

**A. General Information**

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;
- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;
- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Project Summary: In this section you should describe in a compact way your project's rationale, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

For more information on how to fill in this application form, you can read the e-Forms Guideline.

B. Context

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for adult education
Main objective of the project	Innovation
Call	2018
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	21-03-2018 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	DiM Project
Project Acronym	DiM (Multilingual Dictionary)
Project Start Date (dd-mm-yyyy)	15-10-2018
Project Total Duration (Months)	24 months
Project End Date (dd-mm-yyyy)	14-10-2020
Applicant Organisation Full Legal Name (Latin characters)	C.P.I.A. AVELLINO

Form hash code: 7FBEC9EA58DCD4CA

Form has not been submitted yet



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA204 - Strategic Partnerships for adult education

Form Version: 5.01

Form hash code



7FBEC9EA58DCD4CA

B.2. National Agency of the Applicant Organisation

Identification

IT02 (ITALIA)

For further details about the available Erasmus+ National Agencies, please consult the following page:

<https://ec.europa.eu/programmes/erasmus-plus/contact>

Form hash code: 7FBEC9EA58DCD4CA

Form has not been submitted yet

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C. Priorities

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

ADULT EDUCATION: Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.

HORIZONTAL: Social inclusion

Please comment on your choice of priorities.

Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults is one of the main objectives that Cpia Avellino and all our partners intend to achieve for our students who belong to different linguistic and cultural contexts. We can do it by creating a multilingual dictionary produced by the students and teachers in mutual respect of the culture that each one represents.

We believe that linguistic diversity and respect for all languages and cultures is fundamental to the process of constructing and maintaining dialogue and peace in the world and helps our students feel accepted by the society in which they intend to live.



D. Participating organisation(s)

D.1. Applicant Organisation

PIC	909018817
Full legal name (National Language)	C.P.I.A. AVELLINO
Full legal name (Latin characters)	C.P.I.A. AVELLINO
Acronym	
National ID (if applicable)	AVMM09700D
Department (if applicable)	
Address	Via Morelli e Silvati
Country	Italy
P.O. Box	83100
Post Code	83100
CEDEX	
City	Avellino
Website	www.cpiaavellino.gov.it
Email	
Telephone	+393357712939
Fax	

D.1.1. Profile

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

D.1.2. Background and Experience

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

CPIAs (Provincial Centers for Adult Education) are schools set up by the Ministry of Education which offer services and activities for adult education as a contribution to personal, cultural, social and economic growth of all citizens. They are located throughout the Italian territory.

CPIA Avellino was associated with CPIA Benevento until last year when the two schools separated and became two independent schools



Our school organize different courses for Italian and foreign citizens which aim is to achieve higher levels of education for the adult population, including immigrants
 CPIA Avellino offers:
 Italian language courses to foreign adults leading to the achievement of the A2 level of the Common European Framework of Reference for Languages;
 First level education courses aimed at achieving the final educational qualification of the first cycle of education
 First level literacy courses aimed at obtaining the certification attesting the acquisition of basic skills related to the compulsory education.

In this school year our school has a central school in the city of Avellino, 3 associated school located in the province, 3 schools located in 3 located in 3 different prisons. We have 1098 students including 994 foreigners (91%) students, mostly immigrants from African countries (69%), from Asia (16%), from East Europe (15%).
 Our staff is composed by Mrs. Maria Stella Battista, the Headmistress, she is a geologist with professional experience in the public and private sectors; she was previously a teacher of mathematics and science; she has participated in PON-ESF projects for the development of key skills. Currently the CPIA Avellino employs 42 teachers with the necessary experience and skills and with the awareness of the fundamental role they play in teaching in a context so varied and with different needs.

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

The CPIA Avellino has a fundamental role in the process of integration of migrant foreigners responding to the communicative and linguistic needs of foreign learners for a real integration and for the exercise of participation in active citizenship, so that their path of education affects significantly with their own life project.
 Our teachers are trained and prepared both in specialized language teaching skills and in the skills required to develop multi-lingual classroom management strategies for the creation of an inclusive learning for all the students.
 DiM project is one of the intercultural projects of CPIA Avellino designed by Professor Amelia Pensabene who is also the coordinator and the contact person of the project.
 The teachers involved in the project staff are:
 Amelia Pensabene who teaches English in First level education courses (school prison) and Italian Language to foreigners. She has got a degree in Modern Foreign Languages and Literatures (Hindi, Urdu, Sanskrit and English) at Istituto Universitario Orientale (I.U.O) Napoli with a Thesis in Indian Linguistics. She has studied sociolinguistics and lexicography in Deccan College Post Graduate Institute - Linguistic Department - Pune University, India and has participated in research projects in the field of lexicography of Indo-Aryan languages. She has a long experience in the field of youth and adult education even in prison, where she currently teaches. She has always dealt with interculture and has obtained a master in Didactics of Italian as a second language at Università Orientale – Napoli.
 Giovanni Aufiero teaches literature and history in First level education courses and Italian language in courses for foreign adults in CPIA of Avellino from 2016. In 2015 he taught in CPIA in Venice He graduated in modern philology at the University of Salerno in 2011, with a thesis in medieval philology. In 2012 he started a doctorate in Cotutelle Internazionale between the University of Salerno and La Sorbonne of Paris and later with Nancy2 in Nancy (fr), in philology of medieval music and contemporary literature. In 2013 he graduated at the Conservatory of Music of Avellino in Liric Opera. In 2014 he obtained a second level master's degree in teaching at the Isabel1 University of Burgos (Spain). He has great experience in teaching language and literacy with every level of education, both with children and adults.
 Gennaro Zarro. He teaches mathematics and science in First level education courses. He has got a degree in Natural Science (Federico II, Naples) • He has experience as research leader and projects coordinator for WWF, primary school teacher educator, non-resident expert for the project PON C1 "Aria Pulita", he is a formation cours director for AIFA- Regione Campania. He has ten years experience as a teacher in junior high school and in the field of adult education even in prison. He has excellent computer skills.

Have you participated in a European Union granted project in the 3 years preceding this application?

No



D.1.3. Legal Representative

Title	Mrs.
Gender	Female
First Name	Maria Stella
Family Name	Battista
Department	
Position	Headmistress
Email	mariastella.battista@istruzione.it
Telephone	335 7712939

If the address is different from the one of the organisation, please tick this box

Address	Corso Vittorio Emanuele 89
Country	Italy
P.O. Box	
Post Code	83100
CEDEX	
City	AVELLINO

D.1.4. Contact Person

Title	Ms.
Gender	Female
First Name	Amelia
Family Name	Pensabene
Department	
Position	teacher
Email	lia.pensabene@gmail.com
Telephone	339 5026749

If the address is different from the one of the organisation, please tick this box



Erasmus+

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Call: 2018

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D.2. Partner Organisation

PIC	906739317
Full legal name (National Language)	
Full legal name (Latin characters)	CPIA PROVINCIA DI BENEVENTO
Acronym	
National ID (if applicable)	
Department (if applicable)	
Address	Piazza Gramazio
Country	Italy
P.O. Box	82100
Post Code	82100
CEDEX	
City	BENEVENTO
Website	www.cpiabenevento.gov.it
Email	bnmm09000e@istruzione.it
Telephone	+39082461584
Fax	

D.2.1. Profile

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

D.2.2. Background and Experience

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

The CPIA is the institutional reference point for the coordination and implementation of actions for the adult population to promote higher levels of education and / or consolidation of key competences for lifelong learning.
CPIA Provincia of Benevento , detached from CPIA Avellino, was established with DDG USR Campania n. 817 del 28/12/2016.
It has nine associated schools including two prison schools. Our staff is composed by Mr Antonio Gaita, the Headmaster and 29 teachers.



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

CPIA Provincia di Benevento offers literacy and Italian language courses to foreign adults leading to language certification (A1/A2 Level CEFR) and mainly First Level courses aimed at obtaining a first cycle qualification. It currently offers courses to 1071 Italian and foreign students. CPIA Benevento teachers has been following the training seminar about the experimental project of the Ministry of Education, called "EduFin", for the promotion of financial education among students in adulthood. This ambitious project aims to combat the serious educational deficit of the adult population in the field of financial literacy, which, as has been widely seen, is among the highest in the advanced economies. The so-called "financial literacy" is an important factor for "Economic and financial stability and development, as also confirmed by the recent adoption by the G20 of the OECD / INFE principles" High-level Principles on National Strategies for Financial Education ". Italy, moreover, is based on recent surveys to be among the countries with the lowest level of "financial literacy" and, in particular, the survey carried out in 2016 by the Bank of Italy, IVASS, CONSOB, COVIP, FEDUF and MDR, confirming the negative data, also noted the critical issues in the conduct of financial education activities judged to be mostly fragmented and not very organic.

We provide also Pre - A1 level classes through the FAMI project.

CPIA Benevento will cooperate with coordinator and partners in order to organize linguistic workshop. Students, through the realization of the dictionary will promote the knowledge of their cultures and languages.

The teachers involved in the project staff are:

Stefania Lista English teacher in First level education courses including school prison and Italian Language to foreigners. She has a long experience in the field of youth and adult education even in prison, where she currently teaches. She has achieved a master in Didactics of Italian as a second language at Università Orientale – Napoli.

Carmine Bozzella . He teaches mathematics and science in First level education courses. .He has excellent computer skills and he has participated in PON-ESF projects for the development of key skills.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

No

D.2.3. Legal Representative

Form fields for Legal Representative: Title (Mr), Gender (Male), First Name (Antonio), Family Name (Gaita), Department, Position (Headmaster), Email (antonio_gaita@virgilio.it), Telephone (3404171505)

[] If the address is different from the one of the organisation, please tick this box

D.2.4. Contact Person

Form field for Contact Person: Title (Mrs)



Gender	Female
First Name	Stefania
Family Name	Lista
Department	
Position	teacher
Email	stelista@libero.it
Telephone	3277505722

If the address is different from the one of the organisation, please tick this box



D.3. Partner Organisation

PIC	931849610
Full legal name (National Language)	CPIA RAVENNA
Full legal name (Latin characters)	CPIA RAVENNA
Acronym	
National ID (if applicable)	not applicable
Department (if applicable)	
Address	Corso Matteotti, 55
Country	Italy
P.O. Box	
Post Code	48022
CEDEX	
City	LUGO
Website	www.cpiaravenna.it
Email	info@cpiara.it
Telephone	+39054534199
Fax	

D.3.1. Profile

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

D.3.2. Background and Experience

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

The Cpia of Ravenna is a public institution working on Adult Education that offers different kinds of courses and that receives more than a thousand inscriptions of students for every year. We deserve particular attention to the students with low literacy competences and to people learning italian as a second language. Indeed the most part of the students enrolled in our school come from foreigner countries and they need to learn the language of the Host country in order to actively participate to the life of the community, to work and to get all the instruments to undestand the social environment and become active citziens . For that reason we focus to implement all the key competences indicated in the European 2020 Strategy:



literacy and languages;
 maths, science
 digital competence;
 personal, social and learning competence;
 civic competence;
 entrepreneurship
 cultural awareness and expression.

