Application Form
Call: 2016

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for vocational education and training

Form Version: 3.06

Erasmus+

A. General Information

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;

- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;

- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;

- Budget: in this section you will be asked to give information about the amount of the EU grant you request;

- Project Summary: In this section you should describe in a compact way your project's rational, objectives and how you intend to achieve these.

- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;

- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;

- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

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

B. Context

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for vocational education and training
Main objective of the project	Development of Innovation
Call	2016
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	31-03-2016 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	Self-learning resources for informal childminders
Project Acronym	Child in Mind
Project Start Date (dd-mm-yyyy)	01-10-2016
Project Total Duration (Months)	30 months
Project End Date (dd-mm-yyyy)	31-03-2019
Applicant Organisation Full Legal Name (Latin characters)	UNIVERSITA DEGLI STUDI DI MACERATA

Form hash code: 8B49EDC4A0C909B9

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B.2. National Agency of the Applicant Organisation

Identification   IT01 (ITALIA)

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

http://ec.europa.eu/education/erasmus-plus/national-agencies_en.htm

![Erasmus+ logo]

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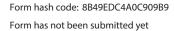
C. Priorities

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

HORIZONTAL: Inclusive education, training and youth

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

HORIZONTAL: Open and innovative education, training and youth work, embedded in the digital era

VET: Enhancing access to training and qualifications for all through C-VET

Please comment on your choice of priorities.

SUPPORTING INCLUSIVE VET IN EARLY CHILDHOOD EDUCATION AND CARE FOR INFORMAL CHILDMINDERS
ChildInMind aims to support inclusive and high quality VET, and training relevant to the labour market needs for informal childminders, who are likely coming from socio-economically disadvantaged backgrounds. The overall goal is to reduce disparities in learning outcomes for informal childminders and facilitate disadvantaged individuals' employment in the early childhood education and care sector. The project intends to address the gap in availability of educational resources between formal and non-formal education in the field of early childhood education and care, responding to the continuously growing reality of informal childcare adoption as a cost-effective solution for parents in socio-economically disadvantaged settings. The project promotes inclusive education and training, and supports social inclusion, by developing training programmes tailored to the needs of unemployed, people who live with social care benefits, migrants, single parents, refugees, NEETs and others that plan to work as informal childminders.

ENHANCING ACCESS AND FACILITATING PARTICIPATION IN TRAINING
The ChildInMind project aims to increase the quality, supply and accessibility of continuous and initial vocational education and training for informal childminders in the early childhood education and care sector and to provide guidance and resources for flexible learning pathways. To this end, ChildInMind will develop a self-paced open online course tailored to the needs of informal childminders, which will be attended at one's own pace and place, promoting supply, accessibility and quality of non-formal and informal learning in the field of early childhood education and care.

PROMOTING USE OF ICT IN EDUCATION AND TRAINING
Finally, the project is in line with the priority to produce high quality Open Educational Resources (OERs) in the partnership languages and adopt an innovative delivery method, enhancing ICT uptake in training, promoting online VET provision for all, allowing up-skilling and re-skilling of informal childminders and complying with the objectives of the Opening up Education Initiative (1).

(1) http://www.openeducationeuropa.eu/en/initiative

D. Participating organisation(s)

D.1. Applicant Organisation

PIC	960068462
Full legal name (National Language)	UNIMC
Full legal name (Latin characters)	UNIVERSITA DEGLI STUDI DI MACERATA
Acronym	UNIMC
National ID (if applicable)	1074/CF00177050432
Department (if applicable)	Department of Education, Cultural Heritage and Tourism
Address	VIA CRESCIMBENI 30-32
Country	Italy
Region	
P.O. Box	
Post Code	62100
CEDEX	
City	MACERATA
Website	www.unimc.it
Email	rettore@unimc.it
Telephone 1	+3907332582410
Telephone 2	
Fax	+3907332582688

D.1.1. Profile

Type of Organisation	Higher education institution (tertiary level)
Is your organisation a public body?	Yes
Is your organisation a non-profit?	Yes

D.1.2. Accreditation

Have you received any type of accreditation before submitting this application?

Accreditation Type	Accreditation Reference

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Erasmus Charter for Higher Education (ERAPLUS-ECHE)	I MACERAT01

D.1.3. Background and Experience

Please briefly present your organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The University of Macerata, founded in 1290, is one of the oldest in Italy. At the moment, the university staff consists of about 600 people, divided into full, assistant and associate professors, administrative and technical staff. The university is specialized and well known in the Socio – economic Sciences and Humanities (SSH), as it is clearly represented in the list of its departments: Department of Education, Cultural Heritage and Tourism, Department of Political Sciences, Communication and International Relations, Department of Law, Department of Humanities – Languages, Mediation, History, Arts, Philosophy, Department of Economics and Law. From an academic perspective, the expertise of researchers and professors of UNIMC is well expressed by several publications in international refereed journals and by the high level of exchange programmes activated during the last 7 years with leading universities at European level in these fields. The generated knowledge has been spread on local and international settings, involving and serving entrepreneurial associations and contributing to the social, cultural and economic development (HE Third Mission). Students are offered a broad range of courses supported by state-of-the-art services, including undergraduate and postgraduate degree programmes, Master's and Ph.D. programmes, specialisation schools and summer schools in cultural heritage, economics, philosophy, law, arts and humanities, languages, linguistic mediation, communication, education, political science and tourism. The Giacomo Leopardi School of Advanced Studies offers excellent multidisciplinary teaching programmes for young and talented students. Didactics and research are supported by the services of the university: International Relations, Language Learning and Teaching, job training and guidance, Library Services and E-learning, multimedia and ICT Centre. In 2007 the University got the ISO9001 certification and in 2015 the University got the new full certification of global quality. Macerata University is one out of seven higher education institutions in Europe that in September 2009 was labelled with the Unique award for quality in ICT and e-learning.

The main contribution of the Department of Education in recent international projects comes from its relevant experience in e-learning and educational technology. Major research themes concern instructional design, environments and tools for online education, online course monitoring and evaluation tools, tools for learning personalization and awareness (e-portfolio), multimedia virtual environments applications for educational purposes, mobile learning and future learning landscapes. Research and application of innovative aspects of technology-enhanced learning is a significant focus of the work within the department. The university participates in national and transnational projects focused on the use and integration of artificial intelligence in education, quality of e-learning, mobile learning through smartphones and tablets as a way to promote digital inclusion and lifelong learning, and augmented reality in education. With reference to the ChildInMind project, the Department of Education, Cultural Heritage and Tourism is fully involved in teacher's training (0-6) and research fields embracing early childhood education and care topics. Internal to the Department, a day nursery takes care of the children of the university workers and other citizens in town. This allows a real research-action approach and a real learning by doing to the university ECEC students.

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

ROLE OF UNIMC IN THE PROJECT
UNIMC will be the project coordinator carrying out the administrative and financial management of the project and the strategic coordination. It will lead the development of learning units and materials for informal childminders working with children aged 0-6 years (O2). UNIMC will contribute to the collection of evidence about informal childminders' training requirements, and the MOOC structure. It will be involved in the pilot run of the course inviting learners and animating the discussion forum, and facilitate the consultation process about the knowledge resources. It will organise a training workshop and an infoday in own country.

COMPETENCES AND EXPERIENCE RELEVANT TO THE PROJECT

R&D/expertise in ECEC
UNIMC offers a three-years degree in Early Education and Care to train professionals to be employed in daycare centres. The curriculum, established on a national basis, includes courses in didactics, psychology, pedagogy, with attention both to child needs and to parents/environment needs and relations. Internal to the University, a day nursery takes care of the children of the university workers and other citizens in town. This allows a real research-action approach and a real learning by doing to the university ECEC students. UNIMC is fully involved in teacher's training (0-6) and research fields embracing ECEC topics.

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EU projects experience
UNIMC has been involved in several projects, focusing on technology and innovation from a humanities and social sciences perspective. This scientific research orientation is represented also by its long experience in EU funded projects; between the most important projects the following are in the field of ChildInMind:
-Intelligent Tutoring for Life Long Learning (I-TUTOR - 2012)
-Stimulators and Inhibitors of Culture of Trust in Educational Interactions Assisted by Modern Information and Communication Technology (SIT - 2013)
-Network of Staff and Teachers in childcare services (NEST - 2011)
-Ageing well in the community and at home: developing digital competences of care workers to improve the quality of life of older people (CARER+ - 2012)
-Continuing Education to Preschool Teachers and Education Directors through Online Trainings (EduTeach - 2015)
-Students guidance at university for inclusion (STAY IN - 2012)

Dissemination
UNIMC has a great experience in communication, public engagement and dissemination of its research activities, using traditional channels (youtube, radio, magazines, newsletters, editorial articles in newspapers), and innovative social tools. The quality of communication competences is demonstrated by AICUN prize (Italian Association of Communicators University), which has been assigned by an external committee.

KEY PERSONS INVOLVED IN THIS PROJECT
Pier Giuseppe Rossi is Full professor of Didactics and Special education. He was Dean of Education Faculty (2009-2012); and Member of board of directors at University of Macerata (2012-2015). He is author and publisher of several books and articles in the field of teacher training, ICT for education, teachers professionalism. He has been involved in several projects at transnational level on innovative approaches in teaching and learning, and he is editor of several international journals. He is member of SIPED, SIRD, SIREM, and coordinator of "STAY IN" and "Students guidance at university for inclusion" (Erasmus Multilateral Projects - Social dimension of higher education). He is the scientific responsible person of the "NEST" and "EduTeach" projects.

Chiara Sirignano (PhD in Education Sciences) is Associate professor of General and Social Pedagogy at University of Macerata since 2006. Her research fields are Social Pedagogy, Family Pedagogy and training of kindergarten educators. In 2008 she participated in the national project "The training and the roles of the Pedagogist in early childhood services - Research, classification and study of the educational profiles and their roles in the early childhood services and family". From 2011 she is a member of the scientific staff of the European project "NEST- Network of Staff and Teachers in Childcare Services" and a member of the UNIMC team working on the EU founded project "EduTeach".

Laura Fedeli holds an MSc and a PhD in e-Learning, Knowledge Management and Psychology of Communication. She has been involved in a number of European projects dealing with e-learning, quality procedures and policies and use of social media in education. She is currently a research fellow and lecturer at the University of Macerata. She is author of books and scientific articles related to teacher training and instructional technology. Since 2011 she is member of the scientific staff of the European projects "NEST- Network of Staff and Teachers in Childcare Services" and "EduTeach".

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ programme	2015	VG-SPS-BY-15-36-013864	ILI, Friedrich-Alexander-University Erlangen-Nuremberg, Innovation in Learning Institute
Erasmus+ programme	2014	2014-1-DE01-KA200-000661	The University of the Federal Employment Agency (HdBA)
Tempus IV	2013	544261-TEMPUS-1-2013-1-BE-TEMPUS-SMGR	The National Union of Students in Europe (BE) – ESU/ESIB

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D.1.4. Legal Representative

Title	Prof.
Gender	Male
First Name	Luigi
Family Name	Lacchè
Department	
Position	Rector
Email	rettore@unimc.it
Telephone 1	(+39) 07332582410

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

D.1.5. Contact Person

Title	Prof.
Gender	Male
First Name	Pier Giuseppe
Family Name	Rossi
Department	
Position	Full Professor
Email	childinmindproject@gmail.com
Telephone 1	(+39) 0733 258 5929

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

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D.2. Partner Organisation

PIC	949506035
Full legal name (National Language)	FLORIDA UNIVERSITARIA
Full legal name (Latin characters)	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
Acronym	FLORIDA
National ID (if applicable)	CV1
Department (if applicable)	
Address	CALLE REI EN JAUME I 2
Country	Spain
Region	ES52 - Comunidad Valenciana
P.O. Box	000
Post Code	46470
CEDEX	
City	CATARROJA
Website	www.floridauniversitaria.es
Email	
Telephone 1	+34961220380
Telephone 2	+34961220380
Fax	

D.2.1. Profile

Type of Organisation	Higher education institution (tertiary level)
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	No

D.2.2. Accreditation

Has the partner organisation received any type of accreditation before submitting this application?

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education (ERAPLUS-ECHE)	E VALENCI16

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D.2.3. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Florida University (www.florida-uni.es) is a Valencian worker co-operative created in 1977 working in the field of education. It has extensive experience in education and training in several educational levels: Higher education (University degrees, Postgraduate courses and Master degrees), Vocational Education and Training (higher and lower levels), continuous training and training for unemployed people, and Secondary Education. Recently FLORIDA has diversified its activity by creating NINOS Gestión Educativa, coop. V., a network of Childhood Education Centres in the Valencia Region, comprised currently by 15 centres and kindergartens. The Florida University qualifications are officially recognised by the University of Valencia (affiliated since 1993) and by the Polytechnic University of Valencia (affiliated since 1996). Degrees are related to Education, Business Administration, Tourism and Engineering. Currently FLORIDA has approximately 4,000 students and 250 professionals working in a campus located in Catarroja – Valencia (Spain).

FLORIDA has a skilled team of counsellors and education professionals aimed at providing the best guidance to ensure successful transition of students to business and employment. Florida's Employment Area has been certified under the ISO 9001:2008 standard for the activity of "Design and delivery of activities aimed at providing access and integration into the labour market to students and alumni linked to Florida as well as companies and job seekers in general". FLORIDA is an innovative and dynamic institution, in contact with the needs from businesses and society. It believes that the education and training provided to young students, unemployed and professionals has to be based in the acquisition of skills, knowledge and competences that will allow them to successfully participate in the new business, professional and social sceneries. Having developed close relationship with over 5.000 businesses organizations in the Valencia Region and also in other areas of Spain, it makes possible not only to provide jobs and apprenticeships for Florida students and unemployed in the region, but also to carry out continuous monitoring of professional trends and competences.

In the field of early childhood education and care, FLORIDA offers degrees on early childhood education, primary education and a double degree in infant and primary education, demonstrating the accumulated experience of the Florida University in designing and offering VET programs that meet the up-to-date training needs in a market in continuous evolution.

Florida conducts its business at all times watching its mission: the training of the individual, enhancing their capacity for initiative, autonomy and personal growth, to achieve proper social and professional integration. FLORIDA, as a cooperative of workers located in Catarroja with more than 30 years of experience in the education sector, is immersed in the region's economic life, keeping a very close relationship with Local Development Agencies, public administrations at local and regional levels, associations and companies and with other Valencian Cooperatives. It is worth mentioning that Florida is member of the Valencian Cooperative Business Group ASCES, the Valencian Education Cooperatives – AKOE, and FEVECTA – Valencian Federation of Workers Cooperatives.

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

ROLE IN THE PROJECT
FLORIDA will co-develop the VET course learning units and materials for professionals working with children of 0-6 years old (O2), it will contribute to the input collection as regards the training needs of informal childminders in own country (O1), and it will be involved in the pilot run of the online course, identifying learners and animating the discussion forum (O3). FLORIDA will also contribute to the consultation process about the knowledge resources (O4), and will also organise a training workshop and an infoday in own country.

COMPETENCES AND EXPERIENCE RELEVANT TO THE PROJECT
1) VET programs and courses development
FLORIDA has been designing and providing VET courses for over 30 years, and has a vast experience in learning outcomes design and teaching since it also offers secondary education, university degrees, master and postgraduate courses, and lifelong learning. In particular, FLORIDA offers courses that are directly linked to the scope of the project, namely qualifications for professionals in early education and care sector, working with children aged 0 to 12 years (infant and primary education).

2) R&D project experience
Various persons within FLORIDA have successfully coordinated EU, national and/or regional projects. Most professionals in the organisation have participated in projects too, and many of them have the acquired skills to carry out and develop a transnational

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project successfully. FLORIDA has contacts with many networks and organisations (universities, professional and business Associations, etc) at national and international level.

3) EU projects experience
Since 1999 FLORIDA has participated (both as partner and as coordinator) in more than 75 European projects funded under different European programmes: Leonardo da Vinci, Erasmus, Grundtvig, Socrates-Minerva, Lifelong Learning, EQUAL, Progress, Daphne, Alfa III, Erasmus+. The European projects developed have been mainly in the fields of Education (methodologies, ICT, counselling), Gender equality, Diversity in schools and companies, Tourism, Labour guidance and Employment, Languages, Entrepreneurship, Creativity, Innovation, Quality models for education. FLORIDA is currently co-ordinating the Erasmus+ KA2 project CRAYON's.

4) Dissemination
FLORIDA has high potential in disseminating project results, being involved in the networks of AKOE Educació (Cooperative Network of Schools in Valencia), UCEV (Union of Co-operative Education Centres in the Valencia Region) and NINOS Gestió Educativa coop. V., which is a network of 13 kindergarten schools within the Valencia Region, providing educational services to children aged 0 to 3 years.

KEY PERSONS INVOLVED
Ms. Sonia Renovell is a lecturer at Florida and Valencia Universities in the fields and degrees of Early Childhood Education Teacher, Primary Education Teacher and Social Work. She holds a degree in Pedagogy and a Master in Advanced Studies in family interactions. She has also been a teacher at the Autonomous University of Aguascalientes (Mexico). Her professional experience involves counselling work with youth and adults, and participation in many European projects.

Ms. Marcela Senent has been working in Florida for thirty-three years, counselling students and advising teachers in methodologies and classroom management. She holds a degree in Education, and she is currently the person responsible for the integral advice of university students and vocational training; in this task a new model has been incorporated where students, through Integrated Projects in teams, work on transversal competences. She has also participated in several European projects, and although she works at the counselling department, she also gives classes to have better judgment when advising her colleagues.

Ms. Laura Uixera holds a Computer Science degree and a Postgraduate Course on Secondary Education Teaching from the Polytechnic University of Valencia. She is member of Florida cooperative and works at the International Relations Department of Florida since 2005. With more than 10 years' experience in EU projects under different funding programmes, she has participated also as coordinator in many projects funded under different EU programmes: Progress, Equal, Leonardo da Vinci, Grundtvig, Lifelong Learning, Erasmus+. She has also 3 years of teaching experience as IT teacher in Secondary Education, where entrepreneur skills are transversally included in the training curricula.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ - KA2	2015	KA200-2014-005	Tietgen Kompetencecenter
Erasmus+ - KA2	2015	2015-1-ES01-KA203-016056	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
Erasmus+ - KA2	2015	2015-1-UK01-KA202-013432	THE UNIVERSITY OF SHEFFIELD
Erasmus+ - KA2	2014	554271-EPP-1-2014-1-UK-EPPKA2-SSA	Coventry University Enterprises Limited
Erasmus+ - KA2	2014	2014-1-DE02-KA202-001557	agens Arbeitsmarktservice gGmbH
Erasmus+ - KA2	2014	2014-1-DK01-KA200-000769	Tietgen

LEONARDO - Lifelong Learning Programme	2013	540226- LLP-1-2013-1-GR-LEONARDO-LPM	Municipalities for Joint Development of e-Services - Sambruk

D.2.4. Legal Representative

Title	Mrs
Gender	Female
First Name	Eva Maria
Family Name	Gil-Guzman
Department	
Position	President
Email	evagil@florida-uni.es
Telephone 1	+34961220380

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

D.2.5. Contact Person

Title	Mrs
Gender	Female
First Name	Laura
Family Name	Uixera
Department	
Position	Project Manager
Email	luixera@florida-uni.es
Telephone 1	0034961220380

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

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D.3. Partner Organisation

PIC	952866988
Full legal name (National Language)	PROMEA
Full legal name (Latin characters)	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIES ASTIKI ETAIRIA
Acronym	PROMEA
National ID (if applicable)	9787
Department (if applicable)	
Address	KOSTI PALAMA 28
Country	Greece
Region	EL30 - Αττική (Attiki)
P.O. Box	
Post Code	154 51
CEDEX	
City	NEO PSYCHIKO
Website	www.promea.gr
Email	
Telephone 1	+302106420440
Telephone 2	
Fax	+302106729216

D.3.1. Profile

Type of Organisation	Research Institute/Centre
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.3.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

PROMEA (www.promea.gr) is the Hellenic Association for the promotion of Research & Development Methodologies and aims at the promotion of knowledge society in Greece and Europe. Established in 2006, PROMEA focuses on innovation in learning and ICT

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training solutions in the field of Life Long Learning and adult education. Its scope of activities includes the following areas:

Development of know-how and methodologies for managing research and development projects:
- Scientific & educational research.
- Provision of services in order to improve research capacities in the public and private sector.
- Implementation and management of research and training activities.
- Advancement of teaching and learning methodologies by innovative learning approaches.
- International collaboration and exchange of experience through projects, studies in the field of research and education.
- Scientific communications, issuing of press releases and other materials.

