

DİJİTAL KİTAPLAR BENİM İÇİN HER YERDE DIGITAL BOOKS ARE EVERYWHERE FOR ME (KA220-SCH - Cooperation partnerships in school education)

PROJECT SUMMARY:

Some statistical data on reading books in countries reveal our situation about our book reading rates. Research Center (DESAM). The rate of reading books in Turkey is 0.1 percent; The countries that read the most books in the world are France and England with 21 percent. Next comes Japan with 14 percent. The reading rate in Italy has been measured as 1.57 (EACE Agency) The content of the project: How should we instill in children the habit of reading books? Individuals do not wonder when they encounter tasks below their level, and when they encounter tasks above their level, they show boredom, not attempting and abandoning. These are the tasks that are best suited for an individual's level of activity and that they can accomplish with some effort. In this respect, children do not know how to read books appropriate to their level in terms of their vocabulary, comprehension, discrimination and developmental characteristics, and this project will increase the rate of reading books. In addition, individuals tend to focus on topics they are interested in, enjoy working with them, prefer such jobs to other jobs, spend their time and energy, and are happy to engage in topics they are interested in. For this reason, it will increase students' efforts to read books written on topics they are interested in. In summary, students will gain the habit of reading when they read books that are appropriate for their level and that they are interested in. Saying that it is necessary to introduce children with appropriate books from infancy in order to acquire the habit of reading books, Elçin Gölbaşı stated that teachers and parents have a great responsibility. One of the aims of reading books is to improve students' reading comprehension skills by reading books. Providing students with reading comprehension skills is also the 21st century. It is also included in the skills. As students encounter questions at the level of knowledge and recall about the books they read, they tend to read superficial rather than deep reading. Considering all these situations, the project will develop a smart application that is suitable for children's reading comprehension levels and enables them to meet with books on topics they are interested in and monitors their reading status. It is aimed to distinguish the books to be read and to improve their resource scanning skills. Books will be recommended to children through the smart application and children will be able to review and prefer the books through the smart application. At the same time, it was aimed to enable educators to easily monitor the reading status of students with the project. The program will enable the student to meet with books suitable for his/her level both in his native language and during his foreign language learning process. First of all, the level of understanding that the student is reading in his/her own language and his/her interest in the books written on which subjects will be determined and he/she will be provided with books suitable for these features.

It is one of the most important targets of our day to make our students gain the habit of reading and writing. Once they learn how to read and write at the beginning of the school years, they read books with the motivation provided by the parents and the happiness they have in them after having been able to read. However, it is seen that the students in the middle school period start to use their own willings to act more independently, to use the technology more, to take into account the effects of the adolescence period, to ignore the authority, to care about their own and peer thoughts, and to care less to realize their interest in reading books. It is known that especially in the early youth period, when the interests of individuals are very influential in individual behaviors. It is very effective for people to choose an activity and to be connected to it for a long time. Determining the interests of students in our schools is still not an area that has been studied. Especially the pandemic period has closed this well. At this moment, our teachers are not informed about the types of students, the types of intelligence and which areas of interest the students are interested in. The fact that teachers do not know both the characteristics of the students and the books in depth, the fact that the students do not have a suggestion mechanism about which book to read and which book is appropriate for them, causes the students to read the

books randomly. In particular, they do not have information about the use of digital devices in lessons. On these days, the books already read by the adults are being recommended to students in order for them to read rather than the ones that are appropriate for their own characteristics. Students face with their interest and curiosity, reading books from reading lists imposed on them instead of books that are appropriate to their level. This situation prevents the student to create love and desire towards reading. It makes them turn to more dangerous blank content books. With the application that will be developed, it is aimed to offer the students the appropriate books based on their intelligence, type of interest and curiosity and their attitudes towards reading from books divided into 3 levels according to reading comprehension, verbal reasoning and vocabulary. The main objective of the DiBoFoMe Project is to propose books suitable for students' interests, needs and intelligence types, attitudes towards reading and reading levels. We will realise our project together with partnering countries to expand this project to international audience and we will increase the scope and applicability of the project in the countries we are in. Besides all these, the reading rates in selected countries are very low and we will serve the priorities of the European Union by increasing this. The main aim of our project is to increase the reading rate both in these countries and in Europe. In addition, the false use of mobile applications and Internet will be prevented. Students will learn how to use technology correctly and will have better quality education. Our project is free of charge for all those who are interested in the program and will remain open for 5 years.

The main target group of the project is young people and students. Increasing precision and awareness on this issue is our priority. Our project will contribute to young people's selection of books, scanning resources, and selection of books that will improve themselves. Our Project budget will be financed by Turkish National Agency and EU. At the end of our project we want to create mobile software and computer software. This software will be open to everyone and will be made available to everyone for their benefit. We would like to share 1,000 books (including books, promotional information and 20 questions from each book) by our project, together with all our partners.

What do you want to achieve by implementing the project?

One of the aims in reading books is to improve students' reading comprehension skills through reading books. Providing students with reading comprehension skills is also the 21st century. It is also included in the skills. The level of comprehension of the books they read in our country and in Europe cannot be followed adequately. As students encounter questions at the level of knowledge and recall about the books they read, they tend to read superficial rather than deep reading. Considering all these situations, the project will develop a smart application that is suitable for children's reading comprehension levels and enables them to meet with books on topics they are interested in and monitors their reading status. Books will be recommended to children through the smart application and children will be able to review and prefer the books through the smart application. |

What activities are you going to implement?