Our Institution offer:
 First level education courses aimed at achieving the final educational qualification of the first cycle of education.
 Italian language courses for foreign adults leading to the achievement of the A2 level of the Common European Framework of Reference for Languages;
 We provide also informatics and foreign languages (english, russian) classes through the FAMI project.
 This year we have implemented the education opportunities with
 Italian as second language courses at B1 level of the Common European Framework of Reference for Languages;
 We give to our students the possibility to get a European Language Certification (CILS).
 This year we have also started a financial education course.
 We collaborate with in a net with other institutions in order to create local cultural projects.
 Our school has participated to plan of digitalisation of the school and we currently use in the didacts LIM and Tablets that are part of the school equipment aimed to personalize the students path, to motivate our students to grow their digital competences.
 The mission of our institution is to improve the basic skills of adults with low literacy level, to enlarge the lifelong learning process and to prevent the school dropout of young people and to guide all the students to construct their personal educational path to grow in their life and to become more awareness of all the learning opportunities offered from the Territory.

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

The CPIA of Ravenna pursue the same objectives as the Cpia of Avellino and we are persuaded that this project is totally constructed starting from the real needs of our students. We deal every days with migrants coming from many countries and the DiM dictionary could be really a great opportunity to involve our students more deeply in the life of the school, to increase their motivation and afterwards, when the dictionary will be activeted, we will have a useful tool to experiment new educational strategies: an instrument that should be used also by the students at home and in the didactic of the second language particularly adressed to the most faible learners. In fact this support has been coinceived for students that don't have a high educational level: the draws and the recordered track of the word will help every kind of student to really undestand the meaning of the words and to translate them in the target language. In 2016 our institution has activeted an Erasmus project K2, called "Lilac", this experience - still ongoing, has motiveted us to continue to partecipate to Erasmus projects because they have a positive impact on the entire institution and we would like to grow on this path.

In our school we have already created a team for internationalisation to keep on the Lilac project but also to find new opportunities of international exchange for the school. Our team is currently compose by five teachers, the team coordinator is Professor Davide Asioli, teaching italian as second language and russian.

The other component of our team are:
 Elena Bellinetti, teaching Italian as second language in the B1 level classes.
 Fabio Facchini, teaching mathematics and science in the First level education courses.
 Sélène Vercheval Taeching italian literature, hystory in the First level education courses and italian as second language to the B1 level classes.
 Pierpaolo Totti, teaching italian literature and hystory in the First level education classes.

We could help to deal the DiM project giving some suggestions coming from our experience.
 We will be able to involve many students in the creation of the dictionary with the objective to survey all the words necessary to complete the A1 level, and we will help to monitorize the growth of the project and to make a good dissemination of the DiM, using the channel that we have already experienced in Lilac project, such as social networks, dedicated platforms and the local and international net that we have constantly constructed in these years.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:



EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus +	2016	2016-1-IT02-KA204-024725	Ravenna Mosaico

D.3.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

If the address is different from the one of the organisation, please tick this box

D.3.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

If the address is different from the one of the organisation, please tick this box

**D.4. Partner Organisation**

PIC	950156517
Full legal name (National Language)	ΣΥΝΕΡΓΑΣΙΑ ΕΝΕΡΓΩΝ ΠΟΛΙΤΩΝ
Full legal name (Latin characters)	Active Citizens Partnership
Acronym	
National ID (if applicable)	54/09
Department (if applicable)	
Address	Papadima 70
Country	Greece
P.O. Box	
Post Code	693 00
CEDEX	
City	Sapes
Website	www.activecitizens.eu
Email	
Telephone	+302130351914
Fax	+302130351914

D.4.1. Profile

Type of Organisation	Non-governmental organisation/association
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.4.2. Background and Experience

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

Active Citizens Partnership is an NGO based in North Eastern Greece and has office in Athens. We have extensive experience to design and support programs that address contemporary training and social needs at national and European level. With the assistance of the State and the European Union have developed measures to prevent and tackle social problems and assist vulnerable groups. In order to provide a high quality service develops and operates innovative activities relating to:

- Studies and research in the field of non-formal education and training
- Development and implementation of technology enhanced training
- Greek language program for refugees and immigrants



- Entrepreneurship counseling and mentoring with special focus on unemployed and women.
- Psychosocial support and counselling for immigrants, refugees, homeless, long-term unemployed, people with religious or cultural characteristics, etc.
- Counselling for employees to improve their job conditions
- Counselling programs for long-term unemployed women and women threatened by unemployment
- Programs for young people with learning disabilities from minority groups.
- Training for immigrants, refugees, people with religious and cultural characteristics such as Rom people, Greek Muslims, homeless etc
- Programs to strengthen the capacity of access to employment for people affected by poverty and social exclusion.

ACP has 10 full and part time staff working on different projects. ACP implements projects all over Greece especially in Northeastern Greece and Athens.

As lead partner of Local Employment Project "Anagennisi" we had been certified by Regional Government of Easter Macedonia and Thrace for its Managerial Capability System. Managerial Capability System was designed and implemented to meet the requirements of Hellenic Standard ELOT 1429:2008 and the guides for implementation ELOT 1431-1:2008 and ELOT 1431-2:2008 in order for the company to prove its ability in implementing projects of public interest (technical projects, studies, procurements and services) under jurisdiction of Local Authorities and to constantly improve its effectiveness along the operation and monitoring of its actions and procedures.

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

We have significant experience working with migrants and refugees, especially women. We are running a center for them in Athens and the services we are offering include:

- Psychological support
- Social work
- Job Counseling
- Language courses
- Integration courses
- Networking
- Social entrepreneurship counseling

We have strong connections with migrant and refugee communities from different countries in Greece like Albanians, Sudanese, Afghans, Ethiopians, we are working also with pan African women association in Greece and the refugee forum where most of the refugee communities are represented.

ACP was one of the partners of "Moving from Margins of the Society" project. The main aim was to provide a practical approach to addressing the reality within migrant and minority communities of being at the margins of society. During the project we developed and piloted a training course to enable migrants and ethnic minority communities know more about the town / city where they live. We trained and supported a group of the trainees to become cultural ambassadors and train public sector staff to be culturally aware when delivering services. We organized workshops to strengthen the integration of minority communities through increased interaction and awareness and through improved public services.

Key persons involved in the project are :

Athanasia Defingou
 She holds a Master's Degree on Rural Planning and Development and has over 25 years of experience working as a senior manager in nonprofit organizations. Key skills include being highly organized, people management skills, networking and communication. She was head of vulnerable groups department at Ergon Vocational Training Center for 20 years and she has designed and implemented more than 80 relevant projects. Athanasia has long experience of working with European funded and transnational projects. She speaks English, French and Albanian.

George Bekiaridis
 Demonstrates management skills in his role as Chief Executive of Active Citizens Partnership. He has a bachelor degree in Informatics and a Master's Degree in Distance Learning. Has long experience of working with European funded and transnational projects. He is specialized in research and development into pedagogies for Technology Enhanced Learning, the recognition of informal learning, the training of teachers and trainers and development of open source software for education and Open Educational Resources. He is also Academic Director of a Vocational Training Centre offering training seminars in different subjects. Has chaired transnational events and been guest speaker at a range of international conferences in the field of non-formal training.



Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
ERASMUS + KA2	2014	2014-1-EL01-KA200-001542	Active Citizens Partnership
ERASMUS + KA2	2015	2014-1-EL01-KA200-001542	Iberika Germany
DG Justice	2015	JUST/2014/RDIS/AG/DISC	Ayuntamiento de Andujar Spain
ERASMUS + KA2	2016	2016-UK01-KA204-024571	Dacorum CVS UK
ERASMUS + KA2	2016	2016-1-DE02-KA204-003341	Bupnet Germany
ERASMUS + KA2	2017	ROMA STARTUP	Ayuntamiento de Andujar
ERASMUS + KA2	2017	EXPERTISE	Paula Montal School Logronio Spain
ERASMUS + KA2	2017	EXULI	Replay Net Italy
ERASMUS + KA2	2017	AAC@School	Cherchio Italy
ERASMUS + KA2	2017	Skills to Maximise Inclusion through Interpreting and Mediation	Dacorum CVS UK
ERASMUS + KA2	2017	iSee	Regional Government of Eastern Macedonia and Thrace Greece
ERASMUS + KA2	2017	eTourism	Maritsa Association

D.4.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

If the address is different from the one of the organisation, please tick this box

D.4.4. Contact Person

Form hash code: 7FBEC9EA58DCD4CA

Form has not been submitted yet



Title	Ms
Gender	Female
First Name	Athanasia
Family Name	Defingou
Department	
Position	Director
Email	Acc.greece@gmail.com
Telephone	+302130351914/0030 6942869486

If the address is different from the one of the organisation, please tick this box



D.5. Partner Organisation

PIC	948505189
Full legal name (National Language)	Future Focus Ltd
Full legal name (Latin characters)	Future Focus Ltd
Acronym	
National ID (if applicable)	C27454
Department (if applicable)	
Address	8 Magazines Street
Country	Malta
P.O. Box	
Post Code	FRN1119
CEDEX	
City	Floriana
Website	www.futurefocus.com.mt
Email	
Telephone	+35621225884
Fax	+35621235883

D.5.1. Profile

Type of Organisation	Non-governmental organisation/association
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	No

D.5.2. Background and Experience

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

Future Focus has been delivering training for the past 20 years and its main focus is training people in the vocational and manufacturing sectors whilst also creating bespoke training courses to suit the customers needs. At Future Focus we try hard to provide the environment where learning is fun. We strive to provide a great experience for our students and we are constantly investing in our premises, IT equipment and other resources. We try to source the best possible lecturers; those that not only have academic qualifications but also practical experience in the fields in which they are training. At Future Focus we are committed to providing people with life long learning opportunities. We believe that we can enhance career prospects and it is a great honour for us when potential employers phone us to recruit our students. It is the best certificate we can ever get that proves quality in our



training.
 We are based on a small island in the Mediterranean so it is important for us to meet other partners from other countries. Our main advantage is that we speak many languages and the people of Malta are bi lingual. This helps us when communicating. On the other hand it is important for us to build transnational networks and to co-operate with other stakeholders.
 Presently the organisation offers vocational training in health and fitness, mental health, care for the elderly, child care, tourism and hotel operations, advertising, marketing and sales. New vocational programmes are constantly being added.
 The organisation employes 40 full time staff and 35 part time staffThe training is attended by adults from Malta and Gozo. In addition many students from European countries come to Malta to follow training and internship programmes.
 Every year we train around 1200 persons on both full and part time basis. Part of the school is dedicated to the teaching of the English language and information about this can be found on the website <https://www.schoolofenglishmalta.com>

