PARTNER INFORMATION

**IKAROS FORMAZIONE**

|  |
| --- |
| **General information** |
| PIC number of the org. | 935619224 |
| Full legal name (National Language) | IKAROS FORMAZIONE  |
| Full legal name (Latin characters) | IKAROS FORMAZIONE - SOCIETA' COOPERATIVA SOCIALE |
| Acronym  | IKAROS FORMAZIONE |
| National ID (if applicable)  | BG - 418305 |
| Department (if applicable)  |  |
| Address  | Via Previtali 18 |
| Country  | Italy  |
| Region  | Lombardia |
| P.O. Box  |  |
| Post Code  | 24122 |
| CEDEX  |  |
| City  | Bergamo |
| Website  | [www.fondazioneikaros.org](http://www.fondazioneikaros.org)  |
| Email  | ikarosscuola@pec.it |
| Telephone 1  | +3903522530 |
| Telephone 2  |  |
| Fax  | +390354135198 |
| Type of Organisation  | School/Institute/Educational centre – Vocational Training (secondary level) |
| Is the partner organization a public body?  | No  |
| Is the partner organization a non-profit?  | Yes |

|  |
| --- |
| **Please describe briefly the partner organization** |
| IKAROS is a certified VET Provider with its nucleus dating back to 1972. It is a Polytechnic Institute, operating in the fields of IVET, Higher Education, Lifelong Learning and Job Services in its three seats in the provinces of Bergamo and Milan. Its institute offers five-year courses divided into four areas: technological area, agro-food area, wellness area and the administrative area. IKAROS hosts over 1500 initial vocational training students (secondary education) and 200 higher education students now. It trains over 2000 adults per year, has accompanied more than 1200 people in the labour market and supported over 400 children and adults with disadvantages. IKAROS is accredited within the regional system of Initial Vocational Education and Training (IVET) which represents an educational offer that allows the completion of compulsory schooling. The training courses have a variable duration of three, four or five years. It received an Excellence Label from Lombardy Region for being active in the provision of a wide range of training initiatives, some of these targeted at specific groups such as early school leavers, NEETs or other disadvantaged groups. It developed an expertise in teaching and learning with ICT, as well as in formal/informal skills development and competences certification through ECVET, being involved in several European projects concerning these issues.Apart from compulsory education, the paths provide vocational skills marketable in the labour market thanks to the high percent of hours of work experience and Laboratory activities integrated into every curriculum. After the 3-year qualification students can continue with the 4th and the 5th year, especially in regions where it is required to obtain the vocational skill or to be reintegrated in school to graduate. After their graduation the students can choose to enter the labour market or to continue their path within a University or another HEI, such as the Superior Technical Institute (it. Istituto Tecnico Superiore).IKAROS offers courses recognized in Italy that include traineeships for Hairdressers, Administratives, Beauticians, Cooks, Bakers and Pastry chefs, Secretaries, IT Technicians, Graphic designers, Carpenters, Electricians, Mechanics, Electronic technicians, Logistics, Marketing operators, Surveyors and Accountants. It also organizes courses for adults in Marketing, Sales and communication, Organization and processes, Administration, Finance, Human Resources, Logistics, Quality and Safety, Information and Communication Technology, Languages, Health and Social services, Continuing Medical education. Since 2011 all Ikaros students and teachers have been using iPad during the in-class and laboratory activities.Ikaros always pays greatest attention to the labour market and employment possibilities for young people at the end of their training path. From there onwards, the development of an increasingly structured service for insertion of young learners looking for jobs up to the consolidation of a practice and an innovative methodology based on the ability to understand needs and provide a tailor-made solution optimal for the unemployed and for the company. That is how Ikaros' branch Fondazione Et Labora was born, as an employment agency with a strong internal expertise aiming at promoting "good" employment, favoring the innate need for self-fulfillment of each individual and supporting each person in the discovery of her/his abilities. It's main activities are Career guidance, Counseling services and skills assessment. In addition to formal contexts, Et Labora provides the opportunity for the students to participate in informal events, such as «World Caffe's» or sundowners in which - aside from the convivial exchange of experiences - one can also encounter an entrepreneur and/or a worker who tells his own success story and the students have the opportunity to draw on his experience. The main objective of ET Labora is to create new job opportunities by reconciling personal aspirations of learners with business needs. In its work Ikaros has established a network of professionals with business experience and a partnerships with Enterprises, Institutions, Professional Associations, Universities and Research institutions. It collaborates with more than 2200 partner companies and more than 88% of graduates find employment in the first six months after graduation. It has a high-profile staff with experience in the direction, coordination, organization, and implementation of projects and in the administrative area. It has obtained a relevant experience in education and training, tutoring, teaching, in the management of group and personal dynamics with adolescents and in the supporting of the disabled. It has also developed an important expertise in the field of formal and informal skills and competences certifications through ECVET system and other types of certification. |

