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Application

Programme	Erasmus+
Action Type	KA220-HED - Cooperation partnerships in higher education
Call	2021
Round	Round 1

Context

Field	Higher Education
Project Title	Tackling the challenges of the European Education Area by building resilient, inclusive and forward-looking training to upskill HED students face the transformations in digital culture with new e-skills, intercultural and entrepreneurial competences
Project Acronym	Pact4Skills

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01-11-2021	24	01-11-2023	CY01 - Foundation for the Management of European Lifelong Learning Programmes	English

For further details about the available Erasmus+ National Agencies, please consult the following page:
<https://ec.europa.eu/programmes/erasmus-plus/contact>

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Project Summary

Please provide short answers to the following questions, summarising the information you have provided in the rest of the application form.

Please use full sentences and clear language. In case your project is accepted, the provided summary will be made public by the European Commission and the National Agencies.

Background: Why did you apply for this project? What are the needs you plan to address?

Digital technologies are omnipresent, whether in science, business, politics or even in the most private spheres. It was though the COVID-19 pandemic that accelerated the pace, making clear that the future will require the workforce to adapt and learn new skills in a fast-moving technological landscape, the cultural sector included. To remain competitive, the cultural domains need to apply the technology-intense-experience to innovate along with an entrepreneurial mindset besides recruiting and retaining talents. Research undertaken however by the Partnership in 2020 has revealed: 1. CULTURAL CAPITAL DEFICIT: 90% of the EU citizens declare culture as important for everyday life (EUROSTAT:2018). The high demand for new contents online is an identified opportunity. However, cognitive-emotional accessibility to cultural content is alarmingly low, especially among the digitally innate youth. Thus, the digital transformation entails a fundamental questioning of central foundations of the cultural sphere and the digital (re-)production of culture. It is imperative to combat this gap with a new cultural pattern, that raise the awareness of the audience for semiotic codes and fosters critical thinking. 2. 4th INDUSTRIAL REVOLUTION: e.g., the fusion of advances in artificial intelligence (AI), robotics, the Internet of Things (IoT), 3D printing, genetic engineering, quantum/cloud computing, and other technologies. Still, the cultural supply stagnates in front of fossil professions with outdated skills languages/technologies, which result in the loss of this market (COUNCIL OF EUROPE, 2016: Culture 4D: Digitization, Data, Disruptions, Diversity; 2017: Empowering Democracy through Culture – Digital Tools for Culturally Competent Citizens). In this vein, Pact4Skills helps establish a new paradigm for upskilled pathways in the production of digital culture by addressing the changing nature of ICT, with multiple users interacting with multiple technologies 3. SUPPLY-DEMAND DIVERGENCE: Despite the fact that access to culture is a universal right, empowering personal/collective identities and critical thinking, in the PP 2007-2013 out of 47 billion EU Structural Funds, only 6 billion (1.7%) were allocated to culture; the reason is that its outputs are considered only of intellectual nature and are not appreciated as wealth generators. Along the lines, cultural and educational values were not recorded with dedicated indicators in the PP 2014-2020 (European Court of Auditors:2020). It is evident that the traditional generation of culture does not put cultural values in the heart of cultural planning and that public institutions have not yet developed feasible value propositions to adapting to the rising demands of experience seekers. To address this challenge, Pact4Skills shall employ a skills-shared reference code towards the generation of digital culture and open up new learning opportunities through the practical application of digital competences and entrepreneurial creativity. 4. VIOLENCE CONTAMINATION IN THE DIGITAL SPHERE: Audiences are exposed to fraud, hate speech and fake news in an internet world that is projecting violence as a means for settling disputes (Stanford University 2018; Council of Europe Internet Recommendations 2016). Hollywood, Bollywood, disputable social contents in game alternate realities, discrimination and horror, invade the screens and the minds, without possibility for critical reflection and resistance. As the digital shell alone does not promote neither cultural values, nor the quality the cultural experience, or shared European identity, Pact4Skills proposes a CONTEXTUAL (R)EVOLUTION that can link cultural skills supply and demand with new fields of applications following the European Audiovisual and Media Services Directive/2018, which is providing rules to shape technological developments, disrupt violence contaminated content and preserve cultural diversity.

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

Cultural heritage is consumed for very different and sometimes conflicting reasons. Still cultural institutions have not yet exploited the potential of digital culture to communicate their treasures, with many sites, museums and collections offering but silent objects to the audience. Pact4Skills empowers HED students in the generation of digital culture that can become a bridge between digital industries and cultural institutions by introducing validated skills and open new fields of applications. • GLOBAL OBJECTIVE to reconcile educational curricula/non-formal training and market demands for a competitive cultural sector. Sites such as EUROPEANA, the European Film Gateway or EU Screen now allow to access picture and sound recordings and videos, but technology alone does not solve all problems. To boost innovation an integrative approach is adopted to address the unexploited potential of digital culture, replace obsolete skills and achieve a diversity of higher skills and competences as required by the EU Digital Education Action Plan 2021-2027 and promote entrepreneurship education as a transversal key competence in the cultural domains. Thus, 4 sub-objectives are set: •

SO1: Research the needs of cultural agencies to develop domain specific innovation liaising results with the workforce. Pact4Skills identifies experienced based products and services and helps thus connect new skills and new jobs better matching job seekers' and labor markets' needs in the cultural sector: the digital narrative, offers more than any other medium an interactive experience and incorporates the most advanced technologies available while it becomes a stimulus for future creations. The Partnership is committed to promote the quality of the digital narrative, to improve standards in the design and production of digital artworks and encourage the inclusion of cultural education in the leisure time of the different audiences, thus gaining a new market to accommodate better paid jobs. • SO2: Stimulate entrepreneurial mind-sets by involving HED students into a cognitive-inquiry learning utilizing pervasive media/digital literacies hand-in-hand with rich contents and critical thinking. The heritage sector stagnates in front of the fossilization of professions with outdated skills and the use of outdated technologies that cause loss of audiences. Pact4Skills tackles this challenge with multiple pedagogies and comprehensive training schemes and tools, which provide evidence of interdisciplinary achievements, improve standards for cultural production and exploit technologies that facilitate the inclusion of higher skilled workers in the heritage sector. • SO3: Improve the transparency/recognition of qualifications/competences in the cultural domains. Pact4Skills shall investigate the production mechanisms in digital culture to formulate remedies for the quality of contents and define new paradigms of research and representation, to employ and replicate a market- shared reference code to meaning making. Pact4Skills improves sector alignment and employability at scale - such as portfolios of demonstrable evidence of applied and social skills, micro-credentials, and methods of accreditation which encourage constructive, creative, and passionate self-expression within any community of practice. • SO4: Reconcile the world of education and training and the world of work by embracing novel training practices and competences in the generation of cultural services and replicate the innovation across the EU and the cooperating countries. Pact4Skills investigates entrepreneurial and skill needs in the heritage sphere to assist actors become responsive to demand and labor market needs and identify a new generation of culture-driven products. Training of work forces and creating new products that bring the work to follow the development and meet market demands is the main educational task.

Implementation: What activities are you going to implement?

Pact4Skills is remodeling the skills supply- demand pattern at museums and collections operating in the new service economy towards the promotion of creativity, entrepreneurial thinking and a new digital, intercultural and entrepreneurial skills set as per the 17 Sustainable Development Goals and the European Green Deal. To achieve the goals aforementioned Pact4Skills is structured in a multilayered fashion. PART I: PROJECT MANAGEMENT which includes 5 Activities: A1: Management/Administration A2: Coordination including 6 transnational project meetings and project management workshops A3: Monitoring and Implementation of the Physical and Financial Object of the Project A4: Reporting as per Guides of the Erasmus+ Program 2021-2027 A5: Quality Control including a Quality Assurance Plan and a Risk Management Plan. PART II: PROJECT COMMUNICATION is a paper-free and low carbon implementation which includes 3 Activities 2.1: Development of Media Tools (The Pact4Skills Website & Training Platform and the Social Media Toolkit) 2.2. The Target Group Strategy (The Pact4Skills Communication, Dissemination and Exploitation Plan; 7 Press Events; 4 Multiplier Events; International Conference; Launch Event of the DIGITAL STARTUP Ecosystem) 2.3 The Pact4Skills Extroversion Toolkit (The Visual Tools; Factsheets; Project Ad Spot) PART III: PHYSICAL OBJECT OF THE PROJECT, comprising 5 planned results: A. THE BLUPRINT FOR TRANSVERSAL AND RESILIENT SKILLS IN DIGITAL CULTURE, which includes 6 Focus Groups, the Joint Survey in Skills Needs in the Museum Sector in the Project Area and the resulting Research Report with policy recommendations. B. THE Pact4Skills PEDAGOGY TO SUPPORT THE GENERATION OF DIGITAL CULTURE IN MUSEUMS AND COLLECTIONS which becomes the Digital Co-Working Space for 90 HED students at Partnership level and is structured in 4 web-based transnational tutorials (Cultural Resources; Digital Products and Services; Quality Experiences; Service Design). The Activity concludes with the Pact4Skills Portfolio and the OPEN ACCESS Digital Co-Working Space for Museum Mentors C.CO-CREATING TRANSVERSAL KEY COMPETENCES TO MOTIVATE HED STUDENTS VENTURE IN DIGITAL CULTURE offers the Massive Online Open Course (MOOC) with 4 Modules {M01(The Museum Competence Area); M02(Ideas and Opportunities); M03(Assets in Museums and Collections); M04(The Experience Design)} and formulates the Experience Designer Skills Set, which culminates in the professional profile of the "Museum Mentor", which will be recognized by an Open Digital Badge. The activity is completed by an Open Access Cultural Resource Kit, a diverse media-format eLib and the Pact4Skills Mediathek which will be compiled with validated audiovisual materials across 36 training activities and 34 project events with trainees, stakeholders, the media and the game players/users of the web app. D. LEADING HED STUDENTS TO REWIND THE MUSEUM SUPPLY EXPLOITING THE POWERS OF DIGITAL CULTURE. 3 Activities

are devoted to develop a cultural audience, design and deliver a digital experience and implement the Digital Game Prototype. Part D is concluded with the Digital Startup Ecosystem, the pool of (90 HED students, co-creators and stakeholders, which will inherit the Project Legacy and the Training Infrastructure. E. THE JOINT RECOGNITION OF SKILLS TO ATTRACT EMPLOYERS AND NETWORKS. 3 Activities are envisaged: 6 Novel Digital Cultural Services and the Joint Web App; the Open Digital Badge, devoted to the recognition of skills and the Policy Handbooks for the GLAM Sector. F. Pact3Skills co-designs with partners and 90 HED students the web app, that is the ultimate digital expression of the training, the values and the contents of the Project. The WEB APP teaches students how to qualify for content and the design process to successfully address an international, multigenerational audience via storytelling and trigger the interaction with artworks and heritage items.

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

Pact4Skills is remodeling the skills supply-demand pattern in the museum sector, which operates in the new service economy towards the promotion of creativity and entrepreneurial: the innovation of Pact4Skills lies in the design and delivery of a new SKILLS PORTFOLIO in the generation of digital culture that allow European museums to launch a culture-driven new service of cognitive and emotional nature, addressing multiple audiences and technologies to unlock the values of cultural heritage. In this way Pact4Skills helps establish a new paradigm for upskilled pathways in digital culture by addressing the changing nature of ICT, with multiple users interacting with multiple technologies. Training and certifying 90 HED students in the Project Area Pact4Skills solidify common standards in the generation of digital culture, a key to European culture and identity. To effectively address the skills-job mismatch in digital culture, Pact4Skills supports transversal key competences, integrating acquired skills and media formats into the cultural domains through the creation of a new value-driven narrative with commercialization potential and the direct involvement of the audience. 24 quality standards for cultural heritage communication reshape public procurements benefiting authorities, the self-employed and cultural agencies throughout Europe. RESULT VIABILITY PLAN At the Project Closure Pact4Skills launches the legal association DIGITAL STARTUP ECOSYSTEM, which inherits the PROJECT LEGACY and ensures the long-term viability of achieved results with 90 HED students and 69 stakeholders' memberships. PACT4SKILLS RESULTS: Pact4Skills develops a highly replicable TRAINING INFRASTRUCTURE, which includes: 8 SKILLS-BASED INNOVATIONS — 6 Digital Cultural Services generated by 90 HED students in CY/FR10/GE11KH/ITF5/NL329/EL42 — The Open Digital Badge — The Digital Startup Ecosystem 36 TRAINING TOOLS & SKILLS BUILDING ACTIVITIES — 4 Web-based Tutorials — 4 Transnational Study Visits — 1 Massive Online Open Course 4.0; — 4 Modules — The Open Access MEDIATHEK — 10 C1 Activities in situ — The Experience Designer Skills Set — The eLib — 4 Collaborative Working Spaces (MIRO, ZOOM, MURAL, G-SUITE) — The Audience Development Exercise — The Experience Design Exercise — The 6 Service Prototypes (Practical Co-Working Training) 21 STRATEGIES, METHODOLOGIES, & RESEARCH REPORTS — 18 Focus Groups Guidelines — Skills Assessment Survey — Research Report — The Pact4Skills Portfolio for Museum Mentors 61 RECOMMENDATIONS & COMMON POSITIONS 30 Recommendations for the skills updates 30 Skills Needs detected The Pact4Skills Policy Handbook for the GLAM Sector 1 EVALUATION & QUALITY ASSURANCE TOOL — Quality Assurance Plan PUBLICATIONS (8) 8 Peer Reviewed Academic Publications 14 LOW CARBON COMMUNICATION TOOLS — Project Website — Social Media Campaign — Communication, Dissemination and Visibility Plan — Project Advertisement Spot — 6 Factsheets — 2 Press Conferences — The Pact4Skills Visual Identity Kit — Project e-Brochure 12 PROJECT MANAGEMENT, ADMINISTRATION, COORDINATION AND MONITORING TOOLS — Steering Group Committee — Quality Control Committee — 6 PM Meetings — PM Toolkit — Evaluation Plan — Interim Report — Final Report 34 PROJECT DRIVEN EVENTS — 6 Focus Groups — 4 Web-based Tutorials — 4 Transnational Training Events — 6 Press Events — 4 Multiplier Events (incl. the International Conference and the Launch Event for the DIGITAL STARTUP ECOSYSTEM) — 10 C1 Training Activities Pact4Skills adopts a holistic definition of learning needs, i.e. including hard and soft skills as well as competences and interdisciplinary knowledge. The Pact4Skills pedagogies, tested across 24M in CY/FR10/GE11KH/ITF5/NL329/EL42 and comprehensive training schemes and tools provide evidence of interdisciplinary achievements, improve standards for cultural production and exploit technologies that facilitate the inclusion of HED graduates in the labor market.

Applicant organisation/Partner organisation

OID	Legal name	Country	Region	City	Website
E10180075	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS)	Cyprus		LEFKOSIA	www.ouc.ac.cy
E10222810	CY Cergy Paris Université	France	Île de France	Cergy Pontoise Cedex	
E10182392	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY	Georgia	31046694	TELAVI	www.tesau.edu.ge
E10270938	Comunità Montana Alto Basento	Italy	Basilicata	Potenza	https://www.altobasento.web.it/
E10057522	Stichting for Education on Agility Liberating Structures	Netherlands	Noord- Holland	Amsterdam	http://brickme.org
E10016056	ARTIFACTORY	Greece	Ήπειρος (Ipeiros)	Preveza	www.artifactory.eu

Is the organisation a public body?

Is the organisation a non-profit?

Type of Organisation

Higher education institution (tertiary level)

Main sector of activity

Associated persons should not be shown in PDF because of GDPR compliance.

Budget Summary

Project Budget Summary

Project Management and Implementation	42 000
Transnational Project Meetings	27 090
Project Results	270 260
Multiplier Events	18 000
Virtual Multiplier Events	2 400
Learning, Teaching Training Activities	29 504
Exceptional Costs	9 600
Total grant	396 454

Transnational Project Meetings

Meeting ID	Meeting Title	N° of Participants	Grant
1	Kick of Meeting and Management Workshop	9	5 730
2	3rd Transnational Meeting and Management Workshop	10	6 860
3	5th Transnational Meeting and Management Workshop	9	5 545
4	Close Out Meeting	13	8 955
Total		41	27 090

Project Results

Result ID	Output Title	Category Of Staff	N° of Working Days	Grant
1	Project Results Details (1)	Teachers/Trainers/Researchers	90	6 660
1	Project Results Details (1)	Teachers/Trainers/Researchers	60	8 220
1	Project Results Details (1)	Teachers/Trainers/Researchers	40	8 560
1	Project Results Details (1)	Teachers/Trainers/Researchers	30	7 230
1	Project Results Details (1)	Teachers/Trainers/Researchers	30	4 110
1	Project Results Details (1)	Teachers/Trainers/Researchers	15	3 210
2	Project Results Details (2)	Teachers/Trainers/Researchers	40	5 480
2	Project Results Details (2)	Teachers/Trainers/Researchers	30	6 420
2	Project Results Details (2)	Teachers/Trainers/Researchers	15	3 210
2	Project Results Details (2)	Teachers/Trainers/Researchers	30	7 230
2	Project Results Details (2)	Teachers/Trainers/Researchers	90	12 330
2	Project Results Details (2)	Teachers/Trainers/Researchers	60	4 440
3	Project Results Details (3)	Teachers/Trainers/Researchers	90	12 330
3	Project Results Details (3)	Teachers/Trainers/Researchers	60	12 840
3	Project Results Details (3)	Teachers/Trainers/Researchers	60	12 840
3	Project Results Details (3)	Teachers/Trainers/Researchers	60	14 460
3	Project Results Details (3)	Teachers/Trainers/Researchers	60	8 220
3	Project Results Details (3)	Teachers/Trainers/Researchers	90	6 660
4	Project Results Details (4)	Teachers/Trainers/Researchers	90	12 330
4	Project Results Details (4)	Teachers/Trainers/Researchers	40	8 560
4	Project Results Details (4)	Teachers/Trainers/Researchers	40	8 560

4	Project Results Details (4)	Teachers/Trainers/Researchers	60	14 460
4	Project Results Details (4)	Teachers/Trainers/Researchers	60	8 220
4	Project Results Details (4)	Teachers/Trainers/Researchers	60	4 440
5	Project Results Details (5)	Teachers/Trainers/Researchers	80	17 120
5	Project Results Details (5)	Teachers/Trainers/Researchers	90	12 330
5	Project Results Details (5)	Teachers/Trainers/Researchers	40	8 560
5	Project Results Details (5)	Teachers/Trainers/Researchers	60	14 460
5	Project Results Details (5)	Teachers/Trainers/Researchers	90	12 330
5	Project Results Details (5)	Teachers/Trainers/Researchers	60	4 440
Total			1720	270 260

Multiplier Events

Event ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Virtual Participants	Grant
1	MULTIPLIER EVENT 1 in Nicosia, Cyprus	Cyprus	30	3	30	4 050
2	MULTIPLIERR EVENT 2 in Lagopesole, Italy	Italy	30	5	30	4 450
3	MULTIPLIER EVENT 3 "INTERNATIONAL CONFERENCE" in Cergy, France	Georgia	30	5	50	4 750
4	MULTIPLIER EVENT 3 "INTERNATIONAL CONFERENCE" in Cergy, France	France	30	5	50	4 750
Total			120	18	160	18 000

Learning, Teaching, Training Activities

LTT ID	Title of activities	Travel Support	Green travel	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Inclusion Support	Linguistic Support Grant	Grant
C1	INTENSIVE TRAINING PROGRAMME (ITP) FOR DIGITAL AND ENTREPRENEURIAL KEY COMPETENCES IN CULTURAL DESIGN	11 780	2 100	0	15 624	0	0	29 504
Total		11 780	2 100	0	15 624	0	0	29 504

Exceptional Costs

ID	Description and Justification	Requested Grant (80%)
1	<p>NEEDS ANALYSIS: The digital transformation has already begun before the advent of COVID-19 and entails a fundamental questioning of central foundations of the cultural sphere: from contents to forms of use and hierarchies of values. According to the European Audiovisual Media Services Directive/2018, it is necessary to develop immersive and pervasive solutions for AV, platforms, games, films and communication media and thus bring the quality of cultural content to unprecedented new levels. The focus is clearly put on cultural content aiming also and to protect the youth from violence contamination, which is deeply diffused in the digital world. In this respect generation of culture using new technologies is opening opportunities and perspectives, declaring war to uncontrolled platforms and games that give rise to a horror insensitive youth, hostage to bullying, war games, and contrived reality. As the cognitive and emotional accessibility to cultural heritage is alarmingly low, especially among the digitally innate youth, it is imperative to develop critical skills among audiences in cultural heritage and raise its awareness for semiotic codes. SYNERGIES: EU AVMSD/2018/ Article 16: "Production and Distribution of European Heritage Works" OBJECTIVE With the WEB APP for Museum-Visitor Interaction, PactSkills raises digital culture as an exciting opportunity for the development of knowledge connected to heritage places, sites, museums and collections, as it is the only process that can support values and meanings. IMPLEMENTATION METHODOLOGY: RESULT 04 and 05 define the WEB APP content and the design process: storytelling, Plot, Narratives in short information chunks allow the player receives to trigger the interaction with the collections and not to be measure on velocity of empty responses per clicking. A. TECHNICAL ASPECTS: The WEB APP defines two technical aspects named here features (what the App does define UX and UI interfaces). There is a registration part; each player is registered. The registration is required to create a community of players for the project's sustainability. New artefacts are added regularly, creating new game levels attracting more players and paving the way to Online Games based on cultural heritage. Terms of use, Cookies Policy, Privacy Policy and Gamer profile are compulsory to accept. The WEB APP interface is multilingual, enabling to play the game in the local language and English. The App Interface is coded to accept any language; the only requirement is to translate the Interface. That opens the door to escalate the game to a global level. B. WEB APP content FEATURES include 1. Self-managed Interface giving the possibility to any institution to add their collections as far they follow the criteria of Micro-Certification defined in R05. 2. Text, Images, Video, Hashtag uploading 3. Geo locations and interactions live in the territory. 4. Player interactions with the CULTURAL HERITAGE objects selected by the institutions posting comments, likes, adding to favorites and enabling sharing on social media channels. 5. Playful on Android devices and iOS. 6. Web browser interface in both ends content creator and player. 7. Emotional thematic maps based on data mining concept. 8. Filtering search options based on predefined classification. 9. Game data extraction to understand gamer sentiments. 10. Educational tool to define new user experiences. SOCIAL USE/CULTURAL INNOVATION: Being designed as an OPEN EDUCATIONAL RESOURCE the WEB APP allows European museums a) to launch competitive offers in the global market and b) enrich with endless artworks the contents inviting an unlimited number of players to develop empathy while playing, as winning is conditioned not by fast clicking or similar dexterities but by critical thinking and mature content published about the artworks. The WEB APP will launch its first global game competition at the Multiplier 04 in Cergy/FR at the Project's International Conference.</p>	9 600,00
Total		9 600,00

Budget per Participating Organisation

Comunità Montana Alto Basento (E10270938 - Italy)

Project Management and Implementation	6 000
Transnational Project Meetings	4 025

Project Results	36 380
Multiplier Events	4 450
Learning, Teaching Training Activities	4 026
Total grant	54 881

CY Cergy Paris Université (E10222810 - France)

Project Management and Implementation	6 000
Transnational Project Meetings	3 820
Project Results	53 500
Multiplier Events	4 750
Learning, Teaching Training Activities	6 160
Total grant	74 230

IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)

Project Management and Implementation	6 000
Transnational Project Meetings	6 470
Project Results	26 640
Multiplier Events	4 750
Learning, Teaching Training Activities	9 360
Total grant	53 220

ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)

Project Management and Implementation	12 000
Transnational Project Meetings	4 950
Project Results	50 690
Multiplier Events	4 050
Learning, Teaching Training Activities	7 660
Total grant	79 350

Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)

Project Management and Implementation	6 000
Transnational Project Meetings	2 485
Project Results	57 840
Exceptional Costs	9 600
Total grant	75 925

ARTIFACTORY (E10016056 - Greece)

Project Management and Implementation	6 000
Transnational Project Meetings	5 340
Project Results	45 210
Learning, Teaching Training Activities	2 298

Total grant 58 848



Timetable

Note that transnational project meetings, production of project results, multiplier events and learning, teaching and raining activities will be listed in this table automatically once you have created them in the dedicated section of the form.

You can create other relevant activities that do not receive specific support but are funded by the Project Management and Implementation grant and add them to the table.

ID	Activity Type	Starting period	End of Period	Activity Title
1	Learning Teaching Activities	2022-09	2022-09	INTENSIVE TRAINING PROGRAMME (ITP) FOR DIGITAL AND ENTREPRENEURIAL KEY COMPETENCES IN CULTURAL DESIGN
2	Project Results	2021-11	2022-09	THE BLUEPRINT FOR TRANSVERSAL AND RESILIENT SKILLS IN DIGITAL CULTURE
3	Project Results	2022-02	2022-12	THE Pact4Skills PEDAGOGY TO SUPPORT THE GENERATION OF DIGITAL CULTURE IN MUSEUMS AND COLLECTIONS
4	Project Results	2022-04	2023-03	CO-CREATING TRANSVERSAL KEY COMPETENCES TO MOTIVATE HED STUDENTS VENTURE IN DIGITAL CULTURE
5	Project Results	2021-11	2023-10	LEADING HED STUDENTS TO REWIND THE MUSEUM SUPPLY EXPLOITING THE POWERS OF DIGITAL CULTURE
6	Project Results	2023-04	2023-10	THE JOINT RECOGNITION OF SKILLS TO ATTRACT EMPLOYERS AND NETWORKS
7	Multiplier Event	2023-04	2023-09	MULTIPLIER EVENT 1 in Nicosia, Cyprus
8	Multiplier Event	2023-06	2023-06	MULTIPLIER EVENT 2 in Lagopesole, Italy
9	Multiplier Event	2023-04	2023-09	MULTIPLIER EVENT 3 "INTERNATIONAL CONFERENCE" in Cergy, France
10	Multiplier Event	2023-10	2023-10	MULTIPLIER EVENT 3 "INTERNATIONAL CONFERENCE" in Cergy, France
11	Transnational Project Meeting	2021-12	2023-12	Kick of Meeting and Management Workshop
12	Transnational Project Meeting	2022-09	2024-09	3rd Transnational Meeting and Management Workshop
13	Transnational Project Meeting	2023-06	2025-06	5th Transnational Meeting and Management Workshop
14	Transnational Project Meeting	2023-10	2025-10	Close Out Meeting

Other Relevant Activities in the Timetable

Do you want to add other relevant activities not yet included in the timetable and that do not receive a specific grant but can be funded from the Project Management and Implementation grant?

No

Participating Organisations

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

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

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

ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)

Applicant organisation OID	Legal name	Country
E10180075	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS)	Cyprus

Applicant details

Legal name	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS)
Country	Cyprus
Region	
City	LEFKOSIA
Website	www.ouc.ac.cy

Profile

Type of Organisation	Higher education institution (tertiary level)
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Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	CY LEFKOSI01
Erasmus Charter for Higher Education	CY LEFKOSI01

Background and experience

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

The Open University of Cyprus (OUC) is a public university established in 2002, and is the country's only university offering exclusively open and distance education. OUC is a leading institution in higher education and opens up new possibilities to prospective students wishing to study in an innovative and transformative environment. At Open University of Cyprus, there is no 'one size fits all' approach to higher education. OUC's flexible distance learning methodology supports people's need for continuous enhancement of their qualifications apropos of personal development and career advancement, allowing students to tailor their own educational path. With an enrollment of approximately 3.300 students in the 2020-2021 academic year, and an alumni community reaching nearly 7.000 graduates, the Open University of Cyprus offers accredited Bachelor, Master and Ph.D. programmes across three faculties –Humanities & Social Sciences, Pure & Applied Sciences, Economics & Management– in both Greek and English. OUC's programmes of study in both "classical" and "cutting-edge" scientific areas are open to all citizens, regardless of age, time availability, working conditions, residence or life circumstances, that need to access higher education without the restrictions of traditional learning methods, aiming to fulfil their personal or professional aspirations. In the framework of lifelong learning, OUC also offers stand-alone eLearning thematic units (short courses) and vocational programmes. OUC is proud to be a University that is entirely synchronized with the European Credit Transfer System ECTS, and that enhances the mobility of its students and the inter-relationship with other conventional universities. OUC leverages the powers of digital technologies

in education and offers its students a continuously evolving online learning environment in a state-of-the-art eLearning Platform (called eClass), which supports virtual classes. The synchronous collaboration (virtual classrooms, live streaming lectures), and asynchronous (forums, instant messaging) communication tools are fully utilized by OUC's teaching staff, offering effective and interactive academic support and guidance. Learning experience is complemented by group tutorials/lectures, which are conducted virtually on eClass, and are recorded for offline viewing. OUC's aspiration to constantly improve students' learning experience has led to the Gold Award for 'Best Learning Experience' at the 2019 and 2020 Cyprus Education Leaders Awards. Research at Open University of Cyprus is wide-ranging, interdisciplinary and includes both individual projects of its academic staff, as well as collaborative efforts that involve local and international universities, research centers and institutes. Under its internationalization strategy, OUC develops strong and effective partnerships with research teams, which provide opportunities for international collaboration and active involvement in multidisciplinary projects covering emerging developments in various fields, both in regional and global basis. OUC research activities are funded by national (e.g. Cyprus Research & Innovation Foundation), European and international programmes (e.g. Erasmus+, Horizon2020, Life+, Interreg, COST, etc.). To maximize research impact, OUC currently has six Research Labs (Educational Technology Lab, Computational Cognition Lab, Terrestrial Ecosystems Management Lab, Cyber-security & Telecommunications Research Lab, Lab on Chemical Engineering. The OUC has also participated in EU-funded projects for Europeana, such the project "BYZART: Byzantine Art and Archeology on Europeana" aiming to make digital objects of cultural heritage accessible online through the Europeana collections. OUC is a public university and it secured funding by the Ministry of Education, Culture, Sports and Youth. Through its collaboration with the Cultural Services of the Ministry, support can be provided to promote cultural heritage.

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?

Dr Georgios Papaioannou is an Associate Professor in Museology and Digital Humanities, and the Academic Coordinator of the MA in Cultural Policy and Development at the Open University of Cyprus. His research interests lie on digital technology for cultural heritage and GLAM institutions, and he pioneered the field of Museum Big Data. He has organised museums and exhibitions in Greece, Cyprus, Syria, Jordan, Oman, Qatar. He has received research, teaching and administrative awards. He is Senior Fellow and Assessor of the Higher Education Academy (UK), the Secretary General of the Hellenic Studies Society of Near East (HSNES), a member of the International Council of Museums (ICOM), and a member of the Pool of Experts of the European Museum Academy. Dr Vicky Karaiskou is Associate Professor in Art History at the Open University of Cyprus. Her research interests focus on the interactions between artworks and social milieu. Particular research fields are visuality and visual literacy; art and power; cultural and national memory and identities; public sculpture; commemoration; contemporary Greek art. Her current research project "Futures of the Past explores perceptions of reality and the role of visual anticipation and anticipatory assumptions. More on her work at <https://www.ouc.ac.cy/index.php/el/profiles/vicky-karaiskou> With a background in Humanities Dr Stella Sylaiou is an experienced researcher and lecturer in the field of museums, museum education and digital humanities. In the past twelve years, she has taught undergraduate and postgraduate courses on a wide range of subjects: Museum Education, Cultural Informatics, Museology, Cultural Communication, Cultural Policy and Management at Universities in Greece, and Cyprus. She investigates the impact of emerging technologies on cultural industries as well as on meaning-making and learning in museums and galleries. Dr Stelios Lekakis studied classical archaeology and heritage management at the University of Athens and the University College London. He is currently a researcher at Newcastle University (landscape heritage, perception and management) and teaches cultural management at the Open University of Cyprus and political economy at the Hellenic Open University. He works with NGOs (a founding member of MONUMENTA) and university departments as a consultant, focusing on participatory management and cultural informatics projects. He has published extensively in academic journals and edited volumes. Dr Maria Shehade is an Adjunct Lecturer at the Open University of Cyprus and a Research Associate at the Museum Lab of the CYENS Centre of Excellence. She holds a PhD and MA in Cultural Heritage Management from University College London, a BA in History, Archaeology and History of Art from the National and Kapodistrian University of Athens and a Certificate in Negotiation from the Institute of Leadership and Management, UK. She has taught courses in several Universities including University College London, the University of Nicosia and the Cyprus University of Technology. Dr Georgia Spanou graduated in 2016 from Open University of Cyprus, where she obtained her PhD with the thesis, Cultural Policy & Management in Republic of Cyprus: Arts Festivals from 1960–2004. She also holds a Masters from Goldsmiths College (University of London) in Theatre Education. She currently collaborates as an adjunct at the Open University of Cyprus in the postgraduate course Cultural Policy and Development. Additionally, she works in designing and implementing educational programmes in museums and galleries in Cyprus.