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

The education is carried out in the English language. However since most persons attending have their own mother language including the Maltese students, the lecturers/ teachers are trained to cater for the issue of the language.
 The centre also caters for many migrant students. This presents its own challenges. Presently Future Focus is partnering with a number of European schools in order to learn more and to exchange ideas and experiences about the issue of the education of migrants.
 We feel that we can strongly contribute to the creation of the dictionary because we have migrant students and teachers here in our centre and we can rope them into this project. This will help the students eventually because they will better understand the technical terms used in the various vocations that they are studying for.
 We can also contribute to this project because we have experience in Erasmus + and therefore we know what is expected of us. We are also committed to this project as we strongly feel that this project is necessary.
 The key persons involved in this project will be:
 Ms Rosanne Galea, director and Principal. Rosanne Galea has been leading educational institutions since 1991. She is considered to be an expert in Malta in the field of education and has represented the employers in a number of civil society committees at both local and European level. Rosanne Galea was a board member of the Occupational Health and Safety Authority and is a past president of the Malta Association of Women in Business. She was also the editor of the Malta Business Weekly.
 Dr Diana Busuttil – Dr Busuttil is a lawyer by profession and also holds a Masters qualification in European Law. Dr Busuttil is a notary public and her area of specialization is compliance with local legislation. Dr Busuttil can advise and give suggestions for changes to public policy. Dr Busuttil works on a full time basis at Future Focus and dedicated most of her time to quality standards in a training context.
 Ms Martina Farrugia – Chief executive of School of English Malta. Martina has experience in dealing with diversity issues. She also has a Masters degree in Equality and diversity. Martina ensures that all our students feel happy and there are equal opportunities in our organization
 Zsolt Bernath – Zsolt takes care of the cultural aspects of our training programme. He is also a film maker and this helps us to use film in our language teaching. Zsolt is capable of ensuring an interesting out of class programme for our students. This together with his knowledge of local culture and history brings added value to our programmes.
 Ms Corinne Farrugia – she is an accountant by profession and is responsible for project management, design, financial aspects and implementation. She is also the person responsible for contractual obligations of the institution.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
ERASMUS+KA1	2017	2017-1-LT01-KA116-034835	Utena regional centre of education and training Lithuania



ERASMUS+KA1	2017	2017-1-LT01KA116-034838	Ukmerge school of technologies and business Lithuania
ERASMUS+KA1	2016	2016-1-CZ01-KA102-023194	Secondary technical school of Hranice Czech Republic
ERASMUS+KA2	2016	2016-1-FI01-KA202-022751	European Learning Pathways for social and health care
ERASMUS+KA1	2016	2016-1-IT-KA102-005334	Istituto di Istruzione Superiore Patrizi Baldelli Cavallotti di Città di Castello and IPSSAER Spoleto Italy
ERASMUS+KA1	2016	2016-1-PT01-KA102-022630	Professional Training Opportunities Euroyouth Portugal
ERASMUS+KA1	2016	2016-1-SE01-KA102-021919	Vasagymnasiet Sweden
ERASMUS+KA1	2016	2016-1-PL01-KA-101-023844	Zespol Szkol Ponadgimnazjalnych w Somoninie Poland
ERASMUS+KA1	2015	2015-1-LV01-KA102-013309	Ogre technical School Latvia

D.5.3. Legal Representative

Title	Ms.
Gender	Female
First Name	Rosanne
Family Name	Galea
Department	
Position	Managing Director
Email	r.galea@futurefocus.com.mt
Telephone	+356 21 225884/+356 21 221371

If the address is different from the one of the organisation, please tick this box

D.5.4. Contact Person

Title	Ms.
Gender	Female
First Name	Rosanne
Family Name	Galea
Department	
Position	Managing Director

Form hash code: 7FBEC9EA58DCD4CA

Form has not been submitted yet



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA204 - Strategic Partnerships for adult education

Form Version: 5.01

Email

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If the address is different from the one of the organisation, please tick this box

Form hash code: 7FBEC9EA58DCD4CA

Form has not been submitted yet

EN



D.6. Partner Organisation

PIC	923952646
Full legal name (National Language)	
Full legal name (Latin characters)	IMS Research & Development Center
Acronym	
National ID (if applicable)	4389
Department (if applicable)	
Address	Dodekanisou 17A
Country	Cyprus
P.O. Box	
Post Code	3021
CEDEX	
City	Limassol
Website	www.ims-edu.com
Email	
Telephone	+35725256966
Fax	

D.6.1. Profile

Type of Organisation	Non-governmental organisation/association
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.6.2. Background and Experience

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

IMS Research & Development Centre is a non-profit Organisation, member of IMS Group, based in Limassol, Cyprus, committed to the scientific excellence. The design and implementation of new methods and mechanisms for transferring knowledge and technology are based on the exploitation of the investigation results and constitute a significant factor for the effective operation of the IMS – RESEARCH & DEVELOPMENT CENTER.

In the context of creating links for transfer of know-how, the Organisation specifies the framework of the existing and future social needs to which it will allocate its cognitive proficiency, in order to offer solutions to noted problems which are of highest priority in the educational, social and environmental fields. In this spirit, it promotes the transfer of know-how by intervening on substantive



problems and blaming "responsibilities" of deployment applications and solutions. Senior members of the Organization include people with extensive experience and knowledge of educational and research thrives in Europe, who will extend the framework of action and perspectives in the field of scientific development. The Organisation's expertise and innovative activity has traditionally been correlated to the implementation of highly complex and innovative projects funded by EU programs such as European Territorial Cooperation Programs. The key team of consultants & scientists has many years of experience with industry and technical know-how, and is in position to implement innovative processes along the entire value chain – from research to market. IMS Research Center supports all technologies and services that have a positive life-cycle impact on the society, covering issues of high importance in nowadays European reality.

Since its establishment in 2015, IMS R&D, has been oriented towards that direction and has established a wealth of initiatives, which have made us a highly specialized organization in the following indicative fields of expertise:

- Research & Innovation

o Succeeded to create an evolutive focused knowledge and experience in core areas of nowadays social and innovation-driven reflections. The team's circle of activity covers a range of fields such as Education, Social Sciences, Environmental Science and Technology, Ecology, Chemical Engineering.

o Attempted to enhance the existing frames in research and innovation by creating new research modules combining evolutionary characteristics in non-traditional educational modules and advanced research. This led to the establishment of new applied and experimental educational modules and data.

- Education and training

Oriented its activity through specific studies and research to the development of creative thinking and learning in teaching modules by assisting in applying complimentary areas of knowledge to specific subjects in the School.

In close cooperation and interaction with IMS Private School supported comprehensive learning and with the introduction of experimental learning by studying the practical aspect of science in applied research.

- Entrepreneurship

Focused on the development of an Academia - Industry portfolio that consists the basic parameter for the establishment of a career development and planning centre. Along with IMS Private School, IMS R&D endorsed on the development of new counselling modules to assist students through experimental learning.

- Employment and social inclusion

As part of its innovative research activity and its attempt to improve students' career profile and potential employability. In close cooperation and interaction with IMS Private School endorsed on the implementation of certain principles and goals that support the definition of the educational identity in relation with the development of students personality and their participation in labour market and in the society in general.

- European identity

Endorses on a dialogue as a mean for establishing a personal identity in the framework of European citizenship and a constantly changing world, and promoting European priorities in terms of capacity building, raising awareness, societal issues, social aid, and support of minorities and people with fewer opportunities and development of education.

- Start-ups

Start-up assistance and guidance to students supporting the entrepreneurial spirit in youth.

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

IMS R&D has vast experience in the implementation of EU projects, with a focus on the research of educational, societal and cultural fields. Its experts implemented a large number of projects in a number of different fields and they will therefore bring forth this experience and know-how to the specific project by exploiting the methods and processes to meet the communication needs of students in the school in terms of their inclusion in a foreign country. IMS R&D major concern is the in-depth examination of issues under observation and the implementation of actions with the most appropriate and innovative methods based on advanced educational modules and methods.

Name of staff member:

Pavlos Pavlides: He has graduated MA in Physics from Cambridge University. Since the end of his university studies he was dedicated



to teaching physics and mathematics and developing new teaching methods. He is the founder of the Institute of Maths and Sciences (IMS) which started as an afternoon school for GCE courses. As the director of IMS he developed it to be an Independent Teaching Institution which moved to new premises specially designed to meet the needs of the school and gained approval by the examination boards of the UK as an examination centre for A Level and GCSE examinations. In 2014 he realised his vision to start a new type of school that would meet the needs of today's students. He founded IMS Private School, an innovative morning school approved by the Ministry of Education, designed to optimise the performance of students by employing a totally new curriculum and teaching methods, based on many years of teaching experience.

In 2015 he was one of the founders of IMS Research and Development Centre, serving as the president of the administrative council. AAthi Demosthenous : Doctor of Science in Accounting, Post-Masters in General Business, M.A. in Finance and Investment, BSc. in Accounting and Finance, ACFE. She is a Doctor of Science in Accounting from Atlantic International University, United States, She holds a Post-Masters certificate in General Business from Northcentral University, United States and an MA from University of Nottingham, United Kingdom. She holds a Certificate in History of Economic Thought and a Certificate in Macroeconomics, awarded by the University of Oxford. She is currently Vice Principle and Exams officer for the examining bodies of Edexcel, AQA and LCCI at IMS Private School and Head of the Department of Accounting and Economics: preparing students for external exams in economics and accounting for the examining bodies of Edexcel and LCCI. She was Visiting lecturer for the department of Economics, Accounting and Finance at Frederick University, Cyprus. During the last five years, Ms Demosthenous was in charge of Innovation issues in the framework of IMS Group strategic planning. She has been trained in specific issues in terms of Research and Innovation, with specific concern on the new trends at European level and the economic development. Athi Demosthenous was involved in the works and activity of IMS Group Entrepreneurship & Career Planning Group and she established entrepreneurship mind-set among students. As a responsible for entrepreneurial issues, Mrs Demosthenous organises the participation of students in competitions every year. She also initiated round tables with enterprises, for discussing the exploitation of the potential in the sector in the framework of youth career planning and development. She is in charge of 7 E+ projects under implementation in IMS Private School.