Computer and Mobile Phone Application Software: We will complete the program software and contents, which constitute the main content and the most important structure of our project, together with the partners of the project. This program, in which the abstracts and contents of the books will be uploaded, will work in integration with both the computer and the mobile phone. It will be accessed from anywhere and will have easy-to-use content.

HANDBOOK OF THE PROGRAM: We would like to prepare a handbook in which the contents of the program are introduced and the features of the program, the aims and objectives of the program, in order to use the program we prepared above more conveniently and to make it popular. For this, we will work with all partners and translate them into the languages of all project partners. It will be in English and translated into other languages for the program to reach more countries and audiences.

ELECTRONIC READING UNDERSTANDING SCALE: After the validity and reliability studies, the final electronic scale will be created after creating a question pool containing questions including reading comprehension strategies. Norms determining the reading levels appropriate to the developmental

characteristics of secondary education students will be established and the scale will be interpreted according to these norms. The 20 questions to be prepared from each book will be parallel to the reading comprehension strategies on which this scale is based.

INVENTORY OF INTEREST ON THE SUBJECT OF BOOKS: It is an electronic scale based on determining interests in the fields of family, peers, science- fiction, informative, poetry, animals, history, adventure, mystery and history. When this scale is developed, it is thought that books suitable for students' interests will be recommended, and it will increase their reading and reading comprehension levels. **Multiplier Event:** We will carry out the activities that will ensure that the activities of the project are announced to more people. **Learning, Teaching, Training Activities:** We will do the activity that the outputs of the project will be used more effectively. **Impact:** We will measure how the aims and objectives of the project affect large groups.

Dissemination and Use of Project's Results: We will disseminate the results of the project by reaching people and organizations that we can reach. **Sustainability:** We will ensure that the impact and benefits of our project continue for a long time. **Distribution of tasks of project partners and external partners and following them** **Presentation of the Project and Pilot Implementation:** We will pilot the outputs of the project. We will see the result and evaluate it more effectively. **Project Promotion Congress Informing families Informing senior local people:** Carrying out the preparatory activities and studies before the project activities. **Preparation of the participants and partners for the project Determination and follow- up of the project management team and members** **Project evaluation and management meetings** **Problem and risk solution assessment meetings** **Pilot applications and project implementations of the project** **Communicate and cooperate plan and programs with our partners**

Konya Genclik ve Spor Il Mudurlugu (E10227936 - Turkey)

The basis of this organization, on July 14, 1922 joined the 16 club sports in order to band together "Turkey Training Community Alliance" of (the TIC) was laid on the foundations. We are an organization that organizes both sports activities, youth work and dormitories of university students and their activities in the Konya region. Our company serves on 3 main activities. First; Our first goal is to increase opportunities and participation in sports. Secondly; Youth Centers contribute to the development of the capabilities of young people and help to uncover their talent. We support them by opening courses and workshops. Our responsibility is to provide sports, youth and dormitory services for 2 million people. We are working for the operation of sports centers, youth centers and student dormitories located in 31 districts and Konya center in Konya Province and for the more active use of the youth here. Besides; We have 188 sports facilities, youth centers and student dormitories. 134,139 athletes and young people receive training and benefit from these facilities. As Konya Provincial Directorate of Youth and Sports, we have 319 registered and active sports clubs. Number of active athletes; 14,855 people. Number of licensed athletes; There are 134.139 people. In 2019; 4 international activities, 136 federation activities, 2,403 provincial activities were hosted by our institution. Our institution has 3 institutions together and serves regionally. These are youth, sports, and dormitories. For this reason, we have 3 sub- directorates. A total of 1947 people work in our institution. 80 of them are managers and the rest are both workers and civil servants. We are working ISO2000 quality label and government quality standard. Our Responsibilities are; 1. To direct and manage physical education, games, gymnastics and sports activities that provide the physical, moral strength and abilities of citizens and out-of-school youth; to carry out services for the evaluation of the leisure time of youth, to organize information and skill courses, to take necessary measures to protect young people from bad habits, 2. All educational institutions affiliated to the Ministry of National Education, Youth and Sports; to program national and international sports activities, to determine the principles of physical education and sports activities, to carry out, to provide the tools, equipment and similar needs of these activities, 3. Programming, organizing, managing and developing out-of-school scouting and sports activities and youth activities; to train, train, increase the number of sports managers, coaches, monitors, sports staff and referees, to establish training centers, 4. To make registration, visa and transfer procedures of athletes

and sports clubs and youth associations, 5. To establish and determine the necessary procedures and principles for the establishment of sports federations and the determination of sports branches, 6. Youth centers, hostels and camps that are necessary for physical education, youth and sports activities; to make, construct, operate and provide fields, facilities and materials for the benefit of the citizens, 7. To take measures related to the health of the athlete, to open, open, operate, to operate, to help the operation of athletes' health centers, to make and make the insurance operations of the athletes, 8. To ensure the application of international rules and all kinds of instructions in sports competitions, 9. Organizing, organizing and managing fixed odds and joint bets and games of chance on football and other sports competitions, 10. To make publications and activities to increase technical knowledge and interest in sports in the field of physical education and sports, 11. To cooperate with other organizations to evaluate the spare time of youth, 12. To act as official authority in international sports contacts and relations, 13. To supervise the sports clubs and organizations registered