|  |
| --- |
| **What are the activities and experience of the organization in the areas relevant for this application?** |
| **ENTREPRENEURSHIP EDUCATION**One of the aim activities of Ikaros is to educate young people to entrepreneurship through several initiatives. As follows for example:**Project Job Shadowing:** studentsperform job shadowing activities for a week, “shadowing” business owners and managers in their daily activities. Inside this path, students are immediately immersed in the working reality; with the aim of understanding what it means to face day after day, hour after hour, the dynamics of multiple case histories by which you can interface.**Call for Ideas and Call for Proposals**: in this project young people are invited to find innovative solutions for business’s problem about processes or products. Usually students constitute working groups to generate ideas and solutions about this problem and they develop basic skills on team work, creativity and learn the approach to problem solving in a competitive and meritocratic context.**Business Game**: in this module young people learn how to manage and run a business. **Non-formal tools** **are used** to educate students, for example “Simulimpresa”, that is an online competition on which different teams are in competition in an enterprise simulation. In the game **young people take business decisions** and the team who takes the better one, wins. In this way students **develop entrepreneur skills**.**VET FIELD**Ikaros is one of the biggest VET provider in Lombardy Region, having around 1600 students and being one of the more active and proactive Institutions in the field. According with the European polices about VET, Ikaros is working for improve the quality of training (initial education, continuing development); improve the quality of teachers, trainers and other professionals in the sector; make courses more relevant to the labour market.For instance, Ikaros has organized over 90 Learning Week paths involving over 2300 students abroad and in Italy in the last three years. The learning weeks are informal paths developed out of the normal school activities, involving the students in a different way of learning, often strongly connected with the labour market, entrepreneurs, and a on-the-job training experiences.**STUDENT MOBILITIES (LLP, Erasmus+)** Thanks to the participation in the European mobility projects and other local proposals related to professional mobility of students and workers, Ikaros, has developed an important expertise in the field of student mobility. As follows a list of the major initiatives in the last years:-MEET ITALY- (Erasmus + KA1) Vet learner mobility project developed in collaboration with the Hotel and Tourism Institute Zadar from Croatia to host in Italy Croatian VET learners graduating from the Hotel and Tourism Technicians course: 60 students for a 3-week long work-based training experience in modern tourism structures, namely hotels and travel agencies.-ABROAD – Train Global, Employ Local (Erasmus + KA1) VET learner mobility project in UK and Ireland for young learners in hairdressing and IT: 80 students to a 7-week long work- based training experience in modern Hair and Beauty salons and IT companies.-KCKH – Keep Calm and Keep on Hairdressing (Erasmus + KA1) VET learner mobility project hosted in Italy for young learners in hairdressing: 60 students to a 2-week long work-based training experience in modern Hair and Beauty salons.- HAIRSTYLE - HAIRdressing STage for Young Learners (LLP Mobility Leonardo da Vinci IVET): the project was the natural prosecution of HAIR, involving 100 students to a 4-week long work-based training experience in Doncaster UK through Oracle Training Consultant Ltd.HAIR - Work based training in UK for young learners in hairdressing (LLP Mobility Leonardo da Vinci IVET): 100 students to a 4-week long work-based training experience in Doncaster UK through Oracle Training Consultant Ltd.- Regional Project “Fourth year abroad. More than one year of study”: IKAROS has sent22 learners enrolled in the 4th year of the training programme for certified IT Technicians to a work-based training experience of a 4 months duration in Dublin, Ireland, hosted by Emerald Cultural Institute. The learners are carrying on their mobility activities at this very moment and they are meeting the best IT company situated in Dublin in order to develop their vocational skills.