Pavlos-Orestis Carrera: Bachelor Degree in Social Science, Houston University, Houston, Texas. He has conducted research on innovative solutions for public health improvement and he is educator of Higher education and he has further trained in autism issues. He trained in conducting research studies on social and cultural and language issues with special interest on analysis and development matters of specific topics of public interest. He also participated in many European research projects as project manager and researcher and he is currently in charge of the Management of IMS R&D European Research and Development projects dealing with all aspects of research and financial management activity. He is currently in charge of the implementation of 7 Erasmus + projects on adult and school education. . Pavlos also serves as an english and greek language translator and he is fluent user of the Greek and English language.

Andriana Themistocleous : Bachelor's Degree in Humanities (Pre-Law), University of Clear Lake, Houston, Texas. Certification in First Aid from the St. John's Brigade. Certification in Mediation from the State of Texas and the University of Clear Lake. She serves as a Private Therapist for Autistic Children, Houston and she teaches autistic children to communicate by use of the rapid prompting method.

Andriana Themistocleous : Bachelor's Degree in Humanities (Pre-Law), University of Clear Lake, Houston, Texas. Certification in First Aid from the St. John's Brigade. Certification in Mediation from the State of Texas and the University of Clear Lake. She serves as a Private Therapist for Autistic Children, Houston and she teaches autistic children to communicate by use of the rapid prompting method.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
ERASMUS+	2016	2016-1-BG01-KA201-023759	CATRO BULGARIA
ERASMUS+	2017	1-TR01-KA205-044201	Ardahan Uni, Turkey
ERASMUS+	2017	1-RO01-KA204-037213	Centrul Pentru Educatie si Consultanta Instrumente Structurale

D.6.3. Legal Representative

Form hash code: 7FBEC9EA58DCD4CA

Form has not been submitted yet





Title	Mr,
Gender	Male
First Name	Pavlos
Family Name	Pavlidis
Department	N/A
Position	President
Email	research@ims-edu.com
Telephone	+357 25256966

If the address is different from the one of the organisation, please tick this box

D.6.4. Contact Person

Title	Mr.
Gender	Male
First Name	Pavlos
Family Name	Carrera
Department	N/A
Position	Project Manager
Email	research@ims-edu.com
Telephone	+357 25256966

If the address is different from the one of the organisation, please tick this box



D.7. Partner Organisation

PIC	923944207
Full legal name (National Language)	36.6 Competence Centre (Scotland)
Full legal name (Latin characters)	36.6 Competence Centre (Scotland)
Acronym	
National ID (if applicable)	SO305408
Department (if applicable)	
Address	6 Flures Crescent
Country	United Kingdom
P.O. Box	
Post Code	PA87DJ
CEDEX	
City	Renfrewshire
Website	www.36and6.pl
Email	
Telephone	+441418126020
Fax	

D.7.1. Profile

Type of Organisation	Small and medium sized enterprise
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	No

D.7.2. Background and Experience

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

36.6 Competence Centre (Scotland) established in 2015 is a branch of the highly successful Polish company 36,6 Competence Centre (based in Lodz, POLAND) set up in 2011. This new and dynamic branch has been developed to increase the Polish branch activity and to widen the programme of delivery. The Scottish branch further develops the continuing good work by adopting a similar approach through working with various organisation and acting as an umbrella company. Therefore as well as having the 36.6 CC activities in Poland we are mirroring these activities in Scotland along with further training delivery methodologies.

Our organisational motto (Main idea behind) 36.6 CC (Scotland) means balance: Balance of life, quality of life increased through



competency development of its participants/beneficiaries through the support of well-qualified experts conducting educational, research, cultural and vocational guidance-based activities under framework of international projects.

36.6 CC is a positive figure (ideal temperature of a human body), it gives you guarantee you are healthy. 36.6 Competence Centre makes an attempt that every individual could have that kind of guarantee for healthy society at the end, healthy in many sense leading to quality of life at four levels so to achieve work-life balance we work across the 4E's: e-employment, e-ducation, e-nvironment/e-co-awareness and e-learning.

The scope of activities includes: VLE (Virtual Learning Environment) Development covering: training content development and adaptation – we currently have expert experience in the development of interactive platforms which host and deliver a number of programmes, we develop training materials and assessments, audit tool kits, employability tool kits along with other training aimed at various sectors, we are experience in the development and delivery of short course frameworks. We currently have at our disposal tailor made VLE programmes aimed at the Electronic and Electrical Sector and are currently developing further materials within the Engineering sector. We have staff developing VLE Platforms and On-Line Learning materials which are fully interactive and provide online and blended learning programme using e-learning tools provision (Moodle); we supply vocational guidance, coaching and counselling provision (e.g. within skills audit tool kit applications); Methodology development on beneficiaries outcomes tracking; promote eco-awareness campaign in VET sector; provide Erasmus + guidance to new applicants; provide expertise on the incorporation of ECVET; Deliverance of soft skills & empowerment workshops, teachers' training; literacy & numeracy courses for adults (English language as a second language - ESOL); we have a number of sector specific trainers in Electrical, Mechatronics, Platform Development, Teacher Training and Project Management Expertise.

Our project staff are mainly Teachers and Lecturers with a VET and adult education background and all have vast industrial experience. We have experts in various sectors, including Engineering, Mathematic, Electronics and Electrical.

Our social and educational partners include Further Education Colleges who are responsible for the engagement and training of over 1000 S4, S5 and S6 students (15 to 18 Years). We have experience in delivering a number of training programmes aimed specifically at older school students entering into vocational education. Our social partners include the Bridges Programme who are experts in the field of working with Ethnic Groups of all backgrounds and from all locations. In Glasgow we have more than 125 various languages being spoken from various Ethnic groups. Bridges is the leader in dealing with these groups and advisor to the Scottish Government around many rising issues. Other social partners are local community and engagement centres – Yoker Resource Centre which hosts after school programmes for young groups, many from Ethnic backgrounds.

We are fully aware of all Scottish Further Education quality systems and mirror these requirement into all training materials and follow the SQA guidelines within the development of current training materials which are specific the SQA Training descriptors. We have also a fully experience evaluation team who have conducted evaluation across a number of EU projects.

Local Target Group Problems include: Poor or secondary host country language acquisition; non-recognition of prior learning and experience from overseas, increasingly not recognised by employers; Lack of confidence, motivation or the lack of chances to engage with the labour market or education; Lack of experience of local labour market, recruitment practices and poor networks promoting employability; Racism or prejudice, a substantial barrier for employers; Poor employment rates.

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

For the purposes of the DiM project we shall cooperate with the Bridges Programme, Scotland's specialist agency, supporting the social, educational and economic integration of refugees, asylum seekers, migrants, and anyone for whom English is a second language, living in Glasgow. We are experienced in ESOL (English for Speakers of Other Languages) courses for migrants. We have mainly beneficiaries from Africa and Middle East.

Refugees, asylum seekers and migrants from Middle East and some parts of Africa (e.g. Libya, Sudan) speak Arabic, Kurdish, Persian.

In case of Africa the situation is more complex as we have clients speaking: Afar, Beja, Kafa, Oromo, Swahili, Somali, Ekole, Tooro, Bemba, Chewa, Fang, Tswana, Bandi, Ewe... and many more

We provide services to around 100 persons per year.

Target group differs each year. It will be possible to define it precisely for the purposes of the project at the very beginning when it starts. Then we will choose the language for the Dictionary within DiM methodology and tools.



All the keys persons and staff from 36.6 CC Scotland have a highly experienced background working with the target groups and all are from an educational background.

Jim Anderson, Linda McFall, Maggie Lennon and Anna Ziemecka-Poteraj have developed, led and delivered the E_EPSOL project (Educational and Employment Pathways for Speakers of Other Languages) along with a number of other successful EU projects within various topics. E_EPSOL was the development of a specific Employability Audit Skills Toolkit and the design of specific Languages programmes to suit Migrants, Refugees and Asylum Seekers. They also led and delivery the EQUAL programme for new Asylum Seekers entering into Scotland – Glasgow in 2001/2002 and coordinated the programme of 15 partner organisations working with this project target groups. They have the skills and contacts through current work to successfully deliver the project.

Staff :

Jim Anderson; 39 years as a head of department lecturer/senior lecturer, currently experience includes Corporate Development which includes EU/International and all types of external projects, funding expert, and project development expert. Will provide EU LLP & Erasmus+ management and finance support using his 39 years of teaching and funding delivery to ensure that project delivers and meets the full requirements of the delivery. Has experience through delivery of EU projects for over 25 years as project lead applicant and partner.

Anna Ziemecka-Poteraj (MS) - CEO of 36,6 CC, M.A. in International Economic and Political Relations at the University of Lodz – Faculty of Economics and Sociology, MBA at University of Lodz & University of Lyon III (post-graduate studies); 19 years of professional experience in European Union educational, cultural and research projects' coordination, former Head of International Projects Units at private universities in Poland; involved in series of international conferences and publications within the cycle 'Creativity in business and education' (ISBN 83-87814-34-2; ISBN 83-87814-34-2).

Linda McFall: ESOL Teaching /Managing experience – 25 years. Senior Lecturer 2005 to present. Currently delivering a suite of qualifications through language training to project target group and heavily involved with innovative language training methods. 6 years as Head of Centre- Reading Adult College – 1993 – 1996. Works with full range of ESOL students including International, Migrant Workers, Asylum Seekers, Refugees, and Local Ethnic Minorities. Is the main driver behind the current college ESOL provision and leads on the college ESF Priority 1 E_EPSOL programme. Experience in APL through benchmarking procedures for foreign students entering into the college provision. Domestic project experience includes E_EPSOL Manager. Qualifications: MA Hons, Dip TESOL, C&G Teaching Qualification.