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

In 2019; national rankings of our athletes and clubs; These; They were awarded 251 prizes, 219 prizes and 228 prizes. In 2019, 453 athletes in 23 branches have achieved 698 National degrees. In 2019; our international rankings of our athletes and clubs: 9 World Champions, 35 European Champions, 49 Open Tournament Champions, 50 International Championships, 21 Balkan Champions. In 2019, 143 athletes took part in the national teams in 19 branches and 97 athletes achieved 164 international degrees in 15 branches. Besides; Turkey Olympic Preparation Center (TOHM) Shooting under the name of Konya, Athletics, Cycling, Weightlifting, Judo, is located 52 athletes and 17 coaches involved in Taekwondo. Most of these athletes compete in national teams. We also have an athletic training center here; Konya Sportsman Training Center; There are 64 athletes and 13 trainers. Also; In summer sports schools held in 2019; In 27 branches, 10,103 children benefited from summer activities. However, a total of 46 teams in our province are competing in national leagues. Konya Provincial Directorate of Youth and Sports projects and activities; In the 100-day program of our Presidency and under the leadership of the Ministry of Youth and Sports, Konya; 2.230 children from 3rd and 4th grade students were taught to swim. Also; In the 3rd grade sports talent screening, 30,242 children were screened and their abilities were determined. In 2019, 4 international activities were conducted in our province. 460 athletes, 136 coaches, a total of 9,225 athletes and coaches came to our city. A total of 2403 activities were carried out in our city within one year. There are 9 youth centers working under us in Konya. As of 2019, the number of our members in these youth centers; 46.123 people. Our projects; Social Adaptation Project: We enabled Syrian and Turkish youth to come together with artistic and cultural activities. We made their social adjustment easier. Drop Project: With this project, we reached out to our children on the streets, met their needs and contributed to their socialization and problem solving. I Apply What I Learned Project: Sports and cultural activities were offered to our children by going to schools. We Are With Our Values Project: Our children were told about our national and spiritual values. 10 ingenuity projects on my 10 fingers: Young people were made aware of their talents. Their basic knowledge, skills and abilities have been improved. Religious Sciences Workshop: The beautiful aspects and practices of our religion were explained to our youth by professionals. As an institution, we have started to create a new institutional structure. We want to create a modern institution by working on the target vision and the determined mission. For this, we want to work with EU and other projects. You cannot improve corporate quality without improving personal quality. For this reason, we want to create corporate units with digital content. We will work for young people to have higher quality and higher skills.

LABORATORIO DEL CITTADINO (E10096436 - Italy)

The basis of this organization, on July 14, 1922 joined the 16 club sports in order to band together "Turkey Training Community Alliance" of (the TIC) was laid on the foundations. We are an organization that organizes both sports activities, youth work and dormitories of university students and their activities in the Konya region. Our company serves on 3 main activities. First; Our first goal is to increase opportunities and participation in sports. Secondly; Youth Centers contribute to the development of the capabilities of young people and help to uncover their talent. We support them by opening courses and workshops. Our responsibility is to provide sports, youth and dormitory services for 2 million people. We are working for the operation of sports centers, youth centers and student dormitories located in 31 districts and Konya center in Konya Province and for the more active use of the youth here. Besides; We have 188 sports facilities, youth centers and student dormitories. 134,139 athletes and young people receive training and benefit from these facilities. As Konya Provincial Directorate of Youth and Sports, we have 319 registered and active sports clubs. Number of active athletes; 14,855 people. Number of licensed athletes; There are 134.139 people. In 2019; 4 international activities, 136 federation activities, 2,403 provincial activities were hosted by our institution. Our institution has 3 institutions together and serves regionally. These are youth, sports, and dormitories. For this reason, we have 3 sub- directorates. A total of 1947 people work in our institution. 80 of them are managers and the rest are both workers and civil servants. We are working ISO2000 quality label and government quality standard. Our Responsibilities are; 1. To direct and manage physical education, games, gymnastics and sports activities that provide the physical, moral strength and abilities of citizens and out-of-school youth; to carry out services for the evaluation of the leisure time of youth, to organize information and skill courses, to take necessary measures to protect young people from bad habits, 2. All educational institutions affiliated to the Ministry of National Education, Youth and Sports; to program national and international sports activities, to determine the principles of physical education and sports activities, to carry out, to provide the tools, equipment and similar needs of these activities, 3. Programming, organizing, managing and developing out-of-school scouting and sports activities and youth activities; to train, train, increase the number of sports managers, coaches, monitors, sports staff and referees, to establish training centers, 4. To make registration, visa and transfer procedures of athletes and sports clubs and youth associations, 5. To establish and determine the necessary procedures and principles for the establishment of sports federations and the determination of sports branches, 6. Youth centers, hostels and camps that are necessary for physical education, youth and sports activities; to make, construct, operate and provide fields, facilities and materials for the benefit of the citizens, 7. To take measures related to the health of the athlete, to open, open, operate, to operate, to help the operation of athletes' health centers, to make and make the insurance operations of the athletes, 8. To ensure the application of international rules and all kinds of instructions in sports competitions, 9. Organizing, organizing and managing fixed odds and joint bets and games of chance on football and other sports competitions, 10. To make publications and activities to increase technical knowledge and interest in sports in the field of physical education and sports, 11. To cooperate with other organizations to evaluate the spare time of youth, 12. To act as official authority in international sports contacts and relations, 13. To supervise the sports clubs and organizations registered

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Monumento vivente. Pedagogie del patrimonio delgiardino in Europa". - Centralized actions Comenius 3, with France, Belgium, Spain, Portugal, Greece, Romania and Poland). - Leonardo da Vinci Program "Modern educational methods & skills in environmental education" –Metodi e competenze pedagogico-didattiche nel campo dell'educazione all'ambiente (MEMSE)" - The Association is actively involved in Grundtvig Learning Partnership, 2010-2012 "Hefore,2011-2013 "EU Treasure Hunt, 2012-2014 "Regards d'Europe Croisés. - We organised also Grundtvig Workshop "Pour un Jardin de la Terre" – ISCHIA 26-30 October 2009, "Hyperpaysages d'Europe" 22-29 May 2011. - We promoted a lot of