- Regional projects “Learning Weeks”: IKAROS has organized over 90 learning week paths involving over 2300 students abroad and in Italy in the last three years. The learning weeks are informal paths developed out of the normal school activities, involving the students in a different way of learning, often strongly connected with the labour market and a on-the-job training experiences.**JOB SHADOWING /STUDY VISITS** **-Erasmus+ KA1 Adult mobility Job Shadowing** **New Attitude for Better Work** aimed at opening synergies and internationalize cooperation among two organizations through a job shadowing learning mobility of staff members from a Romanian Job services and training provider in our consortium in Italy. A total of 4 staff took part in the JS activity, that took place in our offices in Rome, Florence, Milan and Bergamo. **-Erasmus+ KA2 SP: Job shadowing mobilities within the KA2 Dropapp project.** The main goal was to share practices already implemented by European apprenticeship school partners, by exploring strategies to increase and strengthen career counselling services in their context and labour market to reduce drop out of apprentices. Fondazione Et Labora hosted a one week JS in Bergamo, while two of Et Labora staff went on a 1 week JS mobility in Lithuania. -We applied in February 2018 for an Erasmus+ **KA1 Job shadowing for adult staff**. Six teachers from a Vocational Training Center for adults will come to Bergamo in the end of this year for a 2 week study visit in the healthcare sector. **INNOVATIVE DIDACTICS WITH ICT** Ikaros has matured a large experience in teaching with ICT, participating in the projects ICT WAYS, TIC, Innovative Competences for teaching, Innovative Training, Web Generation. In addition to having implemented full ICT didactic approach in the classrooms Ikaros gave life to the ICTWays Community of Practice (COP), a free online network for teaching and support in Primary and Secondary Schools, helping to build a community for creating, sharing and reusing teaching and learning materials and methodologies. This COP was created as a development of the ICTWays project, and provides an inventory of existing ICT in Primary and Secondary and Vocational schools in Europe and the existing gaps in software and hardware, specifically for teaching and learning Sciences. Website: http://ictways.eu/   -GW – Generazione Web project (Web generation) - ICT Innovative Competences for Teaching – a regional project aimed at disseminating and enhancing the skills of primary and high school teacher for the optimal use of new forms of teaching in digital mode.**DEVELOPING AND TESTING E-LEARNING PLATFORM****-**KA2 Strategic partnership **ADLES - Active Digital Learning Environments in School.** The objective of the ADLES (Active Digital Learning Environments in Schools) project is therefore to work with and prepare teachers to implement active learning methodologies based on PBL (Project/Problem Based Learning) supported by an online platform that includes a set of digital tools (games, simulations and communication) that will allow students to experiment, collaborate and communicate in an extended and multinational learning community. As such, the two main target groups of the project are teachers and students of vocational/secondary schools. Directly involved: 140 teachers, 700 students (150 of them facing economic and social obstacles)-**ECITY** - VIRTUAL CITY ENVIRONMENT FOR ENGINEERING PROBLEM BASED LEARNING. The main objective of the eCITY project was to design, develop and validate a pedagogical methodology, supported by an online, collaborative, city-development simulation engine (Simcity like) that stimulates the integration and continuous exploitation of Problem Based Learning in engineering schools and at the same time fostering the interest in Engineering in secondary school students. Problems or challenges can be fed into the platform as homework, teamwork, curricular activities, extra-curricular competitions, big or small projects, etc. PBL can be incorporated within existing structures with little disruption as it can be implemented in a variety of forms. The platform was developed in collaboration with 6 international partners from Portugal, Greece, Spain and Turkey, within the LLP Programme, Development of innovative ICT-based content, services, pedagogies and practice for lifelong learning, KA3; from year 2013 to 2015.**The project is present in the Scientix European Portal and won the Scientix resources Awards Competition in the STEM category. It became the an official educational software for Greece and Turkey.