Maggie Lennon: Director and founder of the Bridges Programmes for 17 years, responsible for service development and strategic developments within the organisation and creating strategic partnerships including with mainstream agencies. Formerly co-Chair of New Roots Scotland a multi-agency task force asked by the Scottish Government to draft the Education Employment and Training review of the Scottish government Refugee Integration plan which has led directly to the current developments in Scotland forming the recognition centre for overseas workers. Has led Bridges in 7 years of transnational activity including chairing work groups and is currently representing Scotland on a Transnational Learning partnership (IMPART) looking at fostering anti-discrimination activities in the work place. Co-Writer of two suites of qualifications for people working with asylum seekers and refugees. Experienced Peer reviewer and evaluator of European projects. Seconded last year to Commission of Integration and Migration of the Berlin Senate to draft mainstreaming strategy of IMPART learning network.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ / Strategic Partnership	2016	Nr: 2016-1-ES01-KA201-025323 MULTI-ESKOLA (Multilingual strategies and tools for teachers to promote an inclusive education);	Maristak Durango (SPAIN)



Erasmus+/ Strategic Partnership	2017	Nr: 2017-1-ES01-KA202-038446 RESTART 4.0 (Digital Training Toolbox to Foster EU's Industry 4.0 Revolution);	EVM – Ecosistemas Virtuales Y Modulares SL (SPAIN)
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D.7.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

If the address is different from the one of the organisation, please tick this box

D.7.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone

If the address is different from the one of the organisation, please tick this box

D.8. Associated Partners



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

DiM project intends to identify new organisations outside those representing the partnership in order to expand the network working on the training system proposed. The partnership, has been built selecting those partners that better can serve the project objectives.

They will commit during project lifetime, but the main goal is to leave the door open for any European organization or network of organisations willing to join.

As a direct result of the project, PPs will constitute a platform for information sharing, experiences exchanges and for development of new projects and ideas devoted to support DiM through the management of workshop activities thus contributing directly to its training and employability. This platform will be open to the integration of new organisations from the EU and the southern basin aiming to contribute to its purposes.

A communication and dissemination plan will be agreed by the partnership.

The main aim in terms of dissemination is to:

- i) inform about the project, its objectives, activities and results;
- ii) facilitate collaboration and information exchange between relevant stakeholders;
- iii) create twoway communication channels with stakeholders, academic communities, practice and policy for disseminating the project deliverables and conclusions;
- iv) ensure the sustainability of the project once the funding period has ended.

This material will be available through the project website.



E. Description of the Project

Please explain the context and the objectives of your project as well as the needs and target groups to be addressed? Why should this project be carried out transnationally?

CPIA Avellino organizes different courses for Italian and foreign citizens which aim is to achieve higher levels of education for the adult population, including immigrants. It offers First Level literacy courses aimed at obtaining the certification attesting the acquisition of basic skills related to the compulsory education; First Level education courses aimed at achieving the final educational qualification of the first cycle of education. It also offers Italian Language courses to foreign adults leading to the achievement of the A2 level of the Common European Framework of Reference for Languages.

Mostly of the students are immigrants from African countries facing many problems such as low literacy or illiteracy. They often live in very disadvantaged economic and social conditions. Many are young people who have escaped from their villages of origin without any knowledge of the civil and social rules of the host country. Some speak only their own mother tongue which is often a dialect that only a few can understand, using a mixture of languages and dialects as a vehicular language. Many of them leave school before obtaining any certification.

The project consists on a Multilingual Online Dictionary (DiM) which started in 2016/17 school year carried out by CPIA Avellino-Benevento teachers without any financial support. In 2017/18 school year Avellino and Benevento separated and became two different schools, so the project was continued by CPIA Avellino teachers. In this project our students, as native speakers, collaborate actively to the realization of the dictionary and promote the knowledge of their cultures through their languages.

The main objectives of the dictionary are:

- spread out a good practice related to making a multilingual dictionary;
- support the process of teaching and learning a second foreign language;
- improve students learning skills in second language;
- encourage the active participation of students;
- promote an intercultural dialogue;
- promote school, linguistic and social inclusion for a full integration of foreign students;
- create a free and open multilingual online dictionary that will be the basis for further activities to be implemented later, such as, for example, a multicultural online library.

These students need innovative teaching methods and tools to encourage and motivate them, to make them feel part of the culture of the country in which they live and, at the same time, proud about their native culture.

Our intent is to extend our project to other institutions working in the field of adult foreigner/immigrant education to increase the number of languages and dictionary users and to create a network for the exchange of information on linguistic and cultural data of the countries of origin of our students.

What results are expected during the project and on its completion?

During the project we are expecting to collect and record at least two foreign languages at A1 Level (according to the Common European Framework of References for Languages) from any partner trough linguistic workshops organized by each school or organization partner for their students.

The result we are expecting at the end of the project is the creation of a multilingual interactive dictionary accessible via a web platform on which all the languages collected can be visualized and used by students of all schools and organizations involved in the project or anyone else who want to use it for didactic or cultural purposes.

We also expected results in the field of intercultural education, peace and tolerance education. Our project will be realized in a multicultural and multilingual context with an international staff belonging to different countries within the European community. It will be a natural way to fight racism and xenophobia and build an intercultural dialogue.

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

Our project aims at creating a free and open multilingual online dictionary. The DiM peculiarity is that it is made up by our students with the help of teachers (at least for the first stage) and it can be used by both the students and the teachers for educational purposes.

There are a lot of similar dictionaries on the net. Ours is not a proper dictionary, scientifically speaking, but it is important because it represents a didactic tool to motivate our foreign students to approach school life and later the society in which they want to live. School life must represent for them the way to social inclusion. They must feel accepted as individuals with their own culture, their



own language that represent what they are.

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

The choice of our partners took place considering the common objectives that the schools or organizations have, the target of their students and the common will to share a project that everyone think is valid, interesting and suited to the need to create a didactic tool in the process of teaching and learning a foreign language and social inclusion in school and daily real life. CPIA Benevento was An easy choice since the project was born in 2017 when the two schools (Cpia Avellino and Cpia Benevento) were united, in the school year 2017/2118 they became 2 schools each with its own headquarters. We pursue the same goals. CPIA Benevento has never previously been involved in a similar project.

The CPIA Ravenna has been a great supporter of DiM project since it was presented in an interregional seminar where all CPIA Emilia Romagna, Piemonte and Campania were present. As all Cpia, located throughout the Italian territory, offers services and activities for adult education as a contribution to personal, cultural, social and economic growth of all citizens (utenzafattadi migrant adulti) Future Focus Ltd is an adult training center in Malta, Floriana whose students are in part foreign students and immigrants in search of jobs and a better life. Often they face with prejudices against them. It would also be very interesting work with a bilingual country like Malta which sociolinguistic reality is very varied and can add value to our project. Active Citizens Partnership is an NGO located in Greece that has work experience with migrants and refugees, especially women and offers Greek language program for refugees and immigrants. Since our students are mostly male it will be important to have women as foreign languages speakers. It is also interesting to have Greece as a partner, a country that like Italy, has always welcomed migrants.

Malta
Future Focus Ltd is an adult training center in Malta, Floriana whose students are in part foreign students and immigrants in search of jobs and a better life who are often not well accepted by part of the population who have prejudices against them. It would also be very interesting work with a bilingual country like Malta which sociolinguistic reality is very varied and can add value to our project.

Greece
Active Citizens Partnership is an NGO located in Greece that has work experience with migrants and refugees, especially women and offers Greek language program for refugees and immigrants. Since our students are mostly male it will be important to have women as foreign languages speakers. It is also interesting to have Greece as a partner, a country that like Italy, has always welcomed migrants.

Scotland
36.6 Competence Centre is located in Glasgow where there are more than 125 various languages spoken from various Ethnic groups that will be very interesting for our linguistic research
They have experience in delivering a number of training programmes aimed specifically at older school students entering into vocational education and they are used to dealing with problems of poor or secondary host country language acquisition; non-recognition of prior learning and experience from overseas, increasingly not recognised by employers; Lack of confidence, motivation or the lack of chances to engage with the labour market or education; Lack of experience of local labour market, recruitment practices and poor networks promoting employability; Racism or prejudice, a substantial barrier for employers; Poor employment rates.

Cyprus
IMS is a private school with students with different nationalities (Cypriots, Polish, Russian, Lebanese, Latvian, British, Canadian, Greek, Chinese, Lithuanian, Ukrainian, French, and German) who give IMS a notable diverse background that is beneficial to all students as it facilitates cultural learning and exposes students to different languages.
IMS Private School major concern is the in-depth examination of issues under observation such as gender equality, social inclusion, cultural and European identity and the implementation of actions with the most appropriate and innovative methods.
Moreover, the sociolinguistic situation in Cyprus is very particular, as the island is divided into two ethnically and linguistically diverse areas.

How will the tasks and responsibilities be distributed among the partners?

The tasks and responsibilities will be distributed equally between the partners. Everyone will have the task and will take



responsibility for:

- collecting and recording at least foreign languages spoken by foreigner/immigrant students at A1Level (about 343 words) through specific linguistic labs
- writing the words of the collected languages in a specific database
- producing a sociolinguistic profile of the collected language by involving students
- describing the alphabet of the language and its characteristics
- producing a profile of the student to whom the collected language belongs
- Elaborating the languages data following a specific format which will be expanded and designed for all the languages.

Cpia Avellino will have, besides this, the task and the responsibility to coordinate the various phases and activities of the project and to modify and expand the online platform for the realization of the online dictionary accessible by all the partners or any other school or association which intend to use it.

What are the most relevant topics addressed by your project?

Inclusion - equity

Integration of refugees

Teaching and learning of foreign languages

E.1. Participants

Please briefly describe how you will select and involve participants in the different activities of your project?

The tasks and responsibilities will be distributed equally between the partners. Everyone will have the task and will take responsibility for:

- collecting and recording at least one foreign language spoken by foreigner/immigrant students at Level 1 (about 343 words) through specific linguistic labs
- writing the words of the collected languages in a specific database
- producing a sociolinguistic profile of the collected language by involving students
- describing the alphabet of the language and its characteristics
- producing a profile of the student to whom the collected language belongs
- Elaborating the languages data following a specific format which will be expanded and designed for all the languages.

Cpia Avellino will have, besides this, the task and the responsibility to coordinate the various phases and activities of the project and to modify and expand the online platform for the realization of the online dictionary accessible by all the partners or any other school or association which intend to use it.

The tasks and responsibilities will be distributed equally between the partners. Everyone will have the task and will take responsibility for:

- collecting and recording at least one foreign language spoken by foreigner/immigrant students at Level 1 (about 343 words) through specific linguistic labs
- writing the words of the collected languages in a specific database
- producing a sociolinguistic profile of the collected language by involving students
- describing the alphabet of the language and its characteristics
- producing a profile of the student to whom the collected language belongs
- Elaborating the languages data following a specific format which will be expanded and designed for all the languages.

Cpia Avellino will have, besides this, the task and the responsibility to coordinate the various phases and activities of the project and to modify and expand the online platform for the realization of the online dictionary accessible by all the partners or any other school or association which intend to use it.



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

No

Please describe briefly how and in which activities these persons will be involved

There aren't any persons with difficulties.