Mina Dragouni is a post-doctoral researcher at the Dep. of History & Archaeology, University of Patras, a research associate at the Dep. of Economic & Regional Development, Panteion University of Social & Political Sciences and an adjunct lecturer in Cultural Economics and Management at Open University Cyprus. She holds an MSc in Cultural Studies and Entrepreneurship.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Higher education student and staff mobility (KA103 OLD)	1	1	0	0
Strategic Partnerships for school education (KA201)	4	1	6	3
Strategic Partnerships for vocational education and training (KA202)	1	0	3	1
Strategic Partnerships for higher education (KA203)	1	0	11	4
Strategic Partnerships for adult education (KA204)	2	1	3	1
Strategic Partnerships for youth (KA205)	1	0	3	1
Higher education student and staff mobility between Programme and Partner countries (KA107)	6	6	0	0
Higher education student and staff mobility within programme countries (KA103)	6	6	2	2
Strategic Partnerships for adult education (KA226)	1	0	2	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Partner Organisations

Partner organisation OID	Legal name	Country
E10222810	CY Cergy Paris Université	France
E10182392	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY	Georgia
E10270938	Comunità Montana Alto Basento	Italy
E10057522	Stichting for Education on Agility Liberating Structures	Netherlands
E10016056	ARTIFACTORY	Greece

CY Cergy Paris Université (E10222810 - France)

Partner organisation details

Legal name	CY Cergy Paris Université
Country	France
Region	Île de France
City	Cergy Pontoise Cedex
Website	

Profile

Type of Organisation	Higher education institution (tertiary level)
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Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	F CERGY-P11
Erasmus Charter for Higher Education	F CERGY-P11

Background and experience

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

Based in Cergy, 45 minutes by train from Paris, CY Cergy Paris Université has been since 2019 the union of three entities: the University of Cergy-Pontoise, the EISTI engineering School of Engineering, and the University Paris Seine. CY University also includes the School for Sport Careers (ILEPS), and the School of Social Practices (EPSS). It is also affiliated with the ESSEC Business School. CY has developed an Alliance of European universities (under the EUTOPIA 2050 project), aiming to contribute towards transforming higher education in EU. CY Cergy Paris University has a long experience in regional, national and European projects. It is a partner and/or coordinator of a number of projects funded by the Horizon and Erasmus programmes. The University of Cergy-Paris is part of MICEFA a consortium of 15 member universities in Île-de-France and over 60 partner universities and top-notch HE institutions in US/Canada that value international education and exchange). The University of Cergy-Paris is linked to the Ecole Nationale d'Arts de Paris-Seine (ENSAPC), the Ecole Nationale Supérieure d'Architecture de Versailles (ENSAV) and the Ecole Nationale Supérieure du Paysage de Versailles (ENSPV) and the Institut National du Patrimoine. This EUR (Ecole Universitaire de la Recherche) places creation and the project as engines of innovation and aims to develop an innovative methodology through the project (practice-led research) in an international and multidisciplinary perspective. CY has about 24.000 students and over 1700 members of staff. It is multidisciplinary and consists of 6 campuses, an engineering school, and an institute for teachers' training. CY is a public institution with a scientific, cultural and professional vocation, it is

student-oriented, it has strong links with the local territory and communities, it shares knowledge, inspires creativity and promotes innovation & entrepreneurship. CY has an international character supported by four graduate schools: - CY Tech: a school for science, engineering, economics and management - CY Arts and Humanities: CY's human and social sciences division, consisting of four schools (with the support of the Foundation of Heritage Sciences) - CY Education: National Higher Institute of Teaching and Education the Applied Schools of Social Service and School for Sport Careers - CY Law & Political Sciences: law and Science po Saint-Germain. CY University continuously reviews and updates teaching methods, supports interdisciplinary approaches, values research, technology and knowledge transfer between academia and socio-economic and cultural stakeholders, and develops long-term strategic partnerships with Europe, Asia and Africa. CY was awarded a place in the highly competitive and prestigious "Initiative d'Excellence", a French national program for top universities in France dedicated to enhancing inclusion, diversity, innovation, and critical thinking as well as to develop high level research and international attractiveness. The Initiative of Excellence should allow CY Université to reach the group of 200 best universities in the world by 2030. Given the skills gathered within the Pact4Skills, PP2 (CYU) will incorporate the valuation and transmission of heritage properties at different scales (local, national, transnational) and to plural audiences (from the most expert to the most profane). This includes understanding how heritage awareness and representations are constructed and shared at a time when cultural policies, new ways of financing heritage and the development of digital humanities are encouraging participatory and intercultural heritage experimentation. PP2(UCP) is thus the most suitable partner to launch and operate the Digital Ecosystem and the recognition of skills with the OPEN DIGITAL BADGE, which will be launched in M24 in Cergy.

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?

Anne HERTZOG is an Assistant Professor in Geography at the Université Cergy-Pontoise, France, and the Coordinator of the Masters degree "Cultural Development and Heritage Valorisation" with Basile Michel. Her recent research is about the Great War. In her project on the geography of museums in Palestine, she seeks to explore how heritage intersects with cultural resistance and reconciliation, and the relations between geography, heritage and human rights. She is also interested in heritage circulations, and specifically in museums collections and their circulations in the world. Elizabeth AUCLAIR has a PhD in geography; she is a senior lecturer in planning in the geography department at Cergy Paris University. In charge of the Master's degree « Cultural development and heritage valorisation » for 20 years, she is since 2019 at the head of the geography research center MRTE. The general theme underlying her work concerns the articulation between artistic, cultural and heritage projects and alternative approaches for sustainable cities and territories. The main research questions concern situations of exclusion and inequalities, governance process and participation methods, evaluation of projects and policies and elaboration of new types of indicators in cultural and heritage policies. Basile MICHEL is Junior Professor at Cergy Paris University and member of the research centers ESO (UMR CNRS 6590) and MRTE (EA 4113). He completed his PhD in geography at the University of Angers in France in 2017. He was also Associate Professor at Ningbo University in 2018, China. His main research focuses on art, culture and creativity in cities, as well as heritage. In particular, he analyzes the multiple challenges of cultural and creative quarters, including network dynamics and social cohesion, and has published several articles on this matter. He teaches at the University of Cergy Paris, in particular in the Master's Degree in Cultural Development and Heritage Promotion. Elise GARCIA has a PhD in planning, part-time associate professor in the Department of Geography at CYUniversity and associate member of the Mobilities, Networks, Territories and Environment Laboratory (MRTE). In her professional career, she has worked in the sectors of international action of local authorities and the Social and Solidarity Economy. She is currently coordinating the implementation of a project for an "agri-cultural" alternative place anchored in the Axe-Majeur Horloge district in Cergy. In the Master's programme, she teaches courses on project design and European and international cultural policies. Her research is about heritage and social innovation in Benin, where she used to work on several cultural and heritage projects. Lucas Monsaingeon is an architect, partner and project director at the Atelier d'Architecture Philippe Prost where he has been leading rehabilitation and new construction projects for more than ten years, particularly on technical and industrial heritage (Unesco site). In 2016, he was awarded the Richard Morris Hunt Prize for a 6-month research fellowship in the United States on the preservation of American bridges. Since 2019, he has been working on a project-based PhD in architecture within the Humanities, Creation, Heritage university research school at the MRTE laboratory of the CY Cergy Paris University and the LéaV laboratory of ENSA Versailles on the Nord-Pas-de-Calais mining basin as an evolving and living heritage. Anne-Sophie DESTRUMELLE has worked 4 years as Head of the public service at the national museum of Château de Malmaison, then 7 years as associate Head of public service at National Archives. Today, she is responsible for restoration work of France's Historic Monuments. In October 2020 she started a

PhD in MRTE laboratory based on a practice-led research on a Museum project for the Saint-Denis basilica, and the links between the monument, the museum and the public.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	1	1	0	0
Strategic Partnerships for higher education (KA203)	0	0	3	1
Strategic Partnerships for adult education (KA204)	0	0	1	0
Higher education student and staff mobility between Programme and Partner countries (KA107)	1	1	0	0
Higher education student and staff mobility within programme countries (KA103)	5	5	0	0
Strategic Partnerships for youth (KA227)	0	0	1	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)

Partner organisation details

Legal name	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY
Country	Georgia
Region	31046694
City	TELAVI
Website	www.tesau.edu.ge

Profile

Type of Organisation	Higher education institution (tertiary level)
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Background and experience

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

PP3, Iakob Gogebashvili Telavi State University (TeSaU) is situated in the East part of Georgia, in small city Telavi. The University is the worthy successor of the century-old educational traditions of Ikalto Academy, which dates back from the XII Century. In 1999, the university was given the status of State University. There are renewed teaching programs at the University covering three-levels of education: BA, MA and PhD and VET. There are 5 faculties at TeSAU: Faculty of Agrarian Sciences, Faculty of Education, Faculty of Humanities, Faculty of Exact and Natural Sciences, Faculty of Social Sciences, Business and Law. Due to the current reality, university implemented the modernization of its mission and strategic plan. New strategic plan of regional development was elaborated and the university made the counterpart steps and Agrarian direction together with tourism and education was nominated as the priority fields. PP3 (TESAU) collaborates with the different organizations where students have the practical placement: Wineries, Schools, Banks, Marketing networks, NGOs, House of Justice, City Governor, City Hall, Court, National Tourism Centre, Informational Centre of Kakheti, tourist companies, hotels, museums, Agencies of Protected Areas of Georgia, TV companies, radio stations and local newspapers. PP3 (TESAU) is the only one higher education institution in Kakheti region that provides the labor market with the employees. University is involved in the international education area. International projects have greatly contributed to the internationalization of PP3 (TESAU) and have become an important instrument for its institutional development. The convergence of European educational space opened the way for Telavi State University to the universities of Europe's leading countries. TeSaU students have the opportunity to gain new knowledge in Asian, South American and South African universities as well. According to the statistical data announced by National Erasmus+ Office of Georgia our University holds the 4th place among the existing universities of Georgia according to the number of EU funded capacity building programs and on the 2nd place among the regional universities. For such a small regional university it is something to be proud of. Related to the Pact4Skills there are ongoing EU funded Capacity Building projects and two on going Black Sea Basin projects.

- HERD- 598207-EPP-1-2018-1-GE-EPPKA2-CBHE-SP- Raising Research Capacity of Georgian HEIs through Developing R&D Units
- ESTA- 609719-EPP-1-2019-1-DE-EPPKA2-CBHE-JP-Educating Science Teachers for ALL
- CISI-609736-EPP-1-2019-1-GEEPKA2-CBHE-JP- Curriculum Innovation for Social Inclusion
- PRINTeL- 585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JPChange in classroom:promoting innovative teaching & learning to enhance student learning experience in eastern partnership countries
- LOVEDISTANCE-609949-EPP-1-2019-1-PT-EPPKA2-CBHE-JP-Learning Optimization and Academic Inclusion Via Equitative Distance Teaching and Learning
- RURD-609741-EPP-1-2019-1-GE-EPPKA2-CBHE-SP- Role of Universities in the Regional Development
- DITECH- : 618766-EPP-1-2020-1-EE-EPPKA2-CBHE-JPDeveloping and Implementing Technology-Enhanced Teaching and Learning at Georgian HEIs
- BSB 831- HERIPRENEURSHIP- Establishing Long lasting partnership to upgrade heritage – based offers and create new investment opportunities in Tourism and the Cultural and Creative industries at UNESCO designated areas in Black Sea Basin.

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? Please explain how the organisation brings an essential added value to the project.

TeSaU is the only one higher Educational Institution in Kakheti region that has long years of experience in teaching. It has very close relation with different stakeholders according to the existing study programs. University staff has the experience of designing and developing outstanding experiences at heritage places, sites and museums. The following staff will support planned activities in the frame of the project.

1. Tamar Aslanishvili, the Head of International Relation Office of TeSaU. As far as the university is involved in various EU funded as well as other projects, IR office is the only one department that manages and coordinates the projects. She has 15 years of experience in the International Relations Direction. She has experience in organizing and hosting international events foreseen in the frame of all EU funded or not EU funded programs. She is responsible for the quality of implemented activities as well as evaluating the project results. She is also responsible for preparation of the application for the projects as well as preparation of mid-term and final reports. Among other issues she took responsibility on all documents prepared for international projects. She is the person who makes negotiations to the university administration on the managerial issues connected to the projects. She is responsible for already finished project reports as well as ongoing projects which is being implementing in the university. She is the PhD in Education and also has the experience in academic direction. She has thus obtained experience in both curricular development and other project activities.
2. Nana Rinkiasvili- the Dean of the Faculty of Social Sciences, Business and Law since 2014, and Professor of the Faculty. She has 14 years of pedagogical experience in the field of Economics, tourism and business. She is the PhD in Economics. She is co-head of Bachelor (Economics, Tourism), master (Economics, Business Administration) and Doctoral (Applied Economics) level educational programs. She has many years of experience in curricular development and administrative tasks.
3. Tengiz Simashvili- Head of Caucasus Research Center, Professor of History Department. He has the experience, of Teaching for Real World Applications: Active and Problem based learning in Science, "21" Century Teaching Methods, "Sustainable Municipal Development in Theory and Practice, Management of Human Resources, Strategic Planning of Organizational Development, Methodology of Working with Community and Its Development, Partnership Planning and Facilitation.
4. Tamar Tamarashvili, Professor of Tourism. She is the Member of the Representative Board of TeSaU. She has the experience in: Development of new modules for international bachelor and master programmes in sustainable tourism management; Destination management; Management of Innovation and Modern Technologies; Communication and Tourism (DISUCOM); Professional development of academic staff for improvement of services for students with special needs; Active and problem based Learning in Science.
5. Prof Irma Shioshvili is the rector of the university, she supports the university internationalization. The sustainability of the results of international projects is under her responsibility. She is the main initiator of novelty and at the same time she is the decision maker from the administrative positions of the university. She is the Associated professor of Philosophy and is the head of the BA program in Public Administration. She is the author of various scientific articles and monograph.
6. Giorgi Dolidze- Is the assistant of the faculty of Social Science, Business and Law. He lectures in Hospitality & Tourism. He has experience in Sales and Marketing, he is the founder of Hospitality and Consulting group, also is the Business development consultant.

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

No past participation has been found for Organisation ID: E10182392

Comunità Montana Alto Basento (E10270938 - Italy)

Partner organisation details

Legal name	Comunità Montana Alto Basento
Country	Italy
Region	Basilicata
City	Potenza
Website	https://www.altobasento.web.it/

Profile

Type of Organisation	Local Public body
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Background and experience

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

Comunità Montana Alto Basento (CMAB), is a territorial association (Public Authority), established in 1971 representing 20 municipalities in the fragmented geography of the Region of Basilicata in Italy. Alto Basento Mountain Community (CMAB) is one of the Public Authorities established by Basilicata Region with regional law n. 9/1993. Its aim is to promote the development of mountain and rural areas on behalf of more associated municipalities. . Therefore, it has continued to perform its institutional and administrative functions and activities, taking care not only of the implementation of several local development measures, but even of the design and management of many European projects. One of the fundamental assets of the activities of the Alto Basento Mountain Community (CMAB) is, since 2011, the MUSEUM OF FEDERICO II ° located in the Federiciano Castle of Lagopesole (Avigliano, Potenza, Italy) which is divided into the NARRATIVE MUSEUM located inside the building and the MULTIVISION located in the main courtyard of the castle. Currently the entire castle is undergoing maintenance restructuring by the national government authorities (Ministry of Cultural Heritage); at the end of the works, the MUSEUM OF FEDERICO II ° will have a new and more interesting configuration. Currently the Alto Basento Mountain Community (CMAB) is heavily involved in the management of the SINGLE CUSTOMER CENTER OF THE BASENTO BASANO CAMASTRA PROGRAM AREA (acronym: CUC AP BBC) (www.cuc.areaprogrammabasento.it) which, through the telematic platform of e-procurement, carries out all the procurement procedures for the acquisition of works and supplies of goods and services for about 40 local public administrations and subjects holding public functions or bearers of collective interests. At the same time, in this specific sector, the pilot project Open Data Basento is underway, which is part of the process of high qualification of the services offered by the CUC AP BBC. The result of this initiative was the implementation of the web-platform (www.opendatabasento.com) which provides an extremely innovative and accessible representation of all the tenders managed by the CUC AP BBC, favoring the accessibility and usability of the contents. (thanks to highly impacting and easy to understand views) as well as the interoperability of information (through “Linked Open Data” technology, a standard recommended by the EC). This experience represents a very successful best practice, both among the institutional stakeholders and the business community. From the point of view of human resources, the Alto Basento Mountain Community (CMAB) has nr. 4 management level units responsible for the management of ordinary and current operating activities. It also makes use of the collaboration of an external expert in possession of adequate and structured skills and professional skills both in the direction of public administrations and in the implementation and management of innovative projects such as, for example, that represented by the CUC AP BBC.

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?

As part of the GRIP-IT project (Governance of Regionally Integrated Projects using Innovative Tools) - Interreg III C East Zone Program - the Alto Basento Mountain Community was Lead Participant of the CULT (Culture Upholding Local

Tourism) project, a study and communication aimed at enhancing the value of the museum and cultural heritage, in which culture becomes the engine of local development, supports local tourism, which is nourished by an integrated territorial management strategy. CULT aims at the conception, definition and planning of an integrated territorial management model (Cultural Tourist District). The characterizing element of the proposal is to measure oneself on the terrain of the new models of presentation and use of cultural heritage. This therefore means on the one hand systematizing the relevant environmental, museum, rural, historical-cultural resources present in the area, expanding, qualifying and specializing the areas of tourist interest according to innovative models, improving accommodation, organizing cultural events, on the other focus on new solutions for showcasing, communication and asset management (edutainment and infotainment), which represent the essential elements of an innovative quality offer. Partner of Project YOUTHShare - EEA and Norway Grants Fund for Youth Employment: this project aims at reducing youth unemployment in coastal and island regions of Mediterranean EEA by advancing young NEETs skills in trans-locally resilient agri-food production and the pertinent circular economies. By boosting the potential of those sectors through social entrepreneurship and sharing economy platforms, it will reduce economic disparities in the target area. The project will deliver a transnational Research Network and an Employment Centre, leading to informed institutional engagement for NEETs. Knowledge transfer will deliver toolkits for counselling and training, thus, enhancing employability. Finally, workbased training on social entrepreneurship and start-up empowerment by sharing platforms will boost entrepreneurship. The direct target groups are the, usually ignored, between 25-29, inactive low-skilled women and migrants, the latter selected from Reception Centers (RICs) of the area, while the end beneficiaries are regional scale non-traditional actors, supporting youth employability. Partner of the Integrated project "Mountains of emotions" for the improvement of the tourist development of the inner area of Basilicata region, co-financed by the ERDF Operational Programme of Basilicata region (programme of Rural Development of Basilicata Region 2007-2014, P.S.R Axe 4-Leader). The project's partnership was comprised of 20 public and 20 private partners. The project aimed at strengthening the tourist value-added chain, through public infrastructural investment and support to the local tourist enterprises. Based on the project a network of cultural heritage entrepreneurs has been realized. The network helped to reduce local unemployment and created new job opportunities, especially for young people in the target area. Other relevant programmes (indicative list): • Interreg Mediterranean / 2016-2019 / GRASPINNO • Med Programme / 2013-2015 / GRASP (Project code: 1C-MED12-33) • South East Europe Programme / 2011-2014 / SAGITTARIUS (Project code: SEE/B/0016/4.3/X) • LEADER PLUS programme / 2006-2007 / Via Francigena in Basilicata: a bridge towards Europe on ancient pilgrims traces.

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

No past participation has been found for Organisation ID: E10270938

Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)

Partner organisation details

Legal name	Stichting for Education on Agility Liberating Structures
Country	Netherlands
Region	Noord-Holland
City	Amsterdam
Website	http://brickme.org

Profile

Type of Organisation	Foundation
Main sector of activity	Other (specify)

Background and experience

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

PP5, The Stichting for Education on Agility Liberating Structures (SEALS) is working in the field of Educational Leadership for transformation on Agility on Liberating Structures. It offers a through workshops new approach better suited for dealing with the accelerating pressures for growth and innovation faced by so many educational organisations today. It supports change makers and social innovators and provides training in several methodologies such as BRICKme, LEGO Serious Play, Agile, Kanban, Liberating Structures, U-Methodology, Design Thinking, Storytelling, Game design, Gamification and Business Model YOU. The Foundation develops training program tailored for Higher Education /VET/Adult and Schools: <https://www.smores.com/yur2v> <https://www.smores.com/pwhc8>, <https://www.smores.com/cftjp> , <https://www.smores.com/j3cym> <https://www.smores.com/furm0> <https://www.smores.com/ph2ge> <https://www.smores.com/zwqxh> <https://www.smores.com/6dcdh>; <https://www.smores.com/xkm9k> <https://www.smores.com/yq7x1> PP5 (SEALS) staff has participated as an external expert in several EU funded projects before setting their own Foundation. Five people covering different disciplines are part of the team. The foundation is active in Projects connected to tourism, social inclusion, skills development soft and hard. Works with various Universities, Museums and Libraries implementing projects under Creative Europe, Cosme and KA3. In the website <http://brickme.org>, all the activities and training are available. The members of PP5 (SEALS) have written Erasmus+ and been involved in the implementation of the following projects Erasmus+ while working for other organisations. Daniel Weiss is a Mentor for business design and the development of Soft & ICT / Mobile learning skills (Erasmus+, higher education: <http://ivetagr.org/tourbanmooc>; <https://touriboostproject.org/ios/io2/>) dealing with the development and innovation of education in the tourism sector with particular attention to digital technologies and entrepreneurial skills. It is delivering training material and promotional events linked to the sharing economy and creative economy in the tourism sector. In the BRAVE – BRicking Adult's future Via Empowerment. It is aimed at strengthening the position of unemployed adults (aged between 30 and 60) who can't find a new job because of the increasingly specialized skills that are required by the market. Innovative training methodologies are used, such as Lego Serious Play, Canvas, Business Model YOU Daniel Weiss developed and trained 35 adults coming from 5 different countries <http://www.iliketobebraue.eu/outputs/> Under the Creative Europe project, <http://projecthearme.org/> Daniel Weiss has trained more than 60 curators in designing new business models for Museums and shadowed more than 40 workshops. PP5 (SEALS) will combine the Agile and BRICKme methodology, (<http://brickme.org>) to boost Innovation, Entrepreneurship and Social Responsibility. The training will motivate HED students within Pact4Skillsto develop their creativity, innovation and entrepreneur skills. It will help them to generate social skills and develop and implement them, especially focusing in the form of the social companies to reintegrate them in the labour market. PP5 (SEALS) developed the <http://brickme.org> methodology and run training and certification in cooperation with different universities

and entrepreneurship associations. Has developed different city games as external consult in the framework of South East Europe, Black Sea COSME programs. The experience of this partner is in the Training Program development covering different innovative methodologies applied to tourism service development such as Lego Serious Play, Design Thinking, Liberating Structures, Business Agility, Business Model Canvas, Gamification, Responsive web, Big Data. It has an expertise in MOOC design.

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?

Daniel Weiss Daniel Weiss has postgraduate on GIS and urban planning and a Certificate EQF level 06 on Heritage Interpretation by the Aegean University. Kaos Pilot Business School Denmark The art & craft of designing learning spaces Certified in Systemic organisational Constellations He is a Certified facilitator of LEGO® SERIOUS PLAY® method and materials Business Model You facilitator (master trained) SCRUM MASTER by the Scrum Alliance Kanban System Design by the Lean Kanban University Management 3.0 certified Developer of the BRICKme methodology Liberating Structures trainer and practioner Co-Creator of Business Models for Teams (book) LEGO WEDO Certified LEGO MINDSTORMS certified TEDx talk Speaker Invited Speaker at different Universities in France, Turkey, Spain, Estonia. Polaroid photographer He has taught design thinking and innovation at Elisava University In-service training redesigning library services at Hacettepe University He has published in cooperation with the Aegean University Research unit <http://www.scribd.com/doc/154047420/SEETCPSAGITTARIUSThe-Roving-Museum> He has developed games for different cities to bring into light the local heritage and services. Some examples are. <http://brickme.org> Hosted Leonardo Mobility -Improving Municipalities services Turkey <http://facebook.com/Denizlibcn> <http://pinterest.com/seesagittarius> SOUTHEAST ETCP Sagittarius training <http://tinyurl.com/c5gbqbz>; <http://www.facebook.com/PotenzaAbruzzo> <http://www.facebook.com/dmstproject> <http://www.facebook.com/pages/Projectimplentation/268391186595679>; <http://www.facebook.com/pages/Bolugram/390365214351537>; <http://www.facebook.com/QrCodesForTourismEducation>; <http://www.see-tcpprojectsagittarius.eu/index.php/en/> Applying Games in Education a Leo Toi Project La Biennale 2014 new game development coming soon <http://www.facebook.com/pages/Mybiennale/152288054917839> Technical Coordinator in European Project such as Frame Programs 5 & 6, Grundtvig Lifelong Learning, Transfer of Results in Leonardo TOI projects in Hungary, Germany and Turkey. Youth, ENPI, DAPHNE, LEO TOI, LEO DOI, Europe for Citizens projects. Developer of the Cognitive Metro Line Methodology Jose Ramón Esperante Master on Business has been working supporting entrepreneurship and new business model for more than 25 years. Has a robust knowledge product-service design, implementation processes to create unique value for both customer and businesses. He has been involved in different European projects involving local actors (Leader) at European level has coordinated Framework Program FP5, Chimer. His activities are connected to education in the field of green, sustainable energy and offshore maritime business sector. He is involved in the Green economy including the circular economy and cradle-to-cradle. He supports and coach Youngers and Starts Ups in funding new green business. Promoting the entrepreneurial spirit and innovation in industries; Promoting entrepreneurship among young people and people of working age; Consultant in sustainable development (global, economic, environmental and technological issues) since 2003. Jose Ramón Esperante Is an economist with expertise in EU project management and coordination. He develops and manages the Association of Development Agents connected to business innovation and tourism. He has coordinated Grundtvig and partnership projects. His contribution to the project is the management and his business-oriented approach for developing new business models. Social skills and competences Working at the local level with different kind of agents: schools, associations, seniors, adult training. Used to manage with European funds.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	6	2
Strategic Partnerships for vocational education and training (KA202)	0	0	1	0
Strategic Partnerships for higher education (KA203)	0	0	4	1
Strategic Partnerships for adult education (KA204)	0	0	14	3
Strategic Partnerships for youth (KA205)	0	0	10	0
Strategic Partnerships for youth (KA227)	0	0	1	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

ARTIFACTORY (E10016056 - Greece)

Partner organisation details

Legal name	ARTIFACTORY
Country	Greece
Region	Ήπειρος (Ipeiros)
City	Preveza
Website	www.artifactory.eu

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)

Background and experience

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

ARTIFACTORY aims to demonstrate the educational value of culture and the arts through first-hand experiences with audiences at heritage places. TOURISM EDUCATION: We work to improve the planning capacities of cultural and professionals to help them adapt to the constantly changing knowledge ecosystem. CULTURE & CCI: we research the audio-visual languages and train professionals to develop quality contents for cultural and tourism purposes. CITIZENSHIP EDUCATION & YOUTH: we involve the youth into informal learning in order to act responsibly and creatively for their community heritage. EXPERIENCE: ARTIFACTORY is a certified Apple publisher and audio-visual producer with international awards in cultural communication and multivision technologies among which the 2013 Blue Genius Award for multimedia, Europeana Award 2017, the ARTOUR Festival Award, 2019. ARTIFACTORY actively participates EUROPEANA PRO having implemented more than 100 cultural projects in the territory. FEATURED PROJECTS: The founding members of ARTIFACTORY are involved in more than 35 years in the design and implementation of audiovisual productions, EU and international funded projects in the domain of culture, digital heritage and the arts, tourism, VET training, mobility and academic research with more than 250 museum applications. By designing a series of EU funded projects, they have accumulated expertise in the cultural, tourism and AV sector and VET training. EU funded projects related to Pact4Skills include: -ENI CBC BLACK SEA JOP 2014-2020 1/1.1/351/HERIPRENEURSHIP - Establishing long lasting partnerships to upgrade heritage-based offers and create new investment opportunities in tourism and the cultural and creative industries at UNESCO designated areas in the Black Sea Basin; INTERREG IPA CBC GREECE-ALBANIA 2014-2020/ MIS 5041666 SMARTIMONY -Support stakeholders tackle strategic innovation in tourism in peripheral, remote and sparsely populated areas with resilient heritage offers and place based investments in the Cultural and Creative Industries -INTERREG BALKAN MEDITERANNEAN 2014-2020 BMP/1.2/2619/2017:INNOVIMENTOR -Generating SME product and process innovation with a new tourism mobility model, stakeholder alliances and skills alliances to facilitate the market uptake of local enterprises in remote and sparsely populated areas; - COSME PROGRAMME 2014-2020 COS/TOUR/699493/DIVERTIMENTO -Diversifying tourism offers in peripheral destinations with heritage-based products and services, stakeholder-skills alliances to internationalize locally operating micro-enterprises; CULTURAL NETWORKS: ARTIFACTORY participates with 5 voting members the EUROPEANA Collections and its research branch EUROPEANA Pro. ARTIFACTORY has been awarded for the "Joe Petrosino Museum" in Padula, Italy, which has been selected by EUROPEANA as one of the only 10 Museums in Europe for cultural communication. ARTIFACTORY is founding member of the INTERPRET EUROPE, The European Association for the Interpretation of heritage. ARTIFACTORY is connected to EDUTOPIA, the George Lucas Educational Foundation: inspired by the Project Based Learning approach (PBL). ARTIFACTORY is a member with the OPEN EDUCATION EUROPA, Europe's Community for innovative Education and has been awarded for the Project NTVIS -

New Transgenerational Visual Literacy". ARTIFACTORY is a member of the EUROTHENTICA Association of Tourism Enterprises with seat in Rome, Italy, and has joined the Appstore as an autonomous iBook publisher since January 2018 and an active member of EUROPEANA and Secretary at the EUROASIA-TOURISM STUDIES ASSOCIATION with seats in France and Taiwan.

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?

- Dr. Dorothea PAPATHANASIOU-ZUHRT holds degrees in Classics and Germanistics from the National Kapodistrian University of Athens. She has studied History and Ethnology at the Humboldt Universität zu Berlin, where she also obtained an MA degree in Linguistics. She obtained her MSc and her PhD degree in Management Sciences at the University of the Aegean. She is fluent in English, German, French, Italian, and Russian and has basic knowledge of Turkish. She has designed and implemented so far 102 EU funded projects in cultural tourism. She is an active researcher with over 150 publications, while teaching 2 postgraduate study programmes at the HELLENIC OPEN UNIVERSITY and the OPEN UNIVERSITY CYPRUS. She is member of ICOMOS; OPEN EDUCATION EUROPE; a voting member of EUROPEANA, and founding member of INTERPET EUROPE, the European Association for the Interpretation of Heritage. -Dr. Konstantinos PAPACHRISTOPOULOS holds degrees in Psychology and Business Administration, and an MSc in HR Management, an MA Counselling and Guidance, an MSc in Cultural Organizations Management and holds a Ph.D. in Social Organizational Psychology. He has gained expertise in collective leadership facilitating numerous workshops of employees and students for team building, conflict management, social skills and social innovation (i.e. Citylabs). So far he has implemented more than 30 EU funded projects. He is teaching the postgraduate study programme "Heritage Policy and Management" at the Hellenic Open University and is an Expert in ESCO, Council of Europe (Intercultural Cities Network) and Culture Programme of the European Commission. He is currently a post-doctoral researcher in social innovation at the Aristotle University in Thessaloniki. -Katiana HOULI holds a degree in International & European Studies from the Panteion University of Athens and an MSc degree in Environmental Policy & Management in UK, Hull University. She also attended a vocation programme on "Business Administration and New Technologies" at the University of Athens. She is fluent in English and has basic knowledge of French, Italian, Spanish and Turkish. She has excellent computer skills for Office and internet. Her technical work experience is closely related to the project and financial management with more than 100 EU funded projects with numerous applications in the last 14 years in both the market and academic sector. Her engagement at different projects with a variety of partners has offered her the chance to better understand problems, difficulties and particularities related to the project and financial management. - Photini PAPAHAZI holds a Master in Arts Management from City University of London (2001) and a degree on European Civilization from the Hellenic Open University (2016). She is a Certified Trainer for Adults of non-formal education in photography. She works with vulnerable groups with various organisations: in refugee camps giving photo therapy workshops (2016,2017), in Kinetika (www.kinetika.co.uk) on project development, video documentation and creation, press & marketing (2002-2004). She is working on the development and implementation of EU-funded projects since 2007. -Aldo DI RUSSO has earned his degree in Physics from the Sapienza University of Rome in 1976. In 1980 he has shifted his professional career towards cultural heritage storytelling and the audiovisual productions for museums, sites and collections. He has implemented over 250 projects in cultural tourism receiving recognition at world level. His pioneering innovations have brought him domain specific awards most notably the Blue Genius, the AMI Experience Award; the BIMA Award; the eCulture Award, and the EUROPEANA Collections Award. In 2017 he has published at the Appstore the heritage collection EUROTHENTICA funded by the COSME Programme. EUROTHENTICA was promoted as best practice for tourism by the European Commission and Enterprise Europe Network (EEN) at ITB Berlin in 2016.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for vocational education and training (KA202)	0	0	1	0
Strategic Partnerships for higher education (KA203)	0	0	8	2
Strategic Partnerships for adult education (KA204)	0	0	3	0
Strategic Partnerships for youth (KA205)	0	0	11	1
Strategic Partnerships for youth (KA227)	0	0	3	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Project Description

Priorities and Topics

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

HE: Supporting digital capabilities of the higher education sector

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

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

YOUTH: Strengthening the employability of young people

Please explain how your chosen priorities relate to the aims and objectives of your project.

