

Application

Programme	Erasmus+
Action Type	KA210-ADU - Small-scale partnerships in adult education
Call	2022
Round	Round 1

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Context

Field Adult Education

Project Title ADULT STUDY CAREER BOOSTER

Project Acronym ASCB

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/09/2022	24	01/09/2024	BE01 - Agence francophone pour l'éducation et la formation tout au long de la vie - AEF-Europe	English

For further details about the available Erasmus+ National Agencies, please consult the following page: [List of National Agencies](#).

Project lump sum 60000

Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

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

ADU: Creating upskilling pathways, improving accessibility and increasing take-up of adult education

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

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

Please select up to three topics addressed by your project.

Open and distance learning

Pedagogy and didactics

Inclusion, promoting equality and non-discrimination

Project description

Description

What are the concrete objectives you would like to achieve and 'outcomes or results you would like to realise'? How are these objectives linked to the priorities you have selected?

The project grew out of an initiative by ITSCM to give adult learners the opportunity to access higher education courses by organising a specific accelerated pathway for adults who do not have the specific degree that open access to higher education. The current offer is for a 10-month course module to obtain this diploma but requires students to be available full-time in our institute.

We would like to extend this proposal by developing a blended learning offer (a combination of distance and face-to-face courses). However, this must be thought through and adapted to the needs of our target audience in terms of format, methodology and course sequencing. Therefore, we would like to explore with European partners the different practices in this field. Indeed, hybrid courses have received increased attention in recent months due to the pandemic, so it is time we adapt our offering to these opportunities to better meet the needs of our learners.

We wish to carry out this European project with the aim of defining a methodological and practical framework for setting up a blended training course for adults who do not have a diploma allowing them to access higher education.

Indeed, the constraints of our target group (work, family, etc.) require us to be able to offer a training course with flexible timetables that will allow them to consider joining this training and pursue it until the end. In the long term, we support their professional project and boost their employability. These possibilities of offering flexibility in training have been accelerated by the teaching conditions during the pandemic: institutions, teachers and students have been able to explore some possibilities of distance learning. We would like to perpetuate these achievements by setting up a permanent blended training course: preparation and asynchronous work at home on the one hand, and face-to-face courses on the other.

Together with the partners we have identified several objectives for this project :

- Better know the profile of students wishing to start a blended learning course in our different institutions
- Better understand the obstacles of adult learners who wish to start a blended learning programme
- Exchange practices and know-how between our institutions on the implementation of blended learning courses for adult learners
- Strengthen the skills of teachers so that they can adapt their posture towards learners and position themselves as a guide in learning
- Stimulate the interest of the teaching staff in the exchange of knowledge and practices with institutions from other European countries
- Strengthen the pedagogical team capacity to develop courses sequences adapted to blended learning
- Better identify and strengthen the self-discipline and learning-to-learn skills of the target students

Please outline the target groups of your project

The project and its activities will mainly target adult learners from our schools. Each partner is willing to be inclusive and will target the largest groups of adult learners attending our schools. Indeed blended learning needs to be thought together with the teachers as well as with the direct beneficiaries of such learning path. Nevertheless each partner has identified a specific group of learners targeted by the project results.

At ITSCM, the learners targeted are those who are out of school for 3-4 years and don't have the degree to access higher education learning offer, although their professional project requires it. This degree (Certificat de l'Enseignement Secondaire Supérieur - CESS) is the gateway to a new academic career and reinforcement of their employability. As far as the teachers are concerned, teachers of Sciences, Social Sciences, French and English will be the team involved in the project, under the supervision of the director. The team works very much in an horizontal way.

At CPEPA Ribagorza, the targeted learners are students from 18 till 60 years old and usually they are divided in two or three groups. The group is basic driving license course, especially thought for immigrants. This course allows students to access to the practical exam of driving license and gives them a very important tool to their employability. When they pass the two exams, they improve their possibility to get a job, since they can move from one point to another. There are three teachers involved with in this course, under the supervision of the director.

DOREA will target the learners with the profile as follows: young adults 25 – 30 years old, who are out of school for 4 -5 years and in need of reskilling and up-skilling in order to access further education and training. The target group will include both native born and foreign-born learners. When it comes to the trainers/ adult educators DOREA will involve our team members responsible for the provision of training in the fields of blended learning and transversal skills (including soft skills).

Staff members of the partners are the main participants of the activities, especially the team identified in the different partner's institution. This team will be the main channel of communication to other teachers of our schools, ensuring the

transfer of practices identified and acquired to our colleagues. They will also attend transnational and online meetings when needed. Internal communication about the project's implementation (objectives and results) will be made in our different schools through this group (pilot committee).

Please describe the motivation for your project and explain why it should be funded

Since the pandemic there is a huge trends in the way trainings are organised and provided in different education sectors, among which the adult education one: new technologies represent an opportunity to develop new teaching methods and reach more adult learners. More flexibility is an opportunity to give access to an extended number of adult learners to training paths adapted to their availability and increase their accessibility to qualified trainings that, in the end, will reinforce their possibilities to access sustainable jobs.