F. Preparation

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

CPIA Avellino, as the project coordinator, will make a direct contact with each partner. All tasks and responsibilities have been considered and it will be the school offices duty to take care of administrative arrangements once the project is approved. All the partners will be asked to sign a form accepting the tasks they are required to fulfill. Specifically, each school office will be required to name a representative as for expenditure incomes and outcomes. A second one who plans all the matters related to journeys to their host countries (flights, transfers, accommodation, meals...). A third Secretary will double check his colleagues' pieces of work and will give an account of them to the School office Headmaster. If one partner didn't fulfill the mentioned duties we have appointed a second delegate for each task to carry them out

Each school will have a technical department that provides full support,. In order to make sure that even technical support is guaranteed we have established that , if there were need , external IT expert and consultants will be granted allocating every school funds.



G. Project Management and Implementation

Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".

The DiM Project implies different kind of steps
We have already formed an internal team that will prepare all the instruments we need to start the project and that will programme an equilibrate subdivision of the duties between all the involved institutions.
Our internal team will give support and information to the partners organizations and will provide the instructions and the forms to collect the linguistic data, it will also monitor the trend of the project in order to readjust any operation when necessary and to control the respect of the planned time table and of the agreements.
Before starting any activities of the Project we would like to organize a first transnational meeting to make known every partners about the subdivision of the responsibilities and the procedural method employed to reach the different tasks. During the meeting each partner will have the possibility to ask more information and to clear up every point of the project.
Each partner Institution will actively involve a certain number of students into the project; they will help the students to collect the data concerning their mother tongue (chosen before) and collect the data necessary to fill the lexical list of the A1 level through linguistic labs. Every institution will also provide the recording of the words done by students.
In a second moment every institution will try to use the accomplished part of the dictionary on the didactics particularly addressed to students with low level of education. Each institution will participate in the implementation of a repository of the tested didactic activities and will promote the results of the project in its institution.

Please describe the methodology you intend to apply in your project.

Regarding the compilation of the dictionary different phases of the lexicographical process can be distinguished (a) the phase of preparation, (b) the acquisition of the material and the data, (c) the treatment of the material and the data, (d) the evaluation of the material and the data, (e) the preparation of the print process; we could also add the phase of further development, as well as the upkeep and cultivation of the data material. In each of the phases different decisions must be taken, actions must be done and different methods must be used. In the phase of the material collection data must be collected systematically in order to make the dictionary basis reliable. In our dictionary images and audio will also be presented, so it will be necessary to compile a data collection by using clear criteria and methods, which can ensure the suitability of the multimedia material for the dictionary functions. The publication will consist in a dynamic dictionary or rather, an extension dictionary in which parts of the entries (words) which are written can be published, the other entries can follow later step by step (in our specific case will be published A1 level words). The other levels such as A2 and B1 words can be added later. Different methods will be necessary for this part of the lexicographical work.
As for the activation of workshops on language and the various cultural and artistic aspects related to languages, they will be realized with the teaching methods typical of group work aimed at transmitting the knowledge from student to teacher and vice versa, in which the learner will play an active role and the teacher will be a guide who will help the student in solving problems leading them to work with others in team or as a part of a community.

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

The first transnational meeting will take place in Avellino and it will be organized by the applicant organization. This first meeting is planned at the very beginning of the project because it will be the first step to discuss and to explain to all the partners how to proceed in collecting the data for the dictionary and to plan every other detail necessary to equally distribute the tasks and to focus together our objectives. The project team of Avellino will prepare all the necessary for the data collection work and will discuss with all partners the methodology that we have intention to use, in order to prevent any inconveniences that may arise from misunderstandings and to make clear, step by step, the planning of the project.
A second transnational meeting is planned at the end of the first school year to monitor the results and collect all the data necessary for publishing the dictionary on the web platform. The meeting is also important to discuss about the first impact of the project on the institutions, to exchange impression after having analyzed the assessment questionnaire proposed at the students participating to the DiM project and the survey of the intercultural heritage languages workshops experienced in all the partners institution. We will make a first evaluation of the results in order to readjust the planning and organize and discuss how the platform will work and how to implement it.
At the beginning of the second year we will make a short-training meeting to teach to part of the staff of every partner institution how to use the dictionary platform. The staff that has participated to the training shall explain to other colleagues the mode of



operation of the DiM web platform in their institution.

We will have a final transnational meeting at the end of the second year a little before the end of the project to discuss the final results and to think how to continue the collaboration.

To create a good international team, we foresee for each meeting the participation of at least two or maximum three people of the personnel involved in the project.

How will you communicate and cooperate with your partners?

The vehicular language will be English. We will use free telecommunication application software such as Skype for having distance conversations and we will use e-mails to exchange information and the Google Drive application to exchange documents. We will plan Skype meeting time to time to check the trend of the project and we will constantly check the collected data. We will use also social-networks, we should open a page on Facebook dedicated to our project and we will use the Epale platform to create opened discussion or to disseminate the results of the project.

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

Proper budget control will be ensured by linking the funding distributed to PPs with the project working plan. To this end, and as already mentioned, it is deemed crucial to delimitate partner's responsibilities in the implementation of activities, because they will be funded in accordance to what has been agreed by the partnership.

Partners shall be funded only for tasks carried out in accordance with the Plan. Staff costs are based on actual salary costs of the participants involved in the project. Travel and subsistence costs are also based on actual costs and are in line with partners' internal policies, rules and regulations (i.e. economic class for plane travels, subsistence cost).

Travels will be limited to those strictly necessary to conduct project activities, and virtual communication tools will be used to establish contact between partners and reduce the face-to-face meetings.

How will the progress, quality and achievement of project activities be monitored? Please describe the qualitative and quantitative indicators you will use. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

All the partners will regularly report their activities in a shared file excel. We will work together to the collection of the data for the dictionary giving us a progressive series of deadlines and checking the quality of the data and the process used to collect them. We will also propose to our students a satisfaction questionnaire to evaluate the impact of the participation to the project and to verify if it produces positive effects on their motivation and to collect suggestions and a brief report of the experience.

We will regularly check the progress of the dictionary, the design and the implementation of the dictionary platform, the actions of disseminations that every partner will put in action to enlarge the visibility of the project, The results of every work-shop on languages will be discussed and collected and every institution will make a report of the event and record different kind of witnesses.

How will you evaluate to which extent the project reached its results and objectives? What indicators will you use to measure the quality of the project's results?

We will evaluate the extent of the results measuring the number of the collected lemma for each language: our first objective is to complete the dictionary for the A1 level but we would like to go further and we will measure the further implementations producing a pie chart of the collected lemma that will show us the remaining work to complete new linguistic levels.

We will also check the quality of the recorded audio tracks before to insert them in the dictionary. We will propose a qualitative questionnaire to all the involved staff to highlight the strong points and the improvement area and to keep any suggestions for every partner to improve the design and usability of the platform and to improve the collecting system. We will propose to our students and to the staff a satisfaction survey aimed to evaluate the appreciation of the whole experience of the project.

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

All the partners involved in the project has showed that they have the capacity to fulfill the required tasks and to reach the common objectives. We are all organization dealing with foreigner students or institution working with refugees and migrant people that are used to handle delicate situation, often needing mediation and a wide intercultural vision. We have tried to equally divide



(distribute) the tasks and the duties that this project implies. In order to avoid conflicts every institution will have the same amount of work to accomplish and every partner will be jointly-responsible of the Implementation of the project, the dissemination and the activities related to the construction of a survey of material for the multicultural library. The coordinator will constantly check the trend of the project and will discuss with the partners organization to find common solution to problem that could arise during the project. We will try to prevent any delays by checking and monitor the situation in advance. The coordinator will provide a structured and clear plan of all the tasks to accomplish with a timetable to all the partners, and it will assure a correct comprehension of the proposed methodology and of the objectives.

If relevant for your project, do you plan to use Erasmus+ online platforms (e.g. EPALe, School Education Gateway, eTwinning) for the preparation, implementation and/or follow-up of your project?

We will surely use the Epale platform to create a debate on NT and to disseminate the results of our project. The Epale platform is perfectly conceived for the field of Adult Education and our project will find an attentive audience and maybe also a community of people that should find interesting the use of the DiM dictionary and experiment it in their teaching activity and that could give us useful suggestions to improve it.

G.1. Intellectual Outputs

Do you plan to include intellectual outputs in your project?

Yes

When filling in the Intellectual outputs section, please take into account that this information will allow to specify and evaluate the appropriateness of the corresponding costs in the specific section of the budget below.

Table with 2 columns: Output Identification, Output Title, Output Description, Output Type, and Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology.



carried out by students who complete a form with the translation of the words in their own language. The teacher will then record the translated words with student's collaboration. In the writing stage we take care first to study the characteristics of the different alphabets and then, if necessary, reproduce the transliteration of the words in the Latin alphabet. At the end DiM will be published on a web platform on which all the languages collected can be visualized and used by anyone who want to use it for didactic or cultural purposes. The result for each word consists of:

- a schematic drawing for each word;
- a brief description in Italian/any other language;
- the translation of the word into the different languages involved;
- audio for pronunciation in the different languages involved.

Start Date (dd-mm-yyyy)	15-10-2018
End Date (dd-mm-yyyy)	14-10-2020
Languages	English
	Greek
	Italian
Media(s)	Database
Activity Leading Organisation	C.P.I.A. AVELLINO
Participating Organisations	Active Citizens Partnership
	CPIA PROVINCIA DI BENEVENTO
	CPIA RAVENNA
	Future Focus Ltd
	IMS Research & Development Center
	36.6 Competence Centre (Scotland)

**G.2. Multiplier Events**

Do you plan to include Multiplier Events in your project?

Yes

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Event Identification	E1
Event Title	DiM
Country of Venue	Italy
Event Description	For the Multiplier Event at the end of the DiM Project all CPIAs the local authorities, school leaders, staff organization that deals with migrants, a delegation of foreign students from private schools and all foreign students involved in the project will be invited,. The event will be publicized on the local network and the most popular social network at local, national and intermediary level. The full DIM project will be introduced and it will be shown how it works, how it has been realized and, most important , how it has to be shared by schools, institutions and organizations. Local police will be also invited. The dictionary could be useful to police officers in foreigners Committee of Inquiry to communicate with people who are not able to speak any known language apart their own dialect.
Start Date (dd-mm-yyyy)	03-10-2020
End Date (dd-mm-yyyy)	03-10-2020
Intellectual Outputs Covered	DiM (multimedia Dictionary)
Activity Leading Organisation	C.P.I.A. AVELLINO
Participating Organisations	Active Citizens Partnership
	CPIA PROVINCIA DI BENEVENTO
	CPIA RAVENNA
	Future Focus Ltd
	IMS Research & Development Center
	36.6 Competence Centre (Scotland)

**G.3. Learning/Teaching/Training Activities**

Do you plan to include transnational learning, teaching or training activities in your project?