****The project website: http://ecity-project.eu/** -**OPEN e-learning platform** – OPEN e-learning platform is an e-learning educational package for learning the English language in combination with 6 sign languages/systems: International Sign, Italian Sign Language, Polish Sign Language, Greek Sign Language, Swedish Sign Language and Spanish Sign Language. The platform consists of videos subtitled and structured in units where different everyday life situations are reproduced in order to provide access to the most useful words and expressions. All units are divided by level of proficiency according to the CEFR (A1-C2) which has been recently adopted by most of EU sign languages as well. Pilot sessions took place in 2015 in all of the partner countries: Spain, Italy, Cyprus, Poland and Sweden. Project website: http://opensignlanguage.eu   E-learning platform: www.openleonardo.com **CERTIFICATION AND RECOGNITION OF SKILLS**Ikaros has developed important projects that facilitated international mobility. Thanks to the participation in these projects Ikaros has obtained an important expertise in the field of formal and informal skills and competences certifications through ECVET system and other types of certification. -Ikaros is a partner in the **KA2 Strategic partnership project** “**care4mobility**: Promoting the Efficiency of VET Learner Mobilities in health and social care professions by implementing ECVET”, that aims at promoting student and staff mobilities to increase their intercultural and linguistic competences as well as their access to the European labour market. The project will facilitate the multilateral recognition of learning outcomes (acquired during a mobility period) between the participating institutions by implementing ECVET instruments.-**I-CARE project**: it has been one of the ECVET Pilot Projects (2nd generation) funded by the European Commission and represented an experimental application of the ECVET system. It was dedicated to “Improving Mobility and Career Paths for Personal Care and Social Workers” and its objective was to support the full labour market integration and human capital development in Personal Care and Social Work by increasing interoperability among different countries and learning contexts. Partners analyzed existing qualification systems in the field of personal care and social work in their respective countries with the objective to develop a recognition model, thus encouraging mutual recognition of training and qualifications. The project targeted those interested in the development of flexible training solutions, in facilitating mobility and access to work and in addressing the need for qualified professionals in the care sector (VET providers, labour market services and organizations in the field, social partners and authorities).- **CareVET** is **Erasmus+ KA2 strategic partnership in VET sector**. The main objective of the project is to extend the offer of high quality learning opportunities, delivering an up-to-date pioneer curriculum in the field of Supported/Assisted Living. The curriculum is going to address the latest’s technological advancements in the assisted living domain, as well as role playing, social networks building around people with disabilities, and self advocacy skills that can be utilized by the supportive living operators(SLOs) to improve the beneficiaries’ well being. CareVET promotes work-based learning (WBL) and involves the trainees working in supported living residencies being supervised by an experienced SLO of the hosting organization. The e-learning platform will also offer features for self-learning and personalization tools and wizards for role playing scenarios design, application, as well as evaluation of the beneficiaries. The project is intended to be an attractive curriculum that will combine social care, ICT and wellness competencies.- **“Recognition of skills”** Pilot project: it has been developed with the Polytechnic of Milan which is one of the main authorities in the field of innovative project for supporting public body in order to develop political and technical approach of certification and recognition. The project has been about recognition of informal and non-formal skills in respect of QRSP (frameworks of regional training standard); Ikaros has researched about the administrative, secretarial and health sector skills). The project results have been presented to Lombardy Region in order to improve the regional system of recognition of competences.**REDUCING SCHOOL DROP-OUT****-DROP@PP** (Erasmus+ KA2/2016) Aiming at reducing the dropout rates at vocational education by collecting and disseminating the best practices among European VET providers. Approximately half of the drop outs occur during the first year of apprenticeship training. Target group of Dropout Reduction in Apprenticeship Training Project (DROP@PP) will be who are at risk of dropping out from apprenticeship schools aged 14+year. The project covers a variety of topics which link to: Work based learning (WBL), web based learning, dropout prevention, labour market issues incl. career counselling, unemployment, and entrepreneurial learning. Five job shadowing activities will be implemented during the project.Project website: [www.dropapp.info](http://www.dropapp.info) **-We Build Jobs** project supported by the **JP Morgan Chase Foundation** aims to strengthen and develop the first Italian school totally dedicated to promote and implement apprenticeship and to place young people (15-29 years old) in the labour market, helping the companies to find the right person for the right position. The 2-year plan aims to design and implement integrated pathways for helping unemployed youth at the risk of social exclusion (NEET) in Lombardy (Italy). The project will operate in three different Italian labour market sectors – Mass Retailers sector, Mechanics and Mechatronics, Informatics – involving 365 NEETs in the project activities and placing them at work through an apprenticeship permanent contract.    **EMPLOYMENT SUPPORT**Et Labora, ad an entity accredited for the employment services in the Lombardy Region, has for years been dedicated to supporting youth employment, providing services for the unemployed and youth at risk of social exclusion, in order to foster an individualized approach through the placement into employment, offering services of:Information, career guidance, counseling services and skills assessmentSupport the implementation of training programs for requalification and upgrading of qualificationsMeeting the supply and demand in the labor market with selection services and active job search.**NON-FORMAL LEARNING ACTIVITIES** Ikaros has carried out a number of projects aimed at combating early school leaving and facilitating educational success, introducing and testing news method of education and learning in the guidance and orientation of young people. Ikaros has gained a more than 5 years experience in organizing Learning Weeks - courses based on non-formal learning and acquisition of experiences in a full immersion manner, aimed at students attending high schools / Institutes of Higher Secondary Education and students attending the 3rd and the 4th year of Vocational education and training. Learning Week courses are based on experiential learning in a non-formal context and follow the learning model based on “learning by doing”, as opposed to the traditional “learn the theory first and apply it later”. The youngsters take part in practical assignments, simulations, coaching and short internships. So far 92 Learning Week projects have been submitted and approved, attended by more than 2,300 students, and involved 25 different educational institutes and many other different subjects in the area (companies, universities, ..).**INCLUSION AND REMEDIAL EDUCATION**Fondazione Et Labora has activated a counseling service for teenagers at risk of social exclusion at its headquarters in Bergamo in 2006, that is active still today. The counseling is open to both students, their families and the teaching staff, since unfavourable situation of adolescents affects also their academic path, and especially with the aim to identify educational strategies that may foster academic success. Interventions are structured during school hours by psychologists experts in management of relational dynamics.In 2010 Ikaros had initiated a project for the implementation of Training Services for Autonomy of Minors aimed at adolescents in situations of social disadvantage. The project aims to provide systematic re-motivation of adolescents for the reconstruction of the experience factors, such as the context in which the youngsters live that prevented, slowed down or distorted their successful development. Throughout the educational program the minor is supported by a tutor, the educational reference figure of the project. The interviews are conducted by professionals with experience of at least three years in educational services for adolescents. After a careful analysis of the needs of the adolescent and of the objectives of the intervention done by the tutor and the coordinator of the service, the activities responsive to the needs of the individual and a personalized educational plan is drawn up. The project was born as a pilot project that found its realization and self-sustainability in the Municipalities of Bergamo that still use this service on a fee basis.**"NEET Work"** project is aimed at NEET, that is young people aged from 16 to 19, who neither study nor work as they have abandoned school or are at risk of dropping out of their studies. The project aims at offering them a short and professionalizing training finalized at providing employment (to 18- 19 year-olds) or to bring them closer to the training already undertaken by increasing their chances of academic success. The following activities have been implemented: career guidance interviews and analysis of their attitudes and propensities, professional courses lasting an average of 80 hours, traineeships, guidance and active job search workshops, study groups led by tutors that supported the young in recovery of school subjects. |

|  |
| --- |
| **What are the skills and expertise of key staff/person involved in this application?** |
| Key persons involved in this project:• Lucio Farè, director of the vocational training center Ikaros, with more than 10 years experience in positions of responsibility in the field of VET. Director of training and educational courses, courses for apprentices, vocational guidance activities and job placement services in cooperation with local public institutions.• Rosaria Luciani is working as a senior teacher for IKAROS since 2009, with experience in the management of mobility projects (over 140 students mobilities managed within the projects HAIR and HAIRSTYLE). She studied at the University of Milan Bicocca and is holding a four-year degree in economics and accounting. Rosaria completed a Tirocinio Formativo Attivo in the field of economics and business including the following modules: economics, accounting, finance, business strategy, education, teacher-school context, design and evaluation, media, direct and indirect training, laboratories. In addition to the teaching of business economics subjects, political economy, law and laboratory Rosaria is working as an accredited certificator of competences.