“Not anymore, the big fish eats the small, but the fast eats the slow” (K. Schwab “4th Industrial Revolution”, 2018). This metaphor underlines the fact that unprecedented changes have outdated the skills of the workforce in Europe impacting the path to social mobility and rewarding employment. The employment faces (a) a constant structural change in the mix of the economic sectors; and (b) socio-technological shifts which impact the occupational demand within sectors, creating direct wage competition among workers at global level. Quality-adjusted low cost of labor is the comparative advantage of the emerging economies (BRICS/Asia), and there is a rising threat to Europe when these workers offer their skills at a much lower cost. However, the disruption these changes are causing and the impact they have on the entrepreneurial dimension of the cultural sector, the survival of whose greatly depends on the innovation of services, seem to be ignored. Moreover, the labor market transformation, accelerated by the COVID-19 pandemic and the twin challenge of a green and digital transition, trigger the need to broaden and update competences, knowledge and skills at all career stages with demands for short learning options, while recognition and validation of skills are likely to increase (2020:Shaping Europe’s digital Future; 2020:EU Approach to Micro-Credentials). To meet this challenge the EU is striving to become a global role model for the digital economy to develop DIGITAL STANDARDS and promote them internationally requiring the learning pathways at HED institutions to become more flexible and modular. The CEDEFOP Report “Understanding technological change and skills needs” (2021) underlines the necessity to prepare NEW GENERATIONS OF LEARNERS and support them in making career transitions with reliable skills intelligence. The world of work is at the crossroads of the 4th Industrial Revolution, being transformed by Industry 4.0, advanced robotics, artificial intelligence (AI), the internet of things (IoT) and other emerging technologies in a way that is more profound than previous waves of change. There is a need to apply the technology-intense-experience in HED and training along with an entrepreneurial mindset most particularly in the cultural domains. However, digital transformation not only affects technology, but also the organization itself, its people and work processes (UN 2020: The Next Frontier: Human Development and the Anthropocene). To address this gap the EUROPEAN RECOVERY PLAN demonstrates an EU-wide commitment to create conditions for a more competitive and people-centered economy, for accessible and inclusive culture for all, for creative economy and innovation. At the same time, the 4th Industrial Revolution has opened up limitless possibilities for cultural operators: from museums exhibiting treasures online, to web-streaming concerts and performances that bring a global audience together. At the same time, rising levels of education and the ever-widening choice for leisure and entertainment mean that the audience is far more demanding and every offer has to compete in the market; on the other hand tight restrictions on public funding necessitate that cultural employers need to respond to the new multidimensional world. As the demand side behaves differently, the supply side needs new skills to design and deliver quality experiences in digital culture. Fully aligned with European Education Area 2025 targets, Pact4Skills investigates digital and entrepreneurial skills needs in the cultural domains with focus on sites, museums and collections to assist HED students become responsive to demand and labor market needs enabling them to design and deliver a new generation of culture-driven products and services with a resilient skills set and entrepreneurial spirit. Training of work forces and creating innovation that bring the work to follow the development is the main educational task of the Pact4Skills Partnership.

Please select up to three topics addressed by your project

Cultural heritage

Digital content, technologies and practices

Micro-credentials

Project Description

Please explain the context and the concrete objectives of your project.

The EC gives a significant importance to the cultural sector as a pillar of social cohesion, growth and jobs. Still, the highly subsidized cultural sector employers cannot trace the right skills-mix when looking for creative talents. As a result, new products are delayed, orders are lost and competitiveness is weakened. Pact4Skills investigates digital and entrepreneurial skills needs in the cultural domains with focus on sites, museums and collections to assist HED students grasp the innovation and the opportunities offered by digital tools, towards a resilient multi-skilling to face (self)employment, freelancing and new types of work arrangements. 6 PPs in CY/FR10/GE/ITF5/NL329/EL42 share the vision to reshape skills supply in digital culture. The Partnership has identified 3 major shortcomings: 1. SOCIO-TECHNOLOGICAL SHIFTS: On the cusp of the 4th Industrial Revolution the EU is confronted with unprecedented challenges: technological disruption, migration, climate change. Low-cost quality labor from emerging economies (Asia/BRICS countries) is posing a social threat to graduates in Europe, who need digital and entrepreneurial skills to develop the ability of spotting and pursuing opportunities. To mitigate this gap, Pact4Skills is proposing a new SKILLS PORTFOLIO in order to improve technology absorption in the generation of digital culture. A durable set of transversal skills is developed in cooperation with employers aiming at strengthening employability, creativity and new professional paths. 2. YOUTH JOB SCARCITY: Young people aged 15 to 29 are at a disadvantage compared with the overall EU population (EUROSTAT 2020 Indicators for Employment). To address this need Pact4Skills introduces an industry-related OPEN DIGITAL BADGE for the recognition of acquired skills in the cultural domains. 3. TRAINING NEEDS IN THE CULTURAL DOMAINS: 90% of the EU citizens declare culture as important for everyday life (EUROSTAT:2018). The high demand for new contents in the digital environment and online and mobile culture is an identified opportunity. Still, the cultural domains stagnate in front of fossil professions with outdated skills/technologies resulting in the loss of this audience and sustainability altogether. To address this need Pact4Skills proposes a contextual (r)evolution in cultural design with new fields of applications testing novel processes and skills across 24 months bringing together academics, experts, teachers and trainers, learners, practitioners, businesses, policy and decision-makers. In accordance with the ERASMUS+ 2021-2027 and the EUROPEAN EDUCATION AREA 2025 objectives; Article 2 of the Treaty of the EU; Guidance on gender equality & non-discrimination; the EU Pact for Skills Charter and the EU Pillars for Social Rights, Pact4Skills sets the: • GLOBAL OBJECTIVE to reconcile educational curricula/non-formal training and market demands by upgrading sector skills as per the EU Digital Education Action Plan 2021-2027 and promote transversal key competences in the cultural domains. Accordingly, 5 sub-objectives are set: • SO1: Research the needs of cultural operators to develop and prototype a multidisciplinary curriculum towards domain specific and entrepreneurial innovation liaising results with employers; • SO2: Stimulate entrepreneurial mind-sets by involving HED students into a cognitive-inquiry learning; • SO3: Improve the digital skills of HED students to face and adapt to fast-moving technological changes utilizing pervasive media/digital literacies hand-in-hand with rich contents and critical thinking; • SO4: Improve the transparency/recognition of qualifications/competences in the cultural domains; • SO5: Reconcile the world of education and training and the world of work by embracing novel training practices and competences in the generation of cultural services and replicate the innovation across the EU and the cooperating countries.

How will the project meet the needs of your partnership and those of the target groups?

Pact4Skills is remodeling the skills supply-demand pattern in the new service economy towards the promotion of creativity and digital knowledge: the PORTFOLIO for MUSEUM MENTORS allows HED students to launch culture-driven new services of cognitive and emotional nature, addressing multiple markets and technologies simultaneously. The recognition of skills with micro-credentials (OPEN DIGITAL BADGE) links the new skills to new jobs. Pact4Skills facilitates access to upskilling pathways through the exploration of how new cultural consumption types are generated in the creative economy and how these changes affect the skills palette, the re-training schemes and impact the cultural design. Focused training in the Cultural and Creative Industries (CCI) and the Galleries, Libraries, Archives and Museum Sector (GLAM), where higher digital skills are the prerequisite for better paid jobs, is challenging the traditional distribution of culture. The Partnership addresses especially the gender gap encouraging female students to enhance their digital skills and be able to adapt to the needs of work in the digital age. TARGET GROUPS are involved by Pact4Skills across 5 Project RESULTS as follows: 1. THE TRANSNATIONAL PARTNERSHIP is by definition the direct beneficiary and as such it constitutes a particular target group with the mission to achieve foreseen results. It involves Partners with very different operational backgrounds and motives, spatial and administrative levels, who create project specific working cultures within the foreseen time table and benefit from the Project TRAINING INFRASTRUCTURE (21 tools/methodologies/research reports; 8 skills-based innovations; 36 training activities/teaching platforms/digital co-working spaces/OER; 61 policy recs/common positions). Project Partners communicate Project values to selected target publics, acting as Project ambassadors. 2. The PUBLIC SECTOR (3LevelAuthorities; 3LEVEL Institutions/VET Schools;

Public/Private Educational Actors; Accreditor and Certifier Bodies; Educational Policy Makers; Research Institutions) is involved 36 training activities. Upon approval Partners timely contact: A) International Museums/Cultural Heritage Orgs (UNESCO, ICOMOS, COUNCIL OF EUROPE, EUROPEANA); B) National ministries (tourism/culture/economy); C) Regional and local public authorities and smaller communities; D) National, regional and local public organizations and institutes involved in cultural heritage and tourism; E) National, regional and local public organizations involved in cultural heritage (ephorates of antiquities, museum authorities ; F) Regional and local development agencies. Collective actors aforementioned with focus policy makers realize project achievements and accept the Project as a basis to enhance Local Policy Agenda and defend employability adopting into the Regional Operation Programs (ROP) in CY/FR10/GEKH/ITF5/NL329/EL42 61 policy recs delivered by Pact4Skills. 3. The PRIVATE SECTOR: (Chambers {Commerce/Industry}, SMEs, Development Agencies; Business Support Orgs; Public-Private-3SectorPartnerships; Designers/Artisans/Creative Workers; Private Museums/Collections/Galleries) are involved in 36 training activities and the DIGITAL START UP ECOSYSTEM (R5), while being attracted by the OPEN DIGITAL BADGE (recognition of skills). 4.HED Student Community: 90 students participate 36 training activities and co-design 6 novel digital cultural services and a joint web-based app in CY/FR10/ITF5/NL329/EL42; 5.MILLENNIALS/CLIENTS: consume 5 novel digital tourism services in CY/FR10/ITF5/NL329/EL42 created by higher skilled HED students; 6.ACADEMIC COMMUNITY is involved in 36Skills Building/14Research Activities/1InternationalConference/8publications; 7. PRESS: 3PressConf/4 PressTripTours/1InternationalConference 8: Pact4Skills DIGITAL STARTUP ECOSYSTEM: 90 HED students and 60 Stakeholders operate the Project Legacy with 65 milestones in CY/FR10/TF5/NL329/EL42.

Outline the benefits of cooperating with transnational partners to achieve the project objectives.

The Partnership is devoted a) to launch a new SKILLS PORTFOLIO for the experience design in sites, museums and collections; b) to enhance both digital and c) upskill the content literacy of HED students and c) to validate their knowledge in order to effectively link the certified HED students to the employer market. Pact4Skills brings together actors from the 3 spheres of state, market and civil society, in order to deliver a long-term, balanced co-operation among Project Partners and local heritage operators. The Partnership's transnational character promotes cross-sectoral synergies, fine tunes existing management policies, motivates entrepreneurial innovation and disseminates quality management practices across the participating regions. Pact4Skills is contributing the innovation of teaching and learning practice and generates educational synergies, which: a- incorporate concrete outcomes into existing public policies resulting to durable good practices in informal education for the cultural/CCI/GLAM sectors (R1-5); b- link 90 highly skilled HED students towards rewarding employment (R3/R4/C1); c- initiate and exercise dialogue among multilevel actors to empower HED students work in cultural domains (Multiplier Events); d- demonstrate the socio-economic potential of digital culture and the complex skills set required for competitive productions in the CCI/GLAM sectors (R5); e- generate 8 project-specific and praxis validated tools in cultural design to support national strategies in educational innovation; f- create 3 knowledge and business networks (Tutor-Learner-Employer Pool) and g- solidify synergies with employers. The Partnership forms of a TRIPLE HELIX which is highly interacting with each RESULT: A: HED ACTORS: The Applicant (OUC/CY), PP2 (CYU/FR) and PP3(TESAU/GE) build an effective basis to guarantee result viability and stimulate museum education in the CCI/GLAM sector and adopt the Pact4Skills Educational Program in their Curricula. The Applicant (OUC) sets up the MOOC (R03); PP3 (TESAU) will lead R01 in order to assist cultural organizations wishing develop new perspectives and new ideas; PP2(CYU) will lead the certification process in R05. To demonstrates achieved results PP2(CYU) organizes the International Conference (Multiplier no 4) to raise the awareness of employers in the CCI and GLAM sector and promote the Pact4Skills Skills Set at industry level. B: PUBLIC SECTOR ACTORS: PP4(CMAB) is by definition interested in local development, being a major employer in the Cultural and Creative Industries, awarded for the Narrative Museum in Lagopesole, Basilicata. PP3(CMAB) will activate cross-sectoral synergies, motivate entrepreneurial innovation and communicate achieved results to policy makers. PP4(CMAB) is responsible for Project Communication in an effort to raise the awareness of employers in the CCI and the GLAM/AV sector for the news skills developed. C: BUSINESS MENTORS (PP5: SEALS/NL) leads C1 and implements the Website and the MOOC. PP4(SEALS) mentors 60 HED students that they achieve entrepreneurial innovation and transfers a range of skills, knowledge and experience setting up the Pact4Skills standards for quality training in digital education. PP5(SEALS) shall mentor 60 HED students to co-design the Project innovation, the WEB-BASED APP for museums and collections, directly interacting with an unlimited number of visitors in real time. D: CULTURAL AND CREATIVE INDUSTRY PRODUCERS (PP6:ARTIFACTORY) has acquired expertise in the generation of digital culture with over 250 museums will guide and mentor 90 HED students towards the design and delivery of 5 DIGITAL CULTURAL SERVICES in the CCI/GLAM sector. PP6 (ARTIFACTORY) will lead R02. E: ASSOCIATE PARTNERS: The Network of

the Associate Partners equally represent to public, private and third sector. They are interested in skills development and assist the Partnership towards the quality implementation of the Pact4Skills Project.

What outcomes, including project results when relevant, are expected during the project and on its completion?

Pact4Skills launches a contextual (r)evolution to assist HED students tackle strategic innovation in the cultural sector and promote new upskilling pathways in the Cultural and Creative Industries (CC1) and Galleries, Libraries, Archives and Museums (GLAM) where higher digital skills ensure a rewarding employment. 77 planned activities lead to innovation in digital education and the effective mentoring of HED students to facilitate their uptake by the cultural domain. 5 main results types are planned: A. HED STUDENT EMPOWERMENT THROUGH UPSKILLING PATHWAYS: enhancing learning, training and sharing of experiences and know-how; demonstrate the socioeconomic value of digital culture and deliver the right skill mix to diversify cultural offers; employ HED students with new ICT and domain specific skills and reduce brain drain and territorial depopulation (R2/3/4/5/C1); B. SUPPORT CULTURAL PRODUCTIVITY AND COMPETITIVENESS: the Pact4Skills PORTFOLIO turns into reality the vision for higher quality services in the CCI/GLAM sector, where highly skilled workers implement and sell new customized services with the right skills mix; C. REFORM SUPPLY-DEMAND IN DIGITAL CULTURE WITH NOVEL SKILLS AND COMMON SERVICE STANDARDS: 90 HED students innovate the design and delivery of digital cultural experiences identifying new business opportunities and creating new/resilient offers to compete in the global market (R04/R05); D. FOSTER RECOGNITION OF SKILLS: 90 HED students catch up with technical developments in the CCI/GLAM; they adapt to the digital environment through the acquisition of the EQF correlated OPEN DIGITAL BADGE, which helps them to retrain and implement a smooth transition to a new occupation with domain specific and industry-related micro-credentials (R05); E. MAXIMISE SECTORIAL COOPERATION TO ENSURE PRODUCTIVITY, COMPETITIVENESS AND EXTROVERSION: the Digital Start Up Ecosystem is a multilevel actors' cooperation to sustain achieved results (R4/R5) and support employers to recruit/retain talents in the Project area and beyond (R04/R05) 77 planned activities result in: — 8 SKILLS BASED INNOVATION IN DIGITAL CULTURE (6 Digital Cultural Services and a Joint Museum App impacting visitor choices across 18 museum offers in CY/FR10/GE/ITF5/NL329/EL42 result in 6 New Business Models; the Pact4Skills PORTFOLIO for the CCI/GLAM Sector; the OPEN DIGITAL BADGE; The DIGITAL STARTUP ECOSYSTEM); — 6 APPLICATIONS WITH COMMERCIALIZATION POTENTIAL (6 Digital Cultural Services developed by 90 HED students in CY/FR10/GE/ITF5/NL329/EL42; the Web-Based App for real time communication with visitors in museums and collections — 36 TRAINING TOOLS & SKILLS BUILDING ACTIVITIES (4Web-based Tutorials; 4Transnational Study Visits; 1MOOC 4.0; 4Modules; 1Open Access Mediathek; 10-C1 Activities; The Experience Designer Skills Set; 1eLib; 4 Digital Collaborative Working Spaces; Audience Development/Experience Design/Technology Exercise; 6 Service Prototypes) — 21 STRATEGIES, METHODOLOGIES, & RESEARCH REPORTS (18 Focus Groups Guidelines; Skills Assessment Survey; Research Report; Portfolio for Museum Mentors) — 61 STANDARDS, RECOMMENDATIONS & COMMON POSITIONS (30 Recs for the skills updates; 30 Skills Needs detected; Policy Handbook for the GLAM Sector) — 10 PEER-REVIEWED PUBLICATIONS (Applicant:3; PP2:3 PP3:2; PP6:2) — EVALUATION & QUALITY ASSURANCE TOOL (Quality Assurance Plan) — 14 LOW CARBON COMMUNICATION TOOLS (Project Website; Social Media Campaign; Communication& Exploitation Plan; Project Spot; 6 Factsheets; 2 Press Conferences; Visual Identity Kit; Project Brochure) — 12 PM TOOLS (Steering Group Committee; Quality Control Committee; 6 PM Meetings; PM Toolkit; Evaluation Plan; Interim/Final Reports) — 36 PROJECT DRIVENT EVENTS (6 PM Meetings; 4 Web-based Tutorials; 4 Transnational Training Events; 4 Multiplier Events; 10-C1 Training Activities; International Conference; EUROPEANA Competition; 6 Press Events)

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

COMPLEMENTARITY: Pact4Skills has not been created in isolation. It constitutes the advancement of 4 EU funded Projects, which have exploited reflective knowledge and the technology intense experience for skills development in the Cultural and Creative Industries (CCI): -The ENPI CBC BSB JOP MIS ECT 831/HERIPRENEURSHIP (2020), which is exploiting the powers of CCI pioneering new investment opportunities in the Black Sea ; -The COS-TOUR-2015-3-04/699493/DIVERTIMENTO (2019) that linked heritage supply and demand with experienced based tourism via multimedia collections; -The CREATIVE EUROPE Project "HEARME: Bringing youth and museums together" (2018). The Project's ultimate milestone, the DIGITAL STARTUP ECOSYSTEM is a community of practice in the CCI and GLAM sectors with a new cultural design, exporting globally the cultural significance as a win-win scenario for production and generation of culture with a renewed focus on skills. 1. Pact4Skills launches a comprehensive framework to unlock cultural values and inspire cultural entrepreneurship in the Project Area. To fully realize this vision the Partnership strictly

follows the: COE/UNESCO/ICOMOS/UNEP/IUCN international treaties/conventions; The Declaration on a NEW NARRATIVE FOR EUROPE; the EUROPEANA 2020 Strategy; the EU Audiovisual and Media Services Directive 2018; 2. The guiding principles, for the Project design derive from: The COM(2020)625 on achieving the European Education Area by 2025; the Blueprint on Sectoral Cooperation 2020; the EC European Approach for Micro-Credentials (2020); The EU Digital Education Action Plan 2021-2027; the EU Entrepreneurship (2016) and Digital Competence Framework (2018). INNOVATION: Pact4Skills pioneers a new form of cooperation HED institutions and CCI/GLAM employers to deliver smart skills, professional qualifications, innovation services and products with commercialization potential. The investigation of digital skills needs in the Project Area helps both HED students to respond to labor market demands and identify a new generation of smart services for museums and collections. The innovation lies in the upskilling pathways in the CCI/GLAM sectors, challenging the traditional cultural production model and transforming teaching and learning practice into innovation capacities. To induce product-process sophistication Pact4Skills launches 6 digital and audience-driven museum experiences where 90 HED students develop real practical cases as a first step and move, certified with micro-credentials, to establish a DIGITAL STARTUP ECOSYSTEM in CY/FR10/GE/ITF5/NL329/EL41. Pact4Skills will innovate the informal education process by introducing HED student into the enquiry learning philosophy of the Project Based Learning (PBL), Design Thinking (DT) Agile Education (AE) and the Liberating Structures (LS) Methodologies. Based in the previous defined needs they will go through this learning process to build a team; define product/services; detect value propositions; set up a stakeholder/customer map. Pact4Skills will assist HED students to: 1. Concretize complexity, which allow to perceive undetected viewpoints; 2. Build understanding of how the multiple components in a system are connected. 3. Build and understanding of how the system reacts to changes by playing out a number of scenarios; 4. Define the value propositions; 5. Gain insights about their system at multiple levels regarding how the system reacts to changes from inside/outside; 6. Use this insight to develop strategic behaviors; 7. To mentally prepare for making better and faster decisions. All Partners will provide their expertise and perspectives to develop 5 RESULTS with 65 highly replicable outputs. 90 HED students will bring to the training their ideas connected to redesign teaching/learning in the production of digital culture, enhancement of curricula, improvement of skills, on line training, new educational materials and novel employability prospects.

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

Pact4Skills involves Partners with very different levels, backgrounds and spatial-administrative levels: 2 EUMS Partners are leading in innovation (FR10/ NL329). PP2(CYU), is part of MICEFA a consortium of 15 member universities in Île-de-France bound with 480 educational agreements to over 60 partner universities worldwide. PP5 (SEALS) is 30-years operating business mentor and digital educator located in Amsterdam. 3 Partners are located in regions with innovation drawbacks (CY/ITF5/EL42), however, the Applicant (OUC) is a unique HED provider in Cyprus in e- and distance education; PP3(TESAU)'s expertise in CCI is unique in Georgia; PP4(CMAB) is pioneering digital culture in peripheral centers of production in Italy; PP6(ARTIFACTORY) is a certified Apple publisher in digital culture. All 6 Partners have a proven collaboration record and the necessary know-how to successfully conclude aims set by Pact4Skills and ensure that achieved results are rapidly disseminated across the EU and the cooperating countries. This particular composition allows to a) tracing problems, imbalances and inequalities in digital education; b) to effectively seek innovation in informal learning with 77 planned activities; c) to match more advanced with less advanced regions; d) draw on best practices, innovation and experiences already gained in digital culture. Research undertaken in 2020 demonstrated that despite digital culture is on the rise with audiences seeking engaged and authentic experiences, the use of outdated technologies and lack in entrepreneurial spirit in cultural institutions causes loss of audiences, young people in particular. HED institutions have not yet developed feasible value propositions adapting new skills to rising demands of audiences for experience delivery in digital culture and therefore do not match skills supply and market needs. Thus 5 major shortcomings revealed in the Project Area: 1. Divergence of skills supply in the museum sector; 2. Skills mismatches/gaps across HED institutions; 3/4 Entrepreneurial skills deficit/lack in the provision of high quality digital culture in museums and collections; 5. Cultural capital deficit of the audience, young people in particular. The Partnership responds to aforementioned challenges by introducing new fields of applications that match the skills needs with labor market needs: 90 HED students apply the technology-intense-experience involving visitors with cognitive-emotional-multi-sensory outcomes at 6 museums in the Project Area. Furthermore, the particular added value of the Transnational Partnership resides in the: A) SYNTHESIS of a multilevel and multi-sectoral Partnership dedicated to produce of synergies with employers and thus contribute to social innovation the Project Area and beyond. B) CAPITALIZATION of previous success stories, applications and projects of the Partners involved and their integration in a coherent way in the

design of 77 planned activities (R1-5/C1/COMM/PM); C) SPECIFIC THEMATIC FRAMEWORK, that promotes the EU DIGITAL EDUCATION ACTION PLAN 2021-2027 and designs 6 disruptive cultural service prototypes and a web-based app for museums in the Project Area; D) EDUCATIONAL INNOVATION, that promotes HED student empowerment through the Pact4Skills PORTFOLIO acquired in 36 training activities across R1-5 and C1. E) ACTIVE INVOLVEMENT of the Pact4Skills HED student community in 36 educational activities F) 50 PLANNED ACTIVITIES devoted to the 90 HED students, 30 employers, 60 stakeholders and policymakers and unlimited number of end-users; G) ENTREPRENEURIAL INNOVATION, which pioneers and exemplifies that entrepreneurship is a transversal skill that can be learned, and proves this with 6 digital/mobile tourism services developed by 90 higher skilled young people (HED student community). H) TRANSFERABILITY of highly replicable 65 milestones to reshape the cultural sector operation with digital skills and an entrepreneurial mindset.

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

●Linked to the Applicant (OUC) are: the European University Association (EUA), the European Association of Distance Teaching Universities (EADTU), the International Council for Open and Distance Education (ICDE), the Black Sea & Eastern Mediterranean Academic Network (BSEMAN). It is also a member of the Cypriot network for Corporate Sustainability and Responsibility (CSR Cyprus). These networks can facilitate the dissemination of the project's results and its sustainability. Moreover, the OUC via MoU with the Advanced Media Institute, the Cyprus Employers & Industrialists Federation, all of which can contribute to the promotion of cultural activities. ●Linked to PP3(TESAU) are different organizations where students have the practical placement: Wineries, Schools, Banks, Marketing networks, NGOs, House of Justice, City Governor, City Hall, Court, National Tourism Centre, Informational Centre of Kakheti, tourist companies, hotels, museums, Agencies of Protected Areas of Georgia, TV companies, radio stations and local newspapers. ●Linked to PP2(CYU) are: 1. MICEFA a consortium of 15 member universities in Île-de-France; 2. over 60 partner universities and top-notch HE institutions in US/Canada that value international education and exchange; 3. the Ecole Nationale d'Arts de Paris-Seine (ENSAPC); 4. the Ecole Nationale Supérieure d'Architecture de Versailles (ENSAV); 5. the Ecole Nationale Supérieure du Paysage de Versailles (ENSPV); 6. the Institut National du Patrimoine; 7. EUR (Ecole Universitaire de la Recherche) places creation and the project as engines of innovation and aims to develop an innovative methodology through the project (practice-led research) in an international and multidisciplinary perspective ●Linked to PP4 (CMAB/IT) are: 1. REGIONE BASILICATA (ITF5) with significant experience in EU cooperation through several successful projects in the field of culture, art, and tourism, such as SAGITTARIUS (South East Europe Programme) and CULT (INTERREG IIC East Zone). 2: The Narrative Museum "The World of Frederick II Hohenstufen" which will serve as a prototype for the quality experience in digital culture 3: Province of Potenza: it has a direct connection with PP4 to reform educational policies; 4: APT Basilicata, the public authority for tourism in ITF5, supports PP4 in improving its training and employment strategies in the field of tourism; 5/6: PP4 is supported by CONFINDUSTRIA ITALIA and CONFINDUSTRIA BASILICATA. ●Linked to PP4 (SEALS)/NL are: The Navy Museum in Den Helder, NL, located at the former Royal Dockyard, also known as Willemsoord. PP5 (SEALS) has trained the following heritage institutions to change their offers and business models for a variety of audiences, especially tailored to the youth. The training was funded by the CREATIVE EUROPE Hearme Project "Bring Youth and Museum together" (projecthearne.org). Museum of Contemporary Art of Republic of Srpska, Banja Luka; Radovljica Municipality Museums; Slovene Ethnographic Museum; Gallery of Fine Arts, Osijek; Town Museum Krško– Rajhenburg Castle; Technical Museum of Slovenia; National Museum of Slovenia; Republic of Slovenia Public Fund For Cultural Activities. ●Linked to PP5 (ARTIFACTORY)/GR are: 1. the TOURISM LAB at the UNIVERSITY OF THE AEGEAN/GR. The Lab combines leading-edge academic theories/business practices with its own research activities to follow growth transformation It will actively participate R1-5; 2. EUROPEANA with 3 voting members. PP5 will connect EUROPEANA's educational offers to further support educators/content developers in the Pact4Skills towards similar digital services: in 2017 PP5 has been awarded by EUROPEANA for the Joe Petrosino Museum in Padula Italy as best practice for cultural communication; 3. The MINISTRY of CULTURE (GR) is sponsoring PP6 to provide for cultural attractions and contribute to cultural tourism development in Greece.

Participants

Please briefly describe how you will select and involve participants (e.g. learners, staff, etc.) in the different activities of your project.

The Survey on "EU Skills and Jobs" underlines that technological advances, such as machine learning, big data analytics, the internet of things and advanced robotics, together with restructuring in global value chains, are reshaping the world of work as we know it today (CEDEFOP, 2018). Considerably lower employment rates are observed for women than men. The gender employment gaps are widest for women in age groups associated with having caring responsibilities for children, dependent family members or grandchildren. Considering the above, Pact4Skills is of strong social character: the Partnership unanimously intends to address young men and women with difficulty to access knowledge innovation, capital and networking opportunities and support them to develop an entrepreneurial mindset and higher digital skills. Pact4Skills is open access and profit-free educational platform by philosophy. It intends to cultivate relationships with learners, and involve them into the design of better products and services, and demonstrate the competitive advantages for prospective employers in the form of Project outcomes. Selected participants benefit from their engagement in 5 RESULTS and C1; by following the Project's innovations learn how to design integrated cultural services using the powers of digital culture. 35 HED students in peripheral, remote and sparsely populated areas will be given precedence, so that they also have access to the learning and practicing community envisaged by Pact4Skills. It shall be noted that in regards to participants Pact4Skills follows EU Horizontal Policies on Gender Equality and non-Discrimination to: promote self-employment of young women; increase participation of chronic unemployed {women, part time jobbers, disabled persons}; reconcile work- family; eliminate sex-age stereotyping in job descriptions; oppose the discrimination of religion, beliefs, transgender people; break down pay inequalities and horizontal segregation, encouraging equal distribution of paid work between women-men- disabled persons. Education, fundamental EU policy for equal opportunities, is supported with 36 skills building activities. Through the implementation of the 6 digital cultural services in 6 countries, 90 HED students improve their professional statuses. R02: THE Pact4Skills DIGITAL PEDAGOGY TO SUPPORT THE DIGITAL TRANSFORMATION IN MUSEUMS AND COLLECTIONS 90 HED students participate 4 web-based Tutorials and participate 4 Transnational Study Visits and 6 Training Workshops in CY/FR10/ITF5/NL329/EL42. R03: CO-CREATING TRANSVERSAL KEY COMPETENCES TO MOTIVATE HED STUDENTS VENTURE IN DIGITAL CULTURE: 90 HED students attend the MOOC, use the 4 Modules, the e-LIB and the Audio-Visual MEDIATHEK and their peers to enhance their skills. R04: LEADING HED STUDENTS TO REWIND THE MUSEUM SUPPLY EXPLOITING THE POWERS OF THE CULTURAL AND CREATIVE INDUSTRIES: 90 HED Students participate 3 employment-proxy exercises and feedback 6 digital cultural prototypes in CY/FR10/ITF5/NL329/EL42. R05: THE JOINT RECOGNITION OF SKILLS TO ATTRACT EMPLOYERS AND NETWORKS: 90 HED Students implement 6 digital cultural services and the web-based museum app to be presented at the EUROPEANA competition during the Project's International Conference. C1: 35 Transnational Participants attend 10 Training Activities in C1 and feedback the 6 digital cultural services in R05. A special contribution of Pact4Skills is the inclusion of young females in technology training. According to the EC Study Women in the digital age (2018) confirms this trend with only 24 out of every 1000 female tertiary graduates having an ICT related subject - of which only six go on to work in the digital sector. The study also found that if more women were to enter the digital jobs market, it could create an annual EUR 16 billion GDP boost for the European economy. Thus, in an effort to contributing to closing the gender gap in technology, Pact4Skills strictly employs equally both genders.