Adult learners attending courses in our schools are people who have current duties (work, family, etc.) that could prevent them to engage in a learning path to get a specific diploma, implementing their personal and professional project. Teachers and learners had to adapt during almost 2 years alternating online and face-to-face courses. It develops the capacity of some teachers and learners to engage in remote courses but only in a non-structured way. We want to seize this moment to develop the opportunity to adapt the course offer to the availability of our adult learners, giving them the possibility to learn at their own pace. The current IT technologies offer the possibility for adult course providers to adapt, evolve and answer the need of flexibility of our learners: we need to look for concrete ways of doing this in a sustainable way. However, we are aware that the blended learning format is not necessarily suitable for all our students. Therefore, in this project we will also identify what skills are needed for the students in order to develop or reinforce their autonomy in learning.

This offers also the pedagogical team to diversify the way they teach and use tools/pedagogical practices that weren't implemented in the classroom before. The pedagogical staff will increase their teaching and digital skills and capacity to adapt to their learners needs.

As adult education providers we decided to present this project as the integration and development of blended learning must be concretely implemented in our institutions beyond isolated initiatives from staff members. Indeed we intend to develop this project as institutions, in a sustainable and structured way.

How does the project address the needs and goals of the participating organisations and the identified needs of their target groups?

This project constitutes a huge opportunity for the partnership to exchange practices on the subject and concretely develop a blended learning offer to our target public. We structured the project in 4 different phases in order to address the needs of both the teaching staff that will need to adapt and develop new teaching skills, as well as the learners to better know their needs and develop their learning-to-learn skills.

The first phase of the project is more exploratory: we will better know each other as institutions as well as the characteristics of the different adult learners targeted by the project. During the second phase of the project we will focus on the staff and their needs in the development of new teaching and digital skills. The learners will be in the centre of the third phase of the project where barriers and good practices will be exchanged, with a specific attention to their capacity to be autonomous while engaging in a learning path. In the end, the fourth phase of the project will focus on the impact of the project on our institution and the way the results are implemented in a sustainable way. Dissemination of activities will also be discussed and implemented with partners.

In this way, during the 2-years project we intend to considerably increase the capacity of our institutions to develop blended learning training paths and concretely develop courses sequences for the adult learners targeted by the project.

What will be the benefits of cooperating with transnational partners to achieve the project objectives ?

Our partnership gathers 3 partners, all concerned by the issue of developing more structured blended learning for adult learners, this sector being organised in different ways in the partner countries. This situation enriches our collaboration in a trans-sectorial way as we gather second chance education schools and adult education providers with various programmes. Partners with their specificities, different sizes and expertise, coming from different perspectives will enlarge our look at the issue and the solutions we can implement.

Even if the opportunity was present before, the pandemic accelerated the way the adult learners imagine their learning path and its adaptation to their needs. Indeed our target public have a need to have access to flexible learning offers which are compatible with their work and/or family obligations. The development of blended learning trainings is essential and constitute a huge opportunity to reach a wider number of adult learners that wishes to engage in a learning path. This issue isn't constraint to a specific region or country: the opportunity should be seize at European level.

The partners reached to the conclusions that reflect and debate on the subject, share on-going practices and looking together for new ones will be an added-value for every pedagogical teams involved. They will have the opportunity to reflect on the basis of other contexts and adapt new ideas to their own professional practice. The work methodology of each

partner will be carefully analysed as well as their capacity to identify the adequate profile of learning paths/learners that could benefit from blended learning.

The way we built the partnership fully answers the added-value of developing the project at transnational level: the integration of 3 adult schools with vast field experience with the groups targeted by the project and their difficulties to engage in a blended learning course (IT competences, motivation, rigor, autonomy, etc.), among which one of them (Dorea) as already developed some experience in the implementation of blended learning offer, with skilled teachers that are willing to share their knowledge to the partnership's staff.

Participating Organisations

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

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

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

Institut Technique Supérieur Cardinal Mercier ASBL (E10287123 - BE)

Organisation ID	Legal name	Country
E10287123	Institut Technique Supérieur Cardinal Mercier ASBL	Belgium

Applicant details

Legal name	Institut Technique Supérieur Cardinal Mercier ASBL
Country	Belgium
Region	Région de Bruxelles-Capitale/Brussels Hoofdstedelijk Gewest
City	Bruxelles
Website	itscm2.be

Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	No
Type of Organisation	School/Institute/Educational centre – Adult education

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

The Institut Technique Supérieur Cardinal Mercier (ITSCM) is an adult education school located in Brussels recognised as "promotion sociale" provider by the Fédération Wallonie-Bruxelles administration. It offers higher education and vocational training for an adult population in the fields of technology, management and construction. The ITSCM also organises a specific training course enabling students to obtain a secondary school diploma recognised in Belgium for access to higher education. 650 students aged minimum 18 years are supervised by 65 teachers in these different courses. It is located in a disadvantaged socio-economic neighbourhood in Brussels (Schaerbeek).

What are the organisation's activities in the field of this application?

Twelve years ago, on the basis of the French Community's pedagogical framework, the school responded to the need for adults to have access to the higher secondary education diploma via courses adapted to their skills: we created a curriculum for these adults, an alternative to obtain this diploma quickly via a one-year training course. After a test in mathematics and language, the student follows a tailor-made programme over 10 months. The success rate is about 70%. Peer-to-peer remediation is important and the collective commitment is strong. However, we are coming up against the demands of students who cannot afford to spend entire days on the course and who want to be able to follow a similar programme with a strong blended learning component. With this project, we are therefore starting from what already exists (accelerated programme to get the secondary education diploma) to explore new teaching methods (blended learning).