Comenius learning partnership and we also organised different In Service Training Course Comenius and Grundtvig “Le jardin monument vivant. Pédagogie du patrimoine des jardins en Europe”; 1998- 2007 “Le Grand Tour en Europe: art, paysage, jardins, créativité, innovation” and “Europe between Mythology, Modernity and Multiculturalism”. 2007- 2014 - Erasmus+ «SOS Sciences» KA2 with Dinant (Belgium) - Ex Comenius Regio - Erasmus+ KA1 Training Courses “Grand Tour in Europe: creativity, innovation, active citizenship and intercultural dialogue”; “Europe between Mythology, Modernity and Multiculturalism”. 2014-2019 - Erasmus+ KA2 Ex- Youth in Action “Project EGPJ”, Ligue de l’Insegnements Federation de Paris. 29 May- 3 June 2015. - Erasmus+ KA2 Ex- Youth in Action “Project Take Initiative” Tirana, Albania. 22-30 November 2015. - Erasmus+ 2015-2018 KA2 Udel21, udel21.eu - Erasmus+ Youth, EGPJ with Paris and Berlin Other workshops were held in the areas around the Trasimeno Lake, where the cultural heritage environment, allow us to develop, workshop, study visits and European Trainings in privileged place. Our team is constantly engaged in activities related to participation, organization and coordination of various European measures included within the Lifelong Learning Programme. The education of active citizenship is at the base of our teaching philosophy and our strategic objectives, and we also: - Promotes the creation of didactic and thematic path, also for physically and mentally disadvantage people, inside parks, museums, botanic gardens; - Support the “knowledge of landscape” and his natural and cultural heritage to promote the feeling of belonging to the same “home”, encouraging and stimulating intercultural dialogue against any kind of discrimination. - Design and develop programs of environmental education in any kind of public school. The association is part of a large network of local, regional and European associations and public and private entities. After 16 years of European Training, learning partnership, study visits and workshop we are in contact with a lot of teachers and learners, all around Europe, who could participate in our training project. The innovative aspect of the training courses organized by our association is to “transfer” their headquarters in places where learners can be, “surrounded” and “buried” in a historical, artistic and/or environmental heritage related to the contents of the proposed training, in order to “learn” to develop its own teaching strategies. In this way, learners can really feel the surrounding context and at the same time they can learn, through transversal and interdisciplinary methods, other educational contents. Laboratorio organises study visits and job shadowing in Italy in the area of the Trasimeno Lake (Umbria), in the field of inclusion, use of diversity in the class, environmental education, transversal pedagogy and cross-curricular activities, promoting use of non-formal education activities, use of ICT, Coding and open air activities.

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SUSTAINABLE DEVELOPMENT MANAGEMENT INSTITUTE ET INSTITUT DE MANAGEMENT DU DEVELOPPEMENT DURABLE (E10151058 - France)

Sustainable Development Management Institute (SDMI), created in January 2015 is a private University providing higher education, Education and Continuing Professional Development. SDMI believes that learning as an essential dimension of the human existence, pervading life in all its different aspects. Learning engages people, as well as the social entities they constitute, throughout the lifespan. It is a fundamental condition for human beings to interact constructively with an ever more rapidly changing complex environment and to be able to do so being fully aware of the history of humanity. Learning is therefore a crucial dimension of sustainable development. We consider learning to be something inherently social and thus look at learning individuals in the context of learning communities. Learning communities represent different levels of organizational complexity. Each individual is normally part of a variety of learning communities in the immediate sense, such as a school or training context, the family, places of worship, the workplace, the marketplace. The prime goals of SDMI are : 1. to promote learning in the broadest sense possible, ranging from individual learning to organizational learning at different levels of complex organization, 2. to foster the development of the conditions in society that promote and facilitate learning in the above sense, 3. to care for the organic integration of the learning environment at large, ensuring its ecological soundness. Our University confers the Bachelors of Arts, Science, Business

Administration (BA, BSc, BBA), Master of Arts, Science, Master of Business Administration (MA, MSc, MBA). The instruction is bilingual (FR/EN) or English. Sustainable Development Management Institute provides a distinctive program in sustainable development management that builds on and enhances the liberal arts curriculum. Our aim is to prepare students to be committed to a process of life-long learning and to pursue rewarding careers in a technologically changing and culturally diverse world. To this end, Sustainable Development Management Institute has created a learning environment that encourages the integration of management theory, research, and practice within a well- balanced program of study in the arts, sciences and humanities. Sustainable Development Management Institute provides a foundation in core functional areas, advanced courses, and a wide variety of co-curricular learning opportunities. While all courses take into account the linkages across management disciplines, the cornerstone and capstone courses utilize an explicitly integrative approach. Permeating our educational offerings is an emphasis on international dimensions, discernment of ethical values, and development of communication skills. Flexibility in the program enables students to concentrate in a management discipline or pursue joint programs with other departments to prepare for careers and graduate education. The program serves the larger Sustainable Development Management Institute community by offering all students a conceptual basis for managing fiscal, strategy, operation, entrepreneurship, IT and human resources in scientific, artistic, human service, and business undertakings. Both in its presentation of foundation courses and in its upper-level courses, departmental offerings provide avenues for exploring the relationship between business and society. In addition, Sustainable Development Management Institute develops and contributes to a variety of interdisciplinary courses and programs. Thus, Sustainable Development Management Institute serves not only its own majors, but adds depth, breadth, and value to the liberal arts education of students concentrating in other disciplines. As a component of the curriculum, students have regular interaction with the business world in part through the Business Advisory Council. The introductory course and others involve integral participation by visiting business executives in course.