The staff and members of PROMEA comprise an interdisciplinary team of researchers, trainers & educators, ICT professionals, education and research methodology consultants, and managerial as well as administrative executives. PROMEA's thematic focus is on the research, development and valorisation of methodological tools & solutions for the benefit of society and in particular in the fields of adult education, vocational training and serious games.

PROMEA is a member of the Games and Learning Alliance (GALA, http://www.galanoe.eu/), which is the network of excellence on serious games (i.e. video games that are designed for a primary purpose other than pure entertainment, but have other, more "serious" purposes such as education and training) funded by the EU in FP7. GALA gathers 31 cutting-edge European Research & Development organizations on serious games involving universities, research centres, developers and education institutions from 14 countries.

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

ROLE OF PROMEA IN THE PROJECT
PROMEA will support the lead partner to deliver the day to day coordination and will be responsible for the delivery of the quality assurance plan, the monitoring of project quality and impact. It will also lead the identification of training requirements for informal childminders, develop the self-paced open online course and learner's e-book, and build the course evaluation procedure. PROMEA will also identify relevant members of the target groups to involve them in the consultation process as regards the ChildInMind knowledge resources, and organise a multiplier event in Greece.

COMPETENCES AND EXPERIENCE RELEVANT TO THE PROJECT

1) Project management and day-to-day coordination
PROMEA has extensive experience and capacity in the coordination of EU co-funded projects especially in the area of Lifelong Learning Programmes. In particular, PROMEA was the project manager of the "eTrees" project (LLP, 2012), which developed an online service and branching stories games to enhance the communication skills of employees in the services sector, and of the NEBULA project (LLP, 2013) that established a Sector Skills Alliance for cloud computing. PROMEA is also the project coordinator of the AQUAVET project (Erasmus+, 2014), which aims to improve the water efficiency technologies skills of the European water industry workforce. PROMEA's project management experience includes quality assurance, marketing and dissemination planning, risk management, progress monitoring and day to day coordination.

2) Innovative training methodologies
PROMEA is specialised in advancing the way people teach and learn, by using ICT as an enabling factor for innovation and blended learning. In the context of the LLP projects "eTrees" (2012) and "NEBULA" (2013), PROMEA introduced innovative training delivery methods in the form of simulation games and social learning platforms. Most significantly, PROMEA has gained expertise in the development of open educational resources and the production of massive open online courses, as the partner has been assigned with the core task of MOOC development in the AQUAVET (2014), NAMA (2014) and COSMET (2015) Erasmus+ projects.

3) Research
PROMEA has significant experience and capability to produce results on the basis of data and information, gathered from surveys and feasibility studies concerning emerging skill needs, training requirements, skills mismatches as well as new technological services, as demonstrated from its participation in the following LLP and Erasmus+ projects: e-Trees (2012), NEBULA (2013), NAMA (2014), AQUAVET (2014), IMPADA (2015) and COSMET (2015). Overall, PROMEA's activities relevant to the content of the project include the development of state of the art research methodologies; the conduct of scientific & educational research; and the management of R&D projects.

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4) EU projects experience

PROMEA has extensive experience in EU projects, since it has participated as project manager or partner in the following EU funded projects: COSMET (Erasmus+, 2015), IMPADA (Erasmus+, 2015), AQUAVET (Erasmus+, 2014); NAMA (Erasmus+, 2014); NEBULA (LLP, 2013); eTrees (LLP, 2012); and LUDUS (SEE, 2009).

KEY PERSONS INVOLVED IN THIS PROJECT

Yiannis Pappas holds a PhD in Education and a BSc in Physics. He has extensive consulting and research experience. He has planned, led, and participated in numerous EU and nationally funded R&D projects and has worked as project manager, content developer and instructional designer. He has developed game-based learning methodologies and recommendations for policy makers in the context of EU funded projects. He has planned and delivered over 2,000 hours of teaching and training, and also has significant experience in educational software development.

Nikos Tsianos holds a Ph.D. in Individual Differences Psychology. His research work is in the area of e-learning, Human Computer Interaction and personalisation. He has significant experience in experimental design and analysis, and has participated in national and EU funded projects. Since 2012 he works in PROMEA as project manager and scientific officer.

Nikos Kritsinelis has extensive experience in the broad field of Vocational Training and Education (VET), initially as lecturer but over the years as Development & Recruitment Officer in highly-recognised institutions of Greece such as DELTA Vocational Training Institution and XINIS Education Organisation, offering Vocational Training and Lifelong Learning programs along with Higher Education Degrees through Mediterranean College, which is affiliated to the University of Derby, UK.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2015	2015-1-UK01-KA202-013406	SummitSkills Limited
Erasmus+	2015	2015-1-UK01-KA204-013666	Derbyshire County Council
Erasmus+	2014	2014-1-EL01-KA202-001601	PROMEA - HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIES
Erasmus+	2014	2014-1-PL01-KA202-003409	UNIWERSYTET RZESZOWSKI
LIFELONG LEARNING PROGRAMME – LEONARDO DA VINCI Transfer of Innovation	2013	EACEA-540226	TECLA - Associazione per la Cooperazione Transregionale

D.3.3. Legal Representative

Title	Mr
Gender	Male
First Name	Panteleimon
Family Name	Papanikolaou
Department	

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Position	Chairman of the Board
Email	info@promea.gr
Telephone 1	00302106420440

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

D.3.4. Contact Person

Title	Mr
Gender	Male
First Name	Panteleimon
Family Name	Papanikolaou
Department	
Position	Chairman of the Board
Email	info@promea.gr
Telephone 1	00302106420440

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

D.4. Partner Organisation

PIC	947537032
Full legal name (National Language)	Early Childhood Ireland
Full legal name (Latin characters)	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland
Acronym	ECI
National ID (if applicable)	506235
Department (if applicable)	
Address	Hainault House Belgard Square Tallaght
Country	Ireland
Region	IE021 - Dublin
P.O. Box	
Post Code	Dublin 24
CEDEX	
City	Dublin
Website	www.earlychildhoodireland.ie
Email	
Telephone 1	+35314057100
Telephone 2	+35314040684
Fax	

D.4.1. Profile

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

D.4.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Early Childhood Ireland (ECI) is an innovative & adaptive organisation which builds on over 66 years of experience & expertise developed in the early childhood care & education (ECCE) sector by Irish Preschool Play Association (IPPA) & the National Children's Nurseries Association (NCNA). Together, these organisations build on strong foundations & expertise across areas of research,

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training, mentoring, practice, policy & advocacy. Early Childhood Ireland is the largest national representative organisation of the childcare sector in Ireland, representing almost 75% of all early childhood care and education services in the country, with a reach to 100,000 families on a daily basis. ECI's mission is to enable the provision of quality early childhood care & education leading to best outcomes for young children. ECI's vision is based on the philosophy that early childhood is a critical period for the nurturing of each individual child's curiosity, resilience, creativity, confidence and potential and on a belief that every child has a right to a childhood that is loving, secure and stimulating.

With a commitment to collaborative working, ECI supports and represents the people who play a role in the development and delivery of early childhood care and education services and policies through:
- Leadership, new developments, opportunities and possibilities for the Early Childhood ECEC sector;
- Advocating on behalf of members, children and their families;
- Providing information and advice to the sector on practice, business and operational issues;
- Delivering services, which support legislative compliance and quality in practice.

ECI's research and development position is to support, champion & lead the sector. As a learning organisation, internationalization is a key strategic objective for ECI, building on previous partnerships and extending its professional networks. ECI is keen to build strategic alliances which in particular support and build on the organisation's knowledge in the field of vocational education, training and early year's education. It is committed to the Erasmus+ programme and the ChildInMind project, as an opportunity to engage in a transnational exchange of ideas and provide opportunities for staff, trainers and educators to improve their skills in another European/International context and to share their knowledge and expertise with their European colleagues. A key objective for ECI is to innovate and improve the quality of professional learning programmes that it provides for the early years sector.

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

ROLE OF ECI IN THE PROJECT
ECI will coordinate the input collection about the training requirements for informal childminders and develop the learning outcomes of the ChildInMind training programme. It will design the specifications of the learning units, and coordinate the pilot run of the online course. ECI will be also involved and facilitate the consultation process as regards the ChildInMind knowledge resources. ECI will organise a training workshop and an infoday in Ireland, coordinating as well the follow-up surveys of the workshops.

COMPETENCES AND EXPERIENCE RELEVANT TO THE PROJECT

1) Development of training material / VET provision
ECI's core work lies in supporting & improving quality in practice. ECI has a strong professional training and education record within the early year's sector, through the development of tailored training programmes and resources, e.g. Quality Assurance for Childminders. ECI delivers accredited programmes classroom-based and online, providing flexible options for those who do not have access to training locally. It offers open online courses through the online Siolta Quality Framework for Early Childhood Education and it develops and delivers modules to the ECEC sector from level 4 to level 6 on NQF (level 3-5 on EQF). Over the past two years, ECI has successfully up-skilled over 600 learners. These programmes were delivered in 34 locations around the country through both face-to-face and blended formats. ECI's contact with practitioners on the field and its work with trainers in the sector position the institution well to support the transfer of learning, connecting theory to practice.

2) R&D in early childhood education and care
ECI engages in research, having experienced researchers and a dedicated research person who carries out research in partnership with external specialised organisations. ECI responds to emerging needs through the development of publications, resources and expanded membership services, all of which underpin quality in practice. The organisation's contributions at a national level influence and shape legislation and policy direction to ensure that Irish systems are the best they can be for young children.

3) Networking
ECI is experienced in a number of ways of disseminating information to inform its members nationally, as well as all County Childcare Committees across Ireland. It has expertise in online dissemination through its website, Facebook, Twitter and other social media networks, such as Blogging.

4) Project management

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ECI uses a project management system where employees can record and manage all data relevant to each project. This system is used for all ECI's work and in particular for its work for the government.

5) EU projects experience
ECI has participated in a number of Leonardo Da Vinci projects through Leargas (the national agency). Engaging in these programmes, ECI offered the opportunity to its trainers, educators and quality mentors to participate in a learning programme in another European country. The participants visited childcare centres in a number of European countries, and had inputs from policy maker's educationalists, childcare specialists on the structure and implementation of childcare in the relevant country. Participants were able to transfer their learning to their Irish contexts in which they teach Childcare, and learning from each of the projects was disseminated widely across the childcare sector and had strongly influenced how topics are now presented and taught. In a more recent project to Norway, participants have engaged in job shadowing in childcare centres and presented classes in the local vocational college to childcare student.

KEY PERSONS INVOLVED
Elaine Hynes is Training and Practice Manager at Early Childhood Ireland since 2009, supporting the delivery of high quality Early Childhood Education and Care. She is involved in the development of accredited and non accredited training programmes, and supports tutors in the delivery of training programmes. Her duties involve provision of on-going support and mentoring for tutors and learners, including course support visits and provision of in-service training for tutors, learners' advice to complete accredited training programmes in ECEC.

Emma Reilly holds a BA in Early Childhood Teaching, Early Childhood Education and Teaching from the National University of Ireland, Maynooth. Since 2011, she is an Early Childhood Specialist in ECI, delivering accredited training and professional development programmes to practitioners engaged in early childhood care and education. She is involved as a tutor in both classroom-based and online training programmes.

Lorraine O Connor holds a BA in Early Childhood Studies and an MA in Social Studies from the Waterford Institute of Technology. She is currently an Early Years Specialist in ECI, working as a trainer of practitioners in the sector of early childhood education and care.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Life Long Learning Programme	2013	LLP-LDV-VETPRO-2013-IRELAND-1029 Engaging with the Outdoors Norway	ECCE & Play Early Childhood Ireland t/a Early Childhood Ireland
Erasmus+ Programme	2014	2014-1-IE01-KA102-000147 Professional Learning in Practice Norway	ECCE & Play Early Childhood Ireland t/a Early Childhood Ireland

D.4.3. Legal Representative

Title	Ms
Gender	Female
First Name	Teresa
Family Name	Heeney
Department	

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Position	CEO
Email	theeney@earlychildhoodireland.ie
Telephone 1	00035314040641

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

D.4.4. Contact Person

Title	Ms
Gender	Female
First Name	Marion
Family Name	Brennan
Department	
Position	Head of Training
Email	mbrennan@earlychildhoodireland.ie
Telephone 1	000353879820317

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

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Erasmus+

D.5. Partner Organisation

PIC	940226336
Full legal name (National Language)	NCRP
Full legal name (Latin characters)	Narodne centrum pre rovnost prilezitosti
Acronym	NCRP
National ID (if applicable)	31821511
Department (if applicable)	
Address	Kozia 26
Country	Slovakia
Region	SK010 - Bratislavský kraj
P.O. Box	
Post Code	81103
CEDEX	
City	Bratislava
Website	www.ncrp.sk
Email	
Telephone 1	+421727271
Telephone 2	
Fax	

D.5.1. Profile

Type of Organisation	Non-governmental organisation/association/social enterprise
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.5.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The National Centre for Equal Opportunities (NCRP, www.ncrp.sk) is an independent non-governmental organisation, established in 1998 under an agreement between the United Nations Development Programme (UNDP), Regional Centre for Europe, and the Government of the Slovak Republic. The mission of the Centre is to promote equal opportunities and fight any type of

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discrimination, exclusion, restriction or preferential treatment in Slovakia. It also works to prevent and eliminate domestic violence, secure social and legislative protection for children and support disadvantaged families and individuals who face integration challenges.

The Slovak National Centre for Equal Opportunities (SNSLP) fulfils its role in the field of fundamental freedoms, human rights and equal opportunities, including the rights of disadvantaged groups. NCRP's scope of activities includes:

- Delivery of educational activities for disadvantaged individuals and groups (e.g. Roma, immigrants, unemployed, low-skilled, NEETs and less affluent) to increase labour market participation and promote social inclusion.
- Developing strategies for gender mainstreaming and inclusion of disadvantaged groups in the employment sector.
- Carrying out research activities and studies to identify the needs of disadvantaged families on issues related to childcare, domestic and family violence and equal opportunities.
- Organisation of conferences and forums to raise awareness on equal opportunities and fundamental rights.
- Monitoring and evaluating the adherence to fundamental rights and to the principle of equal treatment according to the law.
- Gathering information about racism, xenophobia and anti-Semitism across the country.

Furthermore, the Centre maintains tight cooperation with employers, local communities and public authorities to a) promote the employability and career development of disadvantaged individuals/parents through guidance/coaching and delivery of training, b) organise information days related to early childhood education and care practices for children coming from disadvantaged settings, and c) help families deal with domestic / family problems and create a safe, stable and nurturing environment for children.

The Centre also acts as dissemination and information platform, updating local authorities and interested parties on the latest national & EU Policy in the fields of social inclusion and equal opportunities and facilitating the development of relationships among different associations of disadvantaged groups, public administrations, employers, and training providers.

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

ROLE OF NCRP IN THE PROJECT
NCRP will lead the development of ChildInMind knowledge resources (O4) for providers of the ChildInMind course, i.e. NGOs, associations of disadvantaged groups, municipalities, public VET providers. NCRP will also coordinate dissemination activities of the partnership, set-up a public dialogue tool to support the consultation process about knowledge resources, contribute to the identification of the training and skill requirements, be involved in the pilot test of the online course, and organise a training workshop and an infoday in own country.

COMPETENCES AND EXPERIENCE RELEVANT TO THE PROJECT

1) Networking
NCRP, as a non-profit organisation promoting equal opportunities, has acknowledged capacity and experience in gathering efforts to foster social inclusion of disadvantaged people and supporting relevant legislative and consultation processes. By participating in discussions, webinars and internal meetings at national level, NCRP has contributed to significant accomplishments and successes, as demonstrated from the adoption of a series of policy measures that aim to stop bullying in schools, prevent discrimination against vulnerable groups of society (such as the elderly, ethnic minorities, disabled) and eliminate violence against children and women.

2) Dissemination
The Association has also extensive experience in the area of disseminating project generated results. Through its network, NCRP has access to a wide pool of relevant stakeholders & entities including public administrations, VET providers, policy makers, and associations and thus is able to disseminate project results and update interested parties about new training courses for people with disadvantaged backgrounds. NCRP relevant dissemination activities include: raising public awareness and disseminating strategic issues for the promotion of equal opportunities and social inclusion (such as training, skills, research, innovation, competitiveness and regulatory issues) through national information days, forums, international meetings, and on-line dissemination campaigns.

3) EU projects experience
NCRP has experience in EU projects, especially in the area of vocational training and support for disadvantaged groups, having contributed to the following EU funded projects: "Ways of Implementing the EU Directives on Violence against Women, Children

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and Youth: Good Practices and Recommendations" (DAPHNE II, 2007-2009) and "Common guidelines and procedures for protection of child victims/witnesses in investigation and court proceedings" (DAPHNE III, 2013-14). Currently, the Centre participates as partner in the ECVET-Agent project (Erasmus+, 2014), which aims to develop a VET programme fostering agricultural competence together with entrepreneurship training for Roma and long-term unemployed people.

KEY PERSONS INVOLVED
Anna Klimackova, holder of a degree in Journalism from the University of Comenius, serves as Director at the National Centre for Equal Opportunities in Bratislava since 1998. Anna has extensive experience in project management, and in training and education in the area of prevention and elimination of family violence, gender mainstreaming and positive parenting. She has been involved in several international projects under the DAPHNE and Erasmus+ programs, aimed at gender mainstreaming, elimination of family violence, development of curriculum and training of disadvantaged groups and unemployed people. She was leader of the SLOVAK AID projects in Serbia, Bosnia and Herzegovina. In 2004-2006 she worked for the Social Commission of the Slovak Parliament, getting involved in the development of the System of Multidisciplinary Cooperation in Child and Youth Protection. Till 2008 she was a member of the Government Council of Gender Equality. She is currently a member of the Monitoring Committee of the program INTERREG V-A SK-HU.

Zuzana Palkova is an associate professor and during the 2010-2014 she worked as vice-rector for informatics and university development and was responsible for the implementation of e-learning at the SUA. She is member of the Council for Vocational Training, Consultancy and Projects' Activity, the Centre of Agricultural Consultancy, and the work group "Informatics, Vocational Education in the Agricultural area". She is expert for the integration of ICT and e-learning methods into the education process, administrator of LMS at SUA and author of the eBook awarded on the international competition "eLearning 2006". She has more than 15 years of experience in project management and implementation, as well as in education and training. She has been involved in several European projects, focused on the sectors of ICT and e-learning, vocational education and training, higher education, international associations/NGOs, leading and motivating multicultural and multidisciplinary teams (e.g. RESNET, ECEVE, AVARES, MobiVET, C-TEST, EBBEY, RUBIGAS).

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2014	2014-1-AT01-KA202-000978	EUROPEAN NEIGHBOURS, Verein zur Förderung von Benachteiligten in Europa
DAPHNE III	2014	Common guidelines and procedures for protection of child victims/witnesses in investigation and court proceedings	Pulse Foundation

D.5.3. Legal Representative

Title	Mrs
Gender	Female
First Name	Anna
Family Name	Klimackova
Department	

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Position	Director
Email	ncr@stonline.sk
Telephone 1	+421907727271

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

D.5.4. Contact Person

Title	Mrs
Gender	Female
First Name	Anna
Family Name	Klimackova
Department	
Position	Director
Email	ncr@stonline.sk
Telephone 1	+421907727271

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

E. Description of the Project

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

BACKGROUND & CHALLENGE

Childcare is delivered through formal settings, such as nurseries, preschools and registered childminders, or informal childcare arrangements most often provided by relatives or unregistered nannies and childminders. Parents in socio-economically disadvantaged settings usually choose informal care to be provided from a member of their local community because of lower cost, convenience and care availability during times when regulated arrangements are not available. Over the last decade, the early childhood education and care has increasingly taken place through informal structure for many families, forming at the same time an employment solution for people from socio-economically disadvantaged backgrounds, such as migrants, unemployed, NEET and people living on benefit, who find employment in the early childhood education and care sector. The skills of informal and formal child caregivers are not the same, due to the different context and place where childcare takes place. In contrast to formal childcare, the available learning pathways, programmes and resources for informal childminders in the early childhood field are underdeveloped and rather inadequate to enable them acquire the necessary skills to provide childcare in informal contexts, like a home.

