysis focused on two phases of the QA cycle: EVALUATION and REVIEW.

During LOWE's lifetime, the following outcomes were developed and are available for the public:

- Development of Guidelines to improve QA+ WBL system related to validation and recognition process of learning
- Development of a QA+ WBL Toolkit



PROJECT TITLE QSE-VET – Quality standards for evidence-based vocational education: indicator 5 and 6 of EQAVET

PROJECT TYPE ERASMUS+ KA3 - Support for Policy Reform

COUNTRIES Sweden, UK, Denmark, Greece, Italy

🕒 2017-2020 🌐 www.qse-vet.eu

QSE-VET aimed to elaborate guidelines for VET providers concerning indicators for measuring the quality of acquired competences considering the requirements of the companies and the industry. The Guidelines aimed to engage and motivate VET providers to introduce different elements and dimension of evidence-based vocational education and training (EBVET) and how to measure the effectiveness of their VET programs. During the project lifetime, the following activities took place:

- Awareness-raising through guidance and marketing material for EBVET
- Study on gaps in policy and implementation of EBVET in EU
- Development of guidelines and methods for quality assurance approached

Th above activities led in the creation of the project outcomes:

- Training material on EBVET
- Marketing material and evaluation questionnaire
- Research report country wise (comparative analysis and strategy-building)
- guidelines and method statements
- Multichannel Dissemination and Communications Operations

The projects outcome was disseminated during the final conference of the project which was attended by more than 450 participants.



PROJECT TITLE	ED2-VET – Employer Engagement in Design and Development of VET
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	UK, Bulgaria, Greece

🕒 2016-2018 🌐 N/A

The project “Employer Engagement in Design and Development of VET (ED2-VET)” investigated the factors that determine the extent and impact of employer involvement in VET design and identify good practices for sharing.

The project resulted in tangible outputs that were circulated to support relevant organisations and individuals, leading to improvements to employer-led VET development within the EU. These included:

- An evaluative report on employer involvement in VET design and development, including the influence of nationality, the nature of each sector and company type and size.
- The development of an informal pan-European support network that agencies are able to access when addressing employer-led VET development, leading to good practice sharing.
- The creation and revision of national policies, informed by the above evaluative report, in order to improve the regulatory environment supporting employer-led VET development.
- The creation of more effective employer representation and involvement in the development of relevant VET by sectors or companies, directly, or indirectly through the creation of the occupational definitions and standards required to underpin the development of national, quality-assured VET provision.



PROJECT TITLE	Q4ADHD – Quality Assurance in VET for learners with attention deficit hyperactivity disorder
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Bulgaria, Italy, Spain, Sweden, Greece

🕒 2016-2018 🌐 www.dimitra.gr/q4adhd-quality-assurance-in-vet-for-learners-with-attention-deficit-hyperactivity-disorder

The Q4ADHD project enhanced the quality of VET provision for learners with special educational needs, specifically focusing on those with ADHD, by applying EQAVET quality assurance principles. By strengthening quality mechanisms within VET organizations, the project championed inclusive education and worked to ensure equal learning and employment opportunities for all students.

Key outcomes included:

- A Compendium of Good Practices for vocational training of ADHD learners.
- Quality Principles and Indicators for VET programmes supporting ADHD learners.
- Guidelines for VET school boards delivering special education services.
- Good practices and tools for improving quality management systems in VET.
- A glossary of key terminology related to working with learners with ADHD.

The project was successfully implemented and awarded as a “good practice” by the National Agency.