• Andrea Bianchi, degree in Philosophy, he is a project manager and training consultant with more than 8 years of experience. He has developed extensive experience in managing and implementing EU funded projects. Since 2008 he has been working as an expert in studies and researches in IVET and ECVET systems, training needs analysis and skills assessment in many strategic projects implemented at national and EU level (ICT ways about sharing a new didactic approach in school, E-CITY for building a platform to foster the engineering studies, OPEN to help deaf people acquire another sign language, HAIR and HAIRSTYLE to encourage student mobility in the field of hairdressing).• Melani Hromin: received her Master’s degree in Sociology and English Language and Literature. Since 2012 she has been managing international EU projects for young people, mainly European Voluntary Service and Youth exchange projects, within the LLP Youth in Action and Erasmus+ programme, at European and extra-European level (South America, Africa, Asia). The topics vary from innovative education, inclusive learning, youth (un)employment, sustainable development, culture, art, sports. She took part in various youth exchanges and training courses as a participant (e.g. youth exchanges Act4Change (IT), Food4Thought (IT); training courses The Keys for Employability (TR), Sharing identities, Open Minds for an Intercultural Europe (IT)). At the moment she is managing different EU and regional projects dealing with innovative teaching strategies and use of ICT in education, connected to development of e-learning platforms, such as: “OPEN: Open Learning to Sign Language” development of an e-platform for deaf persons and “E-CITY”, construction of a virtual city environment for engineering problem based learning, to foster youth interest in engineering studies. As PM she also coordinates international mobility projects under Erasmus +, particularly in the field of Vocational Education and Training (VET) (over 170 students mobilities managed within the KA1 VET projects ABROAD, MEET ITALY AND KCKH).•Andrea Rossi, Master degree in International Communication, post-graduate Master in HR management, has 9-year experience in EU project development, implementation and monitoring, with advanced skills in Project Cycle Management and Logical Framework Approach in Project design and implementation. In depth knowledge of EU policies and 2014-2020 programmes (Erasmus +, Horizon 2020, Urban Innovative Action) with a specific focus on innovation-oriented programmes. Andrea Rossi is Innovation Coach for SMEs within the EU Leonardo Transfer of Innovation project 2inno.eu: The general aim of the project is to provide owners of SMEs and their key staff competences on innovation management with a modular short training programme corresponding to their work environment. (LLP, LdV, TOI). 2013-2015.• Gabriele Milesi: After having graduated in Law at the Catholic University of Sacro Cuore in Milan in 1994, Gabriele Milesi worked as the Director of Administration and Management at Ala Assicurazioni SpA, one of the leader insurance companies in Italy. He specialized in the insurance sector, in 1999 becoming the Director of Administration end Finance of April Italia SpA, an insurance company working on the international market, a position he held even when, in 2006, he becomes legally responsible for Italy's Axéria Prevoyance Srl. In 2004 he is the founder and CEO of the Healthcare Fund, and in 2008 the founder and CEO of Primula Society of Mutual Aid. In 2012 he started working as a consultant for Fontis Foedus Operae - Foedus Srl, working with management, consulting and ICT, where he works until 2014, when he became CFO of ToGetPro Consortium. |

|  |
| --- |
| **Legal Representative** |
| Title  | Mrs |
| Gender  | Female |
| First name | Luisa |
| Family name | Carminati |
| Department |  |
| Position | Director |
| Email | luisa.carminati@fondazioneikaros.org |
| Telephone 1 | 0039-0354421082 |

|  |
| --- |
| **Contact Person** |
| Title | Mrs. |
| Gender | Female |
| First Name | Melani |
| Family Name | Hromin |
| Department | European Project Office |
| Position | Project Manager  |
| email | melani.hromin@togetpro.it |
| Telephone | 0039-3668337377 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme** | **Year** | **Project ID** | **Project Title** | **Content** | **Applicant** |
| Erasmus+ KA2 | 2017 | 2017-1-TR01-KA201-045926 | ADLES - Active Digital Learning Environments in Schools  | Support and help teachers to implement active learning methodologies based on PBL, supported by an online platform that includes a set of digital tools (multinational learning community).<http://adles.eu/>  | Hayme Ana Mesleki ve Teknik Anadolu Lisesi  |
| Erasmus+ KA2 | 2016 | 2016-1-TR01-KA202-034273 | DROP@PP – Drop-out reduction in apprenticeship training | Aiming at the reducing the drop out rates at vocational education by collecting and disseminating the best practices among European VET providers, IN REGARD TO S[www.dropapp.info](http://www.dropapp.info)  | Fondazione Et Labora |