NEEDS ADDRESSED

Resources and skills like development of personalized programmes and timetables for toddlers, preparation of home to perform educational activities and risk management are missing from or are not fully developed by informal childminders. Taking into account that informal childminders most probably provide care to many children aged 0-6 years coming from socio-economically disadvantaged settings, such as immigrant families, they have to be able to understand cultural differences as well. Informal childminders, especially those from disadvantaged backgrounds, need open educational resources that can be attended at one's own pace, due to their level of mobility. Online learning resources, available also at smartphone devices, are more suitable for migrants and unemployed people for example, who are more familiar with job searching through social networks and online tools.

TARGET GROUPS

1) People who work or plan to work as informal childminders in the early childhood care sector, likely in socio-economically disadvantaged settings.
2) Entities which are interested in offering courses on childminding, i.e.:
- Vocational training institutions that provide childcare courses.
- Departments of associations of disadvantaged groups related to career development.
- Bodies providing family support and counselling to vulnerable groups.
- Territorial administrations that wish to set-up and run free courses for informal childminders in their area.

PROJECT OBJECTIVES

OBJ1: Enhance access of informal childminders to training, developing open educational resources tailored to their needs.
OBJ2: Introduce a modern training delivery method, enabling learners to follow flexible learning pathways as regards the acquisition of skills relevant to the early childhood care in an informal context.
OBJ3: Enable municipalities, VET providers and associations of disadvantaged groups to offer courses for informal childminders open to their citizens, learners and members, with the aim to attract especially learners with disadvantaged backgrounds.
OBJ4: Ensure sustainability of project results through the active involvement of public VET providers, social organisations and municipalities in the partnership countries.

FIT TO EU POLICIES

ChildInMind achieves results that comply with the initiative of "Opening-up Education", focused on widening access to education and improving quality of learning through OERs. ChildInMind also contributes to the ET2020 activities, aiming at improving children participation in early childhood education and reaching the benchmarks of 95% of children aged 4-6 years, and 33% for younger children, aged 0-2 years. To achieve these goals, Europe supports Members States on national regulations for home-learning guidance and parenting programmes, and on tackling inequalities for disadvantaged families, as only thirteen Member States currently recommend such support throughout ECEC.

ADDED VALUE OF TRANSNATIONAL COOPERATION

ChildInMind addresses an EU-wide need of the early childhood education and care sector, responding to the challenges associated with the mobility of informal childminders within the EU. Correspondingly, the project aims to deliver solutions applicable for

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several EU countries, well beyond its duration, and transnational cooperation is needed to transfer knowledge and practices from more experienced to less experienced countries in the field. Transnational cooperation will allow: a) consideration of the national specificities as regards the occupation of informal childminder, b) multiplication of impact involving stakeholders from different countries, c) better tackling of cultural and linguistic issues.

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

A) RELEVANCE TO PREVIOUS EU-FUNDED PROJECTS
Six LLP and 1 Erasmus+ projects have addressed other areas and target groups in the field of childcare.

In VET education:
- PRO CARING project [1] developed modules based on ECVET for social and health carers working in childcare and elderly care to address carers' mobility.
- ECI 2.0 project [2] dealt with the improvement of skills of special educators, psychologists and social workers working with children with disabilities and their families in the early childhood education and care sector.
- EVA project [3] focused on the training of educators in early childhood about dealing with diverse cultures and following internationalization strategies in early childhood education.
- MATE [4] trained educators, who work with children with disorders in early childhood education.
- I CARE [5] developed a model for the assessment and certification of competences of babysitters and caregivers working with disabled people.

In adult education:
- LIMERIC project [6] focused on adults taking care of children in a multicultural environment, who need to develop intercultural skills to manage specific situations and support immigrant children with language learning.
- PARENTS SCHOOL [7] aims at contributing to the education of adults who provide care for ante pre-school children at home. The project will develop learning units relevant to knowledge of laws for childcare, meal preparation, hygiene of the environment, listening skills and interaction, individual pedagogical programming, first aid and dealing with risky situations.

B) RELEVANT NATIONAL INITIATIVES IN THE EU
Some European countries have developed childminding resources for freelancers and childminders. In the UK there are a few free resources for registered childminders, focusing on children education at home through play [8]. Other resources for childminders, usually not open to the public, focus on daily diaries for children activities and recommended books [9]. Other available open courses in EU addressed to learners who would like a career working with children in the health, social or caring professions, are relevant to Children's Studies covering developmental, psychological, familial and sociological aspects of children [10].

C) INNOVATION OF THE CHILDINMIND PROJECT
ChildInMind is innovative because:
- It will be the first project to develop learning resources for childminders that provide care in an informal context like homes, focusing on skills like home management/arrangement and games to support learning, risk management associated with caring at home, development of personalized educational programmes and timetables for toddlers, and knowledge of cultural differences and interaction with family members.
- It will provide an innovative course delivery method; online and self-paced.
- It will offer knowledge resources and tools for municipalities, NGOs, VET providers and associations of socio-economically disadvantaged groups on the set-up, running and dissemination of an open course for informal childminders in their area, with the aim to help people from disadvantaged backgrounds (unemployed, people live on benefit, immigrants, NEETs etc) to make the transition to employment and social inclusion.

[1] http://procaring.fi/
[2] http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/6c60c953-45be-406d-96d3-bc3ec2598434
[3] http://www.projekt-eva.eu/Idee/
[4] http://matetoiproject.com/
[5] http://www.parentschool.eu/resume-of-the-project/
[6] http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/12106111-a221-4ef7-b75d-033fa4e7cbb3
[7] http://www.limeric.eu/

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[8] https://www.nurseryresources.org/childminding-resources#Record
[9] http://www.childmindinghelp.co.uk/freeresources/maths.html
[10] https://alison.com/courses/Diploma-in-Childrens-Studies

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

A) COMPETENCES & COMPLEMENTARITIES
The ChildInMind partnership comprises 5 organisations with complementary skills from 5 EU countries with different experiences in informal childminding context, with the aim to allow transfer of knowledge and ensure high project implementation standards.
Specifically:
- UNIMC brings significant experience in developing high quality educational resources for informal childminders that work with children aged 0-6, and in research in ECEC field.
- FLORIDA carries the necessary expertise on developing learning materials for informal childminders that work with children aged 0-6 and on training provision for the sector's staff.
- PROMEA brings expertise in research methodologies design and implementation, and in innovative learning solutions focused on the improvement of professional skills.
- ECI brings expertise on childminding practices and training of informal childminders, as well as on offering quality experiences for young children and their families in their settings.
- NCRP has extensive expertise in designing dissemination activities and family support services, taking into account the reality of VET courses in relation to the needs of disadvantaged learners and families.

B) PARTNERSHIP FORMATION
With the opportunity of their previous LLP collaboration (NEBULA, 2014), FLORIDA and PROMEA identified the need to develop open educational resources for informal childminders that are coming from socio-economically disadvantaged settings. To tackle this need, they first contacted UNIMC, one of the leading universities in Italy in the field, and then valorised existing networks on a EU level to find partners with the necessary expertise in VET training of staff in ECEC (ECI), and representation capacity of disadvantaged groups (NCRP), forming the ChildInMind partnership.

C) SELECTION CRITERIA
In-depth knowledge and expertise in each one's own field:
- Development of learning materials (UNIMC, FLORIDA)
- Development of methodological tools & solutions for education (PROMEA)
- VET provision (FLORIDA, ECI)
- Representation of disadvantaged groups (NCRP)

Other selection criteria:
- Organisational resources and culture
- Geographic coverage
- Motivation and qualifications of staff involved
- Experience in EU-level cooperation
- Potential for innovation
- Reputation and financial stability

D) PARTNERS' TASKS & RESPONSIBILITIES
- UNIMC: strategic project management, quality assurance, field research to define skills needs, development of learning units and materials for informal childminders, participation in pilot test of online course, promotion of knowledge resources in own country, organisation of a workshop on informal childminding and an infoday.
- FLORIDA: field research to define skills needs, development of learning materials for informal childminders, participation in pilot test of online course, promotion of knowledge resources in own country, organisation of a workshop on informal childminding and an infoday.
- PROMEA: project impact assessment, research tools for evidence collection as regards skills needs, development of the online course & learner's e-book, course evaluation report, promotion of knowledge resources in own country, organisation of a workshop on informal childminding and an infoday.
- ECI: coordination of field research, definition of learning outcomes, development of specifications of learning units, coordination of

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the pilot run of online course, promotion of knowledge resources in own country, organisation of a workshop on informal childminding and an infoday.
- NCRP: Leader of dissemination activities, infrastructures and materials, field research to define skills needs, participation in pilot test of online course, development of knowledge resources and promotion in own country, coordination of consultation process, organisation of a workshop on informal childminding and an infoday.

E) The project includes one newcomer to the Action, namely ECI, which not only brings an essential added value in terms of expertise and capacity, but also the expectation of high impact from its participation in the project. ECI expects to achieve results that would not be reached by a single organisation from a single country, so as to gain in efficiency, competiveness and networking. More particularly, ECI expects to be benefited through the expansion of its collaboration and knowledge network, the internationalisation of its training programmes and modules the establishment of connections with stakeholders and interested parties.

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

BALANCED DISTRIBUTION OF TASKS AND ALIGNMENT TO PARTNERS' INTERESTS
The partnership acknowledges that a balanced, fair, and realistic work-plan is essential for successful cooperation within the project, to be implemented through well-defined coordination and communication mechanisms. This is why the ChildInMind work-plan foresees the active involvement of all partners through a continuously collaborative approach, to build trust and to enhance the sense of shared ownership, risks and responsibilities.

PROJECT COORDINATION APPROACH
The coordination of project activities will be accomplished through systematic progress monitoring, consensual decision-making between partners, and targeted interventions by UNIMC, as the partner responsible for Project Coordination, with support and contribution in the delivery of day to day technical coordination by PROMEA. The management structure will consist of: a) the Steering Committee (major management decisions - one representative by each partner, chaired by the project coordinator), and b) Output Leaders, one responsible for the technical coordination of each Intellectual Output (O1-O4).
The Output Leaders are:

O1: ECI
O2: UNIMC
O3: PROMEA
O4: NCRP
Dissemination & sustainability: NCRP

Given the relatively small size of the partnership, decisions are expected to be taken by consensus; if not possible, after a reasonable time of deliberation, decisions will be taken by majority to avoid deadlocks. Overall, the proposed project management structure is designed to enhance coordination by stimulating teamwork and encouraging accountability.

FREQUENCY AND PURPOSE OF PROJECT MEETINGS
Meetings will be both face-to-face (transnational project meetings) and virtual (using online communication platforms, e.g. Skype, wiggio). Five transnational project meetings will be held, one per semester. The first (kick-off) will be organised by the Project Co-ordinator (UNIMC) in Macerata (IT), and will set the basis for the project activities. The partners will clarify, update and further elaborate on the work plan described in the application form, and confirm the internal rules for administrative and communication issues. The next four transnational meetings (Valencia-FLORIDA (M8), Dublin-ECI (M15), Athens-PROMEA (M22), Bratislava-NCRP (M29)) will provide partners with the opportunity to assess and discuss the progress of the project, based on input from Output Leaders, particularly regarding deliverables, results, performance indicators, and impact. The meetings will be attended by all partners with one at least representative.

Virtual meetings through Skype will be arranged between project meetings, (once every 1 or 2 months), to facilitate cooperation and improve coordination. The agenda and the minutes for all meetings (transnational and virtual) will be prepared by PROMEA. The minutes will summarise the issues discussed, the future actions agreed, and the necessary work plan revisions.

INTERNAL MEANS OF COMMUNICATION
The ChildInMind internal communication means include project meetings, regular phone/web conferencing, online collaboration

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through purpose-built available platforms (e.g. Wiggio), and direct and frequent email messages as needed. The purpose is to support cooperation and coordination, exchange information for progress reporting, provide the Steering Committee and Output Leaders with details on the project's state and progress, and facilitate quality assurance processes and risk management.

EXTERNAL MEANS OF COMMUNICATION
The external communication means of the ChildInMind project will be based on the dissemination infrastructures to be developed for the purposes of the project (detailed in section H.2). These include both mediated, online means (such as the project website, e-mails and social media pages) and direct, face-to-face interactions (such as personal contacts and networking in events). The purpose of communication with external stakeholders is to involve target groups in the foreseen project activities and to achieve the expected impact of ChildInMind results.

What are the most relevant topics addressed by your project?

Inclusion - equity

New innovative curricula/educational methods/development of training courses

Open and distance learning

What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

OVERVIEW OF PROJECT OUTPUTS AND EVENTS
The following list provides an overview of the intellectual outputs and multiplier events of the ChildInMind project, which will be described in detail in section G:

1. Evidence-based learning outcomes for informal childminders (O1).
2. ChildInMind learning units & materials (O2).
3. The ChildInMind self-paced Open Online Course (O3).
4. Knowledge resources for providers of the ChildInMind course (O4).
5. Five workshops on informal childminding to promote ChildInMind results and pilot-test the learning materials (E1-E5)
6. Five national information days to share and disseminate ChildInMind results (E6-E10).

RESULTS NOT LISTED IN SECTION G:
A. Results supporting project management and implementation

The following results are expected to: a) facilitate project management and implementation, and b) assist in the evaluation of project outputs by third-parties at transnational level, allowing them to identify which aspects of the project would yield significant benefits if transferred to their framework of activities. It should be noted that this applies for the public parts of the results listed below.

1. Progress and final report: Each report will provide a thorough overview of project progress, achievements, revisions, and deviations (if any), including delivered outputs and supporting evidence. (UNIMC / PROMEA: M15 & M30).
2. Operational quality assurance plan: Operational definition of quality assurance and risk mitigation processes and tools (e.g. template forms and checklists), partners' roles, and communication & naming conventions. (PROMEA: M1).
3. Quality assurance reports (biannual): Presentation of the evaluation results of project activities, outputs, and events, as well as the risks encountered and corresponding actions taken (if any). (PROMEA: M7, M13, M19, M25, M30).
4. Impact analysis report: a) presentation of the methodology applied during the project (depending of type of actions), and b) rolling impact assessment of project activities. (PROMEA: M30).

B. Results supporting dissemination and sustainability

The partnership will deliver tools and materials for the dissemination of project activities and outcomes. These results will be addressed to a transnational audience, in order to: a) inform, promote and build a solid case for the uptake of outputs by sectoral stakeholders, municipalities, associations of disadvantaged groups, career counselling bodies, etc and b) stimulate the adaptation of

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outputs and/or the development of corresponding training materials by training providers in the field of early childhood care. To this end, all results related to dissemination will take into account intercultural considerations, and will be available in English, Italy, Spanish, Greek and Slovak.

1. Project website: Online access to all project outputs and resources, facilitating all target groups and stakeholders in comprehending, assessing and adopting ChildInMind results (NCRP: M2).
2. Direct e-mail campaign: Addressed to target groups and stakeholders all across Europe, aiming to inform, motivate and promote involvement in project activities (All: M2-M30).
3. Online social media pages, videos, and presentations: These tools aim to extend the reach of dissemination efforts by exploiting the appeal of new media, especially to younger individuals and those not reached by other project dissemination activities (All: M2).
4. Printed materials: Brochures/flyers and posters to provide concrete information during project and third-party training, dissemination and networking events (All: M3).

EXPLOITATION OF RESULTS IN OTHER FIELDS OF EDUCATION & TRAINING
The ChildInMind outputs have the potential to be integrated or customised in the context of adult learning provision (such as community learning and skills providers), to foster the acquisition of childminding skills in an informal context by for example low-skilled adults, unemployed, immigrants, as well as parents and relatives involved in childminding and childcare at home.

E.1. Participants

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

11125

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

The persons reached by and expected to get involved in the activities organised by the ChildInMind project are:

1. Participants in the five workshops on informal childminding (IT, EL, ES, IE, SK)
Learners taking part in the five ChildInMind workshops (E1-5), where they will have the chance to gain an insight into ChildInMind learning units, take part in mini workshops trying on the ChildInmind learning materials, and evaluate the ChildInMind course in terms of addressing the skills needs of informal childminders and the delivery method: 350 individuals.

2. Participants in the five national information days (IT, EL, ES, IE, SK)
Representatives of VET providers in the field of early childhood care, municipalities, associations of disadvantaged groups, family support and career counselling bodies will attend informative presentations from organising partners and speeches by external speakers and participate in parallel sessions of interactive round tables to discuss how the ChildInMind course, pedagogical and knowledge resources can be exploited by their organisations: 350 individuals.

3. Participants in the pilot run of the ChildInMind online course
Learners invited to use and test the ChildInMind online course during the 8 week pilot session of the course (O3-A3) will have the opportunity to attend the course on informal childminding skills, interact with peers and facilitators, complete work assignments and assess knowledge and skills acquisition: 250 individuals.

4. Participants involved in the research for the collection of evidence to map the training requirements of informal childminders
VET providers in the field of early childhood education and care, staff of the sector, field experts, parents and other relatives involved in childcare at home, who will be invited to complete the online questionnaire on informal childminders skill needs or/and participate in semi-structured telephone interviews (O1-A2): 100 individuals.

5. Stakeholders participating in the consultation process of ChildInMind knowledge resources
Representatives of municipalities, departments of associations of disadvantaged groups focusing on career development, family support bodies, VET providers in the field of childcare in the partners' countries will be involved in the discussions about the adoption of the ChildInMind knowledge resources (O4-A2), by providing suggestions and possible implications of the ChildInMind online course: 75 individuals

6. Individuals outreached by dissemination activities

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Target groups' members reached by the ChildInMind dissemination activities comprising posts in social media pages, blogs, forums, direct e-mailing to distribution lists, media appearances, on-site presentations at events and regular updates of the project website: 10000 individuals

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

Yes

How many participants (out of the total number) would fall into this category?

120

Which types of situations are these participants facing?

Cultural differences

Economic obstacles

Refugees

Social obstacles

How will you support these participants so that they will fully engage in the planned activities?

The ChildInMind project is estimated to benefit participants that face a disadvantage at a percentage higher than that of the average percentage of disadvantaged in the general population (approximately 20% [1]). This is estimated because of the project topics, and despite the fact that the project's focus is not on serving those groups directly but rather indirectly, involving anyone who would like to work in the informal early childhood education and care sector. As it cannot be foreseen at this stage which of the subgroups participants will be coming from, e.g. people live in benefit, immigrants, unemployed, refugees, low-skilled, NEETs, single parents etc, the particular support to them cannot be specifically planned at this stage. The ChildInMind partnership though recognizes that the needs of the specific groups will be addressed on a case-by-case basis depending on the nature of the event in which they will be participating and on the nature of the disadvantage they are facing. Indicative examples of provisions to support the attendance of people from disadvantaged groups in project events are: choosing venues in central and easily accessible areas, employing language interpreters and social workers, setting-up temporary areas for childminding and entertainment activities for children, etc.

[1] http://ec.europa.eu/eurostat/web/population-demography-migration-projections/population-data/main-tables
Active inclusion in the European Union http://www.iza.org/conference_files/ALMP2012/vanyolos_i7964.pdf

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F. Preparation

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

Before the start of project activities, the ChildInMind project coordinator (UNIMC) and each partner will proceed to specific actions necessary for the detailed and efficient preparation of the partnership, within the context of the collective project effort.

The tasks that the Project Coordinator and each partner should fulfil before the start of the project are listed below:

- Planning and preparation for the organisation of the kick off meeting in Macerata, Italy.
- Monitoring and reporting of current and emerging needs in the field under study.
- Review and finalisation of the programming file that gathers all financial evidence to produce the project's budget based on an activity-cost budgeting approach.
- Preparation of the financial external auditing procedures (gather tentative offers by auditors).
- Identification of step-by-step implementation objectives and goals with regards to each partner's particular role and tasks.
- Establishment of a monitoring and evaluation system to monitor project implementation performance.