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

Yes

How many participants would fall into this category?

35

Which types of situations are these participants facing?

Economic obstacles

Social obstacles

Migrant background obstacle

How will you support these participants so that they will fully engage in all phases of the planned activities (including selection, preparation and follow-up)?

Young people face a series of difficulties in the globalized economy, which was severely hit by the recession in recent years and will worsen in the post-COVID-19 era. They face multiple insecurities simultaneously like economic obstacles, lack of accessibility to resources, stereotyping and social exclusion. This situation is not short-term problem but lasts

longer, nourishing even more obstacles which accumulate and make the situation worse. For example, young people which are experiencing a long-term unemployment phase start to have economic problems which can lead to social isolation or health problems. Health issues (incl. individual with special needs and disabilities) and cultural differences render much easier to vulnerable groups for example immigrants or refugees or descendants from immigrant or refugee families; people belonging to a national or ethnic minority; people with linguistic adaptation and cultural inclusion difficulties. The obstacles and situations described lead to an erosion of rights and responsibilities meaning that people's basic social, economic, cultural, civil and political rights and responsibilities are undermined or under threat wholesale: it is more than clear that it is difficult to succeed at school if one is facing discrimination on a daily basis. To address aforementioned issues Pact4Skills follows the 20 principles of the EU Pillar of Social Rights and EU Horizontal Policies on equality/non-discrimination to: promote self-employment of women; increase participation of chronic unemployed women; reconcile work- family; eliminate sex-age stereotyping in job descriptions; break down pay inequalities & horizontal segregation, encourage equal distribution of paid work between women-men. This policy will be adopted during all project procurement processes and staff selection. Both education and knowledge of cultural heritage is closely connected to the fundamental components of inclusive social development, which recognizes the need and necessity of all citizens in actively participating in the development and planning process and in being empowered through the strengthening of the "sense of place". In this vein Pact4Skills intends to apply participatory approaches and bottom-up techniques in the design and implementation of the Project, actions that contribute towards democracy at local level and are dictated by EU policies. One characteristic example of implementing bottom-up techniques is access to education and the orientation to build a lifelong learning inclusive community, so as to trigger development through bottom-up development and participatory techniques. Of particular importance in this process is the Project's orientation in mobilizing all segments of local society in an effort to define a collective place identity that will be promoted as "experience" to museum visitors. This construction of the collective identity at local level works towards strengthening local and regional democracy and promoting the rights of specific marginal groups. As stated above, Pact4Skills follows the EU Horizontal Policy on Gender Equality (Article 23: Equality between women and men), the Charter of Fundamental Rights of the European Union (2000) and the EU Equality Strategy between men and women, 2015. Accordingly, women and men are equally represented in the Steering Group Committee, with a responsible officer for equal opportunity and diversity consideration. The ToR of the Steering Group Committee specify clearly equality and diversity responsibilities. Staff members are appointed to monitor Project implementation according to the policies aforementioned. They give formal feedback on related topics consideration in all Project meetings. In this respect the Steering Group Committee is the main medium of the Partnership to supervise that educational access to the selected target groups aforementioned is ensured.

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

In the Project Area PP2(CYU/FR) and PP5(SEALS/NL) is at the forefront of innovation with Amsterdam and Cergy-Paris being investment attractors. However, in the periphery the skills landscape looks very different: Cyprus, Georgia, North Aegean (EL41) and Basilicata (ITF5) are lagging behind. They constitute peripheral regions confronted unprecedented challenges: technological shifts, economic lock-down, climate change, while Chios in (EL413) is suppressed by uncontrolled migration. Pact4Skills is open access by definition educational platform and will stay profit-free upon completion attracting newcomers from the EU and the participating countries. Thus, it aims to cultivate relationships with learners, and involve them into the design of better products and services, and to communicate to employers the competitive advantages of achieved results. 35 HED students benefit from their engagement in RESULTS 2/3/4/5 and C1 to follow the Project's product-process innovations learning how to cope with technological shifts in cultural heritage. 35 HED students will be given precedence, so that they also have access to the learning and practicing community envisaged by Pact4Skills. The 20 principles of the European Pillar of Social Rights are the beacon guiding Europeans in the Programming Period 2027-2027 towards a strong social Europe that is fair, inclusive and full of opportunity. Pact4Skills particularly embraces Article 1. "Education, training and life-long learning" aiming to include 35 participants with fewer opportunities into the Pact4Skills Training Program that they to maintain and acquire skills which will then enable them to participate fully in society and successfully manage transitions in the labor market; and Article 4 "Active support to employment aiming to foster young peoples' rights to continued education, apprenticeship, and traineeship". Education, fundamental EU policy for equal opportunities, is supported with 36 skills building activities. Through the implementation of the 6 digital/mobile cultural services in 6 EU member states and 1 participating country, Georgia, young women-researchers-disabled persons improve their professional statuses. In practice the Partnership follows EU Horizontal Policies on EQUALITY/NON-DISCRIMINATION at all decision levels. In this very vein the Partnership unanimously intends to attract participants with economic obstacles, cultural differences, educational difficulties and

engage them into the following activities: R02: THE Pact4Skills PEDAGOGY TO SUPPORT THE GENERATION OF DIGITAL CULTURE IN MUSEUMS AND COLLECTIONS: 35 HED students participate 4 web-based Tutorials and participate 4 Transnational Study Visits and 6 Training Workshops in CY/IT/FR/NL. R03: CO-CREATING TRANSVERSAL KEY COMPETENCES TO MOTIVATE HED STUDENTS VENTURE IN DIGITAL CULTURE: 35 HED students with fewer opportunities attend the MOOC, use the MEDIATHEK and feedback the Pact4Skills Portfolio. R04: LEADING HED STUDENTS TO REWIND THE MUSEUM SUPPLY EXPLOITING THE POWERS OF DIGITAL CULTURE: 35 HED students with fewer opportunities participate 3 employment-proxy exercises and feedback 6 digital cultural prototypes. R05: THE JOINT RECOGNITION OF SKILLS TO ATTRACT EMPLOYERS AND NETWORKS 35 HED students with fewer opportunities implement 6 digital cultural services to be presented at the EUROPEANA competition during the Project's International Conference. C1: Although the digital sector is rapidly growing, creating hundreds of thousands of new jobs every year, the share of women in this sector is decreasing. As women are under-represented at all levels in the digital sector in Europe (EC Study SMART 2016/0025), Pact4Skills will focus on the digital skills development of female participants to enhance their self-esteem and entrepreneurial capacity. Thus during 10 C1-Training Activities 35 Transnational Participants attend and feedback the 6 Cultural Prototypes and 6 Digital Cultural Services in R05.

Preparation

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

Project preparation has already started with preliminary meetings of Partners towards the definition of the Project topic and development of a high-quality application to respond to the challenges of the European Education Area 2025. The Applicant (OUC), PP3(CMAB) owner of the awarded Narrative Museum "Frederic II" in Lagopesole/IT and PP5 (ARTIFACTORY), a digital culture producer have created a first Draft in January 2021 aiming to exploit the powers of the Cultural and Creative Industries (CCI) to upskill HED students and considering benefits and drawbacks in the production of digital culture in sites, museums and collections. The Draft has been shared and elaborated by PP2(CYU) and PP3(TESAU) who with PP6(ARTIFACTORY) have added expertise in the CCI from the ongoing BSB/831/Heripreneurship Project. The Partnership which was finalized with a business mentor (PP4:SEALS) with expertise in entrepreneurship and digital education for over 30 years. PP6(ARTIFACTORY) and PP4 (SEALS) have collaborated with the COS/TOUR/699492 Project DIVERTIMENTO (2018) funded by the COSME Program for the Competitiveness of Small and Medium Enterprises 2014-2020. Within this framework they familiarized with the ENTRECOMP framework to promote business skills for an autonomous youth. Upon approval: - The Applicant (OUC) will sign the Grant Agreement with the National Agency (CY01) and prepare the Partnership Agreement (PA), to be signed by each partner including contents and Partner obligations/rights, reports, deadlines (start-end dates), payments. The PA will be concluded after the approval of the Project, so that budget modification is included. - The Applicant (OUC) offers a Management Workshop for the administrative and financial issues of Pact4Skills focusing on implementation, timetable, activities, outputs, results and stakeholder strategy. The concept of the MOOC shall be discussed at the Kick off Meeting in order to obtain consensus among partners. The Applicant (OUC) delivers the Training Methodology and drafts the 4 Modules for the MOOC in collaboration with PP2/3/4/5. - All Partners shall appoint staff/experts required to implement Pact4Skills and set up a project Team with skilled HR for finances/management/communication/physical object of the project. Stakeholders have been identified and included in 77 Project deliverables (PM/COMM/RESULTS:1-5/C1/4MultiplierEvents). Each Partner will prepare a list of multilevel actors to promote and disseminate Pact4Skills. -6 PROJECT TEAMS: All Partners will select skilled individuals -financial managers, communication officers, assistants and experts for their Project prior to the Kick off Meeting in M2. -PROJECT MANAGEMENT TOOLKIT: The Applicant (OUC) will have prepared the PM tools prior to the Kick off Meeting (Project Manual; Time Plan; Template Archive; Risk Plan; Impact Assessment Tool) - PROJECT WEBSITE shall be launched by PP5(SEALS) in M2. - COMMUNICATION, DISSEMINATION AND VISIBILITY PLAN: (PP4:CMAB) will present the draft at the Kick off meeting (M2). It shall include all dissemination activities, and the partner-task distribution, as well as measurable indicators to identify the impact at short, medium and long term (what, who, why and how the project is going to be disseminated. The document will be constantly updated throughout the entire project so that improvements can be done at any time. - RESULT EXPLOITATION STRATEGY: (PP4:CMAB) will present the first draft at the Kick-off Meeting It contains the target groups to address, how they will be addressed before, during and after the project is developed and the level of involvement of each and the benefits they will get. The strategy also includes the Intellectual Property Rights Agreement (IPRA), an agreement to be signed by all the Partners and the Pool of Associate Partners specifying what and how the project outputs will be used after the project end and possible distribution of benefits.

Management

Funds for Project Management and Implementation

Funds for "Project Management and Implementation" are provided to all Cooperation Partnerships based on the number of participating organisations and the duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small-scale project materials, virtual cooperation, local project activities, promotion, sharing of project results and other similar activities not covered by other types of funding.

A partnership may receive a maximum of 2750 EUR of "Project Management and Implementation" grant per month.

Organisation role	Grant per organisation and per month	Number of organisations	Grant
Coordinator	500	1	12 000
Partner	250	5	30 000
Total		6	42 000

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

ACTIVITY 1: PROJECT MANAGEMENT, ADMINISTRATION Pact4Skills has been designed as per 1 in clearly measured quantified outputs and results (necessity-objective-method-duration-resources-results), cross-checked with the SMART Objective method. Thus, it contains 5 Activities for managing, coordinating/implementing and monitoring/controlling Pact4Skills. A1: PROJECT MANAGEMENT AND ADMINISTRATION A2: PROJECT COORDINATION AND IMPLEMENTATION A3: PROJECT MONITORING A4: PROJECT REPORTING A5: PROJECT QUALITY CONTROL ACTIVITY 1: PROJECT MANAGEMENT, ADMINISTRATION A1 is specifically designed to provide an efficient and effective Transnational Project Management, Administration, Coordination and Monitoring to ensure the success of the Partnership and the Project's implementation. A1 impacts the Transnational Partnership providing strong and trustworthy commitments to Project goals, ensuring the knowledge transfer through partners, staff and experts, using new management tools with a clear, active and multitasking management structure TASK 1: CONCLUSION OF GRANT AND PARTNERSHIP AGREEMENT: two official documents will be signed and thus bring to life the new Transnational Partnership. TASK 2 TRANSNATIONAL PROJECT MANAGEMENT STRUCTURE AND DECISION-MAKING PROCEDURE: Pact4Skills builds 3 Project Committees and 6 Partner Project Teams. All Committees will be elected at the Kick-of Meeting. • The Steering Group Committee (SGC) with 6 members, where the Applicant holds the majority vote in all procedures. • The Technical Committee (TC) consists of the Technical Coordinator, the Communication Coordinator and the Web Administrator. • The Quality Control Committee responsible for all project outputs will be elected by the Transnational Partnership. A Quality Control Committee sets up the standards and the procedures for the quality of outputs delivered and the guidelines for the quality of Project implementation procedures, according to the time schedule, the skills of human resources, the deliverables, the communication needs, the ERASMUS+ framework/rules and the estimated risks. TASK 3: THE PROJECT MANAGEMENT KIT: to be delivered by the Applicant (OUC) to the Transnational Partnership in order to identify and solve implementation problems and assess progress, which activities are underway and what progress has been, if the desired results that have been achieved, at what rate are means being used and cost incurred in relation to progress in implementation, what changes in the Project environment occur. TASK RESOURCES: To be developed it is required that each transnational partner participates the project with a workforce of 3 individuals minimum, comprising a project and/or financial manager, domain specific experts and administrative assistants. The Applicant includes in his Project Team skilled HR for Management, Finances and Communication. EXPECTED RESULTS: A new Transnational Partnership established and a Common Management Structure with common management standards is adopted. Upon Project completion the Project Record entailing the Project Legacy with 65 milestones. WORKING LANGUAGE will be English. Communication and all working documents will be in English. Each Project Management Team defines the responsible staff for communication, for whom it is imperative to have excellent command of the English language.

Transnational Project Meetings

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

ACTIVITY 2: PROJECT COORDINATION AND IMPLEMENTATION: It is essential to co-ordinate the activities, to plan and control the project in order to ensure that objectives are met and represent the project to ERASMUS+ and ensure that implementation is according to European and national regulations/ legislations/ policies. The objectives set for coordinating Pact4Skills are: 6 Coordination Meetings and Project Management Workshops (4 physical meetings; 2 teleconferences). It is imperative to coordinate the planned activities in order to ensure that objectives of the ERASMUS+ Program 2021-2027 are achieved along with the specific objectives set by the Pact4Skills and that implementation is according to European and national regulations/legislations/policies. 6 PROJECT COORDINATION MEETINGS AND PROJECT MANAGEMENT WORKSHOPS are scheduled in: 1. 1st Project Meeting Nicosia/CY (M02) (Kick off Meeting); 2. 2nd Project Meeting [Teleconference] (M07); 3. 3rd Project Meeting in Amsterdam/NL (M11); 4. 4th Project Meeting [Teleconference], (M15); 5. 4th Project Meeting n Lagopesole/IT (M20); 6. 6th in Cergy/FR [Close out Meeting] (M24). **TASK RESOURCES:** The Applicant chairs the 6 Coordination Meetings in the sense of a joint and equal partnership, using available means to reach mutual agreements during all decisions making procedures. Specific tasks include: a) to define and ensure the principles formulated and adopted by Pact4Skills are applied across the Project life; b) to set up and operate a joint decision-making on operational tasks of the Partnership; c) to identify and follow priority actions; d) to approve action plans & reports; e) to control the sum of scheduled activities; f) to generate convergence in case of discrepancies or complaints; g) to ensure an ongoing review of the working model of Pact4Skills and the structure of the 5 RESULTS; h) to communicate Pact4Skills; i) to control if the outputs and results indicators to be assessed to the project's objectives; k) to check the effectiveness and efficiency of the implementation. The Applicant (OUC) secures the implementation of Pact4Skills giving to the Partnership guidance and clear procedures, adequate management structures, expertise and management tools according to ERASMUS+ and the European and national rules/regulations/legislations. All Partners cooperate closely to delivers a highly skilled Transnational Partnership with strong commitments to Project goals, transferring knowledge through staff and experts, using adequate management tools with a clear, active and multitasking management structure. **EXPECTED RESULTS:** Devoted to coordination and conflict resolution, ACTIVITY 2 impacts the Partnership by providing strong and trustworthy commitments to Project goals, transferring domain specific knowledge to PPs, staff and experts, using new management tools with a clear, active and multi-tasking management structure. It also possesses a special added value ERASMUS+ as it demonstrates that a well-coordinated and effectively coordinated Project and facilitates stakeholders to realize Project achievements and benefit in the long run. The 6 PM Meetings to assist the Partnership bring together planning, budgeting, accounting, financial reporting, internal control, auditing, procurement, disbursement & the physical performance of the project with the aim of managing resources properly & achieving the project's development objectives. The timely and relevant financial information will provide a basis for better decisions, thus speeding the physical progress of the project and the availability of funds & reducing delays and bottlenecks. The 6 Project Meetings will provide for essential information needed for management, implementation and supervision of the Project. All Project Management Meetings are supervised by the Applicant(OUC).

Please specify the funds requested to organise the planned transnational project meetings.

Meeting ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	N° of Participants	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Kick of Meeting and Management Workshop	Cyprus	2021-12	9	5 730
2	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	3rd Transnational Meeting and Management Workshop	Netherlands	2022-09	10	6 860

3	Comunità Montana Alto Basento (E10270938 - Italy)	5th Transnational Meeting and Management Workshop	Italy	2023-06	9	5 545
4	CY Cergy Paris Université (E10222810 - France)	Close Out Meeting	France	2023-10	13	8 955
Total					41	27 090

Transnational Project Meetings Budget (1)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
CY Cergy Paris Université (E10222810 - France)	France	2	>= 2000 km	760	1 520
IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	2	100 - 1999 km	575	1 150
Comunità Montana Alto Basento (E10270938 - Italy)	Italy	2	100 - 1999 km	575	1 150
Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	1	>= 2000 km	760	760
ARTIFACTORY (E10016056 - Greece)	Greece	2	100 - 1999 km	575	1 150

Transnational Project Meetings Budget (2)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Cyprus	2	>= 2000 km	760	1 520
CY Cergy Paris Université (E10222810 - France)	France	2	100 - 1999 km	575	1 150
IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	2	>= 2000 km	760	1 520
Comunità Montana Alto Basento (E10270938 - Italy)	Italy	2	100 - 1999	575	1 150

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
ARTIFACTORY (E10016056 - Greece)	Greece	2	>= 2000 km	760	1 520

Transnational Project Meetings Budget (3)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Cyprus	2	100 - 1999 km	575	1 150
CY Cergy Paris Université (E10222810 - France)	France	2	100 - 1999 km	575	1 150
IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	2	>= 2000 km	760	1 520
Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	1	100 - 1999 km	575	575
ARTIFACTORY (E10016056 - Greece)	Greece	2	100 - 1999 km	575	1 150

Transnational Project Meetings Budget (4)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Cyprus	3	>= 2000 km	760	2 280
IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	3	>= 2000 km	760	2 280
Comunità Montana Alto Basento (E10270938 - Italy)	Italy	3	100 - 1999 km	575	1 725
Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	2	100 - 1999 km	575	1 150
ARTIFACTORY (E10016056 - Greece)	Greece	2	>= 2000 km	760	1 520

Project Management

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

ACTIVITY 3: PROJECT MONITORING Pact4Skills will be managed by the Applicant (OUC) and the Applicant Project Manager who has the duty to resolve any issues that may develop within the Project activities. In the event that such issues cannot be resolved, the Applicant has to invite the Steering Committee that will review the issues at hand and take decisions. With regards to the division of tasks between Partners it must be noted that Pact4Skills is jointly designed, thus the duties of all Partners have been clarified during the Project design; thus, a smooth collaboration can be foreseen during the implementation of the project and a minimization risks or/and confrontation is expected. It is imperative to monitor and safeguard the overall project quality, the quality of procedures and mechanisms foreseen, the quality of deliverables and the timely implementation of tasks within the time budget foreseen. The Transnational Partnership needs to bring the project to an orderly conclusion and retain its history for the benefit of subsequent projects

TASK 1: MONITOR THE PHYSICAL AND FINANCIAL PROJECT OBJECT: A3 is monitoring both the physical and financial object of the project, incl. all tasks in correlation to: Time Management; Human Resource Management; Quality Management; Risk Management; Communication Management; Financial Management and Budget Absorption. Tasks include final acceptance of the project, archival of project materials, reporting project performance, celebration, and release the project resources for use on other projects. Every project will experience successes and difficulties and it is important that they are identified, analyzed, and communicated.

TASK 2: CORRECTIVE ACTIONS: Corrective actions should be planned to prevent project problems from recurring in future phases or projects.

TASK 3: PROJECT CLOSE OUT EVENT: During the Project Close-Out in Cergy, France in M24 (2023) the Transnational Partnership and everyone involved with the Project capture best practices and lessons learned, which should be stored in the Project's workspace for future reference. The Project Record will be maintained in -form at the Applicant's Headquarters for 5 years and will be made available to all Partners and the National Agency (CY01).

TASK 4: THE APPLICANT'S ROLE: The Applicant (OUC) supervises the Transnational Project Teams on the basis of the budget management, payments, reporting and certification following project approval; secures the Audit Trail; informs partners for eligibility of expenses, to train staff and exchange experiences, to decide upon the procedures of reporting, to be informed about procedures of controlling; provides Project Partners with tools for the successful management of the project delivers the PM Toolkit in MONTH 2 after the signing of the Grant Agreement; signs all official documents during the Project life; transfers the funds to each Partner; presides all Project Meetings holding the majority vote; elects the 3 Project Committees and heads the Steering Committee and authors the Interim and Final Reports.

TASK RESOURCES: To monitor the Project's physical and financial object is required the summative workforce of the highly skilled individuals participating in the Transnational Partnership as declared in the respective budget table.

EXPECTED RESULTS: By monitoring all required parameters during the Project's lifetime, successful Project implementation within time budget with a 95% budget absorption is guaranteed. The Partnership improves through a continuous cycle of planning, doing, reflecting, and acting on what is learned, whereas the National Agency and all related managing bodies have complete access to the PROJECT RECORD. To ensure the long-term viability of Project results, the Partners' shared website will host the DIGITAL AND HARD-COPY PROJECT RECORD for 5 years.

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

ACTIVITY 4: PROJECT REPORTING The Applicant (OUC) secures the implementation according to ERASMUS+ programme and the European and national rules/regulations/legislations.

TASK1: DAY-TO-DAY PROJECT FINANCIAL MANAGEMENT (APPLICANT:OUC) will bring together planning, budgeting, accounting, financial reporting, internal control, auditing, procurement, disbursement & the physical performance of the project with the aim of managing resources properly & achieving the project's development objectives.

TASK2: PROJECT REPORTING to the National Agency (CY01M) by the Applicant (OUC) and all Partners as contributors: 6 Internal Reports documents the progress of the Project upon the conclusion of each project Meeting in MONTH: 2/6/11/15/20/24. These Reports will feedback the Interim Report (M13) and the Final Report, to be delivered to the NA 60 days after the Project completion day. A joint methodology is adopted to ensure that planned results and objectives are achieved in the most effective way. — **DOMAIN SPECIFIC EXPERTISE AND INSTITUTIONAL-TECHNICAL CAPACITY:** The Partners are selected according to their expertise, institutional/technical capacity and acquired experience with EU funded Projects. The capitalization of previous experiences in the specific field will facilitate the absorption of funds and the appliance of procedures. — **MULTILEVEL and-LATERAL WORKING BASIS:** adopted already in the preparation phase it can ensure the quality of Project

contributions. Pact4Skills was analysed across 77 activities to ensure that the budget allocations are most suitable and reflect real costs. This, in turn, has led to a clear understanding and analysis of all actions of the Project. — **TASK ALLOCATION:** Pact4Skills consists of 5 RESULTS, management, quality control and communication. Tasks are allocated as follows: PP3(CMAB) R01; PP2(CYU): R5/Quality Control; Applicant(OUC): R3; PP3(CMAB): Communication; PP4(SEALS) R04 and C1; PP5(ARTIFACTORY)R02 — **FINANCIAL MANAGEMENT:** is the responsibility of the Applicant(OUC). The Project Financial Manager guides the Partnership with the required needed for managing, implementing and supervising the Project and makes sure that all allocated funds have been used and for the planned purposes. S/he makes sure that Erasmus+ Programme and national rules act as deterrent to fraud and corruption and monitors the budget plan, updating, debating and coordinating incurred expenses and the unused funds. S/he secures the Audit Trail, informs partners for eligibility of expenses, trains staff and decides upon the procedures of reporting. S/he develops sound internal communications for the Partnership and ensures that Partners can identify and solve problems and assesses progress: which activities are underway; what progress has been made, are the planned results achieved, at what rate are funds absorbed, what changes occurred in the implementation. **TASK 3: COMMUNICATION (PP3:CMAB):** — produces joint messages about the value of ERASMUS+; disseminates Project contents in their transnational dimension enabling benefit spread and showcases Project achievements to key actors and stakeholders in Europe and internationally — allows for follow-up projects, academic input and the adoption of project results into national plans and policies; — creates a user-friendly main Project communication medium with a life expectancy of five years;

How will the progress, quality and achievement of project activities be monitored? What qualitative and quantitative indicators will you use to measure the quality of the project's results?

ACTIVITY 5: PROJECT QUALITY CONTROL (PART 1) Upon determination of all quality requirements/procedures, the Partnership will conduct regular quality controls. 9 indicator groups evaluate the Project's relevance, efficiency and impact, to measure progress throughout project, to determine if project responds to main target groups' needs, to measure project's results among participants, to determine how project impacts contribute to developing the community of beneficiaries, to evaluate unexpected results, to monitor all processes, to establish quality control indicators & processes. **PROJECT EVALUATION FRAMEWORK** • A Quality Control Committee will be elected and it will be responsible for all project outputs • A Quality Assurance Plan and Evaluation Plan (QAP) will be drafted that will contain a series of measures designed to measure the level of quality of the developments at any time against the quality parameters established. • An Assessment Set for pilot project applications ensure the quality of 6 final products and skills acquired **QUANTIFIED PROJECT INDICATORS** to measure the Pact4Skills impact in the Project area are: **QUALITY CONTROL COMMITTEE** • Quant-indicators: No of Committee Members (3) • Qual-indicators: No of common quality standards (12) **QUALITY ASSURANCE PLAN** • Quant-indicators: No of Quality Assurance Plans (1) • Qual-indicators: No of Corrective Measures adopted for the enhancement of the project (24) **CHECKLISTS (PM)** • Quant-indicators: No of deliverables monitored (77) • Qual-indicators: No of deliverables completed (77) **COMMUNICATION PLAN/PROJECT SPOT/SOCIAL MEDIA TOOLS** • Quant-indicators: No of Plans (1); No of Spots (1); No of Tools (4) • Qual-indicators: No of stakeholders with raises awareness (50); No of entries in public and social media (18) No of regions proactively promoted (6); no of hits (180) **SKILLS NEEDS SURVEY** • Quant-indicators: No of Questionnaires collected (50) • Qualitative indicators: No of Policy Recs developed for entrepreneurial innovation in tourism (24) **5 FOCUS GROUPS** • Quant-indicators: No of experts pooled (30) • Qual-indicators: skills needs detected (25) **RESEARCH REPORT (WP1)** • Quant-indicators: No of new skills traced in the Project Area (30) • Qual-indicators: No of individuals with increased capacities (60) **WEB-BASED TUTORIALS** • Quant-indicators: No of Participants (60) • Qual-indicators: No of Entrepreneurial Skills acquired (15) **TRANSNATIONAL STUDY VISITS** • Quant-indicators: No of Study Visit (4) • Qual-indicators: No of Individuals with increased capacities in digital culture (60) **MASSIVE ONLINE OPEN COURSE 4.0: Training Course; 1 Curriculum** • Quant-indicators: No of registrations (60) • Qual-indicators: No of OER created (2) **WEB-BASED TUTORIALS (4)** • Quant-indicators: No of web tutorials (4) • Qual-indicators: No of participants created with increased capacities (60) **3 PRACTICAL EXERCISES** • Quant-indicators: No of exercises (3) • Qual-indicators: No of trainees (60) **THE Pact4Skills DIGITAL CULTURAL SERVICES** • Quant-indicators: No of multimedia apps (6) • Qual-indicators: No of employers approaches (25); **THE DIGITAL START UP ECOSYSTEM** • Quant-indicators: No of trainees (60) • Qual-indicators: No of ecosystems (1) **C1 TRAINING ACTIVITIES** • Quant-indicators: No of activities (10) • Qual-indicators: No of common strategies for innovation in the GLAM sector (4); • No of transnational participants (30) **MULTIPLIER EVENTS** • Quant-indicators: No of Events (4) • Qual-indicators: No of stakeholders with raised awareness (50) **PERMANENT NETWORKS — POOL OF TUTORS** • Quant-indicators: No of tutors acquired (18) • Qual-indicators:

No of trainees with increased skills (60) — POOL OF TRAINEES • Quant-indicators: No of training activities implemented (35) • Qual-indicators: No of enrolled (60) RESULT VIABILITY PLAN (1) • Quant-indicators: No of plans 1 • Qual-indicators: No of common standards adopted (1)

Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

ACTIVITY 5: PROJECT QUALITY CONTROL (PART 2) Quality assurance, evaluation and monitoring aim to define the quality requirements, internal characteristics and activities of the project in accordance with whether or not they have satisfied the specific quality requirements and measurements that must be achieved to define the level of quality that has been realized. Upon determination of all quality requirements and procedures, the Partnership will conduct regular monitoring and quality controls in which all partner institutions, target groups, stakeholders and potential beneficiaries will contribute to through activities, which will be developed. A QUALITY CHECKLIST will be issued for each milestone. Mechanisms to ensure Quality, monitoring and evaluation are: **TASK 1: QUALITY ASSURANCE AND EVALUATION PLAN (PP2: CYU)** The QAP collects systematically Project data to measure & monitor progress made in achieving expected results. It highlights mechanisms/modalities for monitoring the Project contributions incorporating outputs/results. It contains the rationale for indicator selection, sources of information/means of verification, baselines/targets, methods/tools to collect data, milestones to demonstrate progress and suggests corrective measures to be adopted by the Transnational Partnership. It consists of 5 steps: 1. **EXPERIENCE:** Partners selected according to their experience with the ERASMUS+ and other EU Programs and initiatives. The capitalization of previous experiences of the Partnership in the specific field has impacts positively budget and procedures within Pact4Skills once each Partner Project Team has the opportunity to immediately produce results without a cost of adaptation. As a result, Partners will be using their know-how and will be applying it to the activities of Pact4Skills. 2. **MULTILATERAL WORKING BASIS:** adopted from the start to ensure quality of Project contents. Pact4Skills was analyzed across 77 activities to ensure that the budget allocations are most suitable and reflect real costs. This, in turn, leads to a clear understanding and analysis of all actions of the Project. 3. **BUDGET ALLOCATION:** Pact4Skills consists of 5 RESULTS, 77 Activities in total. The deliverable participation rate per partner shows a balanced task distribution reflected in the allocated working time and has been decided on a fairness approach basis and according to complementarities, expertise, institutional/technical capacity and spatial-level distribution so that "settling in" costs are minimised. RESULT leadership spreads among Partners as follows: R01:PP2(TESAU); R02:PP6(ARTIFACTORY); R03: the Applicant(OUC); R04(PP5:SEALS); R05: PP2(CYU); Project Management to help competence with cost-effectiveness: the Applicant (OUC); Communication: PP3(CMAB); Quality Control: PP2(CYU) 4. **FINANCIAL MANAGEMENT:** is the responsibility of the Applicant(OUC), who: >supervises the SGC on the basis of the budget management, payments, reporting and certification following project approval; >secures the Audit Trail, informs partners for eligibility of expenses, to train staff and exchange experiences, to decide upon the procedures of reporting. The PM Toolkit provides information by which PMTs can identify and solve implementation problems and assess progress, which activities are underway and what progress has been, if the desired results that have been achieved, at what rate are means being used and cost incurred in relation to progress in implementation, what changes in the Project environment occur. 5. **INNOVATION, DISSEMINATION, DIRECT FEEDBACK:** the need for software and system development is minimised through open-source software and "cloud"-based providers. The Web 4.0 Integrated Communication, Dissemination and Visibility Tool includes FB; Instagram; VIMEO; Twitter; MIRO; ZOOM; MURAL; G-SUITE; SLACK etc.