| Erasmus+ KA2 | 2016 | 2016-1-EL01-KA202-023612 | CareVET - Innovative training approach for Supportive Living Operators | Offering of high quality learning opportunities, delivering an up-to-date pioneer curriculum in the field of Supported/Assisted Living and addressing the latest’s technological advancements in the assisted living domain, as well as role playing, social networks building around people with disabilities. [www.carevet.eu](http://www.carevet.eu)  |  OMEGATECH/ THEOFANIS ALEXANDRIDIS KAI SIA EE |
| Erasmus+ KA1 | 2016 | N/A | LEAVE A SIGN - Exploring Cultural Diversity and Breaking Communication Barriers between Hearing and Deaf Youth through Art and Creative Expression | Gathering of 24 young people from Romania and Italy, deaf & hearing, in a 7 days intercultural learning exchange in Romani in order to facilitate social integration, intercultural attitude and the sense of belonging to the same European community | Fundatia Ikaros |
| Erasmus+ KA1 | 2016 | N/A | SHARE CULTURE - a youth exchange on culinary traditions and healthy living | Implementing non-formal activities dealing with food, culinary traditions and healthy nutrition by bringing together 36 young people, aged 18 to 25 years old coming from 6 different countries in a 9 days exchange  | Fundatia Ikaros |
| Erasmus+ KA1 | 2015 | 2015-1-UK01-KA102-013057BD | KCKH – Keep Calm and Keep on Hairdressing | Hosting 40 internships from England for young hairdressers in accordance with the international standard of HABIA.  | Oracle Training Consultants |
| Erasmus+KA1 | 2015 | 2015-1-IT01-KA102-004510 | ABROAD – Train Global, Employ Local! | VET learner mobility project in UK and Ireland for young learners in hairdressing and IT: 80 students to a 7-week long work- based training experience in modern Hair and Beauty salons and IT companies. | Fondazione Ikaros |
| Erasmus+ KA2 | 2015 | 2015-1-DE02-KA202-002483 | “care4mobility: Innovative Training Approach for Supportive Living Operators„ | Promoting student and staff mobilities facilitating multilateral recognition of learning outcomes (acquired during a mobility period) between the participating institutions by implementing ECVET instruments. | WBS Training AG |
| LLP Leonardo da Vinci TOI | 2013 | 2013-1-ES1-LEO05-66234 | Open Learning to Sign Language | Aiming at the elimination of communication barriers and facilitation of the learning of foreign language for D/deaf people. The project attempts to make the learning of other languages and cultural diversity available to D/deaf people through ICT, the methodology of e-learning, ensuring equal opportunities for D/deaf people for the participation in training activities of this kind. The OPEN Multi-language platform is an educational tool for learning the English language in combination with 6 different sign languages/systems [www.opensignlanguage.eu](http://www.opensignlanguage.eu) | Asociación de Desarrollo Rural Estepa Sierra Sur |
| LLP Leonardo da Vinci KA3 | 2013 | 543573-LLP-1-2013-1-PT-KA3-KA3MP | Virtual City Environment for Engineering Problem Based Learning - e-CITY | Designing, developing and validating a PBL-oriented, online, collaborative VLE platform, based on a city-development simulation engine that stimulates the integration and continuous exploitation of Problem Based Learning. [www.ecity-projec.eu](http://www.ecity-projec.eu) | Instituto Superior de Engenharia do Porto |
| LLP Leonardo da Vinci KA3 | 2012 | 528103-LLP-1-2012-1-PT-COMENIUS-CNW | ICT Ways for sciences classroom | Network for the identification and sharing of good practice and experience in the ICT sector between the university world and the world of primary and secondary school.[www.ictways.eu](http://www.ictways.eu) | Instituto Superior de Engenharia do Porto |
| Fondo Sociale Europeo Romania | 2012 |  | EQUAL - Promovarea prin activitati inovatoare a egalitatii de sanse si de gen in cadrul organizatiilor partenerilor sociali, cu accent pe institutiile de educatie | Promotion of equal opportunities and gender equality policies within an established network of schools in Romania. The project was carried out through seminars and study visits, as well as the production of materials to support the teaching on the subject in schools.[www.equal.ro](http://www.equal.ro) | Sindicatul Liber al Lucrătorilor din Învăţământ şi Cercetare Ştiinţifică Neamţ |
| LLP Leonardo da Vinci IVT | 2012 | 2012-1-ITLEO01-02564 | HAIRSTYLE - work based training in UK for young learners | Mobility in internships in England for young hairdressers in accordance with the international standard of HABIA. 100 students involved [www.fondazioneikaros.org/progetti/](http://www.fondazioneikaros.org/progetti/) | Fondazione Ikaros |
| LLP Leonardo da Vinci ECVET | 2011 | 191134-LLP-1-2010-1-IT-LEONARDO-ECVET | ICARE – Improving mobility and career paths for personal care and social workers | Development of a system for the recognition of competences according to the methodology ECVET in the socio-health. The project was one of the 7 approved on the scope throughout europe. [www.icareproject.eu](http://www.icareproject.eu)  | Fondazione Cefass |