F.1. Project Management

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

PROJECT MANAGEMENT (PM) SCHEME
To effectively coordinate and manage project activities, ChildInMind will employ a collaborative PM scheme, involving a lead (UNIMC) and a supporting (PROMEA) partner in the planning, monitoring and control process/ PROMEA, as an organisation highly experienced in the field of EU project management, will assist project coordinator (UNIMC) by performing day to day coordination, time management, quality assurance and impact assessment. This arrangement foresees a clear distinction between responsibilities and roles, defined among UNIMC and PROMEA (detailed below). In any case, the project coordinator remains the sole responsible for monitoring project implementation in accordance with the rules of the Erasmus+ programme, and exclusively liaising with the National Agency for all financial management related issues.

BUDGET CONTROL PROCEDURES
Financial management will be undertaken by UNIMC. The first step is to ensure a common understanding of the financial rules in the partnership, and to establish an efficient internal financial monitoring & reporting system. This system will include (in line with programme rules): a) overall monitoring of the eligibility of expenditure and its congruence with the budget plan, b) confirmation that all necessary claim documents are kept/provided by all partners, c) reporting of expenditure to the funding body and uploading of necessary information to the Erasmus+ Mobility Tool and Dissemination Platform, and d) forwarding the European grant to the partners. All partners will support the coordinator in financial administration by ensuring adherence to Erasmus+ regulations, sufficiently documenting costs, providing certified copies of all necessary evidence and supporting documentation of expenses.

CO-FINANCING PROJECT NEEDS AND SOURCES
For the balanced distribution and scheduling of tasks according to available resources, the work plan & budget were developed following an activity-based estimation methodology. Activities were planned in time and allocated to partners, assuring that they have the necessary staff and budget resources to carry them out efficiently and in time. Factors that were taken into account include: person-effort required for each task, staff rates of partners, details of events each partner will need to travel to and organise, external expertise required for each partner in each task.

The resulting effective budget is higher than the calculated grant (following the unit cost method), making necessary for partners to co–finance the project. The partners will cover the co-financing needs with own resources, namely in-kind contribution in the form of staff effort as well as use of services and facilities, and access to equipment.

As recognised by the programme guidelines, due to objective differences between the partnership countries, co- financing rates deviate from partner to partner. The co-financing scheme for the ChildInMind project is estimated as follows:

P1, UNIMC (IT) – Leading Participant – EC contribution: 88.928, 83% | Own contribution: 18.710€, 17% - Total estimated budget: 107.638€.
P2, FLORIDA (ES) – EC contribution: 63.824€, 76% | Own contribution: 19.818€, 24% | Total estimated budget: 83.642€.

P3, PROMEA (EL) – EC contribution: 86.143€, 76% | Own contribution: 26.534€, 24% | Total estimated budget: 112.677€.
P4, ECI (IE) – EC contribution: 84.209€, 80% | Own contribution: 20.904€, 20% | Total estimated budget: 105.113€.
P5, NCRP (SK) – EC contribution: 50.408€, 77% | Own contribution: 14.936€, 23% | Total estimated budget: 65.344€.

REALISTIC AND VALUE FOR MONEY PROJECT CHARACTERISTICS

The ChildInMind project demonstrates value for money as:
- Its budget is based on accurate estimates of costs, avoiding over or under-estimations.
- It fosters collaboration at EU level, avoiding duplication of work, offering greater value than could be achieved by national spending.
- It contributes to the skills, efficiency, and overall productivity of the informal early childhood education and care sector, which is a driving factor of the EU economy.

In total, 70% of the grant requested will be allocated to the development of intellectual outputs, versus 12% for project management & implementation support, 7% for transnational project meetings, 8% for multiplier events, and 3% for exceptional costs.

TIME MANAGEMENT PROCEDURES
Time management will be PROMEA's responsibility, with input and assistance from all project partners. PROMEA will prepare, optimise and distribute to partners a project work-plan, which will be updated each semester according to the progress and needs of the project. This task involves continuous monitoring of all activities to ensure that all tasks are implemented according to the project schedule, defined goals, expected results and programme regulations. Partners will be responsible for own management of time resources according to the work plan.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

The ChildInMind project foresees well-defined monitoring and evaluation procedures and tools to review, control, predict, and verify the quality of implemented activities, such as the following:

QUALITY MONITORING MECHANISMS
1. Quality assurance plan
To ensure the quality of activities and results, it is pertinent for all partners to have a clear perception and evaluation of the ChildInMind targeted goals and objectives (i.e. relevance of topics, short and long-term impact, dependencies, etc.), as well as other generally accepted quality assurance considerations (adherence to time plan, work plan and achievement of key performance indicators-KPIs). The application form and an operational quality assurance plan, to be distributed by PROMEA at the beginning of the project, will be instrumental to ensure project quality. On the basis of the quality assurance plan, the project coordinator will be able to systematically check progress and inform partners about their effort and involvement. The plan will also facilitate the early detection of delays and limitations in implementation, and allow for timely implementation of remedial measures.

2. Quality assurance reporting forms
According to the quality assurance plan, Output Leaders will fill-in quality assurance reporting forms regarding intellectual outputs and activities under their responsibility. PROMEA, will collect all available information, and examine whether quality standards of outputs and processes are met according to the quality assurance plan, as well as adherence to the prescribed (in the Application Form) work.

3. Quality assurance reviews
Quality reviews will be used to monitor the progress and quality of project's outputs and processes, based on the processes described and the forms provided by the operational quality assurance plan. Quality reviews will be carried out by Output Leaders (self-assessment) at the time of delivery of each project result. If the reviewing process identifies subpar performance by any partner, remedial measures will be taken.

4. Quality assurance reports
Subsequently, based on the quality reviews, PROMEA will develop a quality assurance report at the end of each semester (5 reports in total), summarising the progress of all activities, assessing the quality of the corresponding results and including an overview of the project's quality monitoring. Recommendations and remedial actions will be proposed and implemented in case of shortfalls.

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EVALUATION MECHANISMS
Internal evaluation of quality will be performed using purpose-specific reporting forms. These forms will consist of two parts: a self-assessment part to be filled-in by partner leading the activity, and an assessment part to be filled-in by Output Leaders. Both sections will be submitted to the coordinator upon completion of the task, enabling early detection of outputs with problematic implementation. This approach will allow for sufficient time to recommend and implement corrective actions, especially at critical stages of the project lifetime.

STAFF TO BE INVOLVED
Each partner will appoint staff qualified to implement the quality monitoring and evaluation procedure, in terms of past reviewing experience and expertise relevant to the activity.

INDICATIVE CORRECTIVE MEASURES
The project risk management strategy (detailed in the next section of the Application Form) will identify shortfalls in quality and timing of implementation. The timely implementation of remedial actions will reduce the possibility of significant delays, especially at critical stages of the project with considerable dependencies. The remedial actions include the acceleration of implementation, rewriting of sections of poor quality, provision of technical advice, etc. The stages of the project identified as most critical are:

1. The elaboration of the evidence based learning outcomes (O1).
2. The grouping of learning outcomes into learning units and materials (O2).
3. The development of the self-paced open online course (O3).

What are your plans for handling project risks (e.g. conflict resolution processes)?

The risk management approach will be proactive, through continuous monitoring, comprising: a) risk identification, b) risk and impact assessment, and c) application of remedial actions. Supported by PROMEA, UNIMC will be responsible for the overall risk management strategy, as an integral part of project management. The biannual quality reports will present the risks identified and the remedial actions taken during each semester. Six main areas of internal and external risk factors have been identified and grouped as follows:

A) TIME AND COORDINATION PROCESSES RISKS
Risk 1: Failure to meet contractual obligations on time, non-realistic time-planning, internal communication and coordination conflicts.
Probability: Low; Impact: Medium
Mitigation: The partnership has thoroughly planned the project actions to ensure on-time delivery through continuous monitoring.
Contingency: UNIMC may decide to assign further resources to speed up delivery. Resolution of conflicts is foreseen via leadership intermediation and decision making procedures.

B) QUALITY SHORTAGE RISKS
Risk 2: Outputs fail to meet quality standards, poor performance of involved partners, poor implementation of activities.
Probability: Low; Impact: High
Mitigation: A partnership with strong competences and strategic interest in the field has been brought together to deliver intellectual outputs of high quality, adhering to quality assurance procedures.
Contingency: UNIMC will examine assigning further resources to improve outputs' quality.

C) COMMUNICATION/IMPACT RISKS
Risk 3: Limited interest by external stakeholders to participate in the project activities and surveys.
Probability: Low; Impact: Medium
Mitigation: Surveys will be adequately tested before use and promotion via partner's communication networks. Stakeholders' feedback will be integrated in the online course evaluation report (O3-A3) and the ChildInMind knowledge resources (O4-A1) to maximise consensual acceptance and adoption.
Contingency: Partners will promote the activities via alternative networks until a reasonable number of responses have been collected. UNIMC will consider time extension of these activities and reallocation of respective resources.

Risk 4: Limited interest for the project results by learners, course providers and sectoral stakeholders
Probability: Low, Impact: High

Mitigation: The VET programme will be designed based on labour market skill demand. Events with the participation of target groups (E1-E10) will allow the improvement of results.
Contingency: Results may be re-designed to better address course providers, learners and labour market needs, based on feedback received in project's events.

Risk 5: Limited impact on learners, course providers and sectoral stakeholders
Probability: Low; Impact: High
Mitigation: Impact assessment procedures have been designed to monitor compliance with expected impact and to ensure prompt intervention, i.e. follow-up surveys.
Contingency: UNIMC will arrange a shifting of resources towards the project area relevant to the emergence of the risk (e.g. dissemination, evaluation activities).

D) STAFF RISKS
Risk 6: Insufficient leadership capacity, limited staff, high staff turnover.
Probability: Low; Impact: Medium
Mitigation: The majority of the involved staff has extensive experience in project management and leadership. These individuals will comprise the Steering Committee. Each Output Leader will ensure efficient staff capacity.
Contingency: Additional representatives with relevant experience will be involved in decision making. In case of staff changes, substitution of the withdrawn member will take place within reasonable time. In case of non compliance, the project coordinator will examine contractual changes to address effectively the issue.

E) ECONOMIC/FINANCIAL RISKS
Risk 7: Inaccurate cost estimations, need for budget modifications.
Probability: Low; Impact: High
Mitigation: Further to the grant calculation on the basis of unit costs, actual cost-based budget for each partner has been estimated, taking into account person-effort required for each task, staff rates of partners, details of events each partner will travel to, external expertise required.
Contingency: Reallocation of resources and assigned tasks will be decided if needed. Having strategic interest, partners are ready to commit more own resources and funding.

F) POLICY/REGULATORY/LEGAL RISKS
Risk 8: Adoption of legislation / regulations not favouring the project goals.
Probability: Very low; Impact: Medium
Mitigation: The project is in line with EU and national policies on promoting home-based learning in early childhood, which assures applicability in involved countries. Member states consent the policies to which the project subscribes.
Contingency: The project outputs will be customised to the challenges identified in the partner's country facing legislative changes.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

A) CHILDINMIND PERFORMANCE INDICATORS
The following quantitative key performance indicators (KPIs) have been set to assess the achievement of project objectives:
KPI1: The number of learners interested/using the project's materials in the form of the ChildInMind online course
KPI2: The number of providers interested/exploiting the ChildInMind learning outcomes and materials to enhance their training offerings
KPI3: The number of stakeholders being involved in the research for the identification of skill requirements for the informal childminder occupation
KPI4: The number of target groups' members evaluating ChildInMind learning outcomes/units and materials
KPI5: The number of individuals taking part in the workshops on informal childminding
KPI6: The number of attendees to the national information days
KPI7: The number of stakeholders provided feedback for the ChildInMind knowledge resources through the consultation process
KPI8: The number of stakeholders endorsing the ChildInMind knowledge resources
KPI9: The number of European languages in which ChildInMind learning outputs will be developed
KPI10: The number of target groups' members reached by the ChildInMind dissemination activities

The following qualitative indicators have been set:

KPI11 - Learning effectiveness of ChildInMind open materials
KPI12 – Work reality relevance of ChildInMind outputs
KPI13 – Diversity of target groups commitment to exploit ChildInMind outputs

B) ASSESSMENT MECHANISMS
Quality assurance mechanisms
According to the quality assurance plan, Output Leaders will fill-in quality assurance reporting forms regarding intellectual outputs and activities under their responsibility. PROMEA will collect all available information, and examine whether quality standards of outputs and processes are met, as well as adherence to the prescribed work. Subsequently, PROMEA will produce a quality assurance report every six months including an overview of the project's quality monitoring. Recommendations and remedial actions will be proposed and implemented in case of shortfalls.

Rolling impact assessment
Beyond the quality assurance plan, an impact evaluation monitoring mechanism will be set up during the project (detailed in section H1 of the Application Form). Impact evaluation methods will take place, such as logs and evidence for all activities (e.g. participant lists), interviews with stakeholders and learners, questionnaires, follow-up participants' surveys etc, to assess and ensure that impact objectives and performance indicators are met. PROMEA will be responsible for the evaluation of project impact, and will produce a final impact evaluation assessment.

Progress monitoring
Supported by PROMEA, UNIMC will continuously monitor the progress of the project through means of internal communication and the evidence produced by the abovementioned procedures. This monitoring will focus on the timely delivery of results and the overall performance of the project, and produce: a) the progress report, which will incorporate the follow-up actions recommended in impact monitoring, and b) the final report to be submitted and assessed by the programme authorities.

The following activities are foreseen regarding ChildInMind progress and activities monitoring:
- 5 project meetings
- Work plan updated each semester by PROMEA
- 2 progress reports
- 1 quality assurance plan
- 5 quality assurance reports (every semester)
- 1 impact analysis report

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G. Implementation

Please elaborate on the methodology you intend to apply in your project. Please also 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".

A. WORK PROGRAM

Project management & implementation:

A1: Strategic and day to day coordination
A2: Quality assurance
A3: Events planning & organisation
A4: Dissemination and sustainability planning
A5: Dissemination and sustainability infrastructures, materials, activities
A6: Impact assessment
M1 – M5: Transnational project meetings

Intellectual Outputs:

O1: Evidence-based learning outcomes for informal childminders
O2: ChildInMind learning units & materials
O3: ChildInMind self-paced Open Online Course
O4: Knowledge resources for providers of the ChildInMind course

Multiplier events:

E1-5: Workshops on informal childminding (IT, EL, ES, IE, SK)
E6-10: ChildInMind national info-days (IT, EL, ES, IE, SK)

B. PROJECT OBJECTIVES MET

Obj1:O1, O2, E1-5
Obj2: O3
Obj3: O3, O4, E6-10
Obj4: O4
Share & dissemination: E1-E10
Efficient implementation: A1-A6, M1-M5

C. ACTIVITIES TO BE SUPPORTED FROM THE GRANT "PROJECT MANAGEMENT AND IMPLEMENTATION"

A1 (section F1):
UNIMC/PROMEA will communicate the work plan to Output Leaders, check progress, and inform partners on their involvement. This will facilitate the early detection of delays, and allow for timely remedial measures. Also, the project coordination foresees a management structure consisting of the Steering Committee and the Output Leaders (responsible for coordinating intellectual outputs). Internal communication will be implemented with project meetings, regular phone/web conferencing, online collaboration platforms, and e-mails. UNIMC will perform financial administration by: a) establishing a financial monitoring & reporting system, b) monitoring the eligibility of expenditure, and congruence with the budget plan, c) ensuring that claim documents are provided by partners, d) reporting expenditure to the funding body, and e) forwarding the grant to partners.

A2 (section F1)
Monitoring of project activities includes the quality assessment of outputs; PROMEA will produce corresponding reports each semester.

A3
Multiplier events have been planned to attract and inform target groups about ChildInMind outputs, and to test the learning

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materials. The planning includes the identification of interested stakeholders and suitable venues, and accommodation/booking/ catering preparations. Each partner will be responsible for the timely planning and organisation of allocated events.

A4 – A6 (section H)
Activities to reach, inform, involve and engage target groups & stakeholders. Impact assessment against KPIs will be responsibility of PROMEA.

M1-5 (section D)
Five project meetings will be held (1st: UNIMC /IT, 2nd: FLORIDA/ES, 3rd: ECI/IE; 4th: PROMEA/EL, 5th: NCRP/SK). Partners will meet biannually to assess and discuss the progress of the project.

Please provide detailed information about the activities that your project will organise and elaborate on the methods you intend to use.

A. INTELLECTUAL OUTPUTS AND ACTIVITIES

O1: Evidence-based learning outcomes for informal childminders (Output leader: ECI)
O1-A1: Research tools for the collection and analysis of evidence to define the ChildInMind learning outcomes (Activity leader: PROMEA)
O1-A2: Input collection for informal childminders' training (Activity leader: ECI)
O1-A3: Definition of the ChildInMind learning outcomes (Activity leader: ECI)

O2: ChildInMind learning units & materials (Output leader: UNIMC)
O2-A1: Grouping of learning outcomes into ChildInMind learning units (Activity leader: UNIMC)
O2-A2: Development of ChildInMind learning and assessment materials (Activity leader: FLORIDA)

O3: ChildInMind self-paced Open Online Course (Output leader: PROMEA)
O3-A1: Technical preparation and descriptive materials for the ChildInMind online course (Activity leader: PROMEA)
O3-A2: Development of learners' e-book (Activity leader: PROMEA)
O3-A3: Pilot run and fine-tuning of the ChildInMind open online course (Activity leader: ECI)

O4: Knowledge resources for providers of the ChildInMind course (Output leader: NCRP)
O4-A1: Development of ChildInMind knowledge resources for course providers (Activity leader: NCRP)
O4-A2: Consultation on ChildInMind knowledge resources and course (Activity leader: NCRP)

Multiplier events:
E1-5: Workshops on informal childminding (IT, EL, ES, IE, SK)
E1-5 - A1: Preparation and implementation (UNIMC, PROMEA, FLORIDA, ECI, NCRP)
E1-5 - A2: Follow-up survey (UNIMC, PROMEA, FLORIDA, ECI, NCRP)

E6-10: ChildInMind national info-days (IT, EL, ES, IE, SK)
E6-10 - A1: Preparation and implementation (UNIMC, PROMEA, FLORIDA, ECI, NCRP)

B. BALANCED DISTRIBUTION OF TASKS AND ALIGNMENT TO PARTNERS' INTERESTS
The composition of the partnership has allowed for a balanced distribution of roles among UNIMC, FLORIDA, PROMEA, ECI, and NCRP, in terms of task allocation and activity leading, which also foresees contributions from all partners to exploit complementarities and the benefits of transnational cooperation (IT, ES, EL, IE, SK). The allocation of tasks has also taken into account the strategic interests of each partner per thematic area and/or activity type. This alignment of interests is expected to foster commitment and to promote mutual respect and support for the contribution of all collaborators.

The partnership consists of partners with complementary expertise and competences, each specialising on a different area of project activities:

- Strategic project coordination: UNIMC
- Day to day project coordination support: PROMEA

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- Development of skills needs and learning outcomes: ECI
- VET provision for early childhood care: UNIMC, FLORIDA, ECI
- Development of learning materials for childcare: FLORIDA, UNIMC
- Online learning, MOOC development: PROMEA
- Research expertise and course evaluation: PROMEA
- Dissemination and sustainability capacity/expertise: NCRP, PROMEA

C. TIMEPLAN OF PROJECT ACTIVITIES
Provided in Annex as a Gantt chart.

G.1. Intellectual Outputs

Do you plan to include intellectual outputs in your project?

Yes

When filling in the Intellectual outputs section, please specify the leading and the participating organisations under each output that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.). This will allow for specifying the corresponding costs in the specific section of the budget.