What profiles and age groups of learners are concerned by the organisation's work?

The 650 learners of our institutions are aged minimum 18. They form a wide intercultural and intergenerational group of learners where openness is developed. They come from very different backgrounds: unemployed, young mothers, people newly arrived in our country, ethnic minorities, etc. with a common fragile socio-economic background and diverse low qualification situations. In this project we target specifically the learners willing to engage in a blended learning programme to obtain the secondary level diploma that gives access to higher education programmes.

How many years of experience does the organisation have working in the field of this application?

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Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects

No past participation has been found for Organisation ID: E10287123 - BE

Newcomer organisation	Yes
Less experienced organisation	Yes
First time applicant	Yes

Partner Organisations

Organisation ID	Legal name	Country
E10032547	DOREA EDUCATIONAL INSTITUTE WTF	Cyprus
E10061543	CENTRO DE ADULTOS DE LA RIBAGORZA	Spain

DOREA EDUCATIONAL INSTITUTE WTF (E10032547 - CY)

Partner organisation details

Legal name	DOREA EDUCATIONAL INSTITUTE WTF
Country	Cyprus
Region	Κύπρος (Κύπρος)
City	LIMASSOL
Website	www.dorea.org

Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes
Type of Organisation	School/Institute/Educational centre – Adult education

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

DOREA Educational Institute is a non-profit NGO established in 2012 in Cyprus, delivering adult education courses for learners and pedagogical teams. Its general scope is to offer high quality non-formal education for adults, covering the three main areas of non-formal education, which is socio-cultural (popular) education, education for personal development and professional training. It also provides training courses for staff members of the schools, adult education centres, universities, VET organisations, etc. DOREA has developed more than 30 different courses (among which soft skills/ HR courses, language courses, ICT courses, etc.). All courses are designed based on the development of the Transversal knowledge, skills and competences which are often referred to as core skills, basic skills or soft skills, the cornerstone for the personal and professional development of a person.

What are the organisation's activities in the field of this application?

Currently DOREA implements ERASMUS+ KA204 project "Flip Edu Up (FEU)" which aims to modernise the adult education and vocational training system through Blended Learning via the main objectives listed below:

- Improve the teaching skills of adult educators/trainers
- Improve the digital skills of educators/trainers and adult learners
- Improve the capacity of adult educators to deliver high-quality courses using blended learning
- Smoothen the transition from traditional classroom learning environments to online learning environments for situations where a hybrid/blended learning environment is not an option.

DOREA organises teacher training course on the topic of "Blended Learning & Flipped Classroom". The course aims to introduce participants to 6 clusters of innovative pedagogies putting emphasis on Blended Learning. During the course, participants will learn about various forms of blended learning including Flipped Classroom and how to apply them in practice.

What profiles and age groups of learners are concerned by the organisation's work?

Within the scope of its activities DOREA works with the adult learners. There are several profiles of target groups DOREA works with, starting from the general public on the local level, vulnerable groups including migrants and refugees, and low skilled adults, NEET adults ('Not in Education, Employment or Training'). Another target group DOREA works with is teachers/ trainers/ adult educators and university staff, for this target group DOREA provides a staff training courses.

Normally the ages of the target groups vary from 30 – 65 years old.

How many years of experience does the organisation have working in the field of this application?

10

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in adult education	0	0	2	1
Newcomer organisation		No		
Less experienced organisation		Yes		

CENTRO DE ADULTOS DE LA RIBAGORZA (E10061543 - ES)

Partner organisation details

Legal name	CENTRO DE ADULTOS DE LA RIBAGORZA
Country	Spain
Region	Aragón
City	GRAUS
Website	cpeagraus.educa.aragon.es

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	School/Institute/Educational centre – Adult education

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

The CPEPA Ribagorza is a Public Adult Education Center of the Government of Aragon. The central office is in Graus, it has a sub-office in Benabarre which is located in a town hall building next to the radio, the music school and the office of the Local Development Agent. In addition, classes are taught in another 18 towns in the region. As can be seen, the population is very scattered, having many populations and being very extensive.

The Center teaches initial training, basic skills, languages (English, French and Spanish), certificates of professionalism, distance secondary education, preparation courses for access to intermediate and higher level FP, computer training workshops, Internet, photography, memory activation, etc. In language classes and specifically in Spanish classes we find different learning rhythms. In addition, being a rural area, we must group levels to be able to meet the demand with the available resources.

What are the organisation's activities in the field of this application?

The center has implemented the Vitalinux project promoted by the Department of Education of the Government of Aragon. It is an innovation project that tries to manage all the computer equipment of the Center through a Migasfree server hosted in Zaragoza. In addition to offering a local server for resource management in each classroom.

The school is already involved in an e-learning course in the Education Department of Aragon, in Spain. Students can obtain this degree in a distance course and the school offers the equipment and a tutor to help them with the difficulties of the distance education program. On the other hand, during the course 2021-2022 the school is implementing their own e-learning platform driven from the government of the region, called Aeducar. Finally, we are implementing streaming lessons in one of the courses: Basic course of driving license.