QUALITY ASSURANCE IN VET



PROJECT TITLE	QC-VET – Promoting quality culture in VET
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for Vocational Education and Training
COUNTRIES	Sweden, the UK, Cyprus, Netherlands, Greece, Spain
🕒 2016-2019	🌐 www.qc-vet.eu

The overall objective of the QC-VET project was to support VET leadership in motivating and engaging VET teaching staff in the implementation of quality initiatives at VET institutions by improving prior elaborated guidelines

The impact of the project was:

- the empowerment of teaching staff with regards to quality initiatives in VET-organisations
- the enabling of VET-organisations in overcoming the present barriers in the utilisation of evaluation results of QA-initiatives in their review and improvement processes,
- the facilitation the work of EQAVET in monitoring the impacts of their Quality models and indicators in VET-organisations at EU-level

The above have been achieved through the development of:

- A report of the research that took place with VET providers in order to make clear which their needs are
- A quick scan that VET providers may use in order to get valuable information on areas requiring further development and help to produce a strong and well-integrated policy for achieving good learning outcomes for all learners
- A guideline including recommendations on the development of learning outcomes regarding each attention area in VET quality from the Quick scan.



PROJECT TITLE	EQAVET in practice
PROJECT TYPE	ERASMUS+ KA202 - Strategic Partnerships for vocational education and training
COUNTRIES	Sweden, Italy, Spain, Netherlands, Denmark
🕒 2015-2018	🌐 www.qspirit.eu

EQAVET in Practice is a European project focused on improving quality assurance in Vocational Education and Training by making the EQAVET framework easier for VET providers to understand and apply. The project combines a top-down interpretation of EQA-VET criteria, descriptors, and indicators with a bottom-up approach based on the real needs of providers, aiming to create practical and workable guidelines for implementation.

Objectives:

- To develop guidelines for the effective interpretation of EQAVET criteria within national quality assurance frameworks.
- To help VET providers understand and implement EQAVET criteria, descriptors, and indicators in practice.
- To create a common framework with criteria that are realistic, workable, and possible to apply by training providers.
- To connect national quality assurance requirements with the practical needs and experiences of VET providers.



PROJECT TITLE	RAPPORT – RoadMap for improving the quality and responsiveness of VET – Theory and Practice
PROJECT TYPE	ERASMUS-EDU-2024-CB-VET — Capacity Building in Vocational Education and Training (CB VET)
COUNTRIES	Cyprus, Greece, Italy, Albania, Bosnia and Herzegovina

🕒 2025-2028 🌐 TBA

The RAPPORT project aims to enhance the quality and responsiveness of Vocational Education and Training (VET) systems in Albania and Bosnia & Herzegovina, aligning them with local, regional, and national development strategies. By implementing a holistic capacity-building approach, the project seeks to modernize VET through quality assurance mechanisms, curriculum development, stakeholder collaboration, and integration of digital, green, and entrepreneurial skills.

To achieve these goals, the partnership will:

- Conduct capacity-building workshops to improve quality assurance, curriculum design, and skills validation.
- Develop and test curricula and materials for transversal skills such as digital, green, and entrepreneurial competences.
- Strengthen work-based learning approaches and career guidance services for VET learners.
- Foster cross-border collaboration through a Community of Practice (CoP) to exchange best practices and enhance the relevance of VET.

By combining theoretical knowledge with practical application, RAPPORT will improve employability, inclusivity, and accessibility within VET systems, supporting their alignment with EU standards and labor market needs.



Aligning VET programmes to occupational needs in Egypt

PROJECT TITLE	ALIGNVET – Aligning VET programmes to occupational needs in Egypt
PROJECT TYPE	ERASMUS-EDU-2025-CB-VET
COUNTRIES	Sweden, Greece, Egypt, France
🕒 2026-2028	🌐 N/A

“ALIGNVET» aims to enhance the quality and responsiveness of vocational education and training (VET) to socio-economic opportunities and labor market demands by adapting the EQAVET framework (with a focus on indicators 5 and 6) to the Egyptian context

The specific objectives of the project ALIGNVET are the following:

1. Build the capacity of VET providers to strengthen cooperation between private and public stakeholders, ensuring demand-oriented and opportunity-driven VET interventions.
2. Improve the quality and responsiveness of VET to socio-economic opportunities and labour market needs, enhancing the relevance of skills provision.
3. Align VET provision with local, regional, and national development strategies, ensuring that training programmes effectively contribute to Egypt’s Vision 2030 and broader sustainable economic goals.
4. Strengthen the implementation of competency-based education through training and capacity-building.
5. Improve the monitoring and evaluation of VET curricula to ensure their relevance to labor market needs.
6. Increase awareness and engagement in competency-based VET approaches at local, national, regional and international levels.