Output Identification	O1
Output Title	Evidence-based learning outcomes for informal childminders
Output Description	CONTENT This output comprises learning outcomes on childminding services for children aged 0-6 years old offered in an informal context, namely statements of what learners should know, understand and be able to do upon completion of the ChildInMind modular course. The elaboration of the ChildInMind learning outcomes will be based on evidence on the current & future training requirements of informal childminders, arising from the continuously growing need for informal care as an economically advantageous option used by many parents, as well as the adoption of national and EU policies supporting home-based learning for toddlers. The gathering and analysis of evidence informal childminders needs associated with work reality and place will guide the development of ChildInMind learning outcomes, laying the ground for the formulation of ChildInMind learning units. O1 will rely on the European reference frameworks and standards (EQF) to develop the learning outcomes in terms of definitions of knowledge, skills and competences, aiming to support recognition of informal and non-formal learning and promote flexible learning pathways in ECEC. PURPOSE AND USE BEYOND THE CONSORTIUM O1 will allow informal childminders to understand what competences are needed to effectively provide early childhood education and care and choose the most relevant course modules to attend based on their needs. O1 will also support VET providers, training entities in the field of early childhood education and care, NGOs and municipalities to develop training offerings tailored to the needs of informal childminders, or to integrate the ChildInMind learning outcomes to existing VET offerings for childminders. METHODOLOGY The output will be based on field and desk research to examine the skill requirements of informal childminders who provide care to children aged 0-6 primarily in socio-economically disadvantaged settings. Relevant information will be gathered through online questionnaires, desk research and analysis of secondary data, with the involvement of ChildInMind target groups and relevant stakeholders, namely VET providers in the field of childcare, staff of the early childhood education and care sector, associations of disadvantaged groups, parents and other relatives providing childcare. The intellectual output will be implemented in three sequential tasks. RISKS AND REMEDIAL APPROACHES

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The possibility not to reach the substantial quantity and quality of information collected through field research (for instance, because of questionnaire distribution unpredictable factors) will be balanced by the desk research effort and the subject expertise of the partnership.	
Please describe the tasks leading to the production of the intellectual output and the applied methodology	**O1-A1: Research tools for the collection and analysis of evidence to define the ChildInMind learning outcomes (M1-M2)** This activity involves the delivery of methodological tools and guidelines for mapping the training requirements for informal childminders. The methodology will refer to desk and field research and will guide the subsequent evidence collection activities by defining appropriate research methods and techniques for each target group. The task will focus on the elaboration of instructions on how to collect and analyse evidence by addressing: a) sampling considerations, b) research methods and information collection tools per target group (VET providers in the field of childcare, staff of the early education and care sector, field experts, associations of disadvantaged groups, parents and other relatives providing childcare) and c) methods of data analysis. The methodology will also provide guidelines on how to formulate learning outcomes in terms of what a learner knows, understands and is able to do upon the completion of learning process and how to link learning outcomes with learning material and assessment methods. Information gathering methods will indicatively include electronic distribution of questionnaires and desk research directions. PROMEA: Drafting of research methodology, fine-tuning according to partners' feedback. UNIMC, FLORIDA, ECI: Contribution to research focus and questions. UNIMC, FLORIDA, NCRP, PROMEA: Translation of input collection tools in own language. **O1-A2: Input collection for informal childminders training needs (M3-M4)** Actual information collection through the implementation of the methodology developed in O1-A1. The task comprises desk and field research on current & future training requirements for individuals who work or plan to work in the informal early childhood education and care sector. Information gathering methods will include online questionnaires distributed to relevant VET providers and associations, childminders and caregivers, field experts and early education and care stakeholders in the partners' countries, and extra semi-structured interviews with target group selected representatives, if required. Desk research will be conducted as a complementary means of evidence collection focusing on a) existing training offerings for child caregivers, and b) relevant national and EU regulations and initiatives that support home-based learning for young children. Field research will be carried out in the countries of the partners (IT, EL, ES, IE, SK). Each partner will collect data for its own country, and forward the outcomes to the activity lead partner ECI, who will be responsible for the conclusive data presentation and analysis report (O1-A3). ECI: Coordination of task, gathering of collected data from all partner countries, desk research on training requirements, PROMEA: identification of best practices in existing training offerings for informal childminders. UNIMC, ECI, NCRP, PROMEA, FLORIDA: Input collection from own country, documentation of relevant national initiatives regarding home-based learning. **O1-A3: Definition of the ChildInMind learning outcomes (M5-M6)** Definition of the ChildInMind learning outcomes based on the evidence collected and analysed in O1-A2 and following the instructions of the methodology report (O1-A1). This task will produce a report, mainly addressed to VET providers, online course designers, NGOs, associations of disadvantaged people and other training entities within the wider ECEC sector, which will define and present ChildInMind learning outcomes, setting the foundations for the development of flexible courses for childminders responding to work reality of informal childminding. It will be also addressed to individuals that would like to enhance their skills in informal childminding, so that they understand their training needs and be motivated to follow flexible learning pathways. This report, as the core aspect of O1, will enhance access

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of informal childminders to VET relevant to the labour market needs by:
1. Detailing the current and future skill needs and training requirements for informal childminders in the early childhood education and care sector.
2. Providing qualitative input for the elaboration of the ChildInMind learning outcomes.
3. Presenting definitions of learning outcomes in the form of statements of what informal childminders should know, understand and be able to do upon the completion of the ChildInMind learning course.
4. Providing guidelines, examples, and templates on how to prepare corresponding learning materials.
The report will follow the EQF methodology, standards and terminology, to ensure compatibility with different NQF systems and facilitate mobility of informal childminders within the EU.

ECI: Analysis of evidence gathered in O1-A2, drafting of the ChildInMind learning outcomes report. UNIMC, FLORIDA, PROMEA, NCRP: Provision of feedback.

Start Date (dd-mm-yyyy)	01-10-2016
End Date (dd-mm-yyyy)	31-03-2017
Languages	English
Media(s)	Text File
Activity Leading Organisation	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland
Participating Organisations	UNIVERSITA DEGLI STUDI DI MACERATA
	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIE
	Narodne centrum pre rovnost prilezitosti

Output Identification	O2
Output Title	ChildInMind learning units & materials
Output Description	CONTENT
This output comprises the development of modular learning units that constitute the major prerequisite for the development of the ChildInMind self-paced online course (O3). The ChildInMind learning units can be also used by any public or private training entity to train informal childminders in providing effective early childhood education and care at home. Each learning unit will consist of a unique set of learning outcomes, defined in terms of knowledge, skills and competences. . Moreover, this intellectual output involves the creation of a pool of learning materials and assessment tools, designed to respond to the specific needs of informal childminders. All materials will be adjusted to the ChildInMind learning outcomes (O1) and learning units (O2), and will be offered as Open Educational Resources (OERs) for unrestricted third-party use. All materials will be offered in the five languages of the partnership (EN, IT, EL, ES, and SK) to ensure wider outreach and impact.

PURPOSE

The purpose of this output is to enable informal childminders master the required childminding skills to provide effective care in an informal context, mostly in socio-economically disadvantaged settings, and enhance their employability within the informal early childhood education and care sector. This will be possible through a combination of learning resources that will help informal childminders respond to the skills needs of the sector.

METHODOLOGY

The output will be executed in the context of two sequential activities. The first activity foresees the definition of 3-4 learning units based on the learning outcomes defined in O1. In parallel, the partnership will develop the specifications of the ChildInMind learning units, determining necessary implementation details such as module's duration, learning methodology, credit weighing, assessment criteria approach etc. The learning materials will be developed based on these specifications, and will indicatively include case studies, hypothetical scenarios and exercises to simulate real job specific tasks e.g. handling risks associated with home-based care, recognising and adapting to cultural differences associated with children everyday life, adjusting the place where care takes place to enhance learning attitude etc. This approach is expected to: a) make learning meaningful, thus satisfying adult learning principles by triggering learners' interest, and b) promote the transfer of learning directly to the informal contexts, e.g. homes, where care takes place.

All materials will be evaluated by representatives of the project target groups and external experts in the ChildInMind workshops (E1-5) and the pilot run of the ChildInMind open online course (O3-A3). The outcomes of the evaluation procedures will enable the partnership to fine-tune the materials in order to better meet the demands of target groups.

EXPECTED VALUE AND USE BEYOND THE CONSORTIUM

ChildInMind learning units and materials will be available for multiplication and exploitation by any public and private VET provider, association of disadvantaged groups, municipality and career counselling entity that provide or plan to provide training to informal childminders. They will be also available for independent use to interested informal childminders, who seek to enhance their knowledge in informal childminding services through the ChildInMind self-paced open online course.

Please describe the tasks leading to the production of the intellectual output and the applied methodology	O2-A1: Grouping of learning outcomes into ChildInMind learning units (M7-M8, M22-M23) Formulation of the ChildInMind learning units by grouping the learning outcomes defined in O1-A3. This activity involves the elaboration of the defined learning outcomes into 3-5 units/modules, following the criteria and guidelines set forward by the ECVET network to guide the creation of learning units. To group the learning outcomes into units, the partnership will take into account the learning outcomes' relevance to the same area of skills, and to the age and needs of the children taking care. Each unit will correspond to a unique set of learning outcomes addressed to different aspects of childminding in an informal context with regards to thematic areas such as: - Knowledge of risks associated with home-based childminding - Preparation of home to perform educational activities for toddlers (home-based games with educational value) - Development of day-to-day personalised programmes and timetables to support cognitive, social-emotional and communication development of children - Knowledge of different cultures, customs, religious beliefs, interactions with family members - First aid, hygiene and baby care Moreover, this task includes the development of specifications for each learning unit, addressing practical and theoretical pedagogical orientations such as: a) the duration of each unit, b) the weighing of the defined learning outcomes, c) learning methods and activities, d) study resources and materials, e) evaluation criteria. It will also provide details on the assessment of each learning unit, suggesting methods and processes that can be used to

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evaluate the extent to which learners have attained the delivered knowledge, skills and competences defined as learning outcomes.

UNIMC: Drafting of the report presenting the grouping of the developed learning outcomes into units for informal childminders working with children aged 0-6 years, and fine-tuning according to the results of the evaluation process. FLORIDA: Provision of input as regards the grouping of the developed learning outcomes into learning units. ECI: Provision of input as regards the specifications for each learning unit.

O2-A2: Development of ChildInMind learning and assessment materials (M9-M12, M22-M23) Creation of training resources and assessment materials based on the ChildInMind learning units. Certain types of learning materials will be created to support learning on childminding services in an informal context usually in socio-economically disadvantaged settings, such as slide presentations, case studies, FAQs, videos, materials to support home-based games for children aged 3-6 years old. Accordingly, assessment tools will be created to provide learners with the opportunity to monitor their progress and evaluate the extent to which they have attained the desirable knowledge and skills. Multiple choice questions and quizzes, case studies and application scenarios will comprise the bulk of assessment material and tools.

The foreseen indicators of learning and assessment material for each of the ChildInMind learning units indicatively are:
1) Knowledge of risks associated with home-based childminding
20-25 slides
3-4 case studies
8-10 FAQs
10-12 multiple choice questions

2) Preparation of home to perform educational activities for toddlers (home-based games with educational value)
25-30 slides
3-4 case studies
10-12 FAQs
12-15 multiple choice questions
7-9 practical exercises, games

3) Development of day-to-day personalised programmes and timetables to support cognitive, social-emotional and communication development of children
30-35 slides
4-5 case studies
10-12 FAQs
15-17 multiple choice questions
8-10 practical exercises

4) Knowledge of different cultures, customs, religious beliefs, interactions with family members
20-30 slides
4-7 case studies
10-12 FAQs
10-12 multiple choice questions

5) First aid knowledge, hygiene and baby care
30-40 slides
3-4 case studies
10-12 FAQs
15-20 multiple choice questions

8-10 practical exercises UNIMC, FLORIDA: Development of learning and assessment materials relevant to children aged 0-6y in English, and fine-tuning according to the results of the evaluation process, translation of materials in own language. ECI: Review and provision of feedback on the developed materials, fine-tuning of materials in EN. PROMEA: Provision of input as regards the materials design to support online learning, translation in own language. NCRP: Translation in own language.	
Start Date (dd-mm-yyyy)	01-04-2017
End Date (dd-mm-yyyy)	30-09-2017
Languages	English
	Greek
	Italian
	Slovak
	Spanish
Media(s)	Internet
	Text File
	Video
Activity Leading Organisation	UNIVERSITA DEGLI STUDI DI MACERATA
Participating Organisations	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIE
	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland
	Narodne centrum pre rovnost prilezitosti

Output Identification	O3
Output Title	ChildInMind Self-paced Open Online Course
Output Description	CONTENT This output will develop a Self-paced Open Online Course, which will comprise the ChildInMind learning units and contextualised learning and assessment materials produced in O2, in their online form (textual documents, presentations, multimedia files) and introduce additional learning resources and tools, i.e. a learner's e-book to be available on smartphones, a discussion forum and navigation guidelines, openly available to learners. The ChildInMind online course, offered in the five languages of the partnership (EN, IT, ES, EL, SK), will be hosted in a MOOC platform and will include video units, supporting material (slides, handouts, self-tests), a discussion forum for interaction among participants, assignments and assessments. Moreover, the partnership aims to run an 8 weeks pilot online course in English to test the online course functionality and identify weaknesses, areas of strengths and

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opportunities for improvement.

PEDAGOGIC APPROACH AND DEVELOPMENT METHODOLOGY
The ChildInMind Self-paced Open Online Course will be based on pedagogical principles derived from both the xMOOC (more linear and instructor/material-centred & guided) and cMOOC (more centred on social interactions and connectivism) models. The reason for this hybrid approach is that a large percentage of the project's target populations in EU countries may not have adequate experience on online course delivery and self-learning processes, thus necessitating the definition of a clear set of learning objectives and milestones. Nonetheless, learners should be allowed to build knowledge through interactions with peers (using the discussion forum) and follow their own learning pace and trajectory, addressing their distinct training needs, preferences, and topics of interest.

Specifically, the ChildInMind Self-paced Open Online Course will facilitate what recent pedagogic research is converging to acknowledge as the 4 key MOOC activities: aggregation, remixing, repurposing, and feeding forward. Lecture notes, presentation slides, info-graphics, textbook extracts, and case studies will support aggregation (i.e. filtering, selecting, and gathering personally meaningful information). Online quizzes, auto-assessments will facilitate remixing (i.e. interpreting the aggregated information). Problem solving exercises, simulated workplace tasks, self-assessment will promote repurposing (i.e. refashioning the information to suit personal purposes). Finally, collaboration mechanisms such as discussion forums and blogs will allow for feeding forward (i.e. sharing new information and learning from peers) and for leveraging massive participation (i.e. having all learners contribute something that improves the course overall).

STRUCTURE AND CONTENT
The ChildInMind course will be structured on the basis of the developed learning units (O2). Each topic will include the content of the ChildInMind learning units and assessment tools, organised as: a) theory, b) contextualised resources (e.g. info-graphics, images, videos and text), and c) assessment materials. The online forum will follow the same structure, to facilitate thematic peer to peer collaboration. The duration of each learning unit is estimated at 5-7 hours. The entire ChildInMind Open Online Course will comprise materials of 35-40 hours (time required for an average learner to access all materials) and will last approximately 7-8 weeks.

EXPECTED VALUE AND USE BEYOND THE CONSORTIUM
Access and use of the ChildInMind Open Online Course will be unrestricted, under a Creative Commons 4.0 BY license that allows for free use, distribution, and modification of materials, with reference to the creator ("ChildInMind project under Erasmus+ programme"). This level of open access will allow training entities, e.g. VET providers, associations and NGOs, municipalities etc, to change the structure of the online course and develop new versions, based on their training focus and priorities.

| Please describe the tasks leading to the production of the intellectual output and the applied methodology | The development of the ChildInMind Self-paced Open Online Course will be implemented through three activities.

O3-A1: Technical preparation and descriptive materials for the ChildInMind online course (M13-M15, M22-M23)
Technical & functional preparation including a) actual development of the online course structure and functionalities in the MOOC platform, b) authoring of descriptive materials for facilitating the navigation of learners throughout the platform, c) any adaptation of learning materials needed to fit with the technical specifications of the host platform (file size, compatibility, streaming, etc), and d) creation of peer collaboration mechanisms including discussion forums, social media accounts, and blog that will leverage the massive participation of learners in the educational process, contributing thus to course |

dissemination and sustainability. At this stage, the partnership considers to host the MOOC in "Udemy", an open course publishing platform with more than 7 million registered learners worldwide.
The MOOC structure, functionalities and descriptive materials will be developed in the 5 languages of the partnership. Materials will be created to present in an appealing way:
- The objectives of the curriculum
- The knowledge to be gained
- The learning units
- The recommended background for participants
- The average time needed to complete each unit
- Reference to the partnership, Erasmus+ and licensing issues

PROMEA: Adaptation of materials according to platform's technical specifications, development of course structure and functionalities, creation of descriptive materials in EN, translation in own language. ECI: Contribution to the technical preparation of online course, fine-tuning of descriptive materials in EN. UNIMC: Contribution to the definition of structure and input for the descriptive materials. UNIMC, FLORIDA, NCRP: Translation in own language.

O3-A2: Development of learners' e-book (M15-M16, M22-M23)
This activity includes the enhancement of the developed OERs with a learner's e-book in the form of ".epub" or ".mobi" file, to be used by learners while there is no internet access. The e-book will include text extracts from the developed learning materials to allow learners continue the theoretical part of their training anytime and at any place with or without internet access. The learner's e-book will be downloadable from the MOOC platform to learners' smartphone devices and laptops to foster flexible self-learning. It will be available in several fonts, in all languages of the partnership, and in a printable form.

PROMEA: Development of learner's e-book in EN, translation in own language. UNIMC, FLORIDA: Review to ensure consistency with learning materials, translation in own language. NCRP: Translation in own language. ECI: Fine-tuning of learner's e-book in EN.

O3-A3: Pilot run and fine-tuning of ChildInMind open online course (M17-M19)
ChildInMind will launch and run an 8 weeks pilot online course in English, inviting participants from all partners' countries, to test the online course functionality and identify weaknesses, areas of strengths and opportunities for improvement. The pilot phase will enable the partnership to evaluate different aspects of the online course use, including a) the clarity of the structure, b) the usability of the developed learning and assessment material, c) the technical operation of content and communication mechanisms, and d) connectivity and accessibility issues. Testing of the ChildInMind online course will be conducted by members of target groups (childminders, individuals coming from disadvantaged groups that would like to work in the early childhood care sector, VET providers, career counselling bodies, field experts), who will be asked to complete an online questionnaire for evaluating both the educational value of ChildInMind learning objectives/outcomes as well as the quality of the developed learning materials. Upon the completion of the pilot period, the partnership will produce a report on the testing and evaluation results, which will enable to fine-tune and optimise the ChildInMind self-paced open online course. During the pilot run of the ChildInMind course, learners are expected to spend roughly 7-9 hours per week to study the material and complete the exercises; though participants are free to devote as much time as they like according to their needs and preferences.

ECI: Delivery of the pilot course, facilitate learning process. PROMEA: Facilitate the operation of the MOOC accounting for the technical aspects (troubleshooting, maintenance, and helpdesk), development of evaluation method and forms to be used by participants in the pilot run and the ChildInMind workshops (E1-5), drafting of the report on the testing and evaluation outcomes, fine-tune the MOOC. All partners: Online promotion of the course,

finding potential learners, support and animation of the peer collaboration and discussion forum.	
Start Date (dd-mm-yyyy)	01-10-2017
End Date (dd-mm-yyyy)	30-04-2018
Languages	English
	Greek
	Italian
	Slovak
	Spanish
Media(s)	Internet
	Text File
Activity Leading Organisation	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIE
Participating Organisations	UNIVERSITA DEGLI STUDI DI MACERATA
	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland
	Narodne centrum pre rovnost prilezitosti

Output Identification	O4
Output Title	Knowledge resources for providers of the ChildInMind course
Output Description	PURPOSE The purpose of this output is to identify important aspects (e.g. administrative, organisational, legal etc) that are related to the setup, introduction, and running of a training program for informal childminders by municipalities, associations of disadvantaged groups, departments of social organisations relevant to career development, NGOs, VET providers etc, and proceed with developing the corresponding resources and implementing the necessary actions to involve the appropriate target groups in the exploitation of the ChildInMind results. CONTENT The output will be addressed to staff members of municipalities and training entities that would like to plan training for informal childminders in their area, comprising: a) guidelines on the organisation of a training programme that fit to the needs of the area and of learners, b) tools about the calculation of costs needed for the set-up and running of the online course, c) forms and brochures to be used during post-project dissemination events and training workshops. METHODOLOGY To ensure the relevance of the knowledge resources to the needs of their users (e.g.

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EN   Form has not been submitted yet

municipalities and training entities), this output will also organise and implement actions to receive input from the potential providers of the ChildInMind course in the partners' countries, and motivate them to integrate the developed open educational resources and innovative delivery method in the services they provide to their citizens, members and/or learners. The consultation process will take place with the aid of a public dialogue tool, through which the knowledge resources will be distributed to relevant representatives of the above mentioned organisations, with the aim to receive feedback on resources' usability and value.