Yes

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

The training of teachers is essential to allow the management of the platform that has the function of disseminating the results of the whole project.

During the meetings we will provide support to the participating staff training about the possibilities of employ of the different tools. We will show the last results of our work in the platform and discuss together the possibility of implementation; we will keep suggestions from all the partners for improving the usability of the dictionary working together in experimenting the use of the dictionary in the didactic a second language learning. From these workshops we would like to collect a survey with suggestions for the implementation of the platform and the spread out of new ideas. The participants will work in little groups and will explain to other people that doesn't know about the dictionary how it works, because this is exactly what they shall be able to do with the staff of their institutions and it will be also discussed in one of the workshop how to make a good communication of the project and how to disseminate the results. We will propose a workshop about language heritage, discussing the experiences that every institution has already experimented on that theme and exchanging ideas for the implementation of the other products related to DiM

Please describe each of the learning, teaching or training activities you intend to include in your project:

Activity No.	C1
Fields	Adult Education
Activity Type	SP-ADULT-SHORT - Short-term joint staff training events
Activity Description (including profile of participants per organisation)	Workshops for writing and online publishing of the words
Country of Venue	Malta
No. of Participants	21
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	5
Duration (months)	
Participating Organisations	C.P.I.A. AVELLINO
	CPIA PROVINCIA DI BENEVENTO
	CPIA RAVENNA
	Active Citizens Partnership
	Future Focus Ltd
	IMS Research & Development Center
	36.6 Competence Centre (Scotland)



How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

Everything possible will be done by all the Institutes to ensure the security of the host partners during the transnational meeting. The staff in charge will receive and welcome the partners and take care of them during their staying abroad. A safe and comfortable accommodation will be provided to the partners.

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

Each partner commits to:
detect the initial level of skills and the improvement achieved, taking care of the administration is an entrance test and an outgoing, at the end of the project, teachers and students participating, with reference to the European Qualifications Framework.
Record the level detected on the European Language Portfolio
Encourage the achievement of a language certificate showing the level of competence reached
LEARNING OUTCOMES RELATED TO EXPERIENCE CARRIED
Workshops conducted in Avellino related to the realization of DiM will end with the issue of a certificate to the participants.
Students' participation in language workshops will be part of the school curriculum and credits will be awarded to them.
As for the teachers, the assessment referred to the fallout of the training interventions will be a function of evaluative self purpose for review and improve subsequent actions.
It will be carried out in different phases
by the partners who organized the training session as part of the individual study trip, through questionnaires, focus groups during the course of the project, to have a back effectiveness Feed
at the end of the project, through the evaluation of the products made.



H. Follow-up

H.1. Impact

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

The most significant impact that we expect by the project participants are:
 a great openness towards each other and towards diversity;
 a cultural and human enrichment derived from the experiences lived in common between the different partners, and between the students and teachers of the different countries involved;
 in particular, in students we expect an additional motivation to learn resulting from acceptance and importance given to their own culture and the importance given to their own language. As a result students will gain confidence in themselves and in their abilities and this will have a positive effect on their everyday life, and on their attitude towards life;
 improvement of skills in learning the second foreign language.
 In teachers, participating and other stakeholders we expect a new awareness of cultural enrichment due to both the knowledge of new aspects of their students' culture and the experience of a professional exchange among colleagues belonging to different countries and cultures.
 They will produce, experiment or enhance new didactic methods, strategies and approaches, with positive effects on students' skills and motivation, but also on their own motivation in teaching.
 This will strengthen their intercultural competences, theoretical competences, with positive results on students, but also on local communities benefiting from the exchange of good practices and implementing their motivation in teaching

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

Once the dictionary will be available on the online platform, it will be advertised locally to be used and consulted by associations or organizations that deal with foreigners and refugees.
 It will also be presented in the regional and national conferences of all the Cpia Our partners will also commit to spread our dictionary so that it will become a real tool for the reception and integration policy of foreigners and migrants at local, national and international level, as well as a valid educational tool. We hope that in this way DiM will become a valid educational tool at local, regional, national and international levels and that it can foster the social integration of foreign students and fight every form of racism, xenophobia or racial intolerance.

How will you measure the previously mentioned impacts?

We intend to create an evaluation team that deals with monitoring and measuring the results of the various phases of our project both in schools and institutions involved, but also the impact it has had in the various local, regional, national and international context.
 The team will take care of preparing questionnaires to understand and interpret the impact the project has had on students. All the results will be communicated in a final report to verify the didactic, cultural and social impact at the various levels.

H.2. Dissemination and Use of Projects' Results

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

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

Italy has been welcoming migrants for many years, especially from Africa and Asia, and many Eastern Europeans come to Italy in search of work, especially from Ukraine. In the schools of our province and throughout the Campania region there are many migrants' children as foreign students. Moreover in our region there are plenty of reception facilities for migrants.
 We intend to disseminate the results of our project that is our dictionary to all schools and organizations that are engaged in teaching and in welcoming foreign students. First of all in our province, then in our region and throughout the national territory through the Ridap Network to which our Cpia is registered and which has among its aims to foster a culture of documentation and dissemination of good practices at national and European level.
 Our partners will take care of disseminating the dictionary in all the institutions in their countries.

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



Internet activities will be carried out through official websites of partners, social media, mobile apps. Other activities: the production of a photo book of the work carried out, the production of a video to be distributed in schools, educational school material, exhibitions on the workshop results, advocacy meetings in institutional settings.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

The school leaders will be responsible for the dissemination of results. The partner schools will have to make sure that the agreed information is disseminated in a widespread manner. The role already played in its sector by CPIA Avellino ensures correct institutional information, which ranks as the contact person between the institutions and bodies responsible for training. The actors involved to ensure the correct implementation of the dissemination strategy will be schools, teachers, and trainers. To ensure that the information is as the most accurate and precise as possible, meetings will be organized and participants will be invited to attend

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

All content will be public and accessible.

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

All partners are committed to involve regional organizations and institutions so as to ensure that the project objectives are also implemented by other schools. Regional organizations will be in charge of disseminating the results obtained in order to make usable the contents of activities by other parties as well. We are willing to assist schools that, on a regional or national scale, might decide to implement the project.

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

The full availability of all partners to find a common approach and innovative work on the education of adults. This new approach, which we have verified to be still little depth, can be amplified in the dissemination through workshops and activities of intended communication. This new approach can find space in the learning modules of the schools that deal with adult education.

H.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

This project is part of a plan to renew the teaching already underway. The difference is in the spread that aid by the EU institutions could ensure the visibility of the initiative at the local and / or regional. Workshops, strongly oriented to the professional qualification and school / work, can become a de facto standard in adult education. Long-term goal is precisely to ensure the complete self-sufficiency, through the inclusion of that methodology in ministerial programs. With the demonstration of an international project, tied to common problems, is meant to give a European continuity to an activity which is currently performed only on a local and / or national level. The specific professional identity development assures the project a long-term life allowing students easier access to employment.

**I. Budget**

For further information please consult the Programme Guide for the overview of funding rules. Please note that all amounts must be expressed in Euros.

I.1. Project Management and Implementation

PIC of Organisation	Role of Organisation	Name of the Organisation	Country of the Organisation
909018817	Applicant Organisation	C.P.I.A. AVELLINO	Italy
906739317	Partner Organisation	CPIA PROVINCIA DI BENEVENTO	Italy
931849610	Partner Organisation	CPIA RAVENNA	Italy
950156517	Partner Organisation	Active Citizens Partnership	Greece
948505189	Partner Organisation	Future Focus Ltd	Malta
923952646	Partner Organisation	IMS Research & Development Center	Cyprus
923944207	Partner Organisation	36.6 Competence Centre (Scotland)	United Kingdom
Total Grant Requested			48000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
909018817: C.P.I.A. AVELLINO	Italy	3	0 - 99 km	0.00	0.00
906739317: CPIA PROVINCIA DI BENEVENTO	Italy	3	0 - 99 km	0.00	0.00
931849610: CPIA RAVENNA	Italy	3	100 - 1999 km	575.00	1725.00
950156517: Active Citizens Partnership	Greece	3	100 - 1999 km	575.00	1725.00
Total					20085.00



PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
948505189: Future Focus Ltd	Malta	3	100 - 1999 km	575.00	1725.00
923952646: IMS Research & Development Center	Cyprus	3	100 - 1999 km	575.00	1725.00
923944207: 36.6 Competence Centre (Scotland)	United Kingdom	3	>= 2000 km	760.00	2280.00
909018817: C.P.I.A. AVELLINO	Italy	3	100 - 1999 km	575.00	1725.00
906739317: CPIA PROVINCIA DI BENEVENTO	Italy	3	100 - 1999 km	575.00	1725.00
931849610: CPIA RAVENNA	Italy	3	0 - 99 km	0.00	0.00
950156517: Active Citizens Partnership	Greece	3	100 - 1999 km	575.00	1725.00
948505189: Future Focus Ltd	Malta	3	100 - 1999 km	575.00	1725.00
923952646: IMS Research & Development Center	Cyprus	3	>= 2000 km	760.00	2280.00
923944207: 36.6 Competence Centre (Scotland)	United Kingdom	3	100 - 1999 km	575.00	1725.00
Total					20085.00

I.3. Intellectual Outputs

Which concrete participating organisations' staff resources are you planning to use in the production of outputs that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.)?