CENTRES OF VOCATIONAL EXCELLENCE

CENTRES OF VOCATIONAL EXCELLENCE



PROJECT TITLE	HABITABLE – Alliance of Centers of Excellence in Vocational Training for Sustainable Habitat
PROJECT TYPE	ERASMUS-EACEA CoVE- Centres of Vocational Excellence
COUNTRIES	Spain, Portugal, Austria, Greece, Moldova, Georgia,
2023-2027	habitable-cove.eu

The HABITABLE project aims to respond to the challenges and needs of the Habitat sector in terms of skills shortage and mismatches derived from the digital and green transition, improving the responsiveness of the VET systems to these changes while promoting inclusion and equity in education. To this aim the project co-creates a Platform of Centers of Vocational Excellence for Sustainable Habitat, building a ‘skills ecosystem’ together with a wide range of other local and regional partners, working also with centers of professional excellence in other countries through networks of international collaboration.

General objectives:

1. Lead the green and digital transition of the Habitat sector by developing a transnational cooperation platform of CoVEs and a Skills Strategy, aligned with the SDGs.
2. Implement Skills Intelligence for the Habitat sector.
3. Boost quality, digital, green and inclusive Dual VET, WBL and apprenticeship.
4. Provide labor market relevant skills including those necessary for the green and digital transitions.
5. Design innovative learner-centered teaching methods supported by digital tools and XR technologies.
6. Implement a system for certification of Micro-credentials.
7. Support career guidance and promote social inclusion, equity, and equity in education.



PROJECT TITLE	EQAVET 4.0 – for quality in outcome-oriented VET
PROJECT TYPE	ERASMUS-EACEA CoVE- Centres of Vocational Excellence
COUNTRIES	Sweden, Cyprus, Lithuania, Ukraine, Greece, Spain, Italy, Belgium
2025-2029	eqavet40.eu

EQAVET 4.0 is a 4-year European project (2025-2029) co-funded by the Erasmus+ programme, aiming to strengthen quality and excellence in Vocational Education and Training (VET) across Europe.

The project focuses on developing innovative, outcome-oriented approaches that better align VET systems with labour market needs. Through strong collaboration between VET providers, employers, and policymakers, EQAVET 4.0 introduces tools and methods to improve how skills are defined, taught, and assessed.

Key activities include:

- Mapping job profiles and skills needs in key sectors (e.g. tourism and construction)
- Aligning VET programmes with real occupational requirements
- Developing tools to assess graduates’ skills and job readiness
- Creating a quality assurance framework (EQAVET LOOP) for continuous improvement

By fostering cooperation between education and industry, the project supports better curriculum design, improved training outcomes, and stronger employability of learners.

EQAVET 4.0 contributes to a more responsive and high-quality VET system in Europe, helping learners gain relevant skills, supporting employers in finding qualified staff, and strengthening the link between education and the labour market.



PROJECT TITLE PortAbility – Strategies for VET to support Port City Economies towards a Just Transition

PROJECT TYPE ERASMUS-EDU-2024-PEX-COVE – Centres of Vocational Excellence

COUNTRIES Italy, Greece, Spain, Germany, Cyprus

🕒 2025-2029 🌐 portability-project.eu

PortAbility is based on the premise that transforming port city economies requires not just economic shifts but also vocational education and training (VET) to equip communities with the skills needed for sustainable, inclusive, and digital transitions.

The project aims to:

- Develop a comprehensive VET strategy for port city regions, ensuring workforce adaptability and social inclusion.
- Introduce and validate training pathways for upskilling port workers, migrants, and disadvantaged groups in line with green and digital transitions.
- Establish a Community of Vocational Education (CoVE) to foster collaboration between industry, education, and policymakers.