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

The Pact4Skills will draft a RISK MANAGEMENT PLAN considering the issues already discussed during the preparation of the Project: **DIFFERENT WORKING MENTALITIES, DIFFERENT RULES/PROCEDURES/REGULATIONS:** 1.The Partnership includes 5 countries at EU NUTS II level: CY01 (Cyprus); FR(Île de France); ITF5 (Basilicata); NL326(Metropolitan Amsterdam) and EL413 (North Aegean). It is expected that different working mentalities prevail, while different national and institutional regulations and procedures govern each organization, which might cause delays in the implementation. 2. There is a risk to delay implementation, if objectives, contents and tasks are not clear for everyone. There is a threat to back out of staff/experts; (objectives, scope, time, quality, cost): a failure to keep in within budget, deliver outputs and tasks within the time plan, achieve performance objectives; In other words, there is a risk for lesser productivity and poor quality. **UNINFORMED/INDIFFERENT STAKEHOLDERS:** 3. There is a risk for low attendance at 36 scheduled training activities, because lack of timely communication and/or different perceptions, lack of skills and fear; 4. There is a risk that local communities interpret project contents in a different way and misunderstand goals and aspirations. **COPYRIGHT THREAT** 5. There exists a threat to harm copyrighted final products, most especially the 6 multimedia services envisaged by IO5. **RISK MANAGEMENT PLAN 1.** To overcome the constraints

aforementioned Project Partners have been selected according to their complementarities/skills/capacities implementing the tasks in their fields of expertise: The Partners build a node of multilevel actors consisting of - HED institutions (Applicant: OUC/CY: PP2:CYU/FR) - Public Authorities (PP3:CMAB/IT), who have by definition an interest in the development of HR and the territory - business mentors (PP4:SEALS/NL) - museum planners (PP5:ARTIFACTORY/GR); who interact highly with the academic and research sector and the employers. This Partnership is supported by CONFINDUSTRIA ITALIA and the ENTERPRISE EUROPE NETWORK. The Project Committees supervise all implementation: A)The Steering Group Committee (SGC) with 6 members, where the PC holds the majority vote in all procedures. B)The Technical Committee (TC) consists of the Technical Coordinator and the Web Administrator, who ensure project implementation procedures; C)The Quality Control Committee (QCC), sets up the standards & procedures for the quality of outputs according to time schedule; skills of human resources; deliverables; communication needs; the ERASMUS+framework/rules; estimated risks; 2. The Project Manual, the PM Toolkit with 10 PM Tools; 6 PM Meetings in M2/6/11/15/2024 and 24 teleconferences with the PC Team/PPs and the Communication Plan eliminate the risks. THE QUALITY ASSURANCE PLAN will be drafted that will contain a series of measures designed to measure the level of quality of the developments at any time against the quality parameters established; THE QUALITY CHECKLIST will monitor each one of the project's milestones proposing corrective measure for the quality implementation of the project's physical object. The QUALITY CONTROL COMMITTEE sets up criteria for the evaluation of human resources and in case of loss invests in new staff/experts and constantly updates the Project's ORGANIZATIONAL CHART. 3. Project Managers working in national languages clear ambiguities. 4. Interpreting cultural assets requires social consensus. Assisted by sound academic tools false valuations are eliminated and by directly involving multilevel actors from the administration, economic and social sphere required attendance rate is secured. 5. Attempts to harm copyrighted final Products are eliminated: The publications of 5 digital cultural services/WEB APP secure the Intellectual Property Rights and the dissemination of copy-righted final products.

Implementation

Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned results?

Pact4Skills has been designed as per the SMART Objective method. The roles and responsibilities are clearly defined in the ORGANIZATIONAL CHART and the Project MANUAL involving the right skilled workers in the right tasks. Pact4Skills will be monitored and controlled on a stage-by-stage basis which will be connected with the implementation of all quantified focusing on them as far as the delivery and quality requirements. For the day-to-day management, Pact4Skills will apply 10 core principles: —The STEERING COMMITTEE is the decision-making body, chaired by the Applicant(OUC), that will look into all issue related to the project risk and arbitrate on any disputes and resolve possible conflicts. —6 FINANCIAL MANAGERS are responsible for tracking incomes and expenditures related to Pact4Skills. Expenditures must be approved and will have appropriate project codes listed so that they can easily be traced. To control the budget, six month reports will be submitted by partners to the Applicant(OUC) for review. To avoid any misinterpretations, the Applicant(OUC) will disseminate guidelines for planning and reporting all different types of costs in the project to enable the partners identify any issues, such as when amounts spent are significantly greater or below what was planned. When problems are identified, the Applicant(OUC) will consult directly with the NA(CY01). —CONSTANT ADMINISTRATIVE AND FINANCIAL MANAGEMENT AND TRANSNATIONAL COORDINATION. It will be ensured by the Applicant(OUC) with the contribution of each PP, through the organization/participation to the 4 PM Meetings/Coordination Workshops in: Nicosia/M2; Amsterdam/M11; Lagopesole/M20; Cergy/M24; 2Teleconferences:M6/M15 fully in accordance with the PROJECT MANUAL and TIMEPLANNER, drafted by the Applicant(OUC)and agreed by all Partners. — PROJECT GOALS/OBJECTIVES: since the preparation of the proposal, each partner has been highly committed to the project topic and to the goals and objectives to be achieved, as they are strictly connected with each organization's main activities and aims. Achieved results will be assessed during and after the project implementation as they are quantified in outputs and results; — PROJECT ACTIVITIES and of how they should be realized, as detailed described in the PROJECT MANUAL: since the preparation of the proposal, all PPs shared and agreed a detailed GANT CHART, the adjustable TIMEPLANNER and the WORKPLAN describing all the activities to be carried out, including roles and responsibilities detailed in the ORGANIZATIONAL CHART. These documents constitute the main reference for smooth implementation, defining in detail the activities to be implemented, how, where, when and by whom and, if needed, apply corrective measured; — ROLES AND RESPONSIBILITIES of all

the actors involved, including target groups and stakeholders essential for successful implementation. As foreseen by the WORKPLAN, the roles and responsibilities of Partners and of the target groups involved will be clearly defined and monitored during the project implementation; — PROJECT RESULTS: The 3Member-QQC bear the responsibility to apply the QUALITY ASSURANCE & EVALUATION PLAN to monitor the quality of outputs, which will be assessed with specifically designed CHECKLISTS. In this way, each PP can modify/ revise their strategy in case the results are not achieved as foreseen by the WORKPLAN; — RISK MANAGEMENT PLAN and, if needed, apply corrective measures: in case any problem or critical situation may occur, all the project partners will cooperate in order to find the best solution to achieve the goal and the results as expected. PP2(CYU) is responsible to implement the QUALITY ASSURANCE & EVALUATION PLAN: Clear definition of planned activities and results linked to the dissemination and exploitation of Project contents. In particular those activities, objectives and expected results will be defined in the COMMUNICATION AND EXPLOITATION PLAN delivered by PP3 (CMAB).

How will you communicate and cooperate with your partners?

6 Partners in 5 EU regions and a cooperating country (CY/FR10/GE/NL329/EL42) cover a major part of the EU territory and part of the Black Sea. This spatial synthesis allows PPs to use their competencies to detect problems, imbalances and inequalities in HED education and cope with challenges in the European Education Area. Having identified a series of shortcomings in HED curricula, the Partnership has adopted a multilateral working basis to ensure Project impacts and avoid isolated initiatives, as they produce barriers in terms of synergies. To successfully implement 77 planned deliverables, the Partnership is composed of 3 ACTORS: ACTOR A: Higher Education Institutions directly involved in digital education and heritage research: the Applicant (OUC/CY), PP2(CYU/GR) and PP3(TEAU/GE) focus by definition in HED and research and influence directly educational policies. Experienced in project implementation they will exchange know-how on the development of the CURRICULUM (IO2) with ACTORS B and C in order ensure excellent results and Project impacts. ACTOR A will further develop appropriate methodologies and assessment processes to evaluate HE Curricula and disseminate quality practice ACTOR B: Communita Montana Alto Basento is a Local Authority with a proven record on territorial development through the Cultural and Creative Industries, which will transfer know how and internationalize achieved results ACTOR C: represent the 3rd Sector with domain specific expertise in entrepreneurship education PP4(SEALS) and the Cultural and Creative Industries PP6(ARTIFACTORY) Thus the Partnership through the planned activities, will stimulate cross-sector synergies and tackle tourism innovation at HE level inputting tourism businesses with achieved results. The Partnership's added value resides in the: a) wide spatial distribution; b) capitalization of previous successful experiences; c) the coherent of the planned activities; d) the transferability of systematized knowledge to improve capacities of human capital; e) the entrepreneurial innovation, which promotes the diversification of economic activities related to cultural production and consumption; f) the political innovation, which promotes community empowerment employing women and youth in participatory practices; g) the activation of strategic partnerships in Europe, Asia and Australia via the Associated Network of the Partnership. The Partnership will benefit on the long term by research conducted, experience exchange and know-how transfer, creating among staff and experts a significant number of individuals with increased capacity. By using cultural values as an agent to challenge the value-driven deficits in tourism supply chains, stakeholders and social partners are stepping towards economic stability, greater social cohesion and civic pride. Cooperation and communication among partners and relevant stakeholders will be ensured since the beginning and throughout the duration of 24M as per methodologies adopted. Partners will report to the Applicant, which will officially represent partnership to the Portuguese National Agency. WORKING LANGUAGE: Communication and all working documents will be in English. Representatives of each partner organization that will be responsible for communication shall have proven ability to read, speak and write English. PARTNER-TASK-DISTRIBUTION: tasks and responsibilities, are based on each partner's experience and institutional-technical capacity and domain specific expertise. The common basis of the effective communication has been already established and tested during the preparation phase, being the best assumption for the continuation of successes. ACTIVE PARTICIPATION: all PPs have contributed to the preparation of Pact4Skills and the distinctive responsibilities of each Partner ensure a smooth cooperation throughout the duration of the Project implementation and thus minimize confrontation possibilities.

Have you used or do you plan to use eTwinning, School Education Gateway, EPALE or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

Education cannot tackle socio-economic disparities per se, thus, synergies with complementary social and employment policies are a prerequisite for a sustainable solution. The 2019/World Economic Forum Report and the 2020 UN Report "The next frontier. Human development and the Anthropocene" emphasize that disruptive technological and socio-

economic forces swiftly outdate the shelf life of people's skillsets and the relevance of what they thought they knew about the path to social mobility and rewarding employment. The rise of artificial intelligence is upending the primacy of human expertise in the economy. To succeed, future skilled workers shall complement the work done by mechanical or algorithmic technologies, and 'work with the machines. However, ageing workforce, extension of working life, technological, organizational and market changes become barriers to career paths and social equity. The COVID-19 pandemic made clear that the audience is looking for services, participatory experiences and contextual co-creation in real time. Information asymmetries in supply-demand result in unsustainable uses of tourism assets and substantial revenues losses: while major fame museums are overused, the lesser known are neglected. In this way the selection and consumption of quality and highly customized cultural products and services is disabled. Thus, there is a need to apply the technology-intense-experience in heritage tourism and establish the Skills Portfolio for the design and delivery of outstanding experiences at heritage places. Pact4Skills pioneers a new form of cooperation among businesses and research institutions to deliver smart skills, professional qualifications, innovation services and products with commercialization potential. The Pact4Skills upskilling efforts helps HED students become responsive to market demands and identify a new generation of smart services following a product-process innovation. Pact4Skills facilitates access to upskilling pathways through the exploration of new cultural consumption in the creative economy and how these changes are affecting the skills supply and demand. In order to reduce the gap in basic skills, holistic educational approaches that seek a proper balance between the mental, emotional and physical dimensions of education should be promoted. The Partnership is aware of the recent economic recession in the EU due to COVID-19 and the dispute over the European identity are urgently calling for a combination of productivity and innovation, both capabilities increasingly dependent upon the art and practice of connectedness. Developments in ICT/ mobile telephony have produced a new market, the connected consumers, who are moving towards an engaged and authentic experience. On the other hand, the supply side stagnates in front of the fossilization of professions with outdated skills and the use of outdated mindsets/technologies that cause loss of audiences. Pointing to weak areas, groups of people with insufficient learning opportunities, and barriers and obstacles to learning, the joint and adopted approach is directly relevant to lifelong learning policy-making in the EU Member States and the cooperating countries and, in particular, to social partners. Thus, Pact4Skills is particularly interested in the development of follow up projects and initiatives, that will ensure the continuation of the works in the research topic addressed. It will therefore utilize the EPALE Platform to inspire new Partnerships and projects.

Production of Project Results

Do you plan to produce project results in your project? No Yes

Project Results Summary

Result ID	Leading Organisation	Result Title	Starting Period	Ending Period	Grant
1	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	THE BLUPRINT FOR TRANSVERSAL AND RESILIENT SKILLS IN DIGITAL CULTURE	01-11-2021	30-09-2022	37990
2	ARTIFACTORY (E10016056 - Greece)	THE Pact4Skills PEDAGOGY TO SUPPORT THE GENERATION OF DIGITAL CULTURE IN MUSEUMS AND COLLECTIONS	01-02-2022	31-12-2022	39110
3	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	CO-CREATING TRANSVERSAL KEY COMPETENCES TO MOTIVATE HED STUDENTS VENTURE IN DIGITAL CULTURE	01-04-2022	31-03-2023	67350
4	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	LEADING HED STUDENTS TO REWIND THE MUSEUM SUPPLY EXPLOITING THE POWERS OF DIGITAL CULTURE	01-11-2021	31-10-2023	56570
5	CY Cergy Paris Université (E10222810 - France)	THE JOINT RECOGNITION OF SKILLS TO ATTRACT EMPLOYERS AND NETWORKS	01-04-2023	31-10-2023	69240

Project Results Details (1)

Result ID	1
Result Title	THE BLUEPRINT FOR TRANSVERSAL AND RESILIENT SKILLS IN DIGITAL CULTURE
Result Leading Organisation	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>NEEDS ANALYSIS: The economic lockdown imposed by COVID-19 is calling for a combination of productivity (doing things better) and innovation (doing better things). Both productivity and innovation are capabilities increasingly dependent upon the art and practice of access to intangible ideas and the knowledge economy and further of technology. The CEDEFOP Report "Understanding technological change and skills needs" (2021) underlines that all jobs in developed economies are being at potential risk of substitution by machine learning algorithms. To meet this challenge the cultural sector needs to reach its audiences by exploiting the multifaceted nature of digital culture and its capabilities for integrated cultural experiences and raise the awareness of employers in the creative economy about the value of those skills. OBJECTIVE: to unlock the challenges the GLAM (galleries, libraries, archives and museums) sector is facing with existing services matching new skills for new jobs by addressing the new world order of the 4th Industrial Revolution; to respond to the socio-technological challenges with better informed choices and benefit spread in the Project Area and beyond. SYNERGIES: World Economic Forum Report, 2018: The 4th Industrial Revolution; 2020 UN Report "The next frontier. Human development and the Anthropocene"; EU ENTRECOMP, 2016; EU DIGICOMP 2018 METHODOLOGICAL APPROACH & TARGET GROUPS: A joint Methodology will be applied to detect the skills needs in the museum sector including the Agile; Liberating Structure; Design Thinking, Project-Based-Learning, LSP methodologies. TASK1: 6 FOCUS GROUPS: Each partner shall design and deliver a FOCUS GROUP in order to define the digital and entrepreneurial needs and detail describe the most relevant skills and competencies for the sector to remain competitive. TASK 2: JOINT SURVEY ON SKILLS NEEDS IN THE MUSEUM SECTOR. The SURVEY will capitalize on EU ENTRECOMP (2016)/DIGICOMP (2018) to explore both entrepreneurial needs and skill needs in the cultural sector and trace a new generation of resilient skills tailored to the entrepreneurial mindsets. The SURVEY will focus on the Project Area to identify demand side trends, needs for products/services and help connect new skills and new jobs better matching job seekers' and labor markets' needs in the cultural sector. TASK 3: The RESEARCH REPORT shall analyze the data obtained by TASK 1 and TASK 2 and more particularly will focus on the skills sets defined by each Partner. These shall be compiled in order to compose the Pact4Skills Portfolio. INNOVATION: R01 shall help</p>

improve standards in the design and production of digital artworks and encourage the inclusion of cultural education in the leisure time of the different audiences. It will also inaugurate entrepreneurship as a transversal key identify a new generation of experience-based cultural products and the required skills to generate them. Thus, R01 will increase foresight, innovation and agility in the way cultural agencies adapt to a constantly changing knowledge ecosystem and will enable those to connect cultural consumption to advanced digital, entrepreneurial and intercultural skills in the sector. IMPACT: 60 key stakeholders build bridges between education and training providers, enterprises and other employers and actively involve the youth in a co-design process. R01 enables 60 sector representatives in CY/FR10/GE/ITF5/NL329/EL42 to identify and determine needed skills, which are not yet put in place, becoming instrumental for the uptake of entrepreneurship and digital skills needs and reforming the Key Competences for Lifelong Learning. TRANSFERABILITY: R01 formulates novel skills for new jobs in the GLAM sector in the Project Area and beyond. 60 public, private and third sector actors deliver an interconnected network in CY/FR10/GE/ITF5/NL329/EL42, to revise the skills museums need and improve the way assets, infrastructure, and people link in the digital age.

Result Type

Studies / analysis – Questionnaire development and survey implementation

Please describe the division of work, the tasks leading to the production of the result and the applied methodology

TASK 1: 6 FOCUS GROUPS: are going to be organized in Nicosia (CY); Cergy (FR); Telavi (GE); Potenza (IT); Amsterdam (NL), and Chios (GR). PP5(SEALS) defines the methodological framework and shares it with all the Partners. The Applicant (OUC) prepares guidelines and instructions for the organization of the FOCUS GROUPS, which are going to be organized by each Partner with total of 60 participants. Participants in each country shall cover the GLAM sector (Galleries, Libraries, Archives and Museums) and the Cultural and Creative Industries (CCI). Cultural agencies need to develop both a digital and an entrepreneurial mindset: entrepreneurship is not only about money-making, but should be values as the principal ability to turn ideas into action. It is a holistic competence which can be learnt. Each FOCUS GROUP will meet virtually to distil the relevance of skills needed in the partner countries, possible adaptations that have to be made and which skills are considered to be the most important and therefore they must be prioritized in the framework of the Pact4Skills Portfolio. The 6 FOCUS GROUPS will explore the views of experts and key stakeholders in museums and collections assisted by the training framework LIBERATING STRUCTURES and more particularly the “Wicked Questions” Methodology to replace conventional practices, so as to unveil the relevance of the Pact4Skills Portfolio. Upon conclusion, each partner is responsible for drafting a report on the FOCUS GROUP results. PP6(ARTIFACTORY) will receive the reports from all 6 Partners

and focus on the common points. PP3 (TESAU), the Applicant (OUC) and PP2 CYU) will draft a common qualification profile and formulate the learning outcomes envisaged for the Pact4Skills Portfolio. TASK 2: The JOINT SURVEY ON SKILLS NEEDS IN THE MUSEUM SECTOR shall map the need for the skills diversification required in present-day, which is closely interlinked with global level changes like advances in ICT, the rise of digital skills, the emergence of collaborative consumption, the rise of social media, the mobile telephony and the 4th Industrial Revolution. These changes are closely interlinked with the skills deficit in museum education, which will also be disclosed by the “Panarchy” Methodology, part of the training framework LIBERATING STRUCTURES. The SURVEY shall identify the skills set required in the sector to deliver high added value products and services and enable HED graduates cope with the challenges of the 4th Industrial Revolution and succeed in the market. The SURVEY helps establish the evidence to reform policies in the Project Area. TASK 3: The REPORT captures the added value of the respondents’ input as distilled by the LIBERATING STRUCTURES. It is about creating value, for the stakeholders, employers, training institutions and HED students by exploiting an validated composite skills set that allows the re-orientation of isolated skills into a transversal competence framework. The REPORT shall clearly present the mismatch in skills supply as captured by the SURVEY, to address the challenges museum and collections faces in the global competition. It will be used for the design of HED CURRICULA in the Project Area and can also support the development of competences in the informal learning context and establish a bridge between the worlds of education and the world of work. IMPLEMENTATION: PP3(TESAU), the Applicant (OUC) and PP2(CYU) collaborate to develop the SURVEY Questionnaire. Respondents will be confronted by LIBERATING STRUCTURES mentors in a digital dialogue in real time (outdated/obsolete yes-no Google Forms will NOT BE APPLIED, as such answers are of no value). PP3(TESAU) shall collect all SURVEY data and identifies those skills required to succeed in the sector and formulate those new competences need to be cultivated transversal competencies. PP5(SEALS) delivers the SURVEY Methodology. All Partners engage key respondents to complete the SURVEY.

Result Production Start Date (dd-mm-yyyy) 01-11-2021

Result Production End Date (dd-mm-yyyy) 30-09-2022

Result Languages English

Result Media Internet , Event , Database , Publications

Result Participating Organisations ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus) , CY Cergy Paris Université (E10222810 - France) , Stichting for Education on Agility

Liberating Structures (E10057522 - Netherlands) ,
ARTIFACTORY (E10016056 - Greece) , Comunità Montana Alto
Basento (E10270938 - Italy)

Project Results Budget

Result ID	Organisation	Managers	Teachers / Trainers / Researchers / Youth workers	Technicians	Administrative staff / Volunteers	Grant
1	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	0	6660	0	0	6660
2	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	0	8220	0	0	8220
3	CY Cergy Paris Université (E10222810 - France)	0	8560	0	0	8560
4	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	0	7230	0	0	7230
5	ARTIFACTORY (E10016056 - Greece)	0	4110	0	0	4110
6	Comunità Montana Alto Basento (E10270938 - Italy)	0	3210	0	0	3210
Total		0	37990	0	0	37990

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	Teachers/Trainers/Researchers	90	74	6660
Total				90		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	60	137	8220
Total				60		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	CY Cergy Paris Université (E10222810 - France)	France	Teachers/Trainers/Researchers	40	214	8560
Total				40		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	Teachers/Trainers/Researchers	30	241	7230
Total				30		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ARTIFACTORY (E10016056 - Greece)	Greece	Teachers/Trainers/Researchers	30	137	4110
Total				30		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Comunità Montana Alto Basento (E10270938 - Italy)	Italy	Teachers/Trainers/Researchers	15	214	3210
Total				15		

Project Results Details (2)

Result ID	2
Result Title	THE Pact4Skills PEDAGOGY TO SUPPORT THE GENERATION OF DIGITAL CULTURE IN MUSEUMS AND COLLECTIONS
Result Leading Organisation	ARTIFACTORY (E10016056 - Greece)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>NEEDS ANALYSIS: In a digital information space where new media and social media play a crucial role, HED students need to be empowered with the necessary and adequate skills to participate the workforce in a rewarding and meaningful way. R02 elucidates the role that media literacy plays to effectively address the challenges posed by the 4th Industrial Revolution e.g., the fusion of advances in artificial intelligence (AI), robotics, the Internet of Things (IoT), 3D printing, genetic engineering, quantum/cloud computing, and other technologies. OBJECTIVE: to help HED students acquire a resilient skill set to cope with radical changes the 4th Industrial Revolution has caused to society; to reshape the value chain of cultural consumption in the post-COVID-19 era. SYNERGIES: EU ENTRECOMP/DIGICOMP FRAMEWORKS; EU Digital Education Action Plan 2021-2027 IMPLEMENTATION METHODOLOGY & TARGET GROUPS: R02 is tailored to the competences needed for the generation of competitive skills in the post-COVID-19 era, and which will lead to the formation of creative mindsets. Adopted is a multidisciplinary planning process, which fosters learning resilience: Project Based Learning (PBL); Design Thinking; Gamification; Agile/Scrum and Liberating Structures. TASK 2.1: 4 COLLABORATIVE WEB-BASED TUTORIALS will introduce teachers and learners into the concept of the Open Space Technology. A combination of web tools shall facilitate the insight that each service/product is connected into an ecosystem and that only by addressing the transformations which can generate value in the market. TASK 2.1.1: 1st COLLABORATIVE WEB TUTORIAL (CULTURAL RESOURCES): to identify a new generation of experienced based products/services enabling to formulate those, new competences need such as judgment, negotiation, appropriation, play, trans-media navigation, simulation, cooperative intelligence, performance, distributed cognition, visualization & multitasking to be cultivated. TASK 2.1.2: 2nd COLLABORATIVE WEB TUTORIAL(DIGITAL PRODUCTS AND SERVICES): participants will to jointly design digital services that are providing the correct mix of infrastructure elements and investigate distribution channels and empower customer satisfaction. TASK 2.1.3: 3rd COLLABORATIVE WEB TUTORIAL (QUALITY EXPERIENCES): several supply-side related factors such as quality, resources, environment, infrastructure, fame, and a range of values attached to cultural assets can influence the intention to opt for a museum. Participants will explore visitor motivations and the dependency of the cultural experience from a cognitive,</p>

emotional and technological viewpoint. TASK 2.1.4: 4th COLLABORATIVE WEB TUTORIAL(SERVICE DESIGN): customer service is critical; the higher level of a service, the more likely a local museum will create added value. Participants will learn how to plan to deliver outstanding experiences from the first moment visitors click on a web site, up to when they leave the museum. TASK 2.2: The Pact4Skills PORTFOLIO: 4 TRANSNATIONALSTUDY VISITS in the Nicosia/ Amsterdam/Lagopesole/Cergy) put theory into practice TASK 2.3: The DIGITAL COWORKING SPACE FOR MUSEUM MENTORS will become a constantly evolving reference framework to determine a range of desirable cultural experiences INNOVATION: R02 ignites cooperation among HED students in CY/FR10/GE/ITF5/NL329/EL42 and helps to develop an entrepreneurial spirit and the ability of spotting and pursuing opportunities. IMPACT: R02 trains 90 HED students, that they meet the challenges the museum/CCI/GLAM sector faces with existing services and respond to the new world order of pervasive media through a renewed focus on skills development. TRANSFERABILITY: R02 builds the prototype for the inclusion of the EU Digital Education Action Plan 2021-2027 in the generation of rich skills for the design of high added value cultural products and services

Result Type

Methodologies / guidelines – Pedagogical strategy

Please describe the division of work, the tasks leading to the production of the result and the applied methodology

In today's dynamic world, understanding job requirements and being able to react fast to emerging skills needs is key to addressing skills mismatches in the labor market. R02 responds to digital and entrepreneurial challenges on the cusp of the 4th Industrial Revolution. Under this challenge, R02 aims at improving productivity working both remotely and in teams and assist 90 HED students in the Project Area apply wide-spread teleworking as keen users of high-tech digital technologies. T2.1.1: 1st COLLABORATIVE WEB TUTORIAL: CULTURAL RESOURCES: While Trainees understand cultural resources, they exercise in the digital environment with a series entrepreneurial skills, which will allow them to plan ahead {1.1.1 Tracing Opportunities; 1.1.2 Deploying Creativity; 1.1.3 Crystallizing the Vision; 1.1.4 Performing Assessments; 1.1.5 Assuming Responsibilities}. T2.1.2: 2nd COLLABORATIVE WEB TUTORIAL: DIGITAL PRODUCTS AND SERVICES. While Trainees understand the global generation of digital culture and the changes it experiences, they develop skills in order to realize their own vision to work in the cultural sector {2.2.1 Building self-awareness; 2.2.2 Developing Motivation & Perseverance 2.2.3 Mobilizing Resources; 2.2.4 Accumulating Financial and Economic Literacy; 2.2.5 Attracting Partners and Networks} T2.1.3: 3rd COLLABORATIVE WEB TUTORIAL: QUALITY EXPERIENCES. Trainees learn that they design of products and services for museums/collections cannot be in isolation. Thus, they learn to cope with others and develop resilient skills: {3.3.1 Taking Initiatives; 3.3.2 Working with Others;

3.3.3 Coping with Ambiguity, Uncertainty and Risks}. T2.1.4: 4th COLLABORATIVE WEB TUTORIAL: SERVICE DESIGN. Trainees learn that the quality of services is critical in museums/collection, and that creativity and ethics are essential to their sustainability and that the COVID19 experience has clearly demonstrated how fragile the sector is. Thus, skills towards ethical development and real sustainability are the renewed values: {4.4.1 Inspiring and Mobilizing Others; 4.4.2 Learning Ethical and Sustainable Thinking; 4.4.3 Valuing Ideas} T2.2: The Pact4Skills PORTFOLIO: The European Digital Competence Framework (DIGICOMP, 2018) defines eight proficiency levels for each competence through learning outcomes and is inspired by the structure and vocabulary of the European Qualification Framework (EQF). The aim is to apply the EU DIGICOMP in the museum design and foster the development and assessment of digital competences. The Pact4Skills PORTFOLIO includes: 1. Information and data literacy; 2. Communication and collaboration; 3. Digital content creation; 3.4 Programming; 4. Safety; 5. Problem solving T2.3: The DIGITAL COWORKING SPACE FOR MUSEUM MENTORS is a collaborative constantly evolving digital community aiming to creatively restructure the cultural value chain guiding trainees to a holistic cultural planning. It defines the learning path by putting theory into practice and fosters a real time and dynamic exchange of experiences among transnational tutors and learners leading the latter to mastery and autonomy. RESPONSIBLE PARTNERS: PP5 (SEALS), will coordinate the 4 TUTORIALS in M4:T1/M5:T2/M6:T3/M7:T4. 4 Transnational Study Visits will be organized in Nicosia/Amsterdam/Lagopesole/Cergy by the Applicant(OUC); PP5(SEALS); PP4(CMAB); PP2(CYU) respectively. 90 HED students will be attracted by the Applicant(OUC) [30 trainees]; PP3(TESAU) [30 trainees]; PP2(CYU) [30 trainees] to attend the 4 COLLABORATIVE WEB TUTORIALS get together in the digital environment with actors along the entire tourism value chain and get an overview of fields of businesses, innovative activities and marketing strategies and benefit from the international experience. PP5(SEALS) and PP5(ARTIFACTORY) set up the DIGITAL COWORKING SPACE FOR MUSEUM MENTORS. PP5(SEALS) and PP5(ARTIFACTORY) set up the Pact4Skills PORTFOLIO, where all Partners contribute to.

Result Production Start Date (dd-mm-yyyy) 01-02-2022

Result Production End Date (dd-mm-yyyy) 31-12-2022

Result Languages English

Result Media Internet , Event

Result Participating Organisations ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus) , CY Cergy Paris Université (E10222810 - France) , IAKOB GOGEBASHVILI TELAVI STATE

UNIVERSITY (E10182392 - Georgia) , Comunità Montana Alto
Basento (E10270938 - Italy) , Stichting for Education on Agility
Liberating Structures (E10057522 - Netherlands)

Project Results Budget

Result ID	Organisation	Managers	Teachers / Trainers / Researchers / Youth workers	Technicians	Administrative staff / Volunteers	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	0	5480	0	0	5480
2	CY Cergy Paris Université (E10222810 - France)	0	6420	0	0	6420
3	Comunità Montana Alto Basento (E10270938 - Italy)	0	3210	0	0	3210
4	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	0	7230	0	0	7230
5	ARTIFACTORY (E10016056 - Greece)	0	12330	0	0	12330
6	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	0	4440	0	0	4440
Total		0	39110	0	0	39110

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	40	137	5480
Total				40		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	CY Cergy Paris Université (E10222810 - France)	France	Teachers/Trainers/Researchers	30	214	6420
Total				30		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Comunità Montana Alto Basento (E10270938 - Italy)	Italy	Teachers/Trainers/Researchers	15	214	3210
Total				15		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	Teachers/Trainers/Researchers	30	241	7230
Total				30		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ARTIFACTORY (E10016056 - Greece)	Greece	Teachers/Trainers/Researchers	90	137	12330
Total				90		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	Teachers/Trainers/Researchers	60	74	4440
Total				60		

Project Results Details (3)

Result ID	3
Result Title	CO-CREATING TRANSVERSAL KEY COMPETENCES TO MOTIVATE HED STUDENTS VENTURE IN DIGITAL CULTURE
Result Leading Organisation	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>NEEDS ANALYSIS: Cultural and Creative Industries (CCIs), the Audiovisual (AV) and the GLAM sector (Galleries, Libraries, Archives and Museums) are at the heart of the creative economy: knowledge-intensive, based on individual creativity and talent, they generate huge economic wealth and preserve European identity, culture and values. However, as skills in the labor market change rapidly, the workforce has to engage in constant re-training to remain employable (EU Industrial Strategy 2020).</p> <p>OBJECTIVE: to offer HED students an inclusive practical experience in cultural design; to enhance employment opportunities and their professional careers; to help them acquire a resilient skills set to cope with radical changes the 4th Industrial Revolution has caused to society; to reshape the cultural value chain in the post-COVID-19 era; to guide them to understand the cultural experience as a novel type of autonomous product/service; to identify experience-based product/services in digital culture and connect their skills to jobs better matching the needs of the CC/GLAM/AV sector</p> <p>SYNERGIES: ERASMUS+/European Education Area objectives; the EU Industrial Strategy 2020; the EU Blueprint on Sectoral Cooperation on Skills; the EU Pact for Skills Charter 2020; EU Digital Education Action Plan 2021-2027</p> <p>METHODOLOGICAL APPROACH & TARGET GROUPS: R03 delivers a multicultural HED student community – undergraduates/graduates/post-graduates- in CY/FR10/GE/NL329/EL42 a highly replicable TRAINING INFRASTRUCTURE to create high added value cultural services, which are industry related and connect skills supply and demand. The Pact4Skills MOOC it is designed within a multidisciplinary framework of: — A) the PBL (Project Based Learning Methodology) to encourage autonomous learner activities and optimize intellectual performance and knowledge transfer; — B) the cognitive-driven INSTRUCTIONAL DESIGN (ID) pedagogical framework to design an effective curriculum, and predicting effective learning with formats that decrease extraneous cognitive loads and working memory fatigue; — D) DESIGN THINKING to lead HED students to promote the uptake of digital technologies and connect the workforce to the digital world. 5 tasks are envisaged to achieves the goals set</p> <p>TASKI 3.1: MOOC (Massive Online Training Course): HED students need to embrace the digital world in order to survive. This poses opportunities and challenges for the careers, since they are often less equipped to deal with the increased sophistication of new societal and technological disruptions. TASK 3.2: THE 4-</p>

MODULE CURRICULUM shapes entrepreneurial and digital skills that allow HED students fully exploit digital products and services, including "cloud computing", and enhance their competitiveness in the labor market. TASK 3.3: The EXPERIENCE DESIGNER SKILLS SET detailing the skills required for the new Professional Profile of the "MUSEUM MENTOR" TASK 3.4: The CULTURAL RESOURCE KIT is a downloadable multimodal e-LIBRARY with updated materials, tools, methodologies and plans from verified sources that will facilitate self-directed learning and support the design of high added value digital experiences in sites, museums and collections. TASK 3.5: The Pact4Skills MEDIATHEK, a compilation of media evolving all across the Project Life to be utilized in the training process combined with a selection of academic documents for the design and implementation of digital culture. INNOVATION: The MOOC strengthens personal competences and skills by intensifying its e-Skills actions to improve e-Leadership, scientific, creative and managerial competences. TRANSFERABILITY: R03 remains an OPEN EDUCATIONAL RESOURCE across and beyond the Project life.