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

For 20 years and inspired by its experience as an engineer, Bala GANESSANE (BMG), director of SDMI, brings a global approach in three axes to the project of its customers: - Increase the degree of expertise, create value for the customer, improve performance, client satisfaction. - Management / Organization / Strategy and Engineering / Technology (MOST)- Training plan, pedagogical follow-up, evaluation method and results analysis We assist our clients from the diagnosis to the operational implementation of the projects: Assistance to Project Ownership from the design to the operational implementation of the projects / Operational support / Project management / Project management methodology / Assistance to the project decision. BMG is involved in any type of project related to sustainable solutions for existing and new environments corresponding to a territory, a city and others Expertise Field : Environment – Energy – Infrastructure – Mobility – Territory Mr. Gilles OLIVE, as board director, devoted most of his professional activity to strategic consulting, mainly in the areas of buildings and territories: - energy quality of buildings (preparation of the thermal regulation of new buildings promulgated in 1988), - ambient quality of buildings' premises, in particular hygrothermal quality, - quality of use of buildings (home automation), - environmental quality of buildings (development of the HQE's "14 targets" system of requirements), environmental quality of construction products, environmental quality of building management, environmental quality of condominium buildings, - quality of territorial sustainable development actions (development of the system of requirements of the "11 objectives" and the management system for control of actions). Mr Bala GANESSANE and Mr Gilles OLIVE will coordinate and manage this project. We are expert on Education and Continuing Professional Development Programs SDMI has a long involvement in education policy issues. We: a. develop and advise on education and training policy strategic approaches to funding analysis b. undertake and facilitate

strategic planning c. analyse labour market and demographic information for demand assessments d. undertake system and organisational reviews e. review regulatory frameworks f. review governance g. conduct market and demand analysis h. conduct policy and program evaluation i. develop and apply detailed resource modelling. j. select procedures k. implement and manage project relative to education and training

UNIVERSITAT DE VALENCIA (E10209325 - Spain)

The University of Valencia was founded in 1499 under the name of Estudi General, it is one of the oldest universities in Spain. It is a public university, oriented to teach and research in almost all fields of knowledge. It is divided into four campuses: Blasco Ibáñez, Tarongers, Ontinyent and Burjassot-Paterna, and has numerous extensions, delegations, affiliated centers and exemplary sites. It has a wireless network in all its facilities, email services for all students, laboratories, language center and sports facilities. It has approximately 65000 students among all its degrees, thus being one of the largest universities in number of students of the Valencian Community. It also has approximately 1800 employees of Administration and Services and 3800 teachers and researchers. Currently, the University of Valencia stands out as one of the main public research organisations in Spain, with more than three thousand researchers integrated in 84 departments, 21 institutes and 5 other research units, belonging to social, biomedical, human, experimental and formal sciences. Along with human resources, the University of Valencia state-of-art premises and facilities, together with its instrumental equipment, both guarantee the quality of a vast scientific and technological offer available to the service of society. The University of Valencia is recognized as one of the most outstanding Spanish universities in both national and international rankings. It produces 63 % of the indexed references of all Valencian universities and ranks third among Spanish universities in indexed scientific production. More than 300 PhD theses are presented every year in the framework of 110 PhD programs, 31 of which have obtained the special Quality Award given by the Spanish Education Ministry. At last, its increasing research budget, over € 52 million, is an indicator of the scientific and technological capabilities of the University of Valencia. The University of Valencia is a leading academic organisation at national level, with a remarkable international dimension, which ranks among the top 300 in the world, top 117 in Europe and top 5 in Spain as per ARWU "Shanghai" Ranking. Regarding scientific production, National Taiwan University Ranking – NTU shows a position of 3 in Spain, 83 in Europe and 207 in the world. The University of Valencia develops a wide range of bilateral academic cooperation programs worldly, mainly with South-American, African Countries and European countries. Lately, the relationships with Asia_Pacific acountries such as China, Japan and India and the new agreements with North-American universities guarantee the signature of new agreements. These agreements allow mobility activities for a large number of students and academic staff. International programmes management is developed from interuniversity cooperation, development cooperation and research points of view. In fact, the number of international mobilities is 3328 for undergraduate students, for master and 78 for doctorate students. As for international networks integration, at present, the University is member of important associations such as EUA (European Association for Universities), Asociación Universitaria Iberoamericana de Postgrado, CUM (Mediterranean University Communities), EAIE (European Association for International Education), Utrecht Network, Lluís Vives Network, College Des Hautes Etudes Europeennes "Miguel Servet" among others. CAMPUSHABITAT5U is another Campus of International Excellence formed by the five universities that make up the Valencian Public University System. It is a unique project of excellence in Spain in the area of habitat and territory based on the interaction of various economic sectors and multiple disciplines. An advanced economy like that of the Valencian Community, whose attraction as a place to live or visit is one its greatest assets, can only compete by means of quality,