Operating in Italy, Spain, Greece, and Cyprus, PortAbility positions VET as a driver of economic resilience through two key pillars:

- **Training Innovation** – A modular learning framework with micro-credentials and digital tools.
- **Governance & Social Innovation** – Local observatories to oversee skills development and inclusion policies.

By integrating economic, social, and environmental factors, PortAbility ensures port cities become models of sustainable growth and labor market innovation.



PROJECT TITLE REWINE – Reskilling and Upskilling for Sustainable and Intelligent Territories in the European Viticulture and Beverages Ecosystem

PROJECT TYPE ERASMUS-EACEA CoVE- Centres of Vocational Excellence

COUNTRIES Greece, Italy, Spain, Austria, Bulgaria

🕒 2026-2030 🌐 www.rewine-cove.eu

The REWINE project aims to create a network of six Centres of Vocational Excellence (CoVEs) in the viticulture and beverage sector, addressing emerging challenges related to green, digital, financial, and social transitions. The project focuses on strengthening skills ecosystems by connecting VET providers, industry, tourism actors, public authorities, and research institutions. Through innovative tools such as digital training platforms, skills mapping systems, and validation mechanisms, REWINE supports upskilling, reskilling, inclusion, and regional development, while promoting collaboration and knowledge exchange across Europe.

The central objectives in this context are:

- To establish a transnational network of CoVEs that enhances cooperation, innovation, and knowledge exchange in the viticulture and beverage sector.
- To strengthen regional skills ecosystems by fostering collaboration between VET providers, industry, tourism actors, and public authorities.
- To develop future-oriented skills in sustainability, digitalisation, and smart regional planning through innovative and modular training approaches.
- To support upskilling and reskilling of professionals, enabling them to respond effectively to green and digital transitions.
- To promote certification and validation of skills, including micro-credentials and recognition of prior learning, ensuring greater employability and mobility.

LIST OF PARTNERS INVOLVED

GREECE

- 4th primary school of Tyrnavos
- ACTA – Aristoteleies Katartiseis Aksiologiseis Pistopoihseis
- Anonimi Ekpaideftiki Etairia AKMI
- APOSTOLI
- Athens Network Of Collaborating Experts (ANCE)
- ATLANTIS Engineering S.A.
- Chamber of Commerce of Larissa
- Chamber of Magnesia
- CLUBE – Cluster Bioeconomy & Environment of West Macedonia
- Directorate of Primary and Secondary Education of Thessaly
- EEIEP
- Enosi Athlopaidon Larisas PEGASUS
- ENOAThe – Thessaly Winemakers and Distillers Association
- Federation of Hellenic Associations of Young Entrepreneurs (OESYNE)
- First Reception Service
- Hellenic Association of Municipalities with Thermal Springs (HATS)
- Hellenic Management Association (HMA)
- Hellenic Society For The Promotion Of Research And Development Methodologies

- IDEC
- Idrima Meizonos Ellinismou
- Industry Disruptors Game Changers
- Larissa's chamber of commerce
- Master SA
- Mitropolitiko College AE
- Municipality of Larissa
- Omega Technology
- ODYSSEA AMKE
- Panepistimio Dytikis Attikis (University of West Attica)
- PANEPISTIMIO THESSALIAS
- Panteion University of Social and Political Sciences
- Papavasileiou Ath. & Co. SA
- PELOP PDE
- Pineios River Brewery S.A
- Region of Thessaly
- Research Innovation and Development Lab P.C. - ReadLab
- SCIENCE FOR YOU - SCIFY
- Sivitanideios Dimosia Scholi Technon Kai Epangelmaton
- Technical Chamber of Greece
- Thessalian center for development, innovation and entrepreneurship

- Theofanis Alexandridiss & SIA EE
- TIHC – Kek Tehniques Sholes Epimelitiriou Irakleiou
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