Result Type

Open / online / digital education – Massive Open On-line Course (MOOC)

Please describe the division of work, the tasks leading to the production of the result and the applied methodology

TASK 3.1: The Pact4Skills MOOC Features include: 1. MASSIVE: an unlimited number of trainees can participate the MOOC to be further utilized by the Transnational Partnership beyond the Project life. 2. OPEN: anyone, regardless of age/gender/nationality, the academic achievement/grade/level can attend without any economic cost/fess the MOOC 3. ONLINE: both tutors and students from anywhere can collaborate online, exchange experience and learn from each other 4. COURSE IDENTITY: The MOOC is designed for a multi-level and multi-variate learning experience, which is free and open to all interested parties. The instructional design, is interlinked with C1 and RESULTS 02/04/05. The e-Course has a teaching duration of 20 weeks and is connected to: 5. C1(LTTA); 4 TRANSNATIONAL STUDY VISITS; 4 Web-based TUTORIALS; 6 DIGITAL CULTURAL SERVICES; The DIGITAL STARTUP ECOSYSTEM; The OPEN DIGITAL BADGE 6. PROPERTY: The Pact4Skills MOOC is the property of the Pact4Skills Partnership and trainees agree to the terms of use. 7. COURSE STRUCTURE: a. In the MEDIATHEK are available small chunks of videos, which relate to the Project's Intellectual Outputs, the C1 Component and the in-situ training activities. b. Reading Materials are structured and selected to serve the needs of each module and each training experience. They may be downloaded from the platform for free. c. Disruptive Learning activities: in form of questions; discussion's; fora; small scale projects (T5.1: 6 Novel Digital Cultural Services/Web-based App)) and the re-directing to outside sources of information and knowledge networks. d. Weekly Organization for 20 Weeks is a feature of the Pact4Skills MOOC e. Different and effective tests and self-evaluation tests check the learning

progress during the 20 weeks of the Course's life. f. Final Exam: it is connected with the delivery of T5.1: 6 novel DIGITAL CULTURAL SERVICES and is graded with pass/fail. 8. LEARNING COMMUNITY FORUM: The Pact4Skills MOOC operates a teaching-learning community forum, where tutors and learners meet and exchange questions and opinions TASK 3.2: 4-MODULE CURRICULUM: The e-Course Curriculum includes 4 Modules: M01: The Museum Competence Area; M02: Ideas and Opportunities; M03: Assets in Museums and Collections; M04: The Experience Design TASK 3.3: The EXPERIENCE DESIGNER SKILLS SET formulates concrete recommendations for an optimal and effective transfer of novel skills into various realities and contexts of the CCI/GLAM sector. TASK 3.4: The CULTURAL RESOURCE KIT facilitates domain specific knowledge acquisition and transfer in disruptive learner settings. It works as an indicator of trends, problems, solutions, deviations, new potential services and products since media materials can be generated and uploaded in almost real-time using the local ICT access points provided by the Project. TASK 3.5: OPEN ACCESS MEDIATHEK: a collection of media material produced across the Project life, which works as an indicator of trends, problems, solutions and deviations. It detects new potential services/products since media materials can be generated and uploaded in real-time using the local ICT access points the learners utilize. IMPLEMENTATION: PP5(SEALS) designs the Training Platform for the MOOC and PP2(OUC) hosts and operates the Training Platform. The Partnership is attracting an unlimited number of young learners, students and stakeholders with good command of English language, aiming to at least arrive to 90 learners in total. The Applicant (OUC) and PP2(CYU) collaborate to deliver Module 1/2/3 respectively. PP3(CMAB) and PP6(ARTIFACTORY) deliver Module 4. The Applicant (OUC); PP2(CYU) make each available 3 persons staff/experts to tutor the 20Week Course and cooperate closely to fine tune tasks and questions. All PPs collect AV materials from the 36 Project activities (COMM/R1-5/C1) and feedback the MEDIATHEK which stays accessible across the Project life.

Result Production Start Date (dd-mm-yyyy) 01-04-2022

Result Production End Date (dd-mm-yyyy) 31-03-2023

Result Languages English

Result Media Internet

Result Participating Organisations Comunità Montana Alto Basento (E10270938 - Italy) , IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia) , Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands) , ARTIFACTORY (E10016056 - Greece) , CY Cergy Paris Université (E10222810 - France)

Project Results Budget

Result ID	Organisation	Managers	Teachers / Trainers / Researchers / Youth workers	Technicians	Administrative staff / Volunteers	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	0	12330	0	0	12330
2	Comunità Montana Alto Basento (E10270938 - Italy)	0	12840	0	0	12840
3	CY Cergy Paris Université (E10222810 - France)	0	12840	0	0	12840
4	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	0	14460	0	0	14460
5	ARTIFACTORY (E10016056 - Greece)	0	8220	0	0	8220
6	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	0	6660	0	0	6660
Total		0	67350	0	0	67350

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	90	137	12330
Total				90		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Comunità Montana Alto Basento (E10270938 - Italy)	Italy	Teachers/Trainers/Researchers	60	214	12840
Total				60		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	CY Cergy Paris Université (E10222810 - France)	France	Teachers/Trainers/Researchers	60	214	12840
Total				60		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	Teachers/Trainers/Researchers	60	241	14460
Total				60		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ARTIFACTORY (E10016056 - Greece)	Greece	Teachers/Trainers/Researchers	60	137	8220
Total				60		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	Teachers/Trainers/Researchers	90	74	6660
Total				90		

Project Results Details (4)

Result ID	4
Result Title	LEADING HED STUDENTS TO REWIND THE MUSEUM SUPPLY EXPLOITING THE POWERS OF DIGITAL CULTURE
Result Leading Organisation	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>NEEDS ANALYSIS: Culture has been identified by the EC as a driver for growth and jobs, an enabler of social inclusion, and an asset for strengthening the EU's international relations. According to EUROSTAT, the culture sector employed 8.7 million people in the EU in 2018: 3.8 % of total employment. During the COVID-19 lockdown, digital interaction and remote work gained the protagonist role, affecting also the cultural domain: the demand for streaming and e-culture rose at a light speed velocity. However, it would be naïve to believe that alone the digitalization of cultural assets is delivering the powerful and meaningful experience to the audience. Scholarly research demonstrates that it is the power of storytelling and gamification that engage the different audiences, with Iliad and Odyssey the best example ever. OBJECTIVE: to guide trainees to understand both the intangible and the digital part of cultural services as a strategic innovation and lead them to cultivate new skills to match the requirements of the demand side for authenticity and emotional impact. SYNERGIES: EU, 2018: Digital Competence Framework; EUROFOUND, 2018: Automation, digitization and platforms: Implications for work and employment METHODOLOGICAL APPROACH & TARGET GROUPS: R04 relies heavily on the gamification, a term referring to the use of game elements in non-game contexts. Banking, booking and e-commerce make extensive use of gamification, where game elements such as points, rewards, feedback, scarcity are applied. To meet the innovation demands 4 tasks are envisaged: TASK 4.1: The AUDIENCE DEVELOPMENT EXERCISE: each Partner and HED student community will select the Local Museum and the target audience(s). TASK 4.2: The EXPERIENCE EXERCISE will rely on the principles of gamification and storytelling. HED students identify a range of desirable cultural experiences and uses in each museum, or collection. By providing a diversity of uses for each experience that builds a product or service in the CCI/GLAM sector, so that users/visitors may select products and services close to their motives. TASK 4.3: The DIGITAL GAME PROTOTYPE: Each HED Community received practical co-Working training in gamification. 5 key tasks leading to the game are: 1.Develop the service digital storytelling concept (point of view, dramatic question, emotional content, economy, pacing, etc.); 2.Define the hero's journey (implementing the 12 steps, call for adventure, refuse of the call, crossing the threshold, etc.); 3.Define the game play over social media networks (rules, reward, clues, levels, scenarios); 4.Define the game mechanics all resources you need</p>

to do the service; 5. Develop the Pitch Game including: -Game level definition; -Key narratives -Storytelling virtual and real; -Challenges faced by the players; -Stakeholder map -Players interaction; -Key resources for game implementation; -Social Media how to host /deliver data virtual and real world; -Rewards definitions; Benefits and engagement; -List of media objects; Costs

TASK 4.4 The DIGITAL STARTUP ECOSYSTEM includes all co-creators from the participating countries as a means to sustain project achieved results and inspire further similar activities and projects

INNOVATION: R03 enables HED students through a structured set of tasks develop a new set of skills and game knowledge literacies, which, in turn, can be applied to any cultural service.

TRANSFERABILITY: New skills and literacies such as: Judgement; Negotiation; Appropriation; Play; Transmedia navigation; Simulation; Cooperative Intelligence; Performance; Distributed Cognition; Visualization are acquired by the Pact4Skills HED Student Community.

IMPACT: R03 delivers 90 higher skilled individuals and 5 new DIGITAL CULTURAL SERVICES in the Project Area. In this way it unlocks the challenges museums face with existing services matching new skills for new jobs and pioneers the development of quality experiences through a renewed focus on skills development.

Result Type

Methodologies / guidelines – Non-formal learning methods

Please describe the division of work, the tasks leading to the production of the result and the applied methodology

According to the “Blueprint for Sectoral Cooperation on Skills” (2017) “businesses in the industry, in particular SMEs, struggle to find and retain skilled employees and several challenges have been identified”. At the same time, the European Court of Auditors (2020) demonstrates that there is a policy and educational gap to be bridged, as the indicators for success in the cultural sector do not include skills required for the management of sites, museums and collections.

TASK 4.1: The AUDIENCE DEVELOPMENT EXERCISE: PP6(ARTIFACTORY) mentors the 6 HED Student Communities to develop their audiences for each game prototype.

TASK 4.2: The EXPERIENCE EXERCISE: PP6(SEALS) and PP6(ARTIFACTORY) guide HED students to understand heritage significance and the game design methodology, who apply remedial evaluation on their games based on knowledge acquired during the assessment process. Storytelling is created through the values and narratives of each heritage place. To put in place a feasible stakeholder map, local actors will be involved via trans-generational activities and thus enable the creation and contextual information. Quintessential element in the Game Design is the Hero's Journey map. It is an oriented graph that describes the journey of a museum/site user by representing the different touch points that characterize his interaction with the service. This EXERCISE identifies the touch points and analyses their interaction to improve the final result in

CY/FR10/GE/ITF5/NL329/EL42.

TASK 4.3: The DIGITAL GAME PROTOTYPE: The Game Design Process goes through 4 different phases: prototyping, testing, iterating, implementing. At

the core of this process are embedded 3 main actors: The Puppet Masters, who design the Games; service providers, who apply the game scenario; visitors play the Game. The Gaming Process uses subject-specific methods and tools: Games & Social Media applications, particularly immersive environments and media-sharing services to create innovative ways for acquiring subject-specific skills. The Game offers players the opportunity to derive from their visit emotions and impressions, meanings and values, gain knowledge, modify attitudes, forge relationships, or provide for enjoyment and relaxation. TASK 4.4 The DIGITAL STARTUP ECOSYSTEM is activated at the Multiplier Event 04 in Cergy/FR. The ECOSYSTEM shall extend over the Project life being specific to the digital culture, the value-driven, artistic multi-media narrative that impacts the mental process to create abstractions, leading to the cognitive reconstruction of an appropriate context and visitor satisfaction. 90 HED Students establish the ECOSYSTEM at the Project's International Conference in Cergy (M24) with the aim to sustain achieved results and the continuation of the 6 DIGITAL CULTURAL SERVICES created. As the continuation of the Pact4Skills collective voice, the ECOSYSTEM is transferring know-how to employers, heritage authorities/operators and businesses to rewind the cultural design and support the youth accepting the new skills required for new jobs. With seat at the University of Cergy-Paris (PP2:CYU), the ECOSYSTEM will inherit the PROJECT LEGACY with the entire Pact4Skills TRAINING INFRASTRUCTURE and will continue to generate digital culture attracting newcomers and multilevel actors, becoming a carrier of creative ideas and a platform to exercise participatory culture. RESPONSIBLE PARTNERS: PP5(SEALS) and PP5(ARTIFACTORY) guide and mentor the 6 HED Students Communities to complete the 3 EXERCISES. PP5(ARTIFACTORY) delivers the Game Design Template to all Partners to fill in: considering: goals and objectives of cultural operators; target markets; social consensus; subject matter knowledge; asset significance. Each Partner drafts the Game Design Plan to be evaluated by the Quality Control Committee and prototypes the 5 Museum Games in the Project Area. PP2(CYU) is responsible for the set-up of the DIGITAL STARTUP ECOSYSTEM.

Result Production Start Date (dd-mm-yyyy) 01-11-2021

Result Production End Date (dd-mm-yyyy) 31-10-2023

Result Languages English

Result Media

Result Participating Organisations ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus) , CY Cergy Paris Université (E10222810 - France) , IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia) , ARTIFACTORY

(E10016056 - Greece) , Comunità Montana Alto Basento
(E10270938 - Italy)

Project Results Budget

Result ID	Organisation	Managers	Teachers / Trainers / Researchers / Youth workers	Technicians	Administrative staff / Volunteers	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	0	12330	0	0	12330
2	CY Cergy Paris Université (E10222810 - France)	0	8560	0	0	8560
3	Comunità Montana Alto Basento (E10270938 - Italy)	0	8560	0	0	8560
4	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	0	14460	0	0	14460
5	ARTIFACTORY (E10016056 - Greece)	0	8220	0	0	8220
6	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	0	4440	0	0	4440
Total		0	56570	0	0	56570

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	90	137	12330
Total				90		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	CY Cergy Paris Université (E10222810 - France)	France	Teachers/Trainers/Researchers	40	214	8560
Total				40		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Comunità Montana Alto Basento (E10270938 - Italy)	Italy	Teachers/Trainers/Researchers	40	214	8560
Total				40		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	Teachers/Trainers/Researchers	60	241	14460
Total				60		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ARTIFACTORY (E10016056 - Greece)	Greece	Teachers/Trainers/Researchers	60	137	8220
Total				60		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	Teachers/Trainers/Researchers	60	74	4440
Total				60		

Project Results Details (5)

Result ID	5
Result Title	THE JOINT RECOGNITION OF SKILLS TO ATTRACT EMPLOYERS AND NETWORKS
Result Leading Organisation	CY Cergy Paris Université (E10222810 - France)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>NEEDS ANALYSIS: Experiencing the impacts, the COVID-19 pandemic has brought to both work and life, the future of employment will require adaptation to unprecedented changes. Only those with an orientation at lifelong and self-directed learning, and the learning from the experience of others will be at advantage. Pact4Skills investigates the future of skills in the museum sector in order to propose, adopt and apply contemporary strategies to improve sector skills alignment, employability with demonstrable proof of transversal skills, micro-credentials, and validation methods in the envisaged community of practice. OBJECTIVE: to invest in HED students by training them and certifying the new skills in the planning and implementation of digital culture SYNERGIES: Towards an upskilling Revolution (WEF:2018); Nonstandard employment (International Labor Office:2016); EU investments in cultural sites (European Court of Auditors, 2020); EC: A European Approach to Micro-Credentials (2020) IMPLEMENTATION METHODOLOGY: to achieve the objective above 3 tasks are envisaged: TASK 5.1: 6 DIGITAL CULTURAL SERVICES AND THE JOINT APP: The 4th Industrial Revolution has altered the production of various industrial sectors, mostly due to the fusion of technologies blurring the line between digital and physical, - the cultural market included-, while the constant use of e-devices in daily life impacts the common sense through the interpretation of visual codes. This is an opportunity to impact on the skills set of HED students to produce meaning beyond the technical aspect and generate a new cultural narrative based on authentic experiences and interaction in real time. The JOINT WEB-BASED APP shall ensure unprecedented level of visitor interaction with content through smartphones/e-readers/tablets, as well as an equally engaging experience through computers. TASK 5.2: THE OPEN DIGITAL BADGE gives HED students the possibility to accredit their competencies with micro-credentials, which can complement the curriculum for students at all levels. Micro-credentials can also facilitate inclusion in lifelong learning by reaching new learners, including those from disadvantaged backgrounds, like migrants and refugees. Pact4Skills develops a process of certification by using the OPEN DIGITAL BADGE system as an instrument and correlate to the descriptors of the EUROPEAN QUALIFICATION FRAMEWORK. TASK 5.3: The Pact4Skills POLICY BOOKLET will generate policy recommendations for the career paths in the cultural sector and further ways to integrate results into the daily activities of heritage authorities. It will further disseminate lessons learnt to policy-makers and professionals across the EU and</p>

generate knowledge from the Project practice for cultural institutions. INNOVATION: Only a few EUMS with formal HED programs focus on recognized skills for cultural communication and the understanding of the audience. RESULT 5 trains HED students both towards the gamified cultural narrative based on a number of themed topics (love, passion, betrayal, inclusion, group dynamic's, social inequalities, mythology, history, politics, religion etc.) and the involvement in the user experience interface. Thus, R05 is dedicated to develop micro-credentials to validate and certify these learning outcomes and informal qualifications gained. TRANSFERABILITY: R05 changes the HED landscape by actively involving learners in a cognitive and inquiry learning process utilizing pervasive media and digital literacies hand-in-hand with rich contents and critical thinking. IMPACT: R05 introduces a new approach to identifying reskilling and job transition opportunities, including those that might not be immediately apparent: as skills needed in the labor market change rapidly, the workforce has to engage in LLL to remain employable. The Pact4Skills certification enables the cultural sector to find the needed talents and to contribute to socially responsible approaches to the future work.

Result Type

Methodologies / guidelines – Certification system

Please describe the division of work, the tasks leading to the production of the result and the applied methodology

TASK 5.1: 6 DIGITAL CULTURAL SERVICES/JOINT WEB-BASED MUSEUM APP shall exemplify a new cultural communication pattern needed by museums to reconfigure storytelling and directly engaging visitors. If a story is compelling, it increases interest and curiosity and encourages integration which in turn supports the cognitive approach. Storytelling reconditioned in a digital language specific to cultural goods, helps to decode the symbolism behind with which the artists hide reality and bring with them emotion, and the emotion helps the audience to navigate within the own wealth of ideas to search for and rebuild the meaning of the work of art. The awareness of having understood, strongly influences audience satisfaction, strengthening the attention in all future processing, releasing new energies for learning. Information, the raw material of a narrative structure, comes from the specific study of the work of specialists, but it cannot build an experience per se. Narrations on the contrary derive from a creative approach to that information, and are articulated in an artistic language according to the advanced ways and consolidated in the public. In this vein, each Partner delivers a DIGITAL CULTURAL SERVICE in the format of a mobile application (APP), which includes: the gamified story telling part of the APP using 3 objects in each selected Museum, so that 18 objects in the Project Area build the prototype of the SKILLS SET envisaged, with 90 HED students committed to the process. PP5(SEALS) will deliver the technical application (DIGITAL CULTURAL APP) incorporating the 6 DIGITAL CULTURAL SERVICES in it. TASK 5.2: THE OPEN DIGITAL BADGE is an industry-related, verifiable and portable source packed with

information about skills and achievements. Micro-credentials are just one element in a broader system of qualifications and credentials for LLL in collaboration within the EU and the Bologna Process. Such verifiable micro-credentials are an increasingly important means for educational institutions, employers, and other learning organizations to recognize a learner's skills, competencies, and achievements. The OPEN DIGITAL BADGE will put learners in control of their credentials by enabling them to claim and display the badge on any platform. The BADGE contains rich metadata that provides information about the issuing organization, the recipient, and evidence that substantiates the earning of the badge. Optional extensions to the standards allow the BADGES to include detailed information about assessments and additional information about an issuer's accreditations relating to the credential. These elements help validate the rigor of the BADGE to audiences who review the credential, which may include instructors, academic advisors, and other professionals, as well as potential employers and peer networks. In these ways, badge owners can own, display, store, and share their OPEN DIGITAL BADGES across an open digital credentialing ecosystem. Each Partner HED Student Community can acquire the Pact4Skills OPEN DIGITAL BADGE, given that it has implemented the DIGITAL CULTURAL SERVICE and the APP part with at min. of 3 museum objects. TASK 5.3 The Pact4Skills POLICY BOOKLET raises the awareness of the heritage sector to exploit the powers of digital culture, storytelling, direct audience engagement as an exciting opportunity for the development of knowledge connected to heritage places, site museums and collections, as it is the only process that can support values and meanings. RESPONSIBLE PARTNERS: PP3(CYU) is responsible for the generation of the OPEN DIGITAL BADGE and works closely with the Applicant (OUC), and PP4(SEALS) to achieve this goal. PP2(CYU) is responsible the POLICY BOOKLET while getting input from all Partners. Each HED student community delivers the DIGITAL CULTURAL SERVICE to PP5(SEALS) who develops a JOINT APP for the 6 DIGITAL CULTURAL SERVICES. PP6 (ARTIFACTORY) is responsible for the quality of the contents.

Result Production Start Date (dd-mm-yyyy)

01-04-2023

Result Production End Date (dd-mm-yyyy)

31-10-2023

Result Languages

English

Result Media

Service , Event , Network , Interactive Resource

Result Participating Organisations

ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus) , Comunità Montana Alto Basento (E10270938 - Italy) , Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands) , ARTIFACTORY (E10016056 - Greece) , IAKOB GOGEBASHVILI

TELAVI STATE UNIVERSITY (E10182392 - Georgia)

Project Results Budget

Result ID	Organisation	Managers	Teachers / Trainers / Researchers / Youth workers	Technicians	Administrative staff / Volunteers	Grant
1	CY Cergy Paris Université (E10222810 - France)	0	17120	0	0	17120
2	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	0	12330	0	0	12330
3	Comunità Montana Alto Basento (E10270938 - Italy)	0	8560	0	0	8560
4	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	0	14460	0	0	14460
5	ARTIFACTORY (E10016056 - Greece)	0	12330	0	0	12330
6	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	0	4440	0	0	4440
Total		0	69240	0	0	69240

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	CY Cergy Paris Université (E10222810 - France)	France	Teachers/Trainers/Researchers	80	214	17120
Total				80		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	90	137	12330
Total				90		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Comunità Montana Alto Basento (E10270938 - Italy)	Italy	Teachers/Trainers/Researchers	40	214	8560
Total				40		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	Teachers/Trainers/Researchers	60	241	14460
Total				60		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ARTIFACTORY (E10016056 - Greece)	Greece	Teachers/Trainers/Researchers	90	137	12330
Total				90		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Georgia	Teachers/Trainers/Researchers	60	74	4440
Total				60		

Multiplier Events

Do you plan to include multiplier events in your project?

Yes

Multiplier Events Summary

Event ID	Leading organisation	Event Title	Starting period	Ending period	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	MULTIPLIER EVENT 1 in Nicosia, Cyprus	2023-04-01	2023-09-30	4050.0
2	Comunità Montana Alto Basento (E10270938 - Italy)	MULTIPLIERR EVENT 2 in Lagopesole, Italy	2023-06-01	2023-06-30	4450.0
3	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	MULTIPLIER EVENT 3 "INTERNATIONAL CONFERENCE" in Cergy, France	2023-04-01	2023-09-30	4750.0
4	CY Cergy Paris Université (E10222810 - France)	MULTIPLIER EVENT 3 "INTERNATIONAL CONFERENCE" in Cergy, France	2023-10-01	2023-10-31	4750.0
					18000.0

Grant support for multiplier events can only be asked for if the project intends to produce substantial project results. Other sharing and promotion activities will be supported via the Project Management and Implementation grant.

Multiplier Events Details

Event ID	1
Event Title	MULTIPLIER EVENT 1 in Nicosia, Cyprus
Event Leading Organisation	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)
Country of Venue	Cyprus
Event Description (Including: Targets groups and objectives)	<p>Given the fact that the Applicant (OUC) is the Open University in Cyprus, devoted to innovation, and digital education, a multi-stakeholder event is required to demonstrate Project achievements. The MULTIPLIER EVENT shall address the Press aiming to replicate information for stakeholders, media and the general public including 3 spheres of governance, economy and society and economy, attracting educational policy makers and private sector actors, the Ministry of Culture in the Republic of Cyprus, the academic community, the media and press, youth and life-long learning organizations, public and private training institutions and the general public. The Event, organized by the Applicant (OUC) takes place in Nicosia/CY between M18-23. The Applicant (OUC) presents Pact4Skills and its value creation to selected target publics, raising the awareness for Project specific contents with special focus on the development of the entrepreneurial mindset as a driver for employment and self-employment in tourism.</p> <p>— THE PUBLIC SECTOR realizes Project results and adopt Project contents as a basis to enhance educational planning policies in Cyprus — THE PRIVATE SECTOR accepts the Project contributions for its further economic development and entrepreneurial innovation and therefore supports Project aspirations. — THE THIRD SECTOR views the Project as a driving force for collaborative actions in entrepreneurship education. — LOCAL COMMUNITIES embrace results to enhance local planning capacities and produce skilled individuals. — THE YOUTH find in Pact4Skills a platform for expressing</p>

their voices in entrepreneurial education. The Applicant (OUC) communicates the achieved results to different target publics and produces joint messages about the value of the ERASMUS+ Programme. Through the implementation of the Event the Applicant (OUC) envisages to:

- foster follow-up projects, academic contributions and the adoption the ENTRECOMP/DIGICOMP into the respective educational policies in the Republic of Cyprus;
- to communicate Project contents in its transnational dimension fostering the diffusion of common, demonstrating the achievements in the Republic of Cyprus, while networking key actors in a transparent way.
- to disseminate the Pact4Skills Set in the Republic of Cyprus and attract the interest of employers and by presenting the results achieved by the Project's HED student community at the Project's International Conference

The MULTIPLIER EVENT 01 envisages the involvement of the target groups as listed below:

PUBLIC SECTOR: national/regional/local authorities and bodies along with policy/decision makers and public sector representatives.

PRIVATE SECTOR: The Chamber of Commerce of Nicosia, economic organizations, SMEs, the Nicosia Development Agency, Local Action Groups, and CCI-related businesses are informed about the Project innovations and the new digital cultural services achieved by the Pool of HED students in the Republic of Cyprus.

LOCAL YOUTH GROUPS AND ORGANIZATIONS: HED students from in the Republic of Cyprus are primarily targeted Pact4Skills in order to be given the chance to acquire and demonstrate new entrepreneurial skills in tourism finding in Pact4Skills a platform for their skills.

MUSEUM VISITORS: may consume an enriched digital cultural service created by the Pool of Trainees in Cyprus

THE GENERAL PUBLIC in the Republic of Cyprus is informed via the Project Website, the open access digital cultural service created by the HED student community, a series of 34 organized events and 14 outreach tools.

THE ACADEMIC COMMUNITY in Nicosia in inviting 6 Universities in the Republic of Cyprus to actively participate the development of Pact4Skills and contribute via publications, opinion forum, experience exchange, and follow up activities proposals.

THE MEDIA AND PRESS in the Republic of Cyprus is informed through a series of events has the task to diffuse results to experts and the general public.