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The Innovation Teaching Group in Chemical Engineering and Environment (IDIQMA) of the University of Valencia is formed by a gendered-balanced team of lectures, which teaching contents are mainly focused on issues such as sustainability, pollution control, waste, innovation or quality management. the IDIQMA members are totally aligned with the upcoming challenges of the Objectives for Sustainable Development for 2030, and committed to focus their training and research activities on the key claims of the different Climate Oriented Challenges. The IDIQMA has experience in the development of innovation projects focused on the development of soft skills and digital competence, based on the application of ICT tools and active pedagogical methodologies. According to the needs of the Erasmus+ program, the IDIQMA can offer: (i) Knowledge in the field of environment, quality and innovation; (ii) Experience in the field of

active pedagogical methodologies; (iii) Conceptualisation and development of intellectual outputs; (iv) Planning and execution of training programs; (v) Preparation of teaching off-line and on-line material for being used in MOOCs; (vi) Organisation of multiplying events. The Research Group on Materials Technology and Sustainability (MATS) of the Universitat de València (<https://pots.blogs.uv.es/>) focuses its research activity on the design, development, characterization and validation of preparation and functionalization technologies based on material structures with a multisectorial character, and a focus on sustainability within the concept of circular economy. POTS is made up of a multidisciplinary team, with experience in (bio) polymer and compound technology, advanced extraction processes with sustainable emerging solvents and generation of hybrid catalysts for environmental technologies. In this way, they are able to address the challenges of the industries and institutions committed to sustainable innovation in environmentally efficient and value-added products and processes. Both under the framework of MATS and IDIQMA, the staff is committed to transferring the results of research and innovation to society, through the (i) training of qualified professionals in a scientific- technological and international environment, through internships, academic stays and the development of doctoral theses and master; (ii) the preparation of specialized training courses and workshops in the field of sustainability and the circular economy; (iii) dissemination in general and specialized environments and (iv) collaboration in networks and technological platforms for the development of Research, Development and Innovation projects. The Innovation Teaching Group "Sciences and Arts" (C&L) is a gender-balanced team of lecturers from five different Spanish universities (University of Valencia, University of Alicante, University of Alcalá de Henares, University of Almería and Complutense University of Madrid) and a University from the United States (Miami University). Their goal is to develop new methodologies (normally project-based or phenomena-based learning) with a special focus on sustainability issues. This educational approach favors the integration of multidisciplinary knowledge and skills and is totally aligned with the Sustainable Development Goals for 2030, specially number 4 related to a quality education and those related to environmental concerns. Some of the developed activities to be implemented in primary, secondary and higher education can be consulted in their web page (www.uv.es/ciencylet). The C&L group has experience in the development of innovation projects focused on active pedagogical methodologies and transdisciplinary approaches integrating sciences and arts, with a holistic approach to teaching and learning. According to the needs of the Erasmus+ program, C&L can offer: (i) Experience in the field of active pedagogical methodologies;

Necmettin Erbakan Üniversitesi (E10073224 - Turkey)

Necmettin Erbakan University, though a new established in 2010, is privileged of housing three oldest higher educational institutions in Konya: Ahmet Kelesoglu Faculty of Education (in operation for 50 years), the Faculty of Theology (celebrating its 50th anniversary) and Meram Faculty of Education (in servicesince 1972). The university provides ample learning, teaching and research opportunities for both students and academics and also offers a full range of degrees in the areas of humanities, social, health, education, and engineering sciences. In addition to its main Campus at the city center and the other buildings scattered around the city, the university, the university has also two more premises located in towns of Ereğli and Seydisehir. The main Campus, situated on a hilltop in Meram, the most pleasant greenery district of Konya, overlooks the whole city with an exceptionally beautiful view. All the campuses furnish all kinds of services and facilities for students and staff. Our faculties and high schools are as follows: Our faculties are Ahmet Kelesoglu Faculty Of Education, Faculty Of Dentistry, Ereğli Faculty Of Education, Ereğli Faculty Of Engineering- Architecture, Faculty Of Science, Faculty Of Fine Arts, Faculty Of Aviation And Space Sciences , Faculty Of Law, Faculty Of Theology, Meram Faculty Of Medicine, Faculty Of Engineering-Architecture, Faculty Of Health Sciences, Seydisehir Ahmet Cengiz Faculty Of Engineering, Faculty Of Social Sciences And Humanities and Faculty Of Tourism. Mevlüt Aydoğmuş : He studied in Necmettin Erbakan University, Faculty of education between 1996-2000. He finished his master's degree in the field of Educational programs (Curriculum Development) and still Phd student in

the same department. He worked as teacher between 2000-2006, worked as projects coordinator in Konya Provincial Directorate of National Education between 2006-2013 and now works as expert for international relations and vice coordinator in department of Erasmus office. He

has experience of different EU granted projects like Lifelong Learning (Comenius, Grundtvig, Leonardo, Erasmus) and youth programs. He carried out many multilateral centralised and decentralised projects.