EXPECTED VALUE FOR THE PARTNERSHIP
This output can be directly useful to ECI, NCRP and FLORIDA, who are active in developing the necessary structures and activities for supporting training actions in their territories for their citizens, members and learners.

EXPECTED VALUE AND USE BEYOND THE PARTNERSHIP
The resources developed in this activity will be designed to be easily adaptable to local settings. As a result, O4 will be useful to territorial public administrations, NGOs, career counselling bodies for vulnerable groups and other stakeholders beyond the partnership that would like to introduce training for informal childminders in their area. For this reason, the ChildInMind partnership will involve relevant public and private entities in a consultation process about the perceived usability of the ChildInMind knowledge resources and the course for their organisations.

| Please describe the tasks leading to the production of the intellectual output and the applied methodology | O4-A1: Development of ChildInMind knowledge resources for course providers (M24-M25, M29-M30)
Development of a guidelines report addressed to the staff of municipalities and training providers that would like to introduce the ChildInMind online course in their area, which will include:
a) A guide on how to design, implement and run a scheme of training for informal childminders to benefit citizens, members and learners, especially those coming from disadvantaged backgrounds, e.g. unemployed, people live on benefit, immigrants, NEETs and single parents. Indicatively, the guide will provide information about the organisation and facilitation of the online course to fit to the needs of the area and of learners, and the effective dissemination of the course to the appropriate target groups.

b) Forms, checklists, tools to facilitate the implementation of training activities. Indicatively:
(i) A tool (e.g. excel sheet) used to calculate the expected cost of the training programme, and the timeline of the expenditure needed for the next 2-3 years, taking into account the material to be produced, the events to be organised, personnel costs for the administration of the online course, etc.
(ii) Forms to be used for the organisation and administration of training events/workshops, e.g. regarding the use of training materials, application forms and trainee evaluation forms.
(iii) A tool (e.g. online form) to keep register of the trained informal childminders.

The knowledge resources will be available in the five languages of the partnership (EN, IT, ES, EL, SK). The developed knowledge resources will be updated based on the feedback to be received by members of the target groups through the public dialogue tool (O4-A2) and the national infodays (E6-E10).

NCRP: Development of knowledge resources in English and update based on target groups' feedback, translation in own language. PROMEA, UNIMC: Provision of input from the perspective of experienced organisations with online training provision to improve professional skills, translation in own language. ECI: fine-tuning of knowledge resources in English. FLORIDA: Translation of knowledge resources in own language. |

O4-A2: Consultation on ChildInMind knowledge resources and course (M26-M28)
Set-up of a public dialogue tool, using an available web-based platform through which representatives of municipalities, departments of associations of disadvantaged groups relevant to career counselling, family support bodies etc in the partners' countries will be able to: a) endorse or acknowledge receipt of the knowledge resources / guidelines directly sent to them, b) provide feedback and c) reach conclusions and implications about the adoption of the ChildInMind online course by their organisation. Using this tool, partners will be able to further enhance the knowledge recourses and monitor dissemination performance and sustainability potential of the project outputs, as a concrete proof of impact.

NCPR: Set-up of the public dialogue tool, communication with relevant organisations and members of the target groups from own network to promote the knowledge resources, collection and review of input. UNIMC, FLORIDA, PROMEA, ECI: communication with relevant organisations and members of the target groups from own network to promote the knowledge resources through the tool, review of input and support of communications.

Start Date (dd-mm-yyyy)	01-09-2018
End Date (dd-mm-yyyy)	31-03-2019
Languages	English
	Greek
	Italian
	Slovak
	Spanish
Media(s)	Interactive Resource
	Text File
Activity Leading Organisation	Narodne centrum pre rovnost prilezitosti
Participating Organisations	UNIVERSITA DEGLI STUDI DI MACERATA
	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIE
	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland

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G.2. Multiplier Events

Do you plan to include Multiplier Events in your project?

Yes

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

Event Identification	E1
Event Title	Workshop on informal childminding in Italy
Country of Venue	Italy
Event Description	PURPOSE OF THE WORKSHOPS ON INFORMAL CHILDMINDING The partnership foresees five training workshops (IT, ES, EL, IE, SK) to be organised by UNIMC, FLORIDA, PROMEA, ECI and NCRP for the purpose of sharing and evaluating the ChildInMind learning materials (O2, O3) and presenting the project's goals, activities and results, with the participation of learners from the project target groups. These one-day pilot delivery sessions aim to: 1. Share and disseminate the ChildInMind outputs (O1-O3) by demonstrating them to members of learners' groups, including people interested for initial VET, and individuals experienced in informal early childhood education and care that need to improve their skills. 2. Achieve a multiplying effect, by motivating learners to undertake VET courses that valorise ChildInMind outputs, and/or to become users of the ChildInMind self-paced online course (O3). These learners will essentially become disseminators of the benefits of informal childminding skills improvement, stimulating their peers to follow similar flexible learning paths. 4. Evaluate and verify the improvement of the ChildInMind learners' knowledge, skills, and competences and gather feedback for optimisation and revisions to ensure the transferability and further sharing of project outcomes, contributing to the evaluation of the projects outcomes and materials. 5. Assess the impact of ChildInMind learning materials during the project via a follow-up survey. CONTENT The event will be structured as follows: a) presentation of the ChildInMind learning outcomes (O1) and learning units (O2), b) mini workshops with participants trying on the ChildInMind learning materials (O2) and self-paced open online course (O3), c) feedback collection from learners, based on questionnaires. A survey to assess the real-life applicability of learning outcomes and project impact will follow 1-2 months after each event. B. ORGANISATIONAL ISSUES REGARDING HOSTING OF WORKSHOP ON INFORMAL CHILDMINDING IN ITALY The event will be organised in Macerata by UNIMC in its own premises, as a University having direct contacts with learners in the field of early childhood education and care. Learners who will be invited to participate will include individuals that wish to undertake training courses related to informal childminding services and caregivers already employed in the informal early childhood education and care sector, who will be reached by the project's dissemination efforts. The estimated number of local participants funded by the ChildInMind project is 30; by means of own funding, it is foreseen that more than 70 individuals will participate in the event. The pilot session will be delivered in Italian. E1-A1: Preparation and implementation of the ChildInMind workshop in Italy (M19 – M20) This task encompasses the actions required for the successful preparation and organisation of the workshop on informal childminding in Italy:

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1. Preparation of the event agenda and allocation of event sessions and presentations to in-house trainers based on their expertise.
2. Invitation of participants, both those already enrolled in UNIMC relevant courses, and external learners and childminders through the continuous ChildInMind dissemination efforts.
3. Presentations and speeches regarding the project's goals, activities and results.
4. Delivery of the teaching sessions including pilot testing of the ChildInMind online course and the assessment tools. Gathering of feedback from learners.
5. Quality assurance and evaluation processes of the event.
UNIMC will be responsible for the whole organisation of the workshop.

E1-A2: Follow up survey on the ChildInMind workshop in Italy (M21)
After the completion of the workshop on informal childminding, UNIMC will launch a follow-up survey addressed to participant learners. The purpose of this survey is to explore: a) whether learners will have actually benefited from ChildInMind learning materials, in terms of applying the acquired skills in workplace and b) at which extent have participants further disseminated the ChildInMind outputs to their peers, contributing to the anticipated multiplication effect. This survey will contribute to both the assessment of the materials and the measurement of project impact during its life. The survey will comprise a questionnaire with closed and open-ended questions to be developed by ECI in English, asking learners to identify and describe the areas and tasks on which the ChildInMind learning materials actually had a positive impact. The questionnaire will be distributed online, hosted in a survey platform such as the Google Forms; the link will be sent by e-mail (only for learners who will have consented).

Start Date (dd-mm-yyyy)	01-05-2018
End Date (dd-mm-yyyy)	30-06-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
Activity Leading Organisation	UNIVERSITA DEGLI STUDI DI MACERATA
Participating Organisations	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland

Event Identification	E2
Event Title	Workshop on informal childminding in Spain
Country of Venue	Spain
Event Description	This event is one of the five ChildInMind workshops on informal childminding (IT, ES, EL, IE, SK), having the same purpose, multiplying effect, and structure as described in E1.

ORGANISATIONAL ISSUES REGARDING HOSTING OF WORKSHOP ON INFORMAL CHILDMINDING IN SPAIN
The event will be organised in Valencia by FLORIDA in its own premises, as a VET provider having direct contacts with learners in the field of early childhood education and care. Learners who will be invited to participate will include individuals that wish to undertake training courses related to informal childminding services and caregivers already employed in |

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the informal early childhood education and care sector, who will be reached by the project's dissemination efforts. The estimated number of local participants funded by the ChildInMind project is 30; by means of own funding, it is foreseen that more than 70 individuals will participate in the event. The pilot session will be delivered in Spanish.

E2-A1: Preparation and implementation of the ChildInMind workshop in Spain (M19 – M20)
This task encompasses the actions required for the successful preparation and organisation of the workshop on informal childminding in Spain:
1. Preparation of the event agenda and allocation of event sessions and presentations to in-house trainers based on their expertise.
2. Invitation of participants, both those already enrolled in FLORIDA relevant courses, and external learners and childminders through the continuous ChildInMind dissemination efforts.
3. Presentations and speeches regarding the project's goals, activities and results.
4. Delivery of the teaching sessions including pilot testing of the ChildInMind online course and the assessment tools. Gathering of feedback from learners.
5. Quality assurance and evaluation processes of the event.

E2-A2: Follow up survey on the ChildInMind workshop in Spain (M21)
After the completion of the workshop on informal childminding, FLORIDA will launch a follow-up survey addressed to participant learners, using the closed and open-ended questions to be developed by ECI. The purpose of this survey is to explore: a) whether learners will have actually benefited from ChildInMind learning materials, in terms of applying the acquired skills in workplace and b) at which extent have participants further disseminated the ChildInMind outputs to their peers, contributing to the anticipated multiplication effect. This survey will contribute to both the assessment of the materials and the measurement of project impact during its life. The survey will ask learners to identify and describe the areas and tasks on which the ChildInMind learning materials actually had a positive impact. The questionnaire will be distributed online, hosted in a survey platform such as the Google Forms; the link will be sent by e-mail (only for learners who will have consented).

Start Date (dd-mm-yyyy)	01-05-2018
End Date (dd-mm-yyyy)	30-06-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
Activity Leading Organisation	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
Participating Organisations	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland

Event Identification	E3
Event Title	Workshop on informal childminding in Greece
Country of Venue	Greece
Event Description	This event is one of the five ChildInMind workshops on informal childminding (IT, ES, EL, IE, SK), having the same purpose, multiplying effect, and structure as described in E1.

ORGANISATIONAL ISSUES REGARDING HOSTING OF WORKSHOP ON INFORMAL CHILDMINDING IN GREECE

The event will be organised in Athens by PROMEA, inviting learners in the field of early childhood education and care through its collaborative networks with large VET providers and relevant Universities in Greece. Learners who will be invited to participate will include individuals that wish to undertake training courses related to informal childminding services and caregivers already employed in the informal early childhood education and care sector, who will be reached by the project's dissemination efforts. The estimated number of local participants funded by the ChildInMind project is 30; by means of own funding, it is foreseen that more than 70 individuals will participate in the event. The pilot session will be delivered in Greek.

E3-A1: Preparation and implementation of the ChildInMind workshop in Greece (M19 – M20)
This task encompasses the actions required for the successful preparation and organisation of the workshop on informal childminding in Greece:
1. Preparation of the event agenda and allocation of event sessions and presentations to in-house trainers based on their expertise.
2. Invitation of participants and external learners and childminders through the continuous ChildInMind dissemination efforts.
3. Presentations and speeches regarding the project's goals, activities and results.
4. Delivery of the teaching sessions including pilot testing of the ChildInMind online course and the assessment tools. Gathering of feedback from learners.
5. Quality assurance and evaluation processes of the event.

E3-A2: Follow up survey on the ChildInMind workshop in Greece (M21)
After the completion of the workshop on informal childminding, PROMEA will launch a follow-up survey addressed to participant learners, using the closed and open-ended questions to be developed by ECI. The purpose of this survey is to explore: a) whether learners will have actually benefited from ChildInMind learning materials, in terms of applying the acquired skills in workplace and b) at which extent have participants further disseminated the ChildInMind outputs to their peers, contributing to the anticipated multiplication effect. This survey will contribute to both the assessment of the materials and the measurement of project impact during its life. The survey will ask learners to identify and describe the areas and tasks on which the ChildInMind learning materials actually had a positive impact. The questionnaire will be distributed online, hosted in a survey platform such as the Google Forms; the link will be sent by e-mail (only for learners who will have consented).

Start Date (dd-mm-yyyy)	01-05-2018
End Date (dd-mm-yyyy)	30-06-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
Activity Leading Organisation	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIE
Participating Organisations	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland

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Event Identification	E4
Event Title	Workshop on informal childminding in Ireland
Country of Venue	Ireland
Event Description	This event is one of the five ChildInMind workshops on informal childminding (IT, ES, EL, IE, SK), having the same purpose, multiplying effect, and structure as described in E1. ORGANISATIONAL ISSUES REGARDING HOSTING OF WORKSHOP ON INFORMAL CHILDMINDING IN IRELAND The event will be organised in Dublin by ECI in its own premises, as a VET provider in the childminding field having direct contacts with potential learners. Learners who will be invited to participate will include individuals that wish to undertake training courses related to informal childminding services and caregivers already employed in the informal early childhood education and care sector, who will be reached by the project's dissemination efforts. The estimated number of local participants funded by the ChildInMind project is 30; by means of own funding, it is foreseen that more than 70 individuals will participate in the event. The pilot session will be delivered in English. E4-A1: Preparation and implementation of the ChildInMind workshop in Ireland (M19 – M20) This task encompasses the actions required for the successful preparation and organisation of the workshop on informal childminding in Ireland: 1. Preparation of the event agenda and allocation of event sessions and presentations to in-house trainers based on their expertise. 2. Invitation of participants, including learners already enrolled in ECI's training courses, through the continuous ChildInMind dissemination efforts. 3. Presentations and speeches regarding the project's goals, activities and results. 4. Delivery of the teaching sessions including pilot testing of the ChildInMind online course and the assessment tools. Gathering of feedback from learners. 5. Quality assurance and evaluation processes of the event. E4-A2: Follow up survey on the ChildInMind workshop in Ireland (M21) After the completion of the workshop on informal childminding, ECI will launch a follow-up survey addressed to participant learners, based on the closed and open-ended questions. The purpose of this survey is to explore: a) whether learners will have actually benefited from ChildInMind learning materials, in terms of applying the acquired skills in workplace and b) at which extent have participants further disseminated the ChildInMind outputs to their peers, contributing to the anticipated multiplication effect. This survey will contribute to both the assessment of the materials and the measurement of project impact during its life. The survey will ask learners to identify and describe the areas and tasks on which the ChildInMind learning materials actually had a positive impact. The questionnaire will be distributed online, hosted in a survey platform such as the Google Forms; the link will be sent by e-mail (only for learners who will have consented).
Start Date (dd-mm-yyyy)	01-05-2018
End Date (dd-mm-yyyy)	30-06-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course

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Activity Leading Organisation	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland
Participating Organisations	

Event Identification	E5
Event Title	Workshop on informal childminding in Slovakia
Country of Venue	Slovakia
Event Description	This event is one of the five ChildInMind workshops on informal childminding (IT, ES, EL, IE, SK), having the same purpose, multiplying effect, and structure as described in E1.

ORGANISATIONAL ISSUES REGARDING HOSTING OF WORKSHOP ON INFORMAL CHILDMINDING IN SLOVAKIA
The event will be organised in Bratislava by NCRP, having direct contacts with potential learners coming from disadvantaged backgrounds. Learners who will be invited to participate will include individuals that wish to undertake training courses related to informal childminding services and caregivers already employed in the informal early childhood education and care sector most probably in socio-economically disadvantaged backgrounds, who will be reached by the project's dissemination efforts. The estimated number of local participants funded by the ChildInMind project is 30; by means of own funding, it is foreseen that more than 70 individuals will participate in the event. The pilot session will be delivered in Slovak.

E4-A1: Preparation and implementation of the ChildInMind workshop in Slovakia (M19 – M20)
This task encompasses the actions required for the successful preparation and organisation of the workshop on informal childminding in Slovakia:
1. Preparation of the event agenda and allocation of event sessions and presentations to NCRP staff based on their expertise.
2. Invitation of participants, including interested members of NCRP's network and external learners and childminders through the continuous ChildInMind dissemination efforts.
3. Presentations and speeches regarding the project's goals, activities and results.
4. Delivery of the teaching sessions including pilot testing of the ChildInMind online course and the assessment tools. Gathering of feedback from learners.
5. Quality assurance and evaluation processes of the event.

E4-A2: Follow up survey on the ChildInMind workshop in Slovakia (M21)
After the completion of the workshop on informal childminding, NCRP will launch a follow-up survey addressed to participant learners, based on the closed and open-ended questions to be developed by ECI in English. The purpose of this survey is to explore: a) whether learners will have actually benefited from ChildInMind learning materials, in terms of applying the acquired skills in workplace and b) at which extent have participants further disseminated the ChildInMind outputs to their peers, contributing to the anticipated multiplication effect. This survey will contribute to both the assessment of the materials and the measurement of project impact during its life. The survey will ask learners to identify and describe the areas and tasks on which the ChildInMind learning materials actually had a positive impact. The questionnaire will be distributed online, hosted in a survey platform such as the Google Forms; the link will be sent by e-mail (only for learners who will have consented). |
| Start Date (dd-mm-yyyy) | 01-05-2018 |
| End Date (dd-mm-yyyy) | 30-06-2018 |

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Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
Activity Leading Organisation	Narodne centrum pre rovnost prilezitosti
Participating Organisations	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland

Event Identification	E6
Event Title	ChildInMind Information Day in Italy
Country of Venue	Italy
Event Description	A. COMMON PROVISIONS FOR THE NATIONAL INFORMATION DAY EVENTS

PURPOSE AND AIM OF THE EVENT
UNIMC, FLORIDA, PROMEA, ECI and NCRP will each organise a one-day national information event in Italy, Spain, Greece, Ireland and Slovakia respectively. The purpose of these events is to present the project's objectives, activities, results, and outputs to the target groups of the partnership. In this context, the aims of the national information days are a) to highlight the importance of childminding skills, while care of children aged 0-6 takes place in an informal context like home, b) to express the need for the provision of appropriate training for informal childminders, c) to demonstrate how the ChildInMind course and open educational resources can contribute in addressing this challenge, and d) to foster networking with stakeholders, promoting the integration of project results into day-to-day services of entities such as associations, NGOs, municipalities, VET providers, and receiving feedback for the ChildInMind knowledge resources (O4).

TARGET AUDIENCE
The national information days will be addressed to territorial public administrations, local VET providers, associations of disadvantaged groups, bodies providing career counselling services to vulnerable groups, as well as a broader audience of organisations potentially interested in adopting ChildInMind results to provide training to citizens, members and learners in their area that would like to be employed as informal childminders in the early childhood education and care sector.

PREREQUISITE MILESTONE
The organisation of the info-days will occur following the development of the ChildInMind knowledge resources (O4-A1). This schedule allows for the presentation of both tangible outputs and potential impact, and the forthcoming activities in which target groups can be involved, namely the consultation process on the exploitation and usability of the knowledge resources to be developed in the context of the project (O4-A2).

CONTENT AND INDICATIVE AGENDA
The structure of the national info-days will include the following: a) presentations from organising partners, b) speeches by external speakers (early childhood education and care sector representatives), c) presentations of the ChildInMind open online course (O3) and knowledge resources (O4), and their usability for the participant organisations, and d) parallel sessions of interactive round tables; Participants will be asked to select from a range of topics

and the round table they wish to participate. In each round table a coordinator and an expert will be appointed to animate the discussion. Each coordinator will prepare a conclusions memo to present it in a plenary session of the info-day event.

B. PROVISIONS FOR THE ChildInMind NATIONAL INFODAY IN ITALY

ORGANISING INSTITUTION
The ChildInMind information day in Italy will be organised in Macerata by UNIMC.

ATTENDANCE INDICATORS
The number of participants funded by the ChildInMind project is 30; it is anticipated that, a total number of 70 individuals will participate in the event, by means of organising partner own effort.