What profiles and age groups of learners are concerned by the organisation's work?

The Ribagorza region is located in the northeastern part of the province of Huesca and includes the basins of the Ésera, Isábena and Noguera Ribagorzana rivers. It covers an area of approximately 2,460.4 km² and has a population of 12,115 inhabitants, of whom 6,332 are men and 5,783 are women (2016). Ribagorza is a region with a strong personality. The administrative capital, Graus, is the town with the largest number of inhabitants, followed by Benasque and Benabarre, which was the historical capital of the county and still retains the judicial area.

How many years of experience does the organisation have working in the field of this application?

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As Applicant

As Partner or Consortium Member

Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
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No past participation has been found for Organisation ID: E10061543 - ES

Newcomer organisation	Yes
Less experienced organisation	Yes

Cooperation arrangements

How was the partnership formed? What are the strengths that each partner will bring to the project?

Our consortium of 3 partners gather institutions all concerned and willing to exchange practices and develop blended learning targeting learners in adult education contexts. We are welcoming a wide range of adult learners profiles, the difference of situation enriches our transnational collaboration. As coordinator we pay attention to have a balance between experienced and less experienced partners in the field of blended learning and Erasmus+ implementation of projects. As it is our first project, we wanted to integrate a partner that could support us in the efficient and fruitful implementation of the project.

The Cyprus partner was contacted because of their experience in development of blended learning courses and their capacity in providing training in the field dedicated to teachers. Indeed Dorea address their activity to both adult learners as pedagogical staff: this double experience appears to be of great added-value to the project's partnership. They are "new teaching methods" oriented and share the same target public as the 2 other partners: adult learners with low skills profile wishing to reenter the education system in order to develop their employability.

We were put in contact with the Spanish partner through the help of another Ecole de Promotion Sociale in Bruxelles: they were in contact with this adult school within another project. When contacting CPEPA we directly felt the need to address the same challenge and issue, mainly about structured organisation of online courses. Their students have more or less the same background as ours, which will ease the transfer of knowledge and practices.

As it is our first Erasmus+ project's implementation, we were recommended to limit our partnership to 3 partners in total to keep a manageable and efficient implementation of the project.

How will you ensure sound management of the project and good cooperation and communication between partners during project implementation?

The cooperation amongst partner will be ensured through the people involved in the Erasmus+ project, composing an Erasmus+ Committee. At least 2 members of each partners constitute the Erasmus+ Committee, lead by the coordinator. It is in charge of discussing and validating the decisions related to the implementation of the activities, attending the transnational meetings and ensure internal communication to pedagogical staff of their own institution.

The application is our main source of information to implement the project, together with the workplan and calendar which are essential tools that will be updated when needed and available to all partners. A central spot is required so each partner can find information and document about the project in order to avoid loss of data and misunderstandings. Therefore we plan to set up a Google Drive for the project with 4 different files: administration of the project (application, budget, contract,...), meetings (practical information, minutes, etc.), good practices collected and identified. So each partner have a permanent access to the appropriate information.

During the implementation of the project, different means of communication will be used amongst partners:

- Emails for an easy day-to-day communication
- Conference calls with the Erasmus+ Committee every 6 weeks to monitor the implementation of the tasks and take decisions if needed.
- Transnational meetings with pedagogical staff of our organisations, with team-building activity to improve the good cooperation, to present the work, exchange practices and take decisions. Minutes of each meeting will be distributed to partners.

The work language of the project and documents is English.

The coordinator is in charge of the implementation of the project, in collaboration with our partners. The budget control will be in adequation with contract rules of the national Agency and bilateral contracts with partners will be signed. The coordinator will present a budget to the partners to be approved during the first meeting and will pay special attention to communicate on eligibility rules of activities. A point will also be dedicated to financial arrangements between partners (transfer of funds to partners, financial arrangements to organise the meetings, supporting documents, deadlines).

The budget will be managed with an Excel file including each activity and the related budget per partner, in order to monitor the budget during the whole project lifetime. The director, the contact person and the accountant of ITSCM are in charge of managing and taking the decisions about the budget, in collaboration wit partners.

Have you used or do you plan to use Erasmus+ platforms for preparation, implementation or follow-up of your project? If yes, please describe how.

As recommended by AEF-Europe, we plan to get in touch with our national EPAL officer to get an article on the platform about the project's implementation and results. We will publish the results on the Erasmus+ platform of results at the end of the project.

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

The whole partnership agrees on the fact that there is a collective responsibility in implementing the project and develop the results. Knowing that, each partner has specific tasks to implement with its specific expertise in order to reach our common objectives.

PROJECT MANAGEMENT

Following the plans and methodology described in the application, each partner is in charge of:

- manage its part of the budget and respect eligibility rules
- fulfil administrative obligations
- give supporting documents and information to the coordinator in charge of reporting to the national agency
- prepare and host 1 transnational meeting (2 for the coordinator)

PROJECT IMPLEMENTATION

Following the plans and methodology described in the application, each partner is in charge of:

- respect deadlines commonly decided
- prepare the presentation of their school's context and learners capacity to follow blended learning
- collect and analyse good practices related to implementation of online courses, considering staff and students needs ; sum up the information
- identify of 4 good practices and transfer to the school's practices
- implement communication and dissemination activities to local, regional stakeholders

SPECIFIC TASKS:

- ITSCM is specifically in charge of coordinating the implementation of the project, ensuring good communication and collaboration amongst partners, updating the workplan, coordinating the reporting to the national agency, manage the funds.
- Dorea is specifically in charge of leading us in the identification and implementation of good practices related to blended learning, especially from the staff point of view.
- CPEPA is in charge of participating and collaborating into the discussions and exchange of practices.