Event Start

Date (dd-mm-yyyy) 2023-04-01

Event End

Date (dd-mm-yyyy) 2023-09-30

Project Results Covered

 Project Results Details (1)
 Project Results Details (2)
 Project Results Details (3)
 Project Results Details (4)
 Project Results Details (5)

Event other Participating Organisations

Multiplier Events Budget

Event ID	1
Organisation	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)
Country of the Organisation	Cyprus
Local Participants	30
Foreign Participants	3
Participants in virtual events	30

Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	4050.0

Multiplier Events Details

Event ID	2
Event Title	MULTIPLIERR EVENT 2 in Lagopesole, Italy
Event Leading Organisation	Comunità Montana Alto Basento (E10270938 - Italy)
Country of Venue	Italy
Event Description (Including: Targets groups and objectives)	<p>It is worth noting that currently the Region of Basilicata, despite the richness in oil resources and an unspoiled nature, due to a lack of investments in technology suffers brain drain and depopulation. Thus, it is of crucial importance to wisely use EU funded project for the further development of the workforce, most notably HED graduates. The MULTIPLIER EVENT 03 in Lagopesole (ITF51) shall address the Press aiming to replicate information for stakeholders, media and the general public including 3 spheres of governance, economy and society and economy at local/regional/national level. Special focus will be delegated to the educational policy makers and private sector actors like the Chambers of Industry & Commerce, SMEs, Local Action Groups including tourism generators, tourism SMEs, and the representatives of ENTERPRISE EUROPE NETWORK (EEN) in Italy, CONFINDUSTRIA ITALIA and CONFINDUSTRIA Basilicata, the academic community from the University of Basilicata, the media and press, youth and life-long learning organizations, public and private training institutions and the general public. The Event, organized by PP4(CMABB) takes place in Lagopesole (ITF513) in June 2023 focusing on: — THE PUBLIC SECTOR realizes Project results and adopt Project contents as a basis to enhance educational planning policies in ITF5(Basilicata). — THE PRIVATE SECTOR accepts the Project contributions for its further economic development and entrepreneurial innovation and therefore supports Project aspirations. — THE THIRD SECTOR views the Project as a driving force for collaborative actions in entrepreneurship education. — LOCAL COMMUNITIES embrace results to enhance local planning capacities and produce skilled individuals. — THE YOUTH finds in Pact4Skills a platform for expressing their voices in digital culture. PP4(CMAB) communicates the achieved results to different target publics and produces joint messages about the value of the ERASMUS+ Programme. Through the implementation of the Event the PP4(CMAB) envisages to: • foster follow-up projects, academic contributions and the adoption the ENTRECOMP/DIGICOMP into the respective educational policies in ITF51; • to communicate Project contents in its transnational dimension fostering the diffusion of common, demonstrating the achievements in ITF51 and beyond, while networking key actors in a transparent way. • to disseminate the Pact4Skills Set in ITF51 and attract the interest of employers and by presenting the results achieved by HED community in Basilicata</p> <p>The MULTIPLIER EVENT 02 envisages the involvement of the target groups as listed below: PUBLIC SECTOR: national/regional/local authorities and bodies along with policy/decision makers and public sector representatives. PRIVATE SECTOR: The Chamber of Commerce of Potenza, economic organizations, SMEs, Local Action Groups, and tourism related businesses are informed about the Project innovations and the new tourism service achieved by the Pool of HED students in Basilicata LOCAL YOUTH GROUPS AND ORGANIZATIONS: Young people from Basilicata are primarily targeted by the Pact4Skills in order to be given the chance to acquire and demonstrate new digital skills in the CCI/GLAM MUSEUM VISITORS: may consume an enriched tourism service created by the Pool of Trainees in ITF51 (Potenza). THE GENERAL PUBLIC in ITF51 (Potenza) is informed via the Project Website, the open access digital service for Lagopesole, a series of 32 organized events and 14 outreach tools. THE ACADEMIC COMMUNITY in Basilicata is</p>

	invited to actively participate the development of Pact4Skills and contribute via publications, opinion forum, experience exchange, and follow up activities proposals. THE MEDIA AND PRESS in Basilicata (ITF51) is informed through a series of events has the task to diffuse results to experts and the general public.
Event Start Date (dd-mm-yyyy)	2023-06-01
Event End Date (dd-mm-yyyy)	2023-06-30
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3) Project Results Details (4) Project Results Details (5)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	2
Organisation	Comunità Montana Alto Basento (E10270938 - Italy)
Country of the Organisation	Italy
Local Participants	30
Foreign Participants	5
Participants in virtual events	30
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	4450.0

Multiplier Events Details

Event ID	3
Event Title	MULTIPLIER EVENT 3 "INTERNATIONAL CONFERENCE" in Cergy, France
Event Leading Organisation	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)
Country of Venue	Georgia
Event Description (Including: Targets groups and	The Multiplier Event 03 is Telavi Georgia is devoted to DED-driven innovation in digital education and digital culture. It envisages to attract a multi-stakeholder audience required to demonstrate Project achievements. The Event shall address the press aiming to replicate information for stakeholders, media and the general public including 3 spheres of governance, economy and society and economy, attracting educational policy makers and private sector actors, the Ministry of Culture, the academic community, the media and press, youth and life-long learning organizations, public and private training institutions

objectives)	<p>and the general public. The Event, organized by the PP3 (TESAU) takes place in Telavi, Region of Kakheti/Georgia between M18-M23. PP3 (TESAU) presents Pact4Skills and its value creation to selected target publics, raising the awareness for Project specific contents with special focus on the development of the entrepreneurial mindset as a driver for employment and self-employment in tourism. — THE PUBLIC SECTOR realizes Project results and adopt Project contents as a basis to enhance educational planning policies in Georgia — THE PRIVATE SECTOR accepts the Project contributions for its further economic development and entrepreneurial innovation and therefore supports Project aspirations. — THE THIRD SECTOR views the Project as a driving force for collaborative actions in entrepreneurship education. — LOCAL COMMUNITIES embrace results to enhance local planning capacities and produce skilled individuals. — THE YOUTH find in Pact4Skills a platform for expressing their voices in digital culture. PP3 (TESAU) communicates the achieved results to different target publics and produces joint messages about the value of the ERASMUS+ Programme. Through the implementation of the Event PP3 (TESAU) envisages to:</p> <ul style="list-style-type: none"> • foster follow-up projects, academic contributions and the adoption the ENTRECOMP/DIGICOMP into the respective educational policies in Georgia; • to communicate Project contents in its transnational dimension fostering the diffusion of common, demonstrating the achievements in Georgi, while networking key actors in a transparent way. • to disseminate the Pact4Skills Set in Gerogia and attract the interest of employers and by presenting the results achieved by the Project’s HED student community at the Project’s International Conference The Event envisages the involvement of the target groups as listed below: <p>PUBLIC SECTOR: national/regional/local authorities and bodies along with policy/decision makers and public sector representatives. PRIVATE SECTOR: The Chamber of Commerce of Telavi, economic organizations, SMEs, the Nicosia Development Agency, Local Action Groups, and CCI-related businesses are informed about the Project innovations and the new digital cultural services achieved by the Pool of HED students in Georgia LOCAL YOUTH GROUPS AND ORGANIZATIONS: HED students from in Georgia are primarily targeted Pact4Skills in order to be given the chance to acquire and demonstrate new entrepreneurial skills in tourism finding in Pact4Skills a platform for their skills. MUSEUM VISITORS: may consume an enriched digital cultural service created by the Pool of HED students in Georgia THE GENERAL PUBLIC in Georgia is informed via the Project Website, the open access digital cultural service created by the HED student community, a series of 34 organized events and 14 outreach tools. THE ACADEMIC COMMUNITY in Telavi is inviting other Georgian universities to actively participate the development of Pact4Skills and contribute via publications, opinion forum, experience exchange, and follow up activities proposals. THE MEDIA AND PRESS in Kakheti is informed through a series of events has the task to diffuse results to experts and the general public.</p>
Event Start Date (dd-mm-yyyy)	2023-04-01
Event End Date (dd-mm-yyyy)	2023-09-30
Project Results Covered	Project Results Details (1) Project Results Details (3) Project Results Details (2) Project Results Details (4) Project Results Details (5)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	3
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Organisation	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)
Country of the Organisation	Georgia
Local Participants	30
Foreign Participants	5
Participants in virtual events	50
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	4750.0

Multiplier Events Details

Event ID	4
Event Title	MULTIPLIER EVENT 3 "INTERNATIONAL CONFERENCE" in Cergy, France
Event Leading Organisation	CY Cergy Paris Université (E10222810 - France)
Country of Venue	France
Event Description (Including: Targets groups and objectives)	<p>The Multiplier Event 4 is dedicated to promote the Project achieved results at both local and international level. It is focused on the development of new skills for new jobs in digital culture generated by HED on the cusp of the 4th Industrial Revolution. Inspired by the latest developments in the CCI, most notably the APPLE (https://www.youtube.com/watch?v=TZmBoMZFC8g), an International Conference Day "STORYTELLING REINVENTED" is envisaged to alert the heritage sector for both missed and emerging opportunities in regards to the employability of young people in the cultural domains with new media and technologies. The Event, organized by PP2 (CYU) takes place in Cergy, France in M24. PP2 (CYU) communicates Project values to selected target publics, acting as Project ambassador. Local, regional and national policy makers realize Project achievements and accept the Project as a basis to enhance educational planning policies, assuring thus their active support. The Private Sector recognizes Project contributions for its further economic development and entrepreneurial innovation and therefore supports Project aspirations. The Third Sector views the Project as a driving force for collaborative actions in heritage issues. Communities trust Project offerings to enhance local planning capacities and produce skilled individuals. Young audiences find in Pact4Skills a platform for expressing their voices in digital culture. To communicate Project achievements to different target publics; to produce joint messages about the value of the value of transnational cooperation within ERASMUS+ and demonstrate the works done within the framework of the EU 2020 Strategic Priority for the Cultural and Creative Industries (AVMS Directive 2018/Article 16: "Promotion and Distribution of European Heritage Works" to the international audience invited, most notably EUROPEANA and the ENTERPRISE EUROPE NETWORK. Through the implementation of the Event PP2 (CYU) envisages to:</p> <ul style="list-style-type: none"> • create the enabling environment and allow for follow-up projects, academic input and the adoption heritage policies into the respective Regional Operational Programme in FR1 (Île-de-France) • to communicate Project contents in its transnational dimension enabling benefit spread, showcasing Project achievements in FR1 (Île-de-France) and beyond networking key actors within the philosophy of transparency and public benefit. • to disseminate the digital cultural services in FR1 and create followers among consumers, who access 6 cultural services developed by the Pact4Skills HED student community <p>The Multiplier Event in Cergy ensures also tangible impacts for: PUBLIC SECTOR national, regional and local authorities along with policy/decision makers and public sector representatives are co-involved at all 3 administration levels. PRIVATE SECTOR: Chambers of Commerce, Economic Organizations, SMEs, Local Action Groups, and businesses are informed about the Pact4Skills product-process innovation and the new tourism</p>

cultural service in Cergy. LOCAL COMMUNITIES: have access outstanding heritage experiences in FR1 (Île-de-France) and thus enhance civic pride HED STUDENTS: Young people are being involved in a way that gives them a voice and a platform for their skills. CONSUMER GROUPS: interested target groups are offered an enriched cultural heritage consumption mix via the digital cultural service in FR1 (Île-de-France) in particular, accessible as a free download at the Project Website THE GENERAL PUBLIC is being addressed and informed via a series of organized events and outreach tools. THE ACADEMIC COMMUNITY (seat of the Université de Cergy-Paris and part of MICEFA a consortium of 15 member universities in Île-de-France and over 60 partner universities & top-notch HED institutions in US/Canada that value international education and exchange) is invited to actively participate development and contribute via publications, opinion forum, experience exchange, innovation proposals. THE PRESS in Cergy is informed through a series of events has the task to diffuse results to experts and the general public.

Event Start

Date (dd-mm-yyyy) 2023-10-01

Event End

Date (dd-mm-yyyy) 2023-10-31

Project

Project Results Details (1)

Results

Project Results Details (2)

Covered

Project Results Details (3)

Project Results Details (4)

Project Results Details (5)

Event other

ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)

Participating

IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)

Organisations

Comunità Montana Alto Basento (E10270938 - Italy)

Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)

ARTIFACTORY (E10016056 - Greece)

Multiplier Events Budget

Event ID	4
Organisation	CY Cergy Paris Université (E10222810 - France)
Country of the Organisation	France
Local Participants	30
Foreign Participants	5
Participants in virtual events	50
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	4750.0

Learning, Teaching, Training Activities

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

Activities Summary

In case you plan to include learning, teaching or training activities please encode them here.

ID	Activity Title	Leading Organisation	Country of venue	Start period	N° of Participants	N° of Accompanying Persons	Total Grant
C1	INTENSIVE TRAINING PROGRAMME (ITP) FOR DIGITAL AND ENTREPRENEURIAL KEY COMPETENCES IN CULTURAL DESIGN	Stichting for Education on Agility Liberating Structures (E10057522 Netherlands)	Netherlands	2022-09	38	0	29504

Background Information

How will these learning, teaching or training activities help achieving your project objectives?

OBJECTIVE: to support HED students acquire the skills needed to a) transform a silent cultural asset into a physical, cognitive and emotional experience and to b) transform this experience into a saleable service. **THE TRAINING PROGRAM:** C1, organised during 5 days with 4 onsite Study Visits and 6 Training Workshops, will be essential in testing the Pact4Skills digital and entrepreneurial skills obtained by the HED student community. It is a unique and transformative experience where invited people gather in a setting dedicated to creativity, entrepreneurship, trends and technology. Through a varied program of chats, round tables, workshops, networking and shows Pact4Skills brings together national and international tutors so that they may share their experience, knowledge and time with the participants in a meeting where MUSEUM EDUCATION and DIGI-PRENEURSHIP will be the center of attention. The main aim of the Pact4Skills is to produce high-quality and adapted training materials to foster cultural entrepreneurship amongst HED student and recent graduates. The international testing of these outputs within the project timeframe will enable the Partnership to detect anything missing or any improvement needed. **TRAINING METHODOLOGY:** The Project Based Learning Methodology (PBL) is the result of two important developments over the last 25 years and constitutes a revolution in learning theory. The primary aim of PBL is the self-directed and collaborative learning, through the completion of collaborative projects. C1 encourages independent and interdependent learning and a deeper understanding of the material rather than superficial coverage. Pact4Skills trainees will exploit C1 to complete their digital cultural designs (RO4): AV narratives, particularly immersive environments and media-sharing services, will be used to create innovative ways for acquiring subject-specific skills. The goal is to unlock the challenges learners face in their localities with existing services and learn how to enrich the visitor experience with mobile tourism services. **ACCESSIBILITY:** facilitate physical and intellectual access to tourism natural and cultural assets and unlock their values for the economy and society; **VALIDATED INFORMATION:** based on evidence gathered through accepted scientific and scholarly methods as well as from living traditions; **CONTEXT and SETTING:** relate cultural attractions to their wider social, cultural, historical and natural contexts and settings; **AUTHENTICITY:** respect basic tenets of authenticity in natural and cultural destinations; **SUSTANABILITY:** be sensitive to the environment, with social, financial and environmental sustainability among its central goals **DIGITAL FORMATS/4th INDUSTRIAL REVOLUTION:** be aware of diffused technologies and apply them in an appropriate way. The 4th Industrial Revolution has altered the production of various industrial sectors, mostly due to the fusion of technologies blurring the line between digital and physical, - the cultural market included. New communication patterns define new markets and preferences, while the constant use of e-devices in daily life impacts the common sense through the interpretation of visual codes. ICT allows manipulating and animating the images re-purposing the context in a composite process unthinkable just a few years ago. **YOUTH INVOLVEMENT:** by including HED students into the process of implementation, their content literacy is enhanced with transversal key competences, integrating acquired skills and media formats into the labor market through the creation of a new value-driven tourism narrative with commercialization potential. **RESEARCHING/TRAINING/EVALUATION:** continuing research, training, and evaluation are essential components for the development of competitive services **RESULTS:** 6 DIGITAL CULTURAL SERVICES will be completed in CY/FR10/GE/NL329/EL42 attracting employers from the CCI/GLAM sector.

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

● **HORIZONTAL POLICIES** Pact4Skills follows EU Horizontal Policies on equality/non-discrimination to: promote self-employment of women; increase participation of chronic unemployed young people; reconcile work- family; eliminate sex-age stereotyping in job descriptions; break down pay inequalities & horizontal segregation, encourage equal distribution of paid work between young women-men. This policy will be adopted during student selection. ● **PREPARATION** C1 builds a unique and transformative experience where invited people gather in a setting dedicated to creativity, entrepreneurship, trends and technology. Participants will be selected via an open call with agreed criteria 6 months prior to the C1Event, whereas intrinsic motivation, adaptability and openness play a role. The prerequisite is the good command of English language, whereas participants with fewer opportunities will be given priority. Upon selection participants will be informed about the LLTA scope and content and receive prior to their arrival in Amsterdam a **GUIDANCE PACK** which includes: 1. Information on the 4 Study Visits and 6 Training Workshops; 2. Templates; 3. Worksheets 4. Open Educational Resources 5. Access to Joint Digital Co-Working Spaces ● **TUTORS** Pact4Skills brings together international experts so that they may share their experience, knowledge and time with the participants in a meeting where MUSEUM EDUCATION, and DIGI-PRENEURSHIP will be at the focus the of attention. The main aim of

the C1 is to produce high-quality and adapted training materials to foster (self)employment amongst HED students and graduates. The international testing of these outputs within the project timeframe will enable the Pool of Tutors to detect any improvement needed. Even though national piloting will provide valuable information, they are lacking the international perspective. So, in order to avoid this, C1 is needed to ensure that the Pact4Skills outputs are 100% ready for the European market. ●TRAINING PLAN AND LEARNING OUTCOMES It is planned that 35 HED students participate the 5-Day Intensive Training organized to ensure that they acquire the skills, knowledge and competences required for entrepreneurial and museum education. C1 will prepare trainees for the labor market. Upon completion of C1 students, teachers and experts will provide their feedback, essential for the 6 DIGITAL CULTURAL SERVICES, which will be implemented in R05. The C1 experience is essential to obtain a high-quality outcome in a proxy labor environment. Through C1 35 trainees from CY/FR/GE/IT/GE will develop their creative and entrepreneurial ideas for the completion of the DIGITAL CULTURAL SERVICE in CY/FR10/GE11KH/ITF5/NL329/EL42: from generating the idea to the proper creation of businesses models. During 5 days, students will work in groups to generate different business models and learn about the process of implementing them by actually doing it. During the morning sessions, students will attend the field activities, the STUDY VISITS at selected museums and during the evening sessions will attend the TRAINING WORKSHOPS, where they learn how to develop their digital and entrepreneur skills, how to develop and use their creativity to generate business ideas, and how to create and design saleable museum experiences. These sessions will be conducted by tutors and the experts participating C1, namely PC(OUC); PP2(CYU); PP3(TESAU); PP4 (CMAB); PP5 (SEALS) and PP6(ARTIFACTORY). During the afternoon sessions, students will collaborate being mentored by the invited tutors. ●LOGISTICS PP6 (SEALS) will facilitate accommodation, transport, catering and logistics so that that trainees will not face any kind of barriers across C1 activities. 35 young professionals from Cyprus, Italy, France and Georgia participate the C1 Training co-organized by PP5(SEALS) in Amsterdam. C1 will be hosted by PP5(SEALS) (Workshop Sessions), while all field exercises will take place at 4 selected Museums.

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

The 4th Industrial Revolution has generated disruptive technological and socio-economic forces, which swiftly out date the shelf life of people's skill-sets and the relevance of what they thought they knew about the path to social mobility and rewarding employment. The rise of artificial intelligence is upending the primacy of human expertise in the economy. To succeed, future skilled workers shall complement the work done by mechanical or algorithmic technologies, and work with the machines. However ageing workforce, the extension of working life, technological, organizational and market changes become barriers to career paths and social equity. Accordingly there is a need to apply the technology-intense-experience and establish a novel Skills Set for the design and delivery of outstanding experiences at sites, museum and collections. Pact4Skills will follow an industry related recognition path, the Open Digital Badges with micro-credentials. These are information-rich visual records of verifiable achievements earned by recipients and easily shared on the web and via social media. The standard describes a method for packaging information about accomplishments, embedding it into portable image files as digital badges, and includes resources for web-based validation and verification. Open Badges describe who earned it, who issued it, the criteria required, and in many cases even the evidence and demonstrations of the relevant skills. Open Badges put learners in control of their credentials by enabling them to claim and display the badge on any platform. Open Badges are also portable rather than tied to one specific system (e.g. badging platform, learning management system, social media site). Open Badges contain rich metadata that provides information about the issuing organization, the recipient, and evidence that substantiates the earning of the badge. These outcomes will be linked to the European Qualification Framework methodologies (EQF) (<https://ec.europa.eu/ploteus/el/node/1440>). C1 will lay the ground towards the development of certification using five steps: CV Evaluation; On-line test; MOOC Participation; 4-Modules Attest; Service Prototype (R04); Digital Cultural Service (R05). Trainees will be tested on their knowledge, skills and competencies which they have acquired informally through their work, through the delivery of the 6 Digital Services. The validation of acquired knowledge will establish trust between Project Partners on the assessment procedures and the learning outcomes among trainees. The e-learning platform in R03 (MOOC) will support information and materials for all interested parties. The 6 Digital Cultural Services are presented to the Project Quality Control Committee which evaluates the digital services generated by the HED students and suggests corrective measures if needed. The final products in the form of a mobile app iBook forwarded for presentation to EUROPEANA at the International Conference. RESULTS: C1 will use the EU ENTERPRENEURSHIP COMPETENCE FRAMEWORK (ENTRECOMP, 2016) adopting 15 major transversal skills and the EU DIGITAL

COMPETENCE FRAMEWORK (DIGICOMP, 2018) adopting 18 digital skills to develop a competence profile with the necessary qualifications that tourism professionals should have and learning outcomes supposed to achieve for/while working for an organization and in the sector in general. 35 individuals with increased skills in the experience design are fully capable to design mobile tourism services and ensure the diversity of experiences for multi-national and multigenerational audience. The profile remains available to interested individuals and organizations across CY/FR10/GE11KH/NL329/EL42. INNOVATION: C1 introduces a new form of co-operation among trainers, trainees and the world work through the launch of trainees into the museum sector, recognizable by employers through the OPEN DIGITAL BADGE.

Activity Details (INTENSIVE TRAINING PROGRAMME (ITP) FOR DIGITAL AND ENTREPRENEURIAL KEY COMPETENCES IN CULTURAL DESIGN)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole, to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

LTT ID	C1
Activity Title	INTENSIVE TRAINING PROGRAMME (ITP) FOR DIGITAL AND ENTREPRENEURIAL KEY COMPETENCES IN CULTURAL DESIGN
Activity Description (including profile of participants per organisation, goals and results of the activity)	<p>GENERAL AIM: C1 will develop new skills in the design of museum experiences hand in hand with entrepreneurial education exploiting the powers of informal learning with a prototype jointly developed in situ with the Transnational Partnership and the trainees. 4 Study Visits and 6 Training Workshops shall help understand the travel motive & apply the know-how in the design of their DIGITAL CULTURAL SERVICES in R04 and R05.</p> <p>PARTICIPANT PROFILE: 35 students with a profile in the humanities/tourism/geography/cultural planning/theater/AV media from may participate the C1 Training co-organized by PP5(SEALS). LOGISTICS: The Training will take place in Amsterdam/NL in M11 and has the mission to complement the 6 DIGITAL CULTURAL SERVICES envisaged by R04 and R05. PP5 (SEALS) will facilitate accommodation, transport, catering and logistics so that C1 will be smoothly implemented and that trainees will not face any kind of barriers through the implementation. TRAINING PLAN: C1 Training consists of 4 Study Visits in 4 Museums and 6 Training Workshops. They are to be organized by PP5 (SEALS) in close collaboration with the</p>

PC(OUC); PP2(CYU); PP3(TELAVI); PP4(CMAB) and PP6(ARTIFACTORY) in the Rijksmuseum, Hermitage Museum, NEMO Science Museum and MOCO Museum in Amsterdam/NL in M11 (2022). DAY C1.1: THEMATIC TRAINING ACTIVITY “ASSET SIGNIFICANCE AND ACCESSIBILITY” STUDY VISIT 1/TRAINING WORKSHOP 1 in the Rijksmuseum: Visitors want to be engaged and discover what is unique in a museum are willing to pay a premium price for the right experience. Participants will be trained to satisfy the needs & expectations of experience-seeking visitors with the production of meaningful communication. DAY C1.2: THEMATIC TRAINING ACTIVITY “EXPERIENCE GENERATION” STUDY VISIT 2/TRAINING WORKSHOP 2 in the Hermitage Museum. The Workshop will demonstrate that successful experiences convey a message that has personal relevance & meaning to the audience. Participants will be trained to present the meaning behind each selected asset, in order to create value and significance for visitors and learn how to establish the background information and conduct related research. DAY C1.3: THEMATIC TRAINING ACTIVITY “AUDIENCE DEVELOPMENT” STUDY VISIT 3/ TRAINING WORKSHOP 3 in the NEO Science Museum: Accessibility to tourism resources are critical considerations for visitors. Nowadays apps and social media generate validated information for the supply side. However, the dimension of the cognitive and emotional accessibility in sites, museums, collections, parks etc. is given much lesser attention by the tourism supply side. DAY C1.4: THEMATIC TRAINING ACTIVITY “BUSINESS MODELS” STUDY VISIT 3/ TRAINING WORKSHOP 3 in the MOCO Museum: Participants will evaluate the MOCO Museum offers: if they are providing the correct mix of elements to satisfy visitors and at the same time provide residents with facilities and experiences that without tourism, they would not be able to enjoy to the same extent. TRAINING WORKSHOP 4: The Workshop will focus on the Business Model of the MOCO Museum will be discussed and analyzed and assist trainees to select good practices that demonstrate direct links with C1. DAY C1.5: WRAP UP WORKSHOP I “DEVELOPING THE DIGITAL EXPERIENCE PROTOTYPE” Experiences are created through memorable occasions and/or interactions that engage people in a personal way and connect them with a place. The Workshop will focus to create a bridge between museum assets and their transformation into a quality experience. DAY C1.5: WRAP UP WORKSHOP II “DEVELOPING THE MUSEUM BUSINESS MODEL” The Workshop will instruct participants to business models, e.g. to the rationale of how an organization creates, delivers, and captures value. It will discuss customer segments; value propositions; channels; customer relationships. The Workshop will lead participants to develop 6 Business Models and transform an experience into a saleable service

Country of Venue

Netherlands

Start period	2022-09
End period	2022-09
Duration (days)	5
Participating Organisations	E10180075 , E10222810 , E10182392 , E10270938 , E10016056

Activity Budget

Budget Items	Grant
Travel Support	11 780
Green Travel Support	2 100
Exceptional Costs for Expensive Travel	0
Individual Support	15 624
Inclusion Support	0
Linguistic Support	0
Total Activity Grant	29 504

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Group ID	Sending organisation	Type of participant	Number of participants	Number of accompanying persons	Duration of activity excluding travel	Green travel	Distance bands	Travel days	Total duration	Grant
1	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (E10180075 - Cyprus)	Learners	10	0	5	<input type="checkbox"/>	2000 - 2999 km	2	7	7660.0
2	CY Cergy Paris Université (E10222810 - France)	Learners	10	0	5	<input checked="" type="checkbox"/>	100 - 499 km	2	7	6160.0

3	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY (E10182392 - Georgia)	Learners	10	0	5	<input type="checkbox"/>	3000 - 3999 km	2	7	9360.0
4	Comunità Montana Alto Basento (E10270938 - Italy)	Staff	5	0	5	<input type="checkbox"/>	2000 - 2999 km	2	7	4026
5	ARTIFACTORY (E10016056 - Greece)	Learners	3	0	5	<input type="checkbox"/>	2000 - 2999 km	2	7	2298

Group 1

Group Budget Summary

Budget Items	Grant
Travel Support	3 600
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	4 060
Inclusion Support	0
Total Activity Grant	7 660

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

Green travel	<input type="checkbox"/>
Distance Band	2000 - 2999 km
Exceptional costs for expensive travel	0
N° of Participants	10
Grant per Participant	360
Total Travel Grant	3 600

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	10
Duration per Participant (days)	7
Grant per Participant	406,000
Total (for Participants)	4 060,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	4 060

Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

Group 2

Group Budget Summary

Budget Items	Grant
Travel Support	0
Green Travel Support	2 100
Exceptional Costs for Expensive Travel	0
Individual Support	4 060
Inclusion Support	0
Total Activity Grant	6 160

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

Green travel	<input checked="" type="checkbox"/>
Distance Band	100 - 499 km
Exceptional costs for expensive travel	0
N° of Participants	10
Grant per Participant	210
Total Travel Grant	2 100

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	10
Duration per Participant (days)	7
Grant per Participant	406,000
Total (for Participants)	4 060,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0

Total (for Accompanying Persons)	0
Total Individual Support Grant	4 060

Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

Group 3

Group Budget Summary

Budget Items	Grant
Travel Support	5 300
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	4 060
Inclusion Support	0
Total Activity Grant	9 360

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

Green travel	<input type="checkbox"/>
Distance Band	3000 - 3999 km
Exceptional costs for expensive travel	0
N° of Participants	10
Grant per Participant	530
Total Travel Grant	5 300

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	10
Duration per Participant (days)	7

Grant per Participant	406,000
Total (for Participants)	4 060,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	4 060

Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

Group 4

Group Budget Summary

Budget Items	Grant
Travel Support	1 800
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	2 226
Inclusion Support	0
Total Activity Grant	4 026

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

Green travel	<input type="checkbox"/>
Distance Band	2000 - 2999 km
Exceptional costs for expensive travel	0
N° of Participants	5
Grant per Participant	360
Total Travel Grant	1 800

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	3
Duration per Participant (days)	7
Grant per Participant	742,000
Total (for Participants)	2 226,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	2 226

Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

Group 5

Group Budget Summary

Budget Items	Grant
Travel Support	1 080
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 218
Inclusion Support	0
Total Activity Grant	2 298

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

Green travel	<input type="checkbox"/>
Distance Band	2000 - 2999 km
Exceptional costs for expensive travel	0
N° of Participants	3

Grant per Participant	360
Total Travel Grant	1 080

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	3
Duration per Participant (days)	7
Grant per Participant	406,000
Total (for Participants)	1 218,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 218

Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

Inclusion Support

ID	Organisation	Country of the Organisation	N° of Participants eligible for real costs under inclusion	Description and Justification	Requested Grant (EUR)
Total					,00

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Expected real cost (100%)	Requested Grant (80%)
1	Stichting for Education on Agility Liberating Structures (E10057522 - Netherlands)	Netherlands	<p>NEEDS ANALYSIS: The digital transformation has already begun before the advent of COVID-19 and entails a fundamental questioning of central foundations of the cultural sphere: from contents to forms of use and hierarchies of values. According to the European Audiovisual Media Services Directive/2018, it is necessary to develop immersive and pervasive solutions for AV, platforms, games, films and communication media and thus bring the quality of cultural content to unprecedented new levels. The focus is clearly put on cultural content aiming also and to protect the youth from violence contamination, which is deeply diffused in the digital world. In this respect generation of culture using new technologies is opening opportunities and perspectives, declaring war to uncontrolled platforms and games that give rise to a horror insensitive youth, hostage to bullying, war games, and contrived reality. As the cognitive and emotional accessibility to cultural heritage is alarmingly low, especially among the digitally innate youth, it is imperative to develop critical skills among audiences in cultural heritage and raise its awareness for semiotic codes. SYNERGIES: EU AVMSD/2018/ Article 16: "Production and Distribution of European Heritage Works" OBJECTIVE With the WEB APP for Museum-Visitor Interaction, PactSkills raises digital culture as an exciting opportunity for the development of knowledge connected to heritage places, sites, museums and collections, as it is the only process that can support values and meanings. IMPLEMENTATION METHODOLOGY: RESULT 04 and 05 define the WEB APP content and the design process: storytelling, Plot, Narratives in short information chunks allow the player receives to trigger the interaction with the collections and not to be measure on velocity of empty responses per clicking. A. TECHNICAL ASPECTS: The WEB APP defines two technical aspects named here features (what the App does define UX and UI interfaces). There is a registration part; each player is registered. The registration is required to create a community of players for the project's sustainability.</p>	12 000,00	9 600,00

New artefacts are added regularly, creating new game levels attracting more players and paving the way to Online Games based on cultural heritage. Terms of use, Cookies Policy, Privacy Policy and Gamer profile are compulsory to accept. The WEB APP interface is multilingual, enabling to play the game in the local language and English. The App Interface is coded to accept any language; the only requirement is to translate the Interface. That opens the door to escalate the game to a global level. B. WEB APP content FEATURES include 1. Self-managed Interface giving the possibility to any institution to add their collections as far they follow the criteria of Micro-Certification defined in R05. 2.Text, Images, Video, Hashtag uploading 3.Geo locations and interactions live in the territory. 4. Player interactions with the CULTURAL HERITAGE objects selected by the institutions posting comments, likes, adding to favorites and enabling sharing on social media channels. 5. Playful on Android devices and iOS. 6. Web browser interface in both ends content creator and player. 7.Emotional thematic maps based on data mining concept. 8. Filtering search options based on predefined classification. 9. Game data extraction to understand gamer sentiments. 10.Educational tool to define new user experiences. SOCIAL USE/CULTURAL INNOVATION: Being designed as an OPEN EDUCATIONAL RESOURCE the WEB APP allows European museums a) to launch competitive offers in the global market and b) enrich with endless artworks the contents inviting an unlimited number of players to develop empathy while playing, as winning is conditioned not by fast clicking or similar dexterities but by critical thinking and mature content published about the artworks. The WEB APP will launch its first global game competition at the Multiplier 04 in Cergy/FR at the Project's International Conference.

Total

9 600,00

Follow-up

Impact

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

By the delivery date the Project Area (CY/FR10/GE/NL329/ITF5/EL42) will have been provided with complex digital, social, intercultural and entrepreneurial competences and will have actively supported HED students and selected target publics and key stakeholders to tackle strategic innovation in the Cultural and Creative Industries (CCI) and the GLAM Sector (Galleries, Libraries, Archives and Collections) through a novel SKILLS SET in both entrepreneurship and ICT. Scheduled benefits are foreseen for: (1) THE PARTNERSHIP who are the direct beneficiaries of the achieved results. Pact4Skills engages Partners with very different academic, institutional operational backgrounds and motives, spatial and administrative levels, who create synergies within the foreseen time table and benefit from the Project training infrastructure (8 skills-based innovations; 36 training activities; 24 novel training practice events virtual and in situ; 27 tools/methodologies/reports/academic pubs; 61 recommendations/common positions; 3LLL Communities). (2) THE PUBLIC SECTOR enhances museum policies adopting the achieved results (30 standards on heritage communication and entrepreneurial innovation; 1 permanent training program; 6 digital cultural service prototypes, 1 web-based app to replicate more and better offers in museums, sites and collections: a. National/Regional/local public authorities b. National/regional/ local public institutions involved in the GLAM Sector (archaeological authorities, museums, sites, galleries, libraries, archives and collections) c. Regional/Local Development Agencies who realize the achievements of Pact4Skills and accept its recommendations to enhance educational policies and the reform of study programs to defend employability. (3) PRIVATE ACTORS/EMPLOYERS in the domain of CCI/GLAM: (Unions of employers; chambers of commerce and industry) who will profit from the employment of young people with increased capacities. More specifically this group includes: a. SMEs directly involved in CCI/GLAM; event and exhibition organizers; accommodation, transport, facilities, tour operators, souvenir shop owners; catering companies and restaurants b. Companies/economic actors/institutions requiring cultural innovation c. Private Museums, Collection and Galleries requiring novel experiences for visitors d. Software and app developers who promote cultural consumption all profit from the skills of 90 HED students in the Project Area, recognizing their skills via the OPEN DIGITAL BADGE and participating the Pact4Skills DIGITAL ECOSYSTEM (4) THIRD SECTOR ACTORS (NGOs and other 3Sector actors): they profit from 6 digital cultural services created by the Pool of HED Students and profit from the application of the new cultural business model applied in the Project Area (5) EMPLOYERS in the Cultural and Creatives Industries (CCI); Galleries, Libraries, Archives and Museums (GLAM), but also in tourism and the performance industries. (6) The Pact4Skills DIGITAL STARTUP ECOSYSTEM with 60 multilevel actors attracted in CY/FR10/GE/ITF5/NL329/EL42 who promote the recognition of skills and the Pact4Skills OPEN DIGITAL BADGE (7) The POOL OF 90 HED STUDENTS, trained via 36 training activities in CY/FR10/GE/ITF5/NL329/EL42, upgrade their skills in heritage communication and develop an entrepreneurial mind set. Especially devoted to bridge the gender gap in digital skills, Pact4Skills directly upskills 45 young women with transversal skills and novel digital competences. (8) THE ACADEMIC COMMUNITY exploits of benefits created and directly participates 36 training events and the International Conference and contributes by building the Transnational TUTOR COMMUNITY. (9) THE GENERAL PUBLIC is informed via 6 novel digital cultural services, the Web-App, the Project Website and Project Spot. (10) THE PRESS is informed about project activities through 32 organized events and 4 sophisticated outreach tools, enhances the Pact4Skills publicity.