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

Erasmus Coordination Unit is contact point for Eurodesk Turkey. As Eurodesk Contact point we provide information related to youth opportunities. These opportunities are about Erasmus+ Programs, Youth Employment, International programs, EU Pair, work and travel program, scholarships, master and PhD programs, employment opportunities. We actively use social media, especially through the social media tools facebook/twitter: neuerasmus for informing the opportunities to the students in our university and youngsters in and around Konya. Under the roof of our Erasmus Coordination Unit we have Erasmus Student Community which is for giving assistance to the incoming and outgoing students, increasing the visibility and dissemination of Erasmus + Program arranging different informative events related to youth opportunities, like conferences, seminars, meetings. Our Coordination department has been accredited for European Voluntary Service as sending and coordinating organization in order to increase the number of the motilities and opportunities for our students. Our aim is to give young people the opportunity to express their personal commitment through full-time voluntary work in a foreign country within or outside the EU. Our department is also responsible for

learning and training mobility's in and around Europe and has been in contact with 68 universities from different Eur n countries and we have signed bilateral agreements. Every year we give 60 students chance to study or do internship in different EU countries. We also cooperate with local, national stake holders in order to carry out different projects whose target groups are youngsters, disadvantaged groups, unemployed people. We have one coordinator, 4 vice coordinator and 2 staff in our coordination unit. Our staff have good experiences in project management, especially in youth program and lifelong learning program like Comenius school partnerships, Comenius Multilateral Projects, Grundtvig Multilateral Projects, Leonardo Transfer of Innovation Projects, Leonardo development Projects, Grundtvig and Leonardo Partnerships as projects manager, contact person or researcher. Multiculturalism is the basis of the European Union. It is a strong part of cultural diversity and respect of identity. The priority of EU is that each person should be equipped with command of mother tongue language and two other languages. The project work is excellent way to achieve this goal.

The participation in the international programme also gives us opportunity to know more about different European countries, their culture and languages, develop skills of the communication in the foreign language for students and staff. During the participation we wish to raise the level of fluency in foreign languages for students and teachers, to strengthen students' acquisition of learning skills, to test innovative strategies helping students to achieve success in their future life.

Previform - Laboratório, Formação, Higiene e Segurança do Trabalho, Lda (E10199553 - Portugal)

PREVIFORM has a wide range of experience in the area of adult training in almost all modalities, as well as a vast experience in providing consulting in areas that specialize in Occupational Safety, Food Safety and Hygiene field a Nutrition. The company is continually searching for the best investments and strategies to increase their human and technical resources, with expertise in the area of Occupational Health and Safety and Health at Food. Thus, the company intends to respond with efficiency and high quality to the needs of their customers. PREVIFORM provides vocational training at various European levels II, III, V. Currently these levels of training are offered through the following modalities: Certified Training; Continuous Training; Specialized Technological Training Courses. PREVIFORM's main objectives are: Contribute towards adult training by providing the appropriate skills required for qualified professionals;

Develop mechanisms which facilitate and promote the transaction between training and the labor market; Provide trainees with solid socio-cultural, scientific and technological training. Our organization's target groups are small and medium enterprises in consulting of health and safety at work, food safety and training the employed/unemployed who want to invest more in their education and in the construction of a network of relationships that may contribute to the improvement of their professional career. Conscious of the growth of the unemployment our organization provide training adapted to the needs of the unemployed, 80% of our trainees are unemployed and in risk of exclusion. The goal is simple: prepare them for immediate integration into the labor market. Another aspect of our activity that has been put into practice in the development of projects is the creation of educational tools that make learning more attractive, using new communication and information technologies, especially for and adults from social backgrounds disadvantaged groups, seeking to give them equal opportunities, and encouraging them to play a more active role in terms of citizenship, which we consider to be essential for promoting social cohesion. PREVIFORM is also currently involved in several projects, including projects for producing innovation and the transfer of innovation.

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

Mr. Rui Vieito: Graduated in Alimentary Engineering and Pro Graduated in Health and Safety at work, Masters in Organizations Management. Since 2002 Project Manager and Coordinator from European projects, like: pilot pro transfer of innovation projects. Since 2005 Partner Manager, Technical responsible, Superior Technician of Occupational safety and health, responsible for the Services of Occupational safety and health, training and laboratory Hygiene and safety food from PREVIFORM, Lda. Currently he is covering the position of senior consultant in Risk Assessment, HACCP and ISO 9001/2008. He is an expert in risk analysis methodologies and a consultant of business for the area of hygiene and safety at work. Author of several manuals for training in hygiene, health and safety at work and hygiene and food safety. Participation in the construction of the "disseminating Equal Products" – referential support for dissemination of products and monitoring / evaluation process of dissemination, also having experience in training for youth and adults in the sense that they develop soft skills to develop professional activities (in the future or requalification) of entrepreneurial character. For many years, he has worked as a consultant to several governmental organizations, business associations, business and non-governmental incubators in the area of regional development and industrial and commercial enterprises. Mr. Jorge Veloso: Since 2005 official Accountant/Responsible for the financial information - Experience in leadership of team work, in financial and administrative level. Experience in financial administration of projects. Graduated in philosophy, also having experience in training for youth and adults in the sense that they develop soft skills to develop professional activities (in the future or requalification) of entrepreneurial character. Mrs. Marta Coelho: Graduate in Geography and Planning – Sector Development and Environment and Technical Education in Health and Safety at work. Since June 2006 exercises the functions of Technician of Occupational safety and health and Auditor and consultant in the area of hygiene and food safety in the company PREVIFORM, Training coordinator and trainer. Since 2007 Project Manager from European projects, like: dissemination projects and transfer of innovation projects. Currently he is covering the position of senior consultant in Risk Assessment and HACCP and manager of actions and training of long and short term. Mrs. Lisa Gomes: Graduate in Basic Education and Project Manager from European projects and Superior Technician of Occupational safety and health. Monitoring Technician / Permanent attendance of the formation / trainer: Support in the selection of trainees and creation of training groups, in accordance with the regulations and the framework of the action and the financing program; Performance assessment of professionals involved in the development of training intervention, such as trainers, coordinators and training technicians; Assessment of suitability and transfer of learning by trainees; Monitor and accompany the formative intervention

ensuring its correct and effective development. Mrs. Cristina Xavier: Doctorate in Zootechnical Engineering and Project Manager from European projects and Superior Technician of Occupational safety and health. Monitoring Technician / Permanent attendance of the formation / trainer: Support in the selection of trainees and creation of training groups, in accordance with the regulations and the framework of the action and the financing program; Performance assessment of professionals involved in the development of training intervention, such as trainers, coordinators and training technicians; Assessment of suitability and transfer of learning by trainees; Monitor and accompany the formative intervention ensuring its correct and effective development.