Activities

All the activities of a Small-scale Partnership must take place in the countries of the organisations participating in the project. In addition, if duly justified in relation to the objectives or implementation of the project, activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution.

In the following sections, you are asked to provide details about each project activity.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please include in the section below all planned activities and indicate the grant amount allocated to each one. Keep in mind that the total amount should be equal to the Project lump sum requested.

Activity Title	Estimated start date	Estimated end date	Activity duration (in days)	Grant amount allocated to the activity (whole number) (EUR)
Blended learning : better know each other, identify the barriers of our learners	01/09/2022	31/12/2022	122	13 700,00
Blended learning : exchange of know-how and practices for staff	01/01/2023	30/06/2023	181	17 500,00
Blended learning : exchange of know-how and practices at the benefit of adult learners	01/07/2023	30/04/2024	305	15 700,00
Blended learning : results in our institutions, communication, conclusions and future perspectives	01/05/2024	31/08/2024	123	13 100,00
			731	60 000,00

Activity Details (Blended learning : better know each other, identify the barriers of our learners)

Please complete the following table

Activity Title	Blended learning : better know each other, identify the barriers of our learners
Venue	Belgium
Estimated start date	01/09/2022
Estimated end date	31/12/2022
Leading Organisation	Institut Technique Supérieur Cardinal Mercier ASBL
Participating Organisations	DOREA EDUCATIONAL INSTITUTE WTF (Cyprus)
	CENTRO DE ADULTOS DE LA RIBAGORZA (Spain)
<u>Grant amount allocated to the activity (whole number)</u>	13 700,00 €

Describe the content of the proposed activity.

Each activity will follow the same methodology: preparation of the content in relation with the next partners meeting objectives. The whole idea being to build together a sustainable exchange of practices and, in the end, develop skills of our staff to better implement blended learning.

The first activity will focus on better know the learning context of each partner and better know the needs of the learners in connection with blended learning. We will work collectively on building better knowledge of our own learners, in comparison with the ones of the partners. It will be implemented between M1 and M4.

This activity will include the following tasks:

- Meeting with the partners in Brussels in October 2022 to start the project and present the partner institutions, the target publics targeted by the project (socio-economic profile, age, difficulties, needs, etc.)
- Presentation of the context of each partner: organisation of adult education in each territory/country, position of the institution in adult education sector
- If relevant, visits to other structures/schools in Brussels that have already implemented hybrid teaching during the different project meetings between the partners.
- Development of a common internal survey about the needs of the learners and staff about blended learning, focusing on barriers and opportunities of these new tools.
- Analysis of the outcomes of the survey for each country
- Presentation of the outcomes of the survey for each country during an online meeting: opportunities and feasibility, discussion.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The people involved in this activity are the teachers and educational staff identified by each of the partners, gathering in total about 15 people (5 people per partner). In this group at least 3 of them will benefit from the teachers' meetings organised to develop the activity and will then be in charge of sharing the results of the meetings with their colleagues, as Erasmus ambassadors. Ultimately, it is the learners targeted by the project who will benefit from the increased skills of the pedagogical teams.

Explain how is this activity going to help to reach the project objectives.

This activity is meant to answer the 2 first objectives of the project:

- Better know the profile of students wishing to start a blended learning course
- Better understand the obstacles of adult learners who wish to start a blended learning programme

We feel the need to better know each other as well as the different learners targeted by this project to better develop the theme of blended learning for our institutions. This activity will also be an opportunity to reinforce transversal work among the staff by integrating them in a transversal project that impacts the institution as a whole. Indeed each partner will gather a pedagogical team dedicated to the project that is involved in several learning paths.

Describe the expected results of the activity.

The results of this activity are:

- mapping of the needs and barriers of the learners in relation with blended learning, for each partner
- knowledge of 2 other adult education systems in Europe
- 1 transnational meeting and 2 online meetings

Please describe how you determined the grant amount attributed to this activity.

The amount of the grant is determined by two distinct budget items: the working time devoted to the different activities by each of the partners defined above on the one hand, and the costs related to the meeting of the partners (travel, accommodation, logistic organisation, catering) on the other hand.

Working time on the activity: 4000 euros for the coordinator, 2500 euros for each partner.

Transnational meeting: 2100/partner (covering travel and subsistence for 3 staff members), 500 for the host (covering practical preparation, meeting room and material, catering, local transfers).

Activity Details (Blended learning : exchange of know-how and practices for staff)

Please complete the following table

Activity Title	Blended learning : exchange of know-how and practices for staff
Venue	Cyprus
Estimated start date	01/01/2023
Estimated end date	30/06/2023
Leading Organisation	DOREA EDUCATIONAL INSTITUTE WTF (Cyprus)
Participating Organisations	CENTRO DE ADULTOS DE LA RIBAGORZA (Spain) Institut Technique Supérieur Cardinal Mercier ASBL (Belgium)
<u>Grant amount allocated to the activity (whole number)</u>	17 500,00 €

Describe the content of the proposed activity.