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

Pre-planning findings in 2020 demonstrate that a number of local authorities in remote, peripheral and deindustrialized areas are unaware of the dynamics of digital culture. With the advent of the COVID-19 pandemic and the temporary halt of global tourism the digital upskilling of the European workforce in the sector became an urgency. Therefore, Pact4Skills creates a project legacy with and OPEN ACCESS TEACHING AND TRAINING INFRASTRUCTURE OF 65 highly replicable tools. Benefits are ensured for: LOCAL LEVEL IMPACT — Local Public-Private Cultural Operators — Local SMEs are directly involved in 36 research/training activities (RESULTS 1-5/C1) and 4 Multiplier Events. By exemplifying 6 complex digital cultural services created with cutting edge technologies delivered by 90 upskilled HED students, local SMEs offer an enhance cultural consumption mix to the global market. Local SMEs benefit directly from the transversal skills in CCI/GLAM/Entrepreneurship education that create the enabling environment to cultivate an entrepreneurial mindset, self-employment and boost startups and spin off enterprises. — Education/Training Centers/Schools/Life Long Learning Institutions Pact4Skills pioneers a new form of co-operation among VET Schools and Life Long Learning

Institutions who profit from the novel training practices and competences developed by Pact4Skills REGIONAL LEVEL IMPACT — Regional Authorities — Regional Cultural Organizations — Unions of Chambers of Commerce and Industry — Unions of Employers — Professional Unions — Business Umbrella Organizations Pact4Skills is addressing the rising demand for higher skilled workers in CCI/GLAM, aiming to prepare the uptake of self-employed professionals and prevent brain drain. Regional Authorities benefit directly with 24 policy recs and 22 standards for digital culture that allow them to enhance public procurements. The preparation of Pact4Skills has brought the Partnership into contact with ENTERPRISE EUROPE NETWORK, which is invited to attend 4 Multiplier Events in Nicosia/CY, Telavi/GE; Potenza/IT; and Cergy/FR NATIONAL LEVEL IMPACT — National Public Authorities — Accreditors and Certifiers The training criteria adopted by Pact4Skills follow the guidelines and the descriptor levels of the European Qualification Framework. This approach will help the Partnership to improve the transparency and recognition of skills, employability, job mobility in the Project Area and disseminate the OPEN DIGITAL BADGE. — Higher Education & Research Institutions The innovation of Pact4Skills lies in the integration of entrepreneurship education as a holistic key competence as suggested by the EU ENTRECOMP/DIGICOMP. Pact4Skills will share the OPEN ACCESS TRAINING INFRASTRUCTURE with Higher Education and Research Institutions for which are of special interest: (8 skills-based innovations; 36 training activities; 24 novel training practice events virtual and in situ; 27 tools/methodologies/reports/academic pubs; 61 recommendations/common positions; 3LLL Communities). The academic community will be invited to contribute with peer-review publications and attend the academic part of the Pact4Skills International Conference in Cergy/FR (M24). INTERNATIONAL LEVEL IMPACT — Pact4Skills offers a new skill supply for an international demand for digital services and audiovisual productions related to digital integrators; event and movie operators; Digital/Web/Satellite Thematic TV; TV Educational Programs & Documentaries; Enterprises offering On Demand Video Streaming Services. GENERAL PUBLIC To follow the developments, Pact4Skills trains the HED Student Pools to offer the general public an enriched cultural experience via the 6 Pact4Skills Digital Cultural Services to be presented at the Project's International Conference in M24 in Cergy/FR (Multiplier Event 04).

How will you measure the previously mentioned impacts?

Pact4Skills generates the skills standards required to compose 6 digital cultural service innovations with shifting the digital cultural production modus into intangible experiences to respond to the challenges in the 4th Industrial Revolution poses to the sector and impact visitor preferences. The 6 digital cultural services developed by 90 HED students in CY/GR/GE/IT/NL/GR link the technology-intense experience with onsite authenticity creating thus HED innovation in CY/FR10/GE/NL329/EL42. 4 Intellectual Outputs; 10-C1 and 16 Communication activities generate a highly replicable Project Legacy with 65 milestones to be inherited to the Pact4Skills Partnership and the cooperating organizations upon Project delivery. Pact4Skills is quantified as follows: 8 SKILLS-BASED INNOVATIONS — 6 Digital Cultural Services with Commercialization Potential — The Open Digital Badge — The Pact4Skills Network 36 TRAINING TOOLS & SKILLS BUILDING ACTIVITIES — 4 Web-based Tutorials — 4 Transnational Study Visits — 4 Evaluation Workshops — 1 Massive Online Open Course 4.0; — 4 Modules — The Open Access MEDIATHEK — 10 C1 Activities in situ — The Experience Designer Skills Set — The eLib — 4 Collaborative Working Spaces (MIRO, ZOOM, MURAL, G-SUITE) — The Audience Development Exercise — The Experience Design Exercise — The Service Prototype (Practical Co-Working Training in Technology) — The Digital Startup Ecosystem (90 co-creators) 21 STRATEGIES, METHODOLOGIES, & RESEARCH REPORTS — 18 Focus Groups Guidelines — Skills Assessment Survey — Research Report — The Pact4Skills Portfolio for Museum Mentors 61 RECOMMENDATIONS & COMMON POSITIONS — 30 Recommendations for the skills updates — 30 Skills Needs detected — The Pact4Skills Policy Handbook for the GLAM Sector 4 EVALUATION & QUALITY ASSURANCE TOOLS — Quality Assurance Plan 26 PUBLICATIONS — 10 peer-reviewed academic publications — 8 project-driven publications — 8 digital tech-pubs 14 COMMUNICATION TOOLS — Project Website — Social Media Campaign — Communication, Dissemination and Visibility Plan — Project Advertisement Spot — 6 Factsheets — 2 Press Conferences — The Pact4Skills Visual Identity Kit — Project Brochure 12 PM TOOLS — Steering Group Committee — Quality Control Committee — 6 PM Meetings — PM Toolkit — Risk Plan — Interim Report — Final Report 32 PROJECT DRIVEN EVENTS — 6 Focus Groups — 4 Web-based Tutorials — 4 Transnational Training Events — 2 Press Events — 4 Multiplier Events — 10 LLTA(C1) Training Activities 4 PERMANENT NETWORKS — HED Student Pool (90) — Tutor Pool (20) — Stakeholder Pool (60) — Employer Pool (30) In order to measure and verify the impact envisaged, Pact4Skills will use: - CHECKLISTS: signed by the Quality Control Committee each Project Milestone is subjected to a CHECKLIST with suggested corrective measures if needed. - INTERVIEWS: All selected target groups will be interviewed at different project stages in regards to RESULTS 1/2/3/4/5. Interviews provide more complete information about the questions asked, and it enables that through conversation,

relevant information arises. The Pool of Learners, experts and tutors participating the in-situ Training Program, C1 and the MOOC will be also interviewed, with the aim of collecting information about Work Packages, so that they can be improved within the project lifetime. - ASSESSMENT FORMS: will be used to collect information about the multiplier events (1/2/3) and Transnational Training in CY/FR10/GE/ITF5/NL329 and C1 as well as of the 4 Web-based Tutorials to assess participants' satisfaction and the effectiveness of the Training offered by Pact4Skills. - TESTS: will be used to measure the impact of the Web-based Tutorials (R02), & MOOC (R03). Acquisition of skills will be tested as per 77 planned activities. - WEBMETRICS: Website traffic data will be captured in order to analyze the impact of the Project. Watchers of training videos attached to the MOOC will also provide data on the impact generated by

Sharing, Promotion and Use of the Project's Results

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

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

Pact4Skills is striving to upskill HED students, engage those in product-process innovation in the CCI/GLAM sector and ensure employability through the recognition of skills. To meet the demands Pact4Skills has selected 8 main target publics: (1) THE PUBLIC SECTOR trusts Project achievements and enhances local educational policies adopting the achieved results (21 strategies, methodologies, 61 policy recommendations and common positions to reform the local and regional educational policies and replicate training for their staff/experts. a. National like ministries (of culture, economy, tourism) b. Regional and local public authorities and smaller communities: c. National, regional and local public organizations and institutes involved in tourism d. National, regional and local public organizations involved in cultural heritage (ephorates of antiquities, museums, archaeological sites, galleries and collections, libraries and archives) e. Regional and local development agencies f. Public-private partnerships (2) THE PRIVATE SECTOR: Pact4Skills establishes a critical mass for their support with a new supply for a new international demand for experienced-based products and services addressing SMEs: a. directly involved in tourism covering the spectrum of accommodation, transport, facilities, tour operators, souvenir shop owners; catering companies and restaurants b. event and exhibition organizers c. unions of tourist guides; animators; interpretation and communication experts; artists and craftsmen d. actors involved directly in the production of digital culture The Private Sector is invited to participate all training (34) and dissemination activities (16) recognizes Project contributions for its further economic development and entrepreneurial innovation and therefore supports Project aspirations. (3) LOCAL COMMUNITIES: involving communities, young people and women entrepreneurs at a grassroots level in their local heritage can be a vital medium in the valorization of heritage tourism. The economic valorization of the Pact4Skills SKILLS SET leads to creative employment opportunities, a locally led heritage strategy, accessible cultural products and services. (4) THE DIGITAL STARTUP ECOSYSTEM (Partners, HED Students, Associates, Transnational Stakeholders) trained by Pact4Skills in CY/FR10/GE/NL329/EL42 inherit the OPEN ACCESS TRAINING INFRASTRUCTURE with 65 milestones, operated and maintained by the Pact4Skills DIGITAL STARTUP ECOSYSTEM upon the completion of the Project. By facilitating long-term synergies among PPT actors beyond the project life, Pact4Skills defines a new stakeholder force to make HED responsive to labor market needs with better informed choices and benefit spread across the EU and the cooperating countries. (5) THE ACADEMIC COMMUNITY: Despite the large number of HE institutions in the Project Area the CCI/GLAM sector faces a skills-jobs mismatch. Pact4Skills integrates transversal key competences available to HE institutions via the Open Access Edu and Training Tools and invites interested HE institutions to attend to teaching and training. They have full access to the Pact4Skills Teaching and Learning Infrastructure with 77 highly replicable tools and contribute to the Project merit via publications, opinion fora, experience exchange and innovation proposals. (6) The GENERAL PUBLIC is informed via the Project Website; the Project Spot and the 6 digital tourism services created by the Pool of the Pact4Skills Trainees in the Project Area. (7) MEDIA AND PRESS, informed about project activities through 34 events and the Project Website, the 6 Factsheets and the Spot, disseminate Project results to experts and the general public. The Communication and Exploitation Plan foresees a special strategy tailored to professional travel journalists with a history of reporting on the cultural domains.

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

Pact4Skills needs effective mechanisms to realize communication goals in the context of the 4th Industrial Revolution, so

as to convincingly pass the message to the selected target groups. Pact4Skills will use infographics, slideshows, social media content, user generated content, data visualizations to deliver persuasive communication. To achieve objectives set, communication activities include 10 tasks: TASK1: THE Pact4Skills COMMUNICATION-RESULT EXPLOITATION PLAN is a goal driven communication tool to inform Central and National Agencies, Stakeholders and Multilevel Actors from the 3 spheres of state/civil society/ economy leading decision makers about Project contents and inspire them to reconsider relevant policy measures for heritage communication with the public and re-assess existing development barriers for businesses in the CCI/GLAM sector. TASK2: VISUAL ID KIT includes the Project Logo/Stand with Banner/Mousepad Calendar/Pen/Cotton Bag and eBrochure have the mission develop a Project visual ID and support the identity and dissemination of the 5 Digital Cultural Services to be created in the Project Area by the Pool of HED Students (R05). TASK3: THE Pact4Skills WEBSITE is the Project's info hub and transparency source with the EU logo and ERASMUS+ logotype visible in a prominent place. TASK4: THE 6 PROJECT FACTSHEETS: will present Project data in a succinct and effective way following a format which emphasizes key points. They will report on Project progress and they will have the format of videoflyers. TASK5: SOCIAL MEDIA TOOLS will address 4 social media tools: Facebook Timeline; Historypin; Findery; LinkedIn TASK6: THE PROJECT SPOT shall raise the awareness of stakeholders and young trainees on project contents and also inform the general public in the Project Area on the novel tourism services created. The mission of the Project is to communicate the achievements of Pact4Skills to different target groups in less than 3 minutes. TASK7: 6 PRESS and MEDIA EVENTS are foreseen at the Kick-off Meeting in Nicosia/CY (M2); the International Conference in Cergy/FR in M24 and at the 2 Local Multiplier Events in Nicosia/CY and Lagopesole/IT (M20), where press and media are invited. The 6 Events are the Project's outreach tactics aim at realizing a goal-driven strategy to inform the press and media, employers, in the CCI/GLAM sector, stakeholders, the international academic community and the general public media and stakeholders equally representing the 3 spheres of governance, civil society and economy in the Project Area. TASK8: 10 ACADEMIC PUBLICATIONS: The academic community discusses project topics, focusing on the novel digital services and the cultural experience. The peer review publications build the extra muros strategy to present the Project main outcomes to the international academic community and especially targeting the International Conference Euro-Asia Tourism Studies Association and peer-reviewed journals for more publicity. TASK9: 8 TRANSNATIONAL STUDY VISITS are realized by the Partnership, the Pool of HEAD Students and Stakeholders and the Press (R04 and C1). The Events are exploited also as the Project's networking strategy with the cultural/CCI market and the press and media in the partner countries. TASK10: The Multiplier Event in Cergy/FR is dedicated to promote the development of new skills for new jobs among the youth on the cusp of the 4th Industrial Revolution. An International Conference Day "NEW SKILLS FOR NEW JOBS IN MUSEUMS AND COLLECTIONS" is envisaged to alert cultural operators, unions of employers and entrepreneurs for both missed and emerging opportunities in regards to the employability of HED graduates in the CCI/GLAM sector with new media, content and technologies. 6 digital cultural services developed by HED Students competed under the EUROPEANA auspices and demonstrate to employers the OPEN DIGITAL BADGE, the industry-related recognition of their skills.

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

The Project communication has been designed to be a collaborative process with all Partners to contribute according to their expertise and the EU main reference documents for EU funded project communication: >ERASMUS+ 2021-2027 Communication Guidelines; >EC: Communicating Cohesion Policy 2021-2027 >Communication and Visibility Manual for European Union External Actions, 2009, RESPONSIBLE PARTNERS: -The Applicant(OUC): organizes a Press Conference at the Project's Kick off Meeting in Nicosia/CY in M2 and conducts the Multiplier Event in Nicosia/CY (M21) >PP2(CYU): is responsible for the Multiplier Event and the International Conference in M24 in Cergy/FR and organizes a Press Conference for the aforementioned Event. >PP3(TEAU) is responsible for the Multiplier Event in Telavi and the communication of the achieved results in Georgia demonstrating the added values of the Erasmus+ cooperation. >PP4(CMAB): drafts the COMMUNICATION AND RESULT EXPLOITATION PLAN in order guides the Partnership to: communicate Project specific contributions and develop a joint communication strategy to communicate Project goals to specific target publics; The Plan shall be adopted by the Partnership at the Kick-off Meeting in Nicosia/CY in M2. PP3 (CMAB): is responsible for the implementation of the strategy. PP4(CMAB) creates the e-Visibility Kit (Logo; eBrochure; e-Templates; Banner; the Cotton Bag; the Mousepad Calendar). All Partners use the Visibility Kit to: -announce the Project at their websites; -inform Associate Partners and cooperating organizations about project contents; -publish all project documents in the correct templates following the EU visibility rules; - inform Project Stakeholders across 26

scheduled communication events and 34 training events, using the banner with the stand. PP4(CMAB) will deliver 6 PROJECT FACTSHEETS in a succinct and effective way following a format which emphasizes key points. They will report on Project progress and they will have the format of flyers/videoflyers. PP4(CMAB): conducts a Multiplier Event in Lagopesole/IT (M20). PP4(CMAB): is responsible for the development of the Social Media Tools and Communities. The Project Website will link the Partnership and the HED Student Community to the Social Media, which intends to let supply and demand converge and create the enabling environments for the stakeholder activation. Upon Project completion the Pact3Skills DIGITAL STARTUP ECOSYSTEM will take over the communication activities. >PP5(SEALS): will create, feedback and maintain the Project's Website. The Website Menu is tailored to serve Project needs and requirements such of the Project Structure, the Partner Section; the Event Calendar the target groups and the Project progress, attested via meetings, events, outputs and factsheets. All Partners cooperate closely with each other providing PP5(SEALS) with project related information for the website. The Website will be available as mobile app too. The MOOC Training Course, the Media Library and the Social Media Communities will be linked to the Project's Website. The Website shall be also created in the form of a mobile application. PP5(SEALS): is responsible for the design and delivery of the Project Spot: PP5(SEALS) guides the Partnership how to collect audiovisual materials generated across the Project life and define the specifications. All Partners document audio-visually their activities, the Stakeholder and Multiplier and Training Events and hand them over to PP5(SEALS), who delivers the final version in M20.

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

Pact4Skills is designed according to the ERASMUS+ Programme 2021-2017 objectives and follows the EU Horizontal Policies on equality/non-discrimination to: promote self-employment of women; increase participation of chronic unemployed women; reconcile work- family; eliminate sex-age stereotyping in job descriptions; break down pay inequalities & horizontal segregation, encourage equal distribution of paid work between women-men. This policy will be adopted during all project activities, facilitating free access to individuals suffering chronic unemployment and physical disabilities. Gender equality, under the view point "free access" will be further and more strongly promoted at a local society level and through the implementation of the project in partner areas. Academia has shown that women have a tendency to be involved in industries that are related to the service sector due to their character and social skills. This is particularly evident in the sector of the Cultural and Creative industries and the GLAM, the sectors to be heavily exploited through project activities. In that respect, partners shall focus in attracting female entrepreneurs or existing female cooperatives and networks in the business networks that will be built in an effort to enhance their social mission and service provision. Fully accessible project outcomes include the following groups: TRAINING — The Massive Online Open Course 4.0: Stakeholder Intensive Training Course — Free access via the MOOC on line platform. The MOOC contains all 36 training activities documented in audiovisual form and in other needed formats. — Creative common license OER and MOOC access from different web pages. — The 36Training Activities incl. minutes and generated videos; the Transnational Composite Training Programme with 4 onsite thematic exercises/field trips and evaluation workshops incl. minutes and audio-visual content. Pact4Skills DIGITAL CULTURAL SERVICES Through the five digital tourism services a novel tourism mobility model is launched in the Project Area impacting consumer choices. It is connecting the technology-intense experience with onsite authenticity to let supply-demand converge and combat seasonality. It is a collection of memorable tourism experiences designed to attract onsite and dislocated audiences. THE DIGITAL PROJECT RECORD includes: T1.1: Focus Groups T1.2: Skills Assessment Survey T1.3: Research Report T2.1: 1st Tutorial/Cultural Resources T2.2: 2nd Tutorial/Digital Products and Services T2.3 3rd Tutorial/Quality Experiences T2.4: 4th Tutorial/Service Evaluation T2.5: The Pact4Skills Portfolio for Museum Mentors T2.6: The Digital Handbook for Museum Mentors (Digital Co-Working) T3.1: Massive Online Open Course T.3.2: 4 Modules T.3.3: The Experience Designer Skills Set T3.4: The eLib T3.5: The Pact4Skills Mediathek T4.1: The Audience Development Exercise T4.2: The Technology Exercise T4.3: The Experience Design Exercise T4.4: The 6 Service Prototypes T.4.5: The Digital Startup Ecosystem (co-creators) T5.1: 6 Novel Digital Cultural Services and 1 web-based app for museums with an unlimited number of visitors and assets T5.2: The Open Digital Badge T5.3: The Pact4Skills Policy Handbook for the GLAM Sector MULTIPLIER EVENT (Nicosia) MULTIPLIER EVENT (Lagopesole) MULTIPLIER EVENT (Telavi) MULTIPLIER EVENTS (Cergy) C1.1: Study Visit 1: Asset Selection and Significance; Evaluation Workshop 1 C1.2: Study Visit 2: Experience Generation; Evaluation Workshop 2 C1.3: Study Visit 3: Audience Development; Evaluation Workshop 3 C1.4: Study Visit 4: Business Models; Evaluation Workshop 4 C1.5: Wrap up Workshop I: Digital Cultural

Services; Wrap Up Workshop II: Business Models The Project Record is offering free access to all interested parties and qualified professionals at EU and cooperating countries level aiming to promote the OPEN DIGITAL BADGE and attract newcomers to the DIGITAL STARTUP ECOSYSTEM.

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

The COMMUNICATION AND EXPLOITATION PLAN will detail how the project results will be available in order to ensure the maximum beneficiaries from the activities and experiences of made during the Project life. During the Project preparation phase, the following means have been identified to ensure that the achieved results will remain available for Pact4Skills target groups: — PROJECT WEBSITE, it is expected operational in M2. It will be accessible to the public and will remain alive after the project is concluded for a minimum of 5 years. In addition to informing users about the partnership and the development of the project, it will also provide worldwide access to the valuable OPEN ACCESS EDUCATIONAL RESOURCES (OER) — PARTNER WEBSITES AND PLATFORMS: The training information and methodologies will be linked to the partners' website and any learning platform they are related. — STAKEHOLDERS' PLATFORMS AND WEBSITES: Partners will request national and regional educational authorities and any other school networks to share the Pact4Skills. For example, the Applicant (OUC) will request the National Ministry of Education to include the reports obtained in their library and download areas. — ERASMUS+ DISSEMINATION PLATFORM: where all results and projects under the frame of Erasmus+ will be available. Moreover during 24 months Pact4Skills will have created already specific networks with strong links to the Project and the Transnational Partnership: — STAKEHOLDER POOL: Pact4Skills will use the communication channels planned during the dissemination activity to get people informed of the project existence and its evolutions, sharing information and deliverables on: Website of the participating partners and other organizations dealing with cultural heritage topics; Social media; Newsletters; Face-to-face meetings organized specifically to illustrate Pact4Skills and its benefits and to motivate them to be project supporters; Direct emailing: stakeholders will be informed and asked for evaluation and feedback; Media and Multiplier Events, will address also chambers of commerce, employment centres, women associations, women entrepreneurial associations, national cultural operators GLAM institutes — HED STUDENT POOL: The Partnership aims to foster self-employment of HED students; to increase the participation of long-term unemployed graduates; to reconcile work and family life; to lift stereotyping and guarantee equal distribution of the participation of young women and men in learner settings. This policy will be adopted during all 77 project activities, facilitating free access to less advantaged young people whatever the reason. Pact4Skills provides HED students with all the digital and entrepreneurial skills needed to enter the cultural market and/or to succeed as self-employed, thus all outputs/milestones/deliverables and the Project activities are implemented under the OPEN ACCESS principle. By empowering HED students to create and develop innovative creations, highly sought by the labor market, such as the 6 DIGITAL CULTURAL SERVICES, 90 HED students and other interested young people are led toward mastery, autonomy and the realization of a self-employment status. — DIGITAL STARTUP ECOSYSTEM: Assisted by stakeholders the Pact4Skills 90 HED Students establish the ECOSYSTEM with the aim to sustain achieved results and the continuation of the 6 DIGITAL CULTURAL SERVICES created in CY/FR10/GE/ITF5/NL329/EL42. Being the continuation of the collective voice, the ECOSYSTEM is demonstrating to employers, heritage authorities/operators and businesses how-to rewind the cultural design and support the youth accepting the new skills required for new jobs. With seat at the University of Cergy-Paris (PP2), the ECOSYSTEM will inherit the PROJECT TRAINING INFRASTRUCTURE with 65 highly replicable milestones and will continue to generate digital culture attracting newcomers and multilevel actors.

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

With the advent of the COVID pandemic a new cultural consumption model was made evident and it is a digital one. Following this trend Pact4Skills will have created a specialized community of highly skilled cultural agents from the HED community which together with stakeholders and mentors in the Project Area launches and operates the DIGITAL START UP ECOSYSTEM, which inherits the Project Legacy with 65 milestones that enable the continuation of future works in digital culture. After the completion of the Project the DIGITAL START UP ECOSYSTEM in CY/FR10/GE/ITF5/NL329/EL42 will be additionally supported (based on the complementarity principle) by other institutions or funding sources in order to continue their operation after project completion. The ECOSYSTEM may be partially funded by national or EU funds -other international funding as the non-EU countries receive also UNDP, USAID, Norway Grants, etc. financial support, and/or by the founding businesses of the networks. Business partners adhered will also be asked to contribute financially with own resources (up to a certain percent) and thus enhance the degree of the

ownership for the achieved results. The combination of funding from EU/national/private sources and the capacity built by Pact4Skills will create strong and sustainable business partnerships with focus on destination development and high-quality service provisions with experience-based products and services across the EU and the cooperating countries with a unique new product: a digital experience that is creating a new cultural mobility model in situ acting as a travel motivation and income generation in the territory. — DIGITAL STARTUP ECOSYSTEM Acknowledging the fact that young people need a different approach to engage their interest in heritage and culture, they are inspired by Pact4Skills to develop 6 Digital Cultural Services and create synergies in tourism for a new place-driven cultural experience. The Multiplier Event in Cergy/FR (M24) becomes a platform to express their voices and extrovert their businesses. HED students in the CCI (advertising, fashion, textiles, film/TV/AV/Radio, Photography & Graphic Design, Publishing, Animation/Interactive Media, Computer Games, Software, Corporate Production/Post Production & Visual Special Effects, Craft, Design, Literature, Music, Performing/Visual Arts and Architecture) are being involved in a way that gives them a voice and a platform for their skills. — MEDIA AND PRESS Pact4Skills includes addresses both the local and the international press. 4 Multiplier Events inform press and media community and raise the visibility of Pact4Skills among press members, who are inspired to diffuse result to experts and the general public. 2 Press Events and 4 Multiplier Events are tailored to professional travel journalists, also invited at the 4 transnational training events in WP3/4/5 and C1, with a record of reporting in culture. — GENERAL PUBLIC The final products are not exclusively reserved to professionals, but also open to the general public; visitors will be given clues at each stand to obtain information about the 6 quality experiences designed by the Pact4Skills HED students in CY/FR10/ITF5/NL329/EL42. — EUROPEANA EUROPEANA is the initiative of the European Union to empowers the cultural heritage sector in its digital transformation with expertise, tools and policies to embrace digital change and encourage partnerships that foster innovation. EUROPEANA aims to for people to use cultural heritage for education, research, creation and recreation towards an open, knowledgeable and creative society. As EUROPEANA works with thousands of European archives, libraries and museums to share cultural heritage for enjoyment, education and research, it will be invited to the International Conference in Cergy/FR to conduct a competition among the 6 digital cultural experiences generated by the HED Student Pool and award the best ones.

Sustainability

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

Pact4Skills creates new demand for training innovation attracts external investment connecting onsite experience in the territory through a heritage experience mix created in digital culture. EDUCATIONAL SUSTAINABILITY: An OPEN ACCESS TRAINING INFRASTRUCTURE with 2 highly replicable training programmes and 6 novel educational tools are created by The Pact4Skills Project. 90 HED students are trained in the Experience Design advance their capacity to cope with global challenges in the cultural market with new digital and social competences. ECONOMICAL SUSTAINABILITY: The uptake of 6 digital cultural services by the DIGITAL STARTUP ECOSYSTEM and the recognition of skills by the OPEN DIGITAL connects HED graduates to the museum market. A novel cultural consumption pattern is communicating cultural values to visitors and is thus impacting consumer choices. It is connecting the technology-intense experience with onsite authenticity to let supply-demand converge and combat seasonality. The 6 digital cultural services/products created by the HED students are inspired the international charters, treaties and convention by the COUNCIL OF EUROPE, the EU AUDIOVISUAL MEDIA OBSERVATORY; UNESCO and ICOMOS. Seamlessly connected with 6 cultural institutions/museums in CY/FR/GE/IT/GR they offer authentic/multicultural experiences along with needed heritage services. Upon Project completion the 6 digital cultural services will be presented at the International Conference in Cergy/FR(M24) inviting EUROPEANA for a competition. They will be distributed globally by the DIGITAL STARTUP ECOSYSTEM benefiting the GLAM sector in the Project Area. Through the Associate Partner Network and the diffusion in Social Media Channels, the commercialization potential of achieved results will be facilitated. ENVIRONMENTAL SUSTAINABILITY: Following the EU Biodiversity Strategy 2020, the COE/UNESCO/ICOMOS/NATURA Treaties/Conventions/Charters Pact4Skills demonstrates to cultural stakeholders and the CCI/GLAM sector that the historic environment (natural/cultural) suffers from unplanned tourism development/climate changes threats and raises their awareness towards corporate social responsibility. INSTITUTIONAL SUSTAINABILITY: The DIGITAL STARTUP ECOSYSTEM operates 6 branches in CY/FR10/GE/NL329/EL42. Ownership is ensured via the signed agreements and Statutes. The post-project operation is ensured by PP2(CYU) at its premises in Cergy/FR. Future income derives from the commercialization potential and the further development of similar services. SOCIO-CULTURAL SUSTAINABILITY: Access to culture is a universal right. The 6 digital cultural services/products developed by the HED students build an

open access corridor that develops critical skills and awareness for semiotic codes, particularly among the youth raising their cultural capital. The DIGITAL STARTUP ECOSYSTEM will enable further artwork supply to meet audiences and labor markets. A SIX-PILLAR RESULT VIABILITY PLAN, ensures the post project operation of achieved results. 1. PPROJECT LEGACY: a cultural heritage infrastructure with 65 milestones is inherited to the DIGITAL STARTUP ECOSYSTEM COMMUNITY with main seat with PP2 (CYU) at its premises in Cergy/FR. 2&3. PERMANENT NETWORKS, EU ADDED VALUE, TRANSFERABILITY & REPLICABILITY OF INNOVATION: 3 Permanent Networks ensure the post-project operation activity mix, transferability of innovation and seek further excellence in cultural management {The DIGITAL STARTUP ECOSYSTEM; The Pool HED Students; The Pool of Tutors} 3 &4: 6 CULTURE-BASED INNOVATIONS /APPLICATIONS WITH MARKET VALUE shall be introduced to the GLAM sector of the Partner countries to ensure the dissemination impact of the Project 5: GLOBAL UPTAKE POLICY: Pact4Skills delivers a cohesive digital cultural experience in an effort to impact the museum supply-demand pattern in the Project Area. It thus links the Project Area (museum supply) with organizations, audiences and talents with recognized skills.

Annexes

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

Declaration on Honour

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

File Name	File Size (kB)
DOH -Pact4Skills_DoH.pdf	1448
Total Size (kB)	1448

Mandates

Please download the Mandates, have them signed by the legal representatives and attach them here.
Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -Pact4Skills_Mandates_PP02-PP06.pdf	2044
Total Size (kB)	2044

Other Documents

Please attach any other relevant documents. Please use clear file names.
If you have any additional questions, please contact your National Agency. You can find their contact details [here](#)

File Name	File Size (kB)
OTH -Pact4Skills_GANT CHART_Final.xls	67
Total Size (kB)	67
Total Size (kB)	3560

Checklist

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

- It fulfills the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: CY01 - Foundation for the Management of European Lifelong Learning Programmes

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Participant Portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).

History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
1	13/05/2021 20:21:29	Papathanasiou Tsourt Dorothea	1167857	Failed
2	13/05/2021 20:21:49	Papathanasiou Tsourt Dorothea	1167858	Failed
3	13/05/2021 20:35:08	Papathanasiou Tsourt Dorothea	1167884	Failed
4	13/05/2021 20:21:01	Papathanasiou Tsourt Dorothea	1167856	Failed
5	13/05/2021 20:39:32	Papathanasiou Tsourt Dorothea	1167891	Failed
6	14/05/2021 07:14:34	Papathanasiou Tsourt Dorothea	1168279	Failed
7	14/05/2021 07:14:58	Papathanasiou Tsourt Dorothea	1168280	Failed
8	14/05/2021 07:33:50	Papathanasiou Tsourt Dorothea	1168285	Failed
9	14/05/2021 07:49:00	Papathanasiou Tsourt Dorothea	1168297	Failed
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