FRAMEWORK associazione culturale (E10259752 - Italy)

FRAMEWORK is an Italian not-for-profit association active in the fields of adult education, Youth, VET, Entrepreneurship and sustainability. The mission of the association is to promote lifelong learning and professional development opportunities to all citizens in need of wider and stronger employability skills, digital competences and in general better skills to achieve their professional and life plans. Our main aim is to equip adults, seniors, youth, youth workers, trainers and educators in diverse sectors with the appropriate tools to grow personally and professionally. The association was created to offer a FRAME to help people to turn their ideas in concrete plans and projects, which will be their roadmap to success. Our mission is to offer them the opportunity to enhance their abilities, competences and attitudes thus enabling them to make the necessary changes in their professional or personal life, showcasing their strengths and talent. The activities offered aim at empowering both young and adults citizens, with particular attention to those that are at risk of social and economic exclusion and help them in developing the skills needed on the actual labour market and support them in overcoming their socio-economic barriers. In particular, the COVID19 crisis stressed the need to find new ways to involve weak target groups bridging the digital transformation to reduce the digital divide. For this reason, a key aspect of our work will be offering interactive and user-friendly educational tools that will make learning more attractive, to all citizens, not only youngsters. These tools will help them to exploit communication and information technologies to their full potential. The Association is composed of a team of passionate and experienced educators, trainers, coaches, youth workers, skills development facilitators and other professionals experts in innovative pedagogical methods. They have been brought together by the mission of creating innovation and empowerment possibilities, participation and inclusion of anyone in need for a new (or second) chance in life, with special care for marginalised and weak social groups as the long-term unemployed, youth from underprivileged regions, unemployed women, elderly people and immigrants. We believe that everyone deserves a chance in life. Our areas of expertise mostly focus but is not limited to the following activities:

- facilitate the development of the right mix of technical, digital, life and sustainability competences to be prepared to compete on the labour market
- promote EU values of inclusion, equality, peace and right to access to services by all citizens and humans of any age, nationality and socio-economic background
- favouring the development of SMART entrepreneurship competences both in new and established entrepreneurs and managers
- contribute to SMEs and entrepreneur's ability to innovate increasing their chances to network with EU counterparts and prosper in the EU unique market
- encourage companies and organizations to include sustainability in their plans while offering more empowering HR development plans
- foster intercultural dialogues, multiculturalism and intercultural exchange by bringing together different lifestyles, points of view and philosophies using EU projects as activators of interests in any local actor

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

VALERIA ELIA – Founder & President. She graduated in Economics, with a specialisation in international cooperation and trade. In 2004, she started working on project proposal preparation and implementation of a significant number of European programmes. She started working in EU projects in 2004. Since then she participated, wrote and actively contributed to all phases of the project life, gaining considerable knowledge in transversal and soft skills development and assessment, eLearning courses design and creation, entrepreneurship, leadership skills and business management, with a special focus on sustainability, sustainable tourism, corporate social responsibility and circular economy. She has extensive experience in organizations' networking and developing partnerships between European organizations. She often participates in meetings and conferences of European institutions and organizations.

MARIA DE LOS ANGELES CASTRO She is an experienced designer of educational solutions in 2.0 environments (wiki, blog). Educational app designer. Designer and trainer of online courses, in presence, and blended. Analysis of training needs with interview techniques, focus groups. She is an expert in technology and innovation in education, community manager and social media manager, expert in communication and work tools 2.0. Moodle Expert and instructional designer e-learning courses. Among other Teach moods. Designer & Community Manager. Fluent in Italian and English; Spanish mother tongue. She is also one of the in presence and e-learning trainer for TEDxTorino.

SARA CURIONI Educator and Youth Worker She has had experience in the youth field for several years, in particular regarding Erasmus Plus projects for three years. She works as project manager for KA1, and is mainly responsible for managing groups and activities for Youth Exchanges and Training Courses. She studied social sciences and philosophy, and had the opportunity to work often with young people, but also with adults, disadvantaged people and people with special needs, always in the educational field. These experiences have given her the opportunity to know and apply both formal and non-formal education methodologies.

VIRGINIA VASSALLO graduated cum laude at University of Palermo with Master degree in Social, Work and Organizations Psychology (2017) and with a Bachelor's degree in Psychological Sciences and Techniques (2015). She has worked for 3 years in services innovative digital design for a PMI in Turin and at the non-profit association TEDxTorino as in presence and e-learning trainer for individual's and working group's development skill and empowerment. During her formative and professional experience, she has focused on individual and business motivation; decision-making processes; neuroscience and learning; gamification design and application of psychological theories to the design of digital services.

LAURA MARI Trainer and coach After studying Law, she graduated in Educational Sciences with a focus on "Educational Processes and Continuing Education in Adulthood" at the University of Turin. She is certified as Coaching Teacher and NLP teacher (registered as Life and Business Coach). During her long career she gained competence in many different sectors encompassing communication, Marketing, Sales Techniques, Psychology of Tourism, Empowerment, creativity, leadership, that lead her in consolidating her experience in Training, planning and management of learning programs, with a focus on learning outcome assessment.