The objective of this second activity will be to work collectively on identifying practices in our institutions for the implementation of blended courses, with a focus on staff and institutional context. Based on the experience of the different partners, each will be responsible for collecting know-how on the subject and good practices for the implementation of hybrid courses at the benefit of our target audiences. It will be implemented between M5 and M11 of the project.

This activity will include the following tasks:

- Identification of at least 2 good practices per partner for each of the following target groups: 1) school as an institution and 2) staff in order to share them with the partners
- Meeting with the partners in Cyprus in March 2023 to share the results of the findings of each partner. DOREA has an extensive experience in training teachers, the organisation of this meeting at our Cyprus partner is therefore of high interest.
- Adaptation of the identified good practices to each of the partners' contexts: exchanges, discussions and conclusions
- Implementation of at least half of the identified practices by the end of the project's implementation by each partner, with comparison concerning difficulties and solutions found.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The people involved in this activity are the teachers and educational staff identified by each of the partners, gathering in total about 15 people (5 people per partner). In this group at least 3 of them will benefit from the teachers' meetings organised to develop the activity and will then be in charge of sharing the results of the meetings with their colleagues, as Erasmus ambassadors. Ultimately, it is the learners targeted by the project who will benefit from the increased skills of the pedagogical teams.

Explain how is this activity going to help to reach the project objectives.

This activity is meant to answer the 3 objectives of the project, that are focusing on building the capacity of the staff to develop blended learning courses:

- Exchange practices and know-how between the partners on the implementation of blended learning courses for adult learners
- Strengthen the skills of teachers so that they can adapt their posture towards learners and position themselves as a guide in learning
- Stimulate the interest of the teaching staff in the exchange of knowledge and practices with institutions from other European countries

As a second activity, the focus will be to address the needs of the pedagogical staff to implement blended learning as a recurrent way to teach to specific groups of learners, offering asynchronised remote courses completed by face-to-face courses sequences. In the development of our project, we need to identify what is the position of the staff in relation with blended learning and how we can best support them as a learning institution.

Describe the expected results of the activity.

The concrete results of this activity are:

- better understand the needs of the pedagogical staff in relation with blended learning
- easy access to at least 12 good practices to support pedagogical staff in the implementation of blended learning
- 1 transnational meeting and 3 online management meetings

Please describe how you determined the grant amount attributed to this activity.

The amount of the grant is determined by two distinct budget items: the working time devoted to the different activities by each of the partners defined above on the one hand, and the costs related to the meeting of the partners (travel, accommodation, logistic reception, catering) on the other hand.

Working time on the activity: 5800 euros for the coordinator, 3500 euros for each partner.

Transnational meeting: 2100/partner (covering travel and subsistence for 3 staff members), 500 for the host (covering practical preparation, meeting room and material, catering, local transfers)

Activity Details (Blended learning : exchange of know-how and practices at the benefit of adult learners)

Please complete the following table

Activity Title	Blended learning : exchange of know-how and practices at the benefit of adult learners
Venue	Spain
Estimated start date	01/07/2023
Estimated end date	30/04/2024
Leading Organisation	CENTRO DE ADULTOS DE LA RIBAGORZA (Spain)
Participating Organisations	DOREA EDUCATIONAL INSTITUTE WTF (Cyprus) Institut Technique Supérieur Cardinal Mercier ASBL (Belgium)
Grant amount allocated to the activity (whole number)	15 700,00 €

Describe the content of the proposed activity.

The objective of this third activity will be to work collectively on identifying practices for the implementation of blended courses, with a focus on learners and concrete courses programme/sequences. Based on the experience of the different partners, each will be responsible for collecting know-how on the subject and good practices for the implementation of hybrid courses at the benefit of our target audiences. As it is one of the main objective of the project, we will dedicate a significative part of the second project's year: this activity will be implemented M12 and M20.

This activity will include the following tasks:

- Identification of at least 4 good practices per partner for each of the target groups identified for the project, with the characteristics and needs identified during the first activity. 1 of this practice should focus on the empowerment of the learners and his/her capacity to develop self-discipline (learn to learn).
- Development of 2 courses sequences per partner, including remote and face-to-face phases.
- Meeting with the partners in Spain in October 2023 to share the results and findings of each partner, with a dynamic presentation of the outcomes
- Adaptation of the identified good practices to each of the partners' contexts: exchanges, discussions and conclusions
- If relevant, visits to other structures/schools in Spain that have already implemented hybrid teaching during the different project meetings between the partners
- Implementation of at least half of the identified practices by the end of the project's implementation by each partner, with comparison concerning difficulties and solutions found.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The people involved in this activity are the teachers and educational staff identified by each of the partners, gathering in total about 15 people (5 people per partner). In this group at least 3 of them will benefit from the teachers' meetings organised to develop the activity and will then be in charge of sharing the results of the meetings with their colleagues, as Erasmus ambassadors. Ultimately, it is the learners targeted by the project who will benefit from the increased skills of the teaching teams.

Explain how is this activity going to help to reach the project objectives.