PIC of Organisation	Output Identification	Category of Staff	Country of the Organisation	No. of Working Days	Grant per Day	Grant Requested
909018817: C.P.I.A. AVELLINO	O1	Technicians	Italy	50	162.00	8100.00
Total				350	Total	60730.00

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PIC of Organisation	Output Identification	Category of Staff	Country of the Organisation	No. of Working Days	Grant per Day	Grant Requested
909018817: C.P.I.A. AVELLINO	O1	Administrative support staff	Italy	70	131.00	9170.00
909018817: C.P.I.A. AVELLINO	O1	Managers	Italy	30	280.00	8400.00
909018817: C.P.I.A. AVELLINO	O1	Technicians	Italy	60	162.00	9720.00
909018817: C.P.I.A. AVELLINO	O1	Teachers/Trainers/Researchers	Italy	20	214.00	4280.00
906739317: CPIA PROVINCIA DI BENEVENTO	O1	Teachers/Trainers/Researchers	Italy	20	214.00	4280.00
931849610: CPIA RAVENNA	O1	Teachers/Trainers/Researchers	Italy	20	214.00	4280.00
950156517: Active Citizens Partnership	O1	Teachers/Trainers/Researchers	Greece	20	137.00	2740.00
923952646: IMS Research & Development Center	O1	Teachers/Trainers/Researchers	Cyprus	20	137.00	2740.00
923944207: 36.6 Competence Centre (Scotland)	O1	Teachers/Trainers/Researchers	United Kingdom	20	214.00	4280.00
948505189: Future Focus Ltd	O1	Teachers/Trainers/Researchers	Malta	20	137.00	2740.00
Total				350	Total	60730.00

I.4. Multiplier Events

PIC of Organisation	Country of the Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
909018817: C.P.I.A. AVE	Italy	E1	Italy	120	100.00	60	200.00	24000.00
Total				120	Total	60	Total	24000.00

Form hash code: 7FBEC9EA58DCD4CA

Form has not been submitted yet



I.5. Learning/Teaching/Training Activities

I.5.1. Travel

PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Distance Band	Travel Grant per Participant	No. of Participants (including accompanying persons)	Grant Requested
909018817: C.P.I.A. AVELLINO	Italy	C1	SP-ADULT-SHORT - Short-term joint staff training events	500 - 1999 km	275.00	3	825.00
906739317: CPIA PROVINCIA D	Italy	C1	SP-ADULT-SHORT - Short-term joint staff training events	500 - 1999 km	275.00	3	825.00
931849610: CPIA RAVENNA	Italy	C1	SP-ADULT-SHORT - Short-term joint staff training events	500 - 1999 km	275.00	3	825.00
950156517: Active Citizens Par	Greece	C1	SP-ADULT-SHORT - Short-term joint staff training events	500 - 1999 km	275.00	3	825.00
948505189: Future Focus Ltd	Malta	C1	SP-ADULT-SHORT - Short-term joint staff training events	0 - 9 km	0.00	3	0.00
923952646: IMS Research & De	Cyprus	C1	SP-ADULT-SHORT - Short-term joint staff training events	500 - 1999 km	275.00	3	825.00
923944207: 36.6 Competence	United Kingdom	C1	SP-ADULT-SHORT - Short-term joint staff training events	2000 - 2999 km	360.00	3	1080.00
Total						21	5205.00

**I.5.2. Individual Support**

Short-term Learning/Teaching/Training Activities

PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Duration per Participant (days)	No. of Participants (without accompanying persons)	Grant per Participant	Duration per Accompanying Person (days)	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
909018817: C.P.I.A. AVE	Italy	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	530.00	0	0	0.00	1590.00
906739317: CPIA PROV	Italy	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	530.00	0	0	0.00	1590.00
931849610: CPIA RAVEI	Italy	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	530.00	0	0	0.00	1590.00
950156517: Active Citiz	Greece	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	530.00	0	0	0.00	1590.00
948505189: Future Foc	Malta	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	530.00	0	0	0.00	1590.00
Total				35	21	Total	0	0	Total	11130.00



PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	Duration per Participant (days)	No. of Participants (without accompanying persons)	Grant per Participant	Duration per Accompanying Person (days)	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
923952646: IMS Resear	Cyprus	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	530.00	0	0	0.00	1590.00
923944207: 36.6 Comp	United Kingdom	C1	SP-ADULT-SHORT - Short-term joint staff training events	5	3	530.00	0	0	0.00	1590.00
Total				35	21	Total	0	0	Total	11130.00

I.5.3. Exceptional Costs for Expensive Travel

PIC of Organisation	Country of the Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Purpose and description of Costs	Grant requested (up to 80% of eligible costs)
Total					Total	

I.6. Special Needs

Total	
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PIC of Organisation	Country of the Organisation	No. of Participants With Special Needs	Description	Grant Requested
Total				

I.7. Exceptional Costs

PIC of Organisation	Country of the Organisation	Description of Cost Item	Grant Requested (75% of Total)
Total			

Please provide any further comments you may have concerning the above entered budget.



J. Project Summary

Please provide a short summary of your project. Please recall 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.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. The summary will be publicly available in case your project is awarded.

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.

DiM Project consists in a multilingual dictionary on line for foreigner students and teachers of school and organization that deals with language training for foreign students. It was designed by CPIA of AVELLINO. CPIAs (Provincial Centers for Adult Education) are schools set up by the Ministry of Education which offer services and activities for adult education as a contribution to personal, cultural, social and economic growth of all citizens. They are located throughout the Italian territory.

DiM (Multilingual Dictionary) was born to support the teaching and the learning of Italian language for foreigner students. Mostly of our students are immigrants especially from African countries facing many problems such as low literacy or illiteracy. DiM was conceived as a work in progress and it can be suitable for learning and teaching any language.

The first objective of DiM is to create an online open multilingual dictionary through an open source platform containing at least seven foreign languages spoken by students of our institutions for the level A1 level (according to the Common European Framework of References for Languages) translated in each European language used by all the partners involved. Every partner will work on a language to collect the necessary data and will help to implement the online platform. The dictionary will be a didactic tool, usable by teachers in their lessons and by students in autonomy. It will be an instrument to implement the autonomy of the students, learning how to learn. It will help all the institutions involved in teaching a second language to improve the welcoming of students with low literacy level also in their mother-tongue. Every institution will disseminate the project to reach a higher number of users and to stimulate more people to come to school. We will use social network and the European platform such as Epale and create in a final multiply event with our partners. It will be a duty for every involved institution to do any effort to disseminate the project inside and outside the institution by creating meetings and using all the channel that we will construct.

The second objective is the valorization of the sociolinguistic heritage of our students. On that purpose, every institution will try to involve a congruous number of students in the realization of the dictionary and also create internal workshops on different languages giving centrality to languages less known on the territory creating an intercultural exchange and a more wider vision on sociolinguistic heritage. We would like to show the beauty of language in all its linguistic and cultural aspects through linguistic workshops that include both purely linguistic and lexicographical aspects and the cultural and artistic aspects (as regards alphabets, for example) of the various languages.

DiM will be disseminated in other schools and countries to promote the integration between different cultures and languages and the social inclusion of immigrant adult students against any kind of social, cultural or linguistic discrimination. It is a way to preserve and give dignity to the languages of origin of foreign immigrant students. In this project our students, as native speakers, collaborate actively to its realization and promote the knowledge of their cultures through their languages.

DiM consists of 4 stages each following one another which are: planning of the dictionary; collection of the entries; writing and producing.

In the first stage the reference point as such as the starting point is the A1 Level lexical list, published in the Profilo della Lingua Italiana according to the Common European Framework of References for Languages.

In this way, many of the problems related to words selection, the first step of the second stage, have been solved. The second step dealing with the collection of the entries (words) is carried out by students who complete a form with the translation of the words in their own language. The teacher will then record the translated words with student's collaboration.

In the writing stage we take care first to study the characteristics of the different alphabets and then, if necessary, reproduce the transliteration of the words in the Latin alphabet.

At the end DiM will be published on a web platform on which all the languages collected can be visualized and used by anyone who want to use it for didactic or cultural purposes.

The result for each word consists of:

a schematic drawing for each word;

a brief description in Italian/any other language;

the translation of the word into the different languages involved;

audio for pronunciation in the different languages involved as it can be seen from the attached example.



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA204 - Strategic Partnerships for adult education

Form Version: 5.01

The creation of a free and open multilingual online dictionary could be the basis for further activities to be implemented later, such as, for example, a linguistic and cultural database of the various countries and a multicultural online library.

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J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
909018817	C.P.I.A. AVELLINO	Italy
906739317	CPIA PROVINCIA DI BENEVENTO	Italy
931849610	CPIA RAVENNA	Italy
950156517	Active Citizens Partnership	Greece
948505189	Future Focus Ltd	Malta
923952646	IMS Research & Development Center	Cyprus
923944207	36.6 Competence Centre (Scotland)	United Kingdom
Total number of participating organisations		7



J.2. Budget Summary

PIC of Organisation	Country of the Organisation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Special Needs	Exceptional Costs	Total
					Travel	Individual Support	Linguistic Support	Exceptional Costs for Expensive Travel			
909018817	Italy	1725.00	39670.00	24000.00	825.00	1590.00				67810.00	
906739317	Italy	1725.00	4280.00		825.00	1590.00				8420.00	
931849610	Italy	1725.00	4280.00		825.00	1590.00				8420.00	
950156517	Greece	3450.00	2740.00		825.00	1590.00				8605.00	
948505189	Malta	3450.00	2740.00		0.00	1590.00				7780.00	
923952646	Cyprus	4005.00	2740.00		825.00	1590.00				9160.00	
923944207	United Kingdom	4005.00	4280.00		1080.00	1590.00				10955.00	
Total		20085.00	60730.00	24000.00	5205.00	11130.00				121150.00	

Project Management and Implementation 48000.00

J.2.1. Project Total Grant

Grant Calculated	169150.00
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K. Checklist

Before submitting online your application form to the National Agency, please make sure that it fulfils the eligibility criteria listed in the Programme Guide and check that:

- you have used the official Key Action 2 application form.
- 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.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- you have annexed all the relevant documents:
 - the Declaration of Honour signed by the legal representative mentioned in the application.
 - the mandates of each partner to the applicant signed by both parties.
 - the timeline for the project activities and outputs using the template provided.
- all participating organisations/groups have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- you are complying with the deadline published in the Programme Guide.
- you have saved or printed the copy of the completed form for yourself.



L. Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form.

http://ec.europa.eu/programmes/erasmus-plus/documents/eplu-link-eforms-privacy_en.htm



M. Declaration of Honour

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation. Once signed it must be scanned and annexed to this application form.

I, the undersigned, certify that the information contained in this application form is correct to the best of my knowledge. I put forward a request of an Erasmus+ grant as set out in this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely:

It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

Certify that (in case the grant requested exceeds 60 000€):

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 109(1) of the Financial regulations (Council Regulation 966/2012).

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the National Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

Commit:



- my organisation and the other partner organisations herein, to take part upon request in dissemination and exploitation activities conducted by National Agencies, the Executive Agency and/or the European Commission, where the participation of individual participants may also be required.

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

Place: Date (dd-mm-yyyy):

Name of the applicant organisation:

Name of legal representative:

Signature:

National ID number of the signing person (if requested by the National Agency):

Stamp of the applicant organisation (if applicable):



O. Submission

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

O.3. Alternative Submission Procedure

If you cannot submit your form online you can still do it by sending an email to your National Agency within the 2 hours following the official deadline. The email must contain the complete electronic form and any file attachments you wish to send. You must also attach a snapshot of section "Submission Summary" indicating that this electronic form could not be submitted online. Your National Agency will analyse your situation and provide you with further instructions.

O.4. Submission Summary

This form has not been submitted yet.

O.5. Form Printing

Print the entire form