LANGUAGE
The presentations, the ChildInMind learning materials, knowledge resources and the agenda will be delivered in Italian. English versions of the ChildInMind learning materials, knowledge resources and the agenda will be available for foreign participants.

E6-A1: Preparation and delivery of the ChildInMind information day in Italy (M26-M27)
This activity includes the actions required for the successful preparation and organisation of the ChildInMind information day in Italy:
1. Preparation of the event agenda based on national priorities and specificities, and the composition of the audience foreseen to attend the event.
2. Invitations to external speakers.
3. Preparation of presentations of the mini-workshops.
5. Invitation of participants.
6. Gathering of contact details from stakeholders important for networking.
7. Internal quality assurance processes will be carried out throughout the duration of the event.

UNIMC will be responsible for the whole organisation of the infoday in Italy.

Start Date (dd-mm-yyyy)	01-11-2018
End Date (dd-mm-yyyy)	31-12-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
	Knowledge resources for providers of the ChildInMind course
Activity Leading Organisation	UNIVERSITA DEGLI STUDI DI MACERATA
Participating Organisations	

Event Identification	E7
Event Title	ChildInMind Information Day in Spain
Country of Venue	Spain

Event Description	A. PROVISIONS FOR THE ChildInMind NATIONAL INFORMATION DAY IN SPAIN ORGANISING INSTITUTION The ChildInMind info-day in Spain will be organised in Valencia by FLORIDA, following the common for the national information day events provisions described in E6. ATTENDANCE INDICATORS The number of participants funded by the ChildInMind project is 30; it is anticipated that, a total number of 70 individuals will participate in the event, by means of organising partner own effort. LANGUAGE The presentations, the ChildInMind learning materials, knowledge resources and the agenda will be delivered in Spanish. English versions of the ChildInMind learning materials, knowledge resources and the agenda will be available for foreign participants. E7-A1: Preparation and delivery of the ChildInMind information day in Spain (M26-M27) This activity includes the actions required for the successful preparation and organisation of the ChildInMind information day in Spain: 1. Preparation of the event agenda based on national priorities and specificities, and the composition of the audience foreseen to attend the event. 2. Invitations to external speakers. 3. Preparation of presentations of the mini-workshops. 5. Invitation of participants. 6. Gathering of contact details from stakeholders important for networking. 7. Internal quality assurance processes will be carried out throughout the duration of the event. FLORIDA will be responsible for the whole organisation of the infoday in Spain.
Start Date (dd-mm-yyyy)	01-11-2018
End Date (dd-mm-yyyy)	31-12-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
	Knowledge resources for providers of the ChildInMind course
Activity Leading Organisation	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
Participating Organisations	

Event Identification	E8
Event Title	ChildInMind Information Day in Greece
Country of Venue	Greece
Event Description	A. PROVISIONS FOR THE ChildInMind NATIONAL INFORMATION DAY IN GREECE ORGANISING INSTITUTION The ChildInMind info-day in Greece will be organised in Athens by PROMEA, following the

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common for the national information day events provisions described in E6.

ATTENDANCE INDICATORS
The number of participants funded by the ChildInMind project is 30; it is anticipated that, a total number of 70 individuals will participate in the event, by means of organising partner own effort.

LANGUAGE
The presentations, the ChildInMind learning materials, knowledge resources and the agenda will be delivered in Greek. English versions of the ChildInMind learning materials, knowledge resources and the agenda will be available for foreign participants.

E8-A1: Preparation and delivery of the ChildInMind information day in Greece (M26-M27)
This activity includes the actions required for the successful preparation and organisation of the ChildInMind information day in Greece:
1. Preparation of the event agenda based on national priorities and specificities, and the composition of the audience foreseen to attend the event.
2. Invitations to external speakers.
3. Preparation of presentations of the mini-workshops.
5. Invitation of participants.
6. Gathering of contact details from stakeholders important for networking.
7. Internal quality assurance processes will be carried out throughout the duration of the event.

PROMEA will be responsible for the whole organisation of the infoday in Greece.

Start Date (dd-mm-yyyy)	01-11-2018
End Date (dd-mm-yyyy)	31-12-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
	Knowledge resources for providers of the ChildInMind course
Activity Leading Organisation	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIE
Participating Organisations	

Event Identification	E9
Event Title	ChildInMind Information Day in Ireland
Country of Venue	Ireland
Event Description	A. PROVISIONS FOR THE ChildInMind NATIONAL INFORMATION DAY IN IRELAND

ORGANISING INSTITUTION
The ChildInMind info-day in Ireland will be organised in Dublin by ECI, following the common for the national information day events provisions described in E6.

ATTENDANCE INDICATORS
The number of participants funded by the ChildInMind project is 30; it is anticipated that, a

total number of 70 individuals will participate in the event, by means of organising partner own effort.

LANGUAGE
The presentations, the ChildInMind learning materials, knowledge resources and the agenda will be delivered in English.

E9-A1: Preparation and delivery of the ChildInMind information day in Ireland (M26-M27)
This activity includes the actions required for the successful preparation and organisation of the ChildInMind information day in Ireland:
1. Preparation of the event agenda based on national priorities and specificities, and the composition of the audience foreseen to attend the event.
2. Invitations to external speakers.
3. Preparation of presentations of the mini-workshops.
5. Invitation of participants.
6. Gathering of contact details from stakeholders important for networking.
7. Internal quality assurance processes will be carried out throughout the duration of the event.

ECI will be responsible for the whole organisation of the infoday in Ireland.

Start Date (dd-mm-yyyy)	01-11-2018
End Date (dd-mm-yyyy)	31-12-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
	Knowledge resources for providers of the ChildInMind course
Activity Leading Organisation	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland
Participating Organisations	

Event Identification	E10
Event Title	ChildInMind Information Day in Slovakia
Country of Venue	Slovakia
Event Description	A. PROVISIONS FOR THE ChildInMind NATIONAL INFORMATION DAY IN SLOVAKIA

ORGANISING INSTITUTION
The ChildInMind info-day in Italy will be organised in Bratislava by NCRP, following the common for the national information day events provisions described in E6.

ATTENDANCE INDICATORS
The number of participants funded by the ChildInMind project is 30; it is anticipated that, a total number of 70 individuals will participate in the event, by means of organising partner own effort.

LANGUAGE
The presentations, the ChildInMind learning materials, knowledge resources and the agenda |

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will be delivered in Slovak. English versions of the ChildInMind learning materials, knowledge resources and the agenda will be available for foreign participants.

E10-A1: Preparation and delivery of the ChildInMind information day in Slovakia (M26-M27)
This activity includes the actions required for the successful preparation and organisation of the ChildInMind information day in Slovakia:
1. Preparation of the event agenda based on national priorities and specificities, and the composition of the audience foreseen to attend the event.
2. Invitations to external speakers.
3. Preparation of presentations of the mini-workshops.
5. Invitation of participants.
6. Gathering of contact details from stakeholders important for networking.
7. Internal quality assurance processes will be carried out throughout the duration of the event.

NCRP will be responsible for the whole organisation of the infoday in Slovakia.

Start Date (dd-mm-yyyy)	01-11-2018
End Date (dd-mm-yyyy)	31-12-2018
Intellectual Outputs Covered	Evidence-based learning outcomes for informal childminders
	ChildInMind learning units & materials
	ChildInMind Self-paced Open Online Course
	Knowledge resources for providers of the ChildInMind course
Activity Leading Organisation	Narodne centrum pre rovnost prilezitosti
Participating Organisations	

G.3. Learning/Teaching/Training Activities

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

No

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H. Follow-up

H.1. Impact

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

A) EXPECTED IMPACT PER TARGET AUDIENCE

1. LEARNERS
- Informal childminders already employed in the wider early childhood education and care sector will improve their efficacy and productivity, meeting current and emerging work demands with regards to infants and toddlers childminding in an informal context, particularly in socio-economically disadvantaged settings.
- Initial and continuous VET students and job seekers wishing to work as informal childminders will position themselves better in the labour market, obtaining improved fit to job positions within the sector, thus increasing their employability.

2. PROVIDERS OF THE CHILDINMIND COURSE
- VET providers, municipalities, association of disadvantaged groups, NGOs, family support bodies for vulnerable groups and career-related stakeholders offering courses / materials related to childcare, will enhance their offerings and services through: a) integration of the ChildInMind learning outcomes, units and materials into existing and new training courses, b) adaptation of training provision to the needs of the labour market and of learners from disadvantaged backgrounds and c) acquisition of knowledge resources and tools to organise and disseminate a course for informal childminders that meet the needs of the sector in their area.

3. PARTICIPATING ORGANISATIONS
- FLORIDA, ECI, UNIMC and NCRP will benefit from the ChildInMind learning units and materials (O2), the self-paced open online course (O3) and the knowledge resources (O4), which will allow them to set-up, organise, disseminate and run new training programmes for current or potential informal childminders working with children aged 0-6 years, in their area, focusing on the disadvantaged subgroups these organisations mostly serve..
- UNIMC will also enhance its research activity in the sector, and acquire materials useful for its ECEC students and life-long learning seminars.
- PROMEA will enhance its research methodology and MOOC development experience, integrating sector-specific knowledge from EU organisations experienced in the early childhood education and care sector.

B) EXPECTED IMPACT ON KEY ACTORS INVOLVED IN TRANSNATIONAL AND INTER-DISCIPLINARY ACTIVITIES
The ChildInMind consortium expects that the project will also have significant impact on key stakeholders and actors in sectors beyond its direct scope:

- Learning materials will be developed in a modular way and offered as OERs suitable for post-project integration in: a) larger-scale inter-disciplinary or transnational programs, targeted to informal childminders, carried out by educational organisations (e.g. courses for basic skills improvement of immigrants in the EU), and b) training courses in other segments of the wider childcare and education sector, with partially common learning outcomes, e.g. nursery courses.
- The development and application of up-to-date ICT tools (MOOC) for training purposes can serve as an example for similar initiatives in other sectors and disciplines after the project (e.g. elderly carer), fostering the transfer of innovation in VET.
- National and EU authorities will benefit from the development of a common language for the recognition of skills of informal childminders, as the ChildInMind course will be based on a learning outcomes approach, which is consistent with the European reference tools (EQF, ESCO).

D) DIRECT IMPACT DURING PROJECT LIFE
- Enhanced access to initial and continuous VET for informal childminders through the availability of ChildInMind materials and the self-paced open online course.
- Empowerment of informal childminders with skills required in their daily work settings, through the workshops on informal childminding and the pilot test of the ChildInMind online course.
- Empowerment of NGOs for disadvantaged and vulnerable groups, public administrations and relevant VET providers with resources to support individuals who (plan to) work as informal childminders, to improve their services to citizens, members and learners and promote inclusive education.

E) INDIRECT IMPACT ON FAMILIES FACING A DISADVANTAGE AND RELEVANT EU POLICIES

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- Members of families from disadvantaged groups, e.g. unemployed, NEETs, immigrants, single parents, refugees etc, will indirectly benefit from the improved childminding services provided by the trained informal childminders, , resulting in increased sense of safety for informal childminding as well as increased productivity and competiveness with economic gains for disadvantaged families and informal childminders.
- The project will contribute to the implementation of ET2020, aiming at supporting Members States to promote national regulations for home-learning guidance and parenting programmes, and to tackle inequalities for disadvantaged families.

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

A) POST-PROJECT MULTIPLICATION OF IMPACT
The abovementioned impact is expected to be maintained and potentially strengthened post-project, through:
- The participation of a growing number of initial and continuous VET learners in courses based on project outputs.
- The uptake of ChildInMind learning units and materials from relevant VET providers, public administrations and NGOs, non-profit organisations for disadvantaged groups across the EU.
- The expansion of the strategic partnership through the adoption of the ChildInMind knowledge resources by interested training entities, municipal and sectoral stakeholders, including childminding companies.

B) TRANSNATIONAL, CROSS-EDUCATIONAL LEVELS
The partnership foresees that the project will also impact on activities beyond its direct scope. The learning outcomes, units and materials will be available to the public, including parents, grandparents, and childminders taking care of children for free, promoting their transferability to other educational levels, especially at adult education and short-cycle tertiary and higher education. ChildInMind intellectual outputs have been designed not only to meet the project's objectives, but also with potential for scalability and synergies with other Erasmus+ actions and/or other European Programmes.

C) EXPECTED SYNERGIES WITH THE OTHER ERASMUS+ ACTIONS
The project is inherently synergistic with the other two Key Actions of the Erasmus+ programme. In particular, as concerns KA1 - Mobility: a) learners will be empowered with skills that are expected to increase their mobility in terms of employability in informal childminding in other EU countries and b) providers (especially NGOs and associations for disadvantaged individuals operating in more than one EU countries) will be equipped with materials and knowledge applicable at EU-level, enabling them to enhance their services in several EU countries. As concerns Key Action 3 - Support for policy reforms, all project outputs will conform with and promote the existing EU schemes of skills & qualifications recognition, and transfer of credits (i.e. EQF, ECVET).

D) EUROPEAN LEVEL IMPACT ON POLICIES AND INNOVATION
ChildInMind will contribute to the attainment of the Education and Training 2020 policy targets, which aims at increasing the number of children participating in early childhood education and care in EU, to reach the benchmarks of 95% of children aged 4-6 years, and 33% for children aged 0-2 years. The project will also contribute to the maturing of national policies, aiming to promote inclusive education and enhance access to training for all learners, as well as to tackle inequalities for disadvantaged families and offer home-based guidance and parenting programmes. At the level of innovation, the project will implement the Digital Agenda Skills and Education policies, by offering innovative and open-access educational materials and methodologies, namely the ChildInMind self-paced open online course and materials.

How will you measure the previously mentioned impacts?

The impact will be measured both quantitatively and qualitatively, and will be monitored throughout the project, allowing for remedial actions if required; this continuous assessment will be depicted in the final impact analysis report.

A) QUANTITATIVE IMPACT ASSESSMENT AND PERFORMANCE INDICATORS
The following values have been assigned as target thresholds to the key performance indicators (KPIs) defined in section F:

KPI1: The number of learners interested/using the project's materials in the form of the ChildInMind online course: 80
KPI2: The number of providers interested/exploiting the ChildInMind learning outcomes and materials to enhance their training offerings: 20
KPI3: The number of stakeholders being involved in the research for the identification of skill requirements for the informal childminder occupation: 100
KPI4: The number of target groups' members evaluating ChildInMind learning outcomes/units and materials: 350
KPI5: The number of individuals taking part in the workshops on informal childminding: 150
KPI6: The number of attendees to the national information days: 150

KPI7: The number of stakeholders provided feedback for the ChildInMind knowledge resources through the consultation process: 75
KPI8: The number of stakeholders endorsing the ChildInMind knowledge resources: 20
KPI9: The number of European languages in which ChildInMind learning outputs will be developed: 5
KPI10: The number of target groups' members reached by the ChildInMind dissemination activities: 10000

Quantitative KPIs per impact audience:
Learners: KPI1, KPI3, KPI4, KPI5, KPI9, KPI10
VET providers: KPI2, KPI3, KPI6, KPI7, KPI8, KPI9, KPI10
NGOs, associations of disadvantaged groups: KPI2, KPI3, KPI6, KPI7, KPI8, KPI9, KPI10
Public administrations: KPI2, KPI3, KPI6, KPI7, KPI8, KPI9, KPI10

B) QUALITATIVE IMPACT ASSESSMENT (KPI11-KPI13)
The following qualitative indicators have been set:
KPI11 - Learning effectiveness of ChildInMind open materials.
KPI12 – Work reality relevance of ChildInMind outputs
KPI13 – Diversity of target groups commitment to exploit ChildInMind outputs.

The partnership will employ questionnaires and interviews to gather evaluation on project outputs and to identify external factors influencing their exploitation. Feedback will be received through the following actions:
- Field research and/or structured-interviews (O1-A2) with sector experts to provide further insight on the skills required for effective childcare in an informal context.
- Follow-up survey after the workshops on informal childminding (E1-E5).
- Evaluation forms following the round tables of the national information days (E6-E10).

C) ROLLING IMPACT MEASUREMENT AND ASSESSMENT
The methodology, monitoring and preparation of the impact assessment report will be the responsibility of PROMEA with contributions from all partners. PROMEA has specific expertise in the impact analysis of project focused on training, having assumed responsibility for such tasks in previous and ongoing Erasmus+ and LLP projects (e.g. COSMET, NAMA, AQUAVET, NEBULA, eTrees), including the preparation of methodology and the compilation of impact assessment reports.

In order to assess impact, partners will be requested to continuously provide evidence before, during, and after the implementation of specific activities, such as: a) lists of participants to events, b) logs of access and use of online learning tools and dissemination channels (e.g. social media activity), c) filled-in impact assessment tools (i.e. follow-up surveys to learners and providers), d) communication logs with NGOs, municipalities, VET providers, stakeholders, etc. On the basis of this evidence and in juxtaposition with the abovementioned key performance indicators, the analysis will assess how influential the project impact is.

Based on the continuous impact assessment, PROMEA will propose remedial actions if: a) KPIs are not reached, and/or b) the qualitative analysis demonstrates that the long-term benefits appear marginal. After the project, participants will assess the impact of the activities derived from project outputs, as part of their internal management and operational framework. To this end, follow-up communications and networking with stakeholders and target groups are expected to continue after the end of the project.

H.2. Dissemination and Use of Projects' Results

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

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

The project partnership has identified the dissemination target groups to which project results will be disseminated. The methodology employed to estimate and quantify the target groups to be reached during the project lifetime is based on Eurostat statistics tables, including the weighing of relevant parameters and thresholds and taking into account the project's available resources for dissemination. Factors that were taken into consideration are indicatively: the number of informal childminders in the countries of the partnership, VET participation rates, the population speaking the languages of the ChildInMind materials, and the average rate of success of marketing campaigns.

For example, informal childminders that can be reached = number of informal childminders (in a professional capacity) in the EU28 (1,434,000) x share of them in the consortium countries (app. 38%) x VET participation rates in consortium countries (ranging from

16% to 48%) x average success rate of marketing campaigns (5%) = ca. 10000-11000.

TARGET AUDIENCES

1. CHILDMINDERS

The entire population of informal childminders in need of enhanced childminding skills in the EU28 is estimated at 1,434,000 individuals. The project aspires to reach at least 10000 of these professionals in the partnership countries. Main results to be disseminated:
- The ChildInMind learning and assessment materials (O2);
- The ChildInMind self-paced online course (O3);
- The pilot run of the ChildInMind self-paced online course in which they will be invited to participate (O3-A3);
- The research on the training needs of informal childminders in the partnership countries in which they will be invited to participate (O1-A2);
- The workshops on informal childminding in which they will be invited (E1-E5).

2. VET PROVIDERS IN THE EARLY CHILDHOOD EDUCATION AND CARE SECTOR

The partnership aims to reach at least 300 vocational and training providers and their managing staff in the partnership countries through structured dissemination efforts as well as the exploitation of partners' network and contacts. Main results to be disseminated:
- The ChildInMind learning outcomes (O1);
- The ChildInMind learning units and materials (O2);
- The ChildInMind knowledge resources and tools for course providers (O4);
- The research on the training needs of informal childminders in the partnership countries in which they will be invited to participate (O1-A2);
- The public dialogue tool through which they will provide feedback and input for the ChildInMind knowledge resources (O4-A2);
- The national information days in which they will be invited (E6-E10).

3. ASSOCIATIONS OF DISADVANTAGED GROUPS AND NGOS

At least 75 European and national associations of disadvantaged groups, NGOs and networks representing unemployed, NEETs, migrants, low-skilled, single parents, vulnerable families and refugees, are expected to be reached through the project dissemination activities and project partners' network of contacts. These organisations have the institutional capacity to provide access to disadvantaged people that plan to work as informal childminders. Main results to be disseminated:
- The ChildInMind learning units and materials (O2);
- The ChildInMind knowledge resources and tools for course providers (O4);
- The public dialogue tool through which they will provide feedback and input for the ChildInMind knowledge resources (O4-A2);
- The research on the training needs of informal childminders in the partnership countries in which they will be invited to participate (O1-A2);
- The national information days in which they will be invited (E6-E10).