This activity is meant to answer the objective of the project, that is focusing on developing blended learning paths for identified learners:

- Develop the pedagogical team to develop courses sequences adapted to blended learning
- Better identify and strengthen the self-discipline and learning-to-learn skills of the target students

This third activity addresses the 2 lasts objectives of the project, focusing on the learners needs and their capacity to learn to learn. This step will reinforce the interest of developing such courses by offering adapted solutions to attract more adult learners in blended learning courses, reinforcing their employability and our role as adult education providers in our regional/national contexts.

Describe the expected results of the activity.

The concrete results of this activity are:

- reach a concrete implementation of blended learning courses, in each partner institution
- easy access to at least 12 good practices to support pedagogical staff in the implementation of blended learning at the benefit of adult learners

-1 transnational meeting and 3 online management meetings

Please describe how you determined the grant amount attributed to this activity.

The amount of the grant is determined by two distinct budget items: the working time devoted to the different activities by each of the partners defined above on the one hand, and the costs related to the meeting of the partners (travel, accommodation, logistic reception, catering) on the other hand.

Working time on the activity: 5000 euros for the coordinator, 3000 euros for each partner.

Transnational meeting: 2100/partner (covering travel and subsistence for 3 staff members), 500 for the host (covering practical preparation, meeting room and material, catering, local transfers)

Activity Details (Blended learning : results in our institutions, communication, conclusions and future perspectives)

Please complete the following table

Activity Title	Blended learning : results in our institutions, communication, conclusions and future perspectives
Venue	Belgium
Estimated start date	01/05/2024
Estimated end date	31/08/2024
Leading Organisation	Institut Technique Supérieur Cardinal Mercier ASBL
Participating Organisations	DOREA EDUCATIONAL INSTITUTE WTF (Cyprus) CENTRO DE ADULTOS DE LA RIBAGORZA (Spain)
Grant amount allocated to the activity (whole number)	13 100,00 €

Describe the content of the proposed activity.

The last activity of the project will have the objective to evaluate the 24 months activities dedicated to the development of a blended learning offer in our institutions, share the results with the partners and communicate to relevant stakeholders the results of our project. We will focus on the different perspectives this project was built on: the institution as whole, the pedagogical team and the learners targeted by the project for each partner. It will be implemented between M21 and M24.

This activity will include the following tasks:

- Organisation of an internal survey about the impact of the project on our institutions, with a focus on the good practices identified and implemented.
- Meeting with the partners in Brussels in June 2023 to share the results of the findings of each partner
- Communication activities through online channels and real-life events

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The people involved in this activity are the teachers and educational staff identified by each of the partners, gathering in total about 15 people (5 people per partner). In this group at least 3 of them will benefit from the teachers' meetings organised to develop the activity and will then be in charge of sharing the results of the meetings with their colleagues, as Erasmus ambassadors. Ultimately, it is the learners targeted by the project who will benefit from the increased skills of the teaching teams.

Explain how is this activity going to help to reach the project objectives.

This activity is meant to answer the global objective of the project: develop a blended learning offer to our adult learners targeted by the project. This activity will answer the objective by drawing conclusions of our cooperation and its long term impact on the targeted staff and learners. We will also focus on communication and dissemination to other adult education providers as well as other relevant stakeholders. We will also build on this current cooperation to draft future cooperation and exchange of practices on other common subjects to improve our teaching offer to adult learners.

Describe the expected results of the activity.

The concrete results of this activity are:

- evaluation of the project
- communication activities implemented in each partner's context
- plan to develop future collaborations among partners involved
- 1 transnational meeting and 1 online management meeting

Please describe how you determined the grant amount attributed to this activity.

The amount of the grant is determined by two distinct budget items: the working time devoted to the different activities by each of the partners defined above on the one hand, and the costs related to the meeting of the partners (travel, accommodation, logistic reception, catering) on the other hand.

Working time on the activity: 4000 euros for the coordinator, 2200 euros for each partner.

Transnational meeting: 2100/partner (covering travel and subsistence for 3 staff members), 500 for the host (covering practical organisation, meeting room and material, catering, local transfers)

Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described project activities and their estimated cost.

Activities	Estimated cost (EUR)
Blended learning : better know each other, identify the barriers of our learners	13 700,00
Blended learning : exchange of know-how and practices for staff	17 500,00
Blended learning : exchange of know-how and practices at the benefit of adult learners	15 700,00
Blended learning : results in our institutions, communication, conclusions and future perspectives	13 100,00
Total	60 000,00
Project lump sum	60 000,00 €

Impact and Follow-up

How will you know if the project has achieved its objectives? What tools or methods will you use?

The partnership is aware about the fact that monitoring the activities is part of the project's qualitative implementation, so they stay in line with the identified objectives. The evaluation of the progress of the project and its objectives will be organised under the supervision of the Belgian coordinator, with the support of the Spanish and Cyprus partners, through the pilot committee.

The evaluation of the project's implementation and its objectives will be made on different levels and at different times throughout our cooperation and will mainly concern the evaluation of the objectives of the project as well as the evaluation of the collaboration.

In terms of tools, we plan to use evaluation grid with the teachers participating in the different activities in order to evaluate the quality of the meetings, of the practices exchanges and how these practices are integrated into their professional activity.

Each pilot committee meeting (virtual and on-site) constitutes all means to discuss the objectives of the project and the relevance of the content of the activities foreseen. We will collectively assess: the number of practices in blended learning shared and transferred, the number of learners/learning offer targeted by the project, the number of staff benefitting from the activities and the quality of the activities organised (questionnaire to teachers and feedback through the pilot committee). The discussions and decisions taken by the pilot committee will be registered in meeting minutes shared to all staff involved in the project.

How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

The participation in the project will contribute to the development of our different schools in the long-term as the exchange of practices is meant to have an impact beyond the implementation of the project. Indeed, the implementation of learning pathways through blended learning is part of the future of our organisations: this European initiative being the beginning of a new institutional and systemic dynamic, which includes active participation of the pedagogical teams. The nature itself of the project is sustainable as we have to evolve and adapt to the needs of our current and future learners.

The main way of maintaining the activities will rely on 2 aspects: the transfer of practices and the development of new practices to integrate blended learning in our learning offer on one side ; the continuation of internationalisation of this aspect in our future projects. The staff will be the central part of this dynamic in order to create a new mindset in connection with blended courses.

Each partner has the wish to use the tools and practices identified, with the active collaboration of the teachers into the project for a long-term implementation. The internationalisation of the issue will blow our pedagogical teams with effects beyond the duration of the project.

Last but not least, one of the motivation in implementing the project apart of addressing a key-issue is our plan to develop mobilities exchanges in the future, in order to give our staff the opportunity to benefit from an international experience and develop their teaching and transversal skills.

Please describe your plans for sharing and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

We set a double objective regarding the promotion of our results: share the development of blended learning in our schools as well as share the transnational initiative of this project.

First, internal communication will be made to learners and staff (teachers, administrative and managing staff). We will introduce the project to all staff at the beginning of the school year to equip them with a clear comprehension of the Erasmus+ project, its dynamic and added-value to their professional practices. The information will also include a clear definition of the target group of the project, as identified in the application form, an explanation of the objectives and a presentation of our partners. The project's methodology will be detailed.

During the project's implementation, progress of the implementation of the project will be shared during staff meetings and through internal communication to the staff (internal note or intranet, depending on the current channel used by the different partners to communicate with staff).

On the same note, students will be explained the objectives of the project and the role they can play in it, as final beneficiaries of some activities. We will outline the nature of the project and the benefit it will bring to them and to our schools.

External dissemination will tend to reach a maximum of stakeholders at local, regional and national level. We will mainly use our school's websites and social media accounts to share photos, milestones, testimonies, results.

Each partner will get in touch with other adult education providers they are in contact with, in their own country or beyond. ITSCM will disseminate the initiative to other adult schools of our network through the Fédération de l'Enseignement de Promotion sociale Catholique (FéproSoC) of the SeGEC (Secrétariat Général de l'Enseignement Catholique). This federation gathers 50 schools dedicated to adult education in Fédération Wallonie-Bruxelles.

DOREA will mainly disseminate through virtual channels: newsletter (more than 25 000 subscribers) and social media (Facebook: 7416 Followers, Instagram: 984 Followers, Twitter: 796 Followers, LinkedIn: 734 Followers). DOREA has also a wide network of stakeholders on the local and national level. DOREA is a member of Intercultural Council of Limassol, working group responsible for the Intercultural Strategy of Education of the Limassol city. As Limassol takes a place in the Intercultural cities programme (ICC) by the Council of Europe, which supports cities in reviewing their policies through an intercultural lens and developing comprehensive intercultural strategies to help them manage diversity positively and realise the diversity advantage.

CPEPA will rely on their continuous communication channels to reach future adult learners, through advertisement of their learning offer and activities on radio networks, local television, social media and centre's website.

Project Summary

Please provide a short summary of your project. Please be aware that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

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

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

We wish to reach the following objectives:

- Better know the profile of our students wishing to start a blended learning course and better understand the obstacles
- Exchange practices and know-how between our institutions on the implementation of blended learning courses for adult learners
- Strengthen the skills of teachers so that they can adapt their posture towards the student's needs
- Strengthen teachers's skills
- Strengthen our student's leaning-to-learn skills

Implementation: What activities are you going to implement?

First we will better know each other as institutions as well as the characteristics of the different adult learners targeted by the project. Then we will focus on the staff and their needs in the development of new teaching and digital skills. The learners will be in the centre of the 3d phase of the project where barriers and good practices will be exchanged, with a specific attention to their learning-to-learn capacity. The last phase will focus on the impact of the project on our institution

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

The results of our project are numerous: mapping the barriers and the needs in relation with blended learning, understanding of the pedagogical staff needs, identification of 24 good practices for teachers and students, concrete and sustainable implementation of blended learning in our schools, knowledge of 2 other adult education systems in Europe, organisation of 4 transnational meetings of partners involving pedagogical teams, capacity to work in a transnational context in English.

Annexes

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

Declaration on Honour

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

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

Mandates

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

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

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

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.

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

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

Total Size (kB)	0
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Checklist

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

- It fulfills the eligibility criteria listed in the [Programme Guide](#).
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: BE01 - Agence francophone pour l'éducation et la formation tout au long de la vie - AEF-Europe

Protection of Personal Data

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

Submission History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
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