4. PUBLIC ADMINISTRATIONS

The project will seek to reach at least 80 individuals with key positions in career-counselling departments of public administrations in the partnership countries. These organisations promote or provide training offerings to their citizens, having thus the capacity to provide access to people that would like to be employed as informal childminders. Main results to be disseminated:
- The ChildInMind learning units and materials (O2);
- The ChildInMind knowledge resources and tools for course providers (O4);
- The public dialogue tool through which they will provide feedback and input for the ChildInMind knowledge resources (O4-A2);
- The national information days in which they will be invited (E6-E10).

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

PARTNER IN CHARGE OF DISSEMINATION EFFORT

The dissemination effort will be led by NCRP, on account of its experience and expertise in the dissemination of information to individuals coming from vulnerable groups and project generated results, having covered in-house all aspects of a dissemination campaign, from the creative process to the organisation of events. NCRP also has long-standing collaborations with key national and foreign experts and stakeholders involved in successful integration in society and equal opportunities, representatives of local government and public.

![Erasmus+](European flag logo) Erasmus+

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In terms of communication with the public, NCRP demonstrates good understanding of new media and social media interactions, which tend to be the norm in contemporary public campaigns of high cost effectiveness. In addition, NCRP's expertise in this area will allow for effective monitoring and evaluation of the partnership's efforts, providing support and consultation to all participants. If necessary, NCRP will suggest corrective measures to assist participants in reaching the goals specified by the dissemination strategy.

ROLES OF PARTNERS
NCRP, as the leader of the project dissemination, will be responsible for the following: a) overall dissemination and sustainability strategy and plan, b) design and development of dissemination content and materials, c) guidance and support of interactions between participants, target groups and stakeholders, and d) monitoring and performance assessment.
FLORIDA, UNIMC, PROMEA and ECI, with their extensive networks, will be mainly responsible for mobilising and providing direct and immediate access to their members, contacts and affiliations.
All participants will each launch a direct e-mail campaign to mobilise own contacts.
All partners will each organise a workshop on informal childminding and a national infoday in own country; attendance to relevant third-party events will also be pursued.

ALLOCATION OF RESOURCES
The project foresees the following allocation of budget resources for the design and implementation of dissemination activities:
UNIMC: €10.237 total , €7.837 for staff, €1.500 for materials, €900 for events
FLORIDA: €6.142 total , €4.242 for staff, €1.000 for materials, €900 for events
PROMEA: €8.523 total , €6.023 for staff, €1.000 for materials, €1.500 for events
ECI: €10.539 total , €7.639 for staff, €1.200 for materials, €1.700 for events
NCRP: €11.985 total , €8.585 for staff, €1.000 for materials, €2.400 for events

After the end of the project, all participants will continue to disseminate project results with own resources, through: a) the promotion of own VET courses (FLORIDA, ECI, UNIMC, NCRP) based on project outputs, b) networking activities and the direct contacts, and c) the ensuing availability of online tools for own purposes and use.

What kind of dissemination activities do you intend to carry out and through which channels?

OVERALL STRATEGY
The overall dissemination strategy of the project seeks to: a) reach target groups and stakeholders, b) inform them on project outputs, c) motivate them to get involved in project activities, and d) engage them in the exploitation of project outputs. All dissemination materials will be available in the five languages of the partnership (English, Italian, Spanish, Greek and Slovak).

DISSEMINATION CHANNELS, ACTIVITIES AND PERFORMANCE INDICATORS
ChildInMind results will be disseminated via three channels: a) online communication (direct and one-way), b) the social media (two-way communication), and c) on-site/face to face. It should be noted that performance indicators for dissemination are higher than those defined for impact; it is necessary to reach a significantly higher number of target groups members with dissemination activities, to ensure that the percentage of those that will respond to project offerings (usually app. 10-20%) is enough to achieve the impact anticipated.

A) Online communication activities:
1. Direct e-mail campaign, aiming to inform, motivate, and promote involvement in project activities and use of project outputs. The campaign will be repeated every semester, and aims to reach at least 2000 recipients (each semester).
2. Project website, as a one-stop online access point for all project outputs. At least 5000 unique visits are anticipated.
3. Digital presentations, at least one per semester (five in total), to present ChildInMind online course and materials, to be downloaded by at least 500 individuals.
4. Press releases aiming to announce project's major actions and promote national events. One press release will be issued before each multiplier event (5 workshops and 5 national information days).
5. Videos of events and interviews, at least eight, to demonstrate project results and potential impact. At least 500 (YouTube) video views are expected.

B) Social media activities:
6. Accounts and pages in social media used by target groups (Facebook, LinkedIn, Twitter, YouTube), allowing for interactions and

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integration of user-generated content. The goal is to have at least 1000 social media fans and followers, and weekly activity on the part of the partnership (posts, updates, uploads, etc) as soon as the first results of the project will have been delivered (end of first semester).
7. Activities and interactions in relevant social media pages of third-parties (at least one post per week at pages of EU VET projects, large VET providers and universities, social partners, municipalities, NGOs and non-profit organisations and networks of disadvantaged groups), starting from the fourth month of the project.

C) On-site/face to face activities:
8. Printable materials to be distributed in own and third-party events, and in the context of participants' training and networking activities (3000 brochures and 50 posters for events).
9. Organisation of events to share and disseminate the intellectual outputs produced by the project (5 national information days and 5 workshops), with 700 participants/attendees in total.
10. Participation in relevant third-party events (e.g. event and conferences sponsored by EACEA, associations of disadvantaged and NGOs such as ActionAid, etc.)

These activities will be mainly addressed to different target groups as follows:
Learners: 1, 2, 3, 4, 5, 6, 8, 9
VET providers: 1, 2, 4, 5, 7, 8, 9, 10
NGOs, associations of disadvantaged groups, family support bodies: 1, 2, 4, 5, 7, 8, 9, 10
Public administrations: 1, 2, 4, 5, 7, 8, 9, 10

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

OPEN ACCESS TO TRANSFERABLE RESULTS
All project intellectual outputs are designed to be of sustainable usefulness to European learners, VET providers, sectoral stakeholders, NGOs and municipalities for learning and training purposes. In order to facilitate and maximise usage for all target groups, all materials will be freely accessible to the public, under the Creative Commons 4.0 BY license which allows for free use, distribution, and modification of materials. This license only requires reference to the creator, which will be defined as the ChildInMind strategic partnership under the Erasmus+ programme. Specifically:

a) The ChildInMind learning outcomes, units and materials, and dissemination materials will be available and downloadable through the project website.

b) The ChildInMind self-paced open online course will include all learning and assessment materials developed by the project, with additional collaborative functionalities. The partnership will apply to host the MOOC in the European Commission sponsored "Udemy" platform, which uses open source infrastructure. For risk mitigation purposes (e.g. the application is not successful or the platform goes defunct), the partnership has plans to host or transfer the MOOC to the FutureLearn platform, the British MOOC provider launched by the UK's Open University, or the US based MOOC Versal.

c) All learning and assessment materials and the ChildInMind knowledge resources for course providers will be designed to be offered as open resources for unrestricted third-party use. They will be developed in 5 European languages, namely English, Italian, Spanish, Greek and Slovak, allowing interested parties beyond the partnership countries to exploit the project results.

The partnership does not foresee any usage limitations on intellectual outputs, which could reduce the impact of the project. Confidentiality will apply exclusively on the private parts of project management reports.

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

Project outputs will remain available and active beyond project life, contributing to the achievement of the envisioned long-term impact, as participants organisations are expected to integrate project results into their regular activities. Specifically:

- UNIMC, FLORIDA, ECI and NCRP will integrate project results into their VET-related activities either by enhancing their existing programs and methodologies with the learning materials developed, or by offering new courses derived from project intellectual outputs. Also, learners and members of these organisations will be motivated to use the ChildInMind online course to further support their learning.

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- PROMEA will enhance its training methodologies in the context of VET research projects and activities, based on experience gained within the ChildInMind partnership, on how to adapt education provision to learners' needs.

- UNIMC, FLORIDA and NCRP will exploit their networks and current collaborations with municipalities in their region to motivate key people and stakeholders to uptake the ChildInMind knowledge resources to organise, disseminate and run the ChildInMind course in their area. It is also expected that the training centres of the public administrations to be involved will be interested in adopting the ChildInMind learning and assessment materials as a training solution for informal childminders.

Section H.3 of the Application Form explains in detail the measures to ensure the sustainability of projects outputs and corresponding impact.

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

The partnership foresees continuous monitoring and assessment of dissemination activities, as is the case with impact monitoring: NCRP will request from partners evidence on the reach of online activities and the quality of the disseminations materials developed (e.g. mailing lists, logs of social media activity, draft reports on the steps taken to develop materials and organise events, etc). The operational plan, that will be developed by NCRP to elaborate on the dissemination planning, will include corresponding template forms and checklists, to be filled-in before and after each dissemination action. In case the quality and/or reach of dissemination activities fall short of either the indicators set or the standards defined in the plan, remedial actions will be suggested by NCRP to revise and intensify the partnership's efforts.

As there is transferability potential of ChildInMind results to other educational levels, and specifically to adult education and short-cycle tertiary education, the partnership will identify relevant stakeholders from these fields as well (i.e. adult community education centres, private learning institutions, public universities, and relevant associations), with the aim to disseminate the ChildInMind learning outcomes (O1) and the ChildInMind learning units and materials (O2).

H.3. Sustainability

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

A) PROJECT RESULTS AND ACTIVITIES TO BE MAINTAINED POST-PROJECT AND MEANS TO ACHIEVE SUSTAINABILITY
Post-project use and maintenance is anticipated for the following outputs:
1. Learners will access the ChildInMind self-paced open online course for informal flexible learning, motivated by career-related departments of municipalities, NGOs, associations of disadvantaged groups and VET providers in the field, as well as participants' activities, to support continuous learning.
2. The ChildInMind learning units will be directly integrated in the early childhood education and care curriculums and/or seminars of FLORIDA, ECI, UNIMC and NCRP, enhancing existing and future training offerings.
3. The ChildInMind knowledge resources for providers of the course will be continuously distributed to interested organisations and institutions for three years after the end of the project though the communication networks of participating organisations.
4. European VET providers will uptake the ChildInMind learning outcomes and units to complement or develop new courses, in order to cover the current and emerging needs of childminders that provide care in an informal context, most likely in socio-economically disadvantaged settings.

B) SUSTAINABLE USE OF RESULTS WITHIN THE PARTNERSHIP
Beyond project life, the partnership foresees that:
1. At least two existing courses of ECI (e.g. QQI Level 5 – Major Award in Early Childhood Care & Education) and FLORIDA (e.g. Early Childhood Education) and two new seminars to be provided from NCRP for vulnerable families and UNIMC for adult learners/ students will integrate ChildInMind learning units and materials; the learning units will be carried in new/successor courses.
2. 1500 learners to be motivated by involved stakeholders to use the ChildInMind self-paced open online course.
3. 200 VET providers in EU-28 being actively supported by the partnership for the integration of ChildInMind materials and knowledge resources.

C) UNQUANTIFIABLE MULTIPLIER EFFECTS
The partnership expects that the project will have multiplier transnational effects beyond the project lifecycle. The integration of project outputs by key sectoral players in the partnership (UNIMC, ECI, FLORIDA, NCRP) is anticipated to motivate VET providers,

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municipalities, associations of disadvantaged groups and learners reached by the dissemination efforts to uptake project results. This initial adoption, in turn, is anticipated to contribute to further dissemination towards other VET providers seeking for best practices within or outside their sector, having a multiplying effect on the sustainability of project results. Respectively, individual learners seeking to improve their skills are also expected to share the informal learning tools (e.g. ChildInMind online course) with their peers, during face to face and/or social media interactions.

D) POST-PROJECT SOURCES OF FUNDING
1. Own funding from project participants and stakeholders (i.e. VET providers) using project outputs for training activities, to further develop the learning materials and/or new courses (ca. 1.500-2.500 EUR per learning unit, or 40-50.000 EUR for a new training course); such costs will be supported by tuition fees or other operational revenue.
2. Sponsorship and funding from key players in the sector (e.g. associations of disadvantaged groups, NGOs, public administrations) reached by the project's dissemination efforts, that wish to implement customised short-term training programs for their members and citizens.
3. National/European funding for a successor project focused on aligning VET certification in the informal early childhood education and care sector with NQF and EQF standards. A primary source for funding this effort may be through future EU-wide project calls.

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I. Budget

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

I.1. Project Management and Implementation

PIC of Organisation	Role of Organisation	Name of the Organisation
960068462	Applicant Organisation	UNIVERSITA DEGLI STUDI DI MACERATA
949506035	Partner Organisation	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA
952866988	Partner Organisation	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIES ASTIKI ETAIRIA
947537032	Partner Organisation	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland
940226336	Partner Organisation	Narodne centrum pre rovnost prilezitosti
	Total Grant Requested	45000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
960068462: UNIVERSITA DEGLI STUDI DI MACERATA	4	9	100 - 1999 km	575.00	5175.00
949506035: FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA	3	6	100 - 1999 km	575.00	3450.00
949506035: FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA	1	2	>= 2000 km	760.00	1520.00
952866988: HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPM	2	4	100 - 1999 km	575.00	2300.00
952866988: HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPM	2	4	>= 2000 km	760.00	3040.00
947537032: ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland	3	6	100 - 1999 km	575.00	3450.00
				Total	25425.00

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PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
947537032: ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland	1	2	>= 2000 km	760.00	1520.00
940226336: Narodne centrum pre rovnost prilezitosti	3	6	100 - 1999 km	575.00	3450.00
940226336: Narodne centrum pre rovnost prilezitosti	1	2	>= 2000 km	760.00	1520.00
Total					25425.00

I.3. Intellectual Outputs

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

PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
960068462: UNIVERSITA DEGLI STUDI DI MACERATA	O1	Teachers/Trainers/Researchers	Italy	63	214.00	13482.00
960068462: UNIVERSITA DEGLI STUDI DI MACERATA	O2	Teachers/Trainers/Researchers	Italy	112	214.00	23968.00
960068462: UNIVERSITA DEGLI STUDI DI MACERATA	O3	Teachers/Trainers/Researchers	Italy	59	214.00	12626.00
960068462: UNIVERSITA DEGLI STUDI DI MACERATA	O4	Teachers/Trainers/Researchers	Italy	68	214.00	14552.00
94950635: FLORIDA CENTRE DE FORMACION SOCIED	O1	Teachers/Trainers/Researchers	Spain	61	137.00	8357.00
94950635: FLORIDA CENTRE DE FORMACION SOCIED	O2	Teachers/Trainers/Researchers	Spain	159	137.00	21783.00
94950635: FLORIDA CENTRE DE FORMACION SOCIED	O3	Teachers/Trainers/Researchers	Spain	56	137.00	7672.00
94950635: FLORIDA CENTRE DE FORMACION SOCIED	O4	Teachers/Trainers/Researchers	Spain	66	137.00	9042.00
Total				1692		262024.00

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PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
952866988: HELLENIC SOCIETY FOR THE PROMOTION (	O1	Teachers/Trainers/Researchers	Greece	94	137.00	12878.00
952866988: HELLENIC SOCIETY FOR THE PROMOTION (	O2	Teachers/Trainers/Researchers	Greece	76	137.00	10412.00
952866988: HELLENIC SOCIETY FOR THE PROMOTION (	O3	Teachers/Trainers/Researchers	Greece	152	137.00	20824.00
952866988: HELLENIC SOCIETY FOR THE PROMOTION (	O4	Teachers/Trainers/Researchers	Greece	97	137.00	13289.00
947537032: ECCE & Play EarlyChildhood Ireland t/a Ear	O1	Teachers/Trainers/Researchers	Ireland	105	241.00	25305.00
947537032: ECCE & Play EarlyChildhood Ireland t/a Ear	O2	Teachers/Trainers/Researchers	Ireland	61	241.00	14701.00
947537032: ECCE & Play EarlyChildhood Ireland t/a Ear	O3	Teachers/Trainers/Researchers	Ireland	71	241.00	17111.00
947537032: ECCE & Play EarlyChildhood Ireland t/a Ear	O4	Teachers/Trainers/Researchers	Ireland	42	241.00	10122.00
940226336: Narodne centrum pre rovnost prilezitosti	O1	Teachers/Trainers/Researchers	Slovakia	71	74.00	5254.00
940226336: Narodne centrum pre rovnost prilezitosti	O2	Teachers/Trainers/Researchers	Slovakia	64	74.00	4736.00
940226336: Narodne centrum pre rovnost prilezitosti	O3	Teachers/Trainers/Researchers	Slovakia	59	74.00	4366.00
940226336: Narodne centrum pre rovnost prilezitosti	O4	Teachers/Trainers/Researchers	Slovakia	156	74.00	11544.00
			Total	1692		262024.00

I.4. Multiplier Events

PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
		Total	300	Total	0	Total	30000.00

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PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
96006462: UNIVERSITA DEGLI STUDI DI MA	E1	Italy	30	100.00	0	200.00	3000.00
96006462: UNIVERSITA DEGLI STUDI DI MA	E6	Italy	30	100.00	0	200.00	3000.00
94950635: FLORIDA CENTRE DE FORMACIO	E2	Spain	30	100.00	0	200.00	3000.00
94950635: FLORIDA CENTRE DE FORMACIO	E7	Spain	30	100.00	0	200.00	3000.00
95286698: HELLENIC SOCIETY FOR THE PRC	E3	Greece	30	100.00	0	200.00	3000.00
95286698: HELLENIC SOCIETY FOR THE PRC	E8	Greece	30	100.00	0	200.00	3000.00
94753703: ECCE & Play EarlyChildhood Irela	E4	Ireland	30	100.00	0	200.00	3000.00
94753703: ECCE & Play EarlyChildhood Irela	E9	Ireland	30	100.00	0	200.00	3000.00
94022636: Narodne centrum pre rovnost p	E5	Slovakia	30	100.00	0	200.00	3000.00
94022636: Narodne centrum pre rovnost p	E10	Slovakia	30	100.00	0	200.00	3000.00
		Total	300	Total	0	Total	30000.00

I.5. Learning/Teaching/Training Activities

I.5.1. Travel

PIC of Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Distance Band	Travel Grant per Participant	Grant Requested
			Total		Total	

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PIC of Organisation	Activity No.	Activity Type	No. of Participants (including accompanying persons)	Distance Band	Travel Grant per Participant	Grant Requested
			Total			

I.5.2. Exceptional Costs (Overseas Countries and Territories Travel Costs)

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

I.6. Special Needs

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

I.7. Exceptional Costs

PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
		11063.00
	Total	

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PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
960068462: UNIVERSITA DEGLI STUDI DI MACERATA	Translation of learning and assessment materials	4125.00
	RELATED OUTPUTS O2 - ChildInMind learning units & materials O3 - ChildInMind self-paced Open Online Course O4 - Knowledge resources for providers of the ChildInMind course	
94026336: Narodne centrum pre rovnost prilezitosti	Translation of learning and assessment materials	4125.00
	RELATED OUTPUTS O2 - ChildInMind learning units & materials O3 - ChildInMind self-paced Open Online Course O4 - Knowledge resources for providers of the ChildInMind course	
94026336: Narodne centrum pre rovnost prilezitosti	External support for the set-up and distribution of knowledge resources	2813.00
	RELATED OUTPUT O4 - Knowledge resources for providers of the ChildInMind course	
	Total	11063.00

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

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J. Project Summary

Please provide a short summary of your project. Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ dissemination platform.

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

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

BACKGROUND & CHALLENGES
Over the last decade, early childhood education and care has increasingly taken place through informal structures for many families, creating at the same time an employment opportunity and path for many people from socio-economically disadvantaged backgrounds, such as migrants, refugees, unemployed, NEETs and people living on benefit. The skillssets required by informal and formal child caregivers are not the same. The available learning pathways, programmes and resources for informal childminders are not adequate to enable them to develop the necessary skills and provide childcare in an informal context like home, at the necessary quality and professional standards, thus closing the gap with formal provision of early education & care. Especially disadvantaged informal childminders need Open Educational Resources that can be accessed at one's own pace, available preferably online, to improve their skills as regards effective home-based education and care of children aged 0-6 years, who do not attend kindergarten or need care in hours that formal arrangements are not available.

OBJECTIVES
1. Enhance access of informal childminders to training, developing open educational resources tailored to their needs.
2. Introduce a modern training delivery method, enabling learners to follow flexible learning pathways as regards the acquisition of skills relevant to the early childhood care in an informal context.
3. Enable municipalities, VET providers and associations of disadvantaged groups to offer courses for informal childminders open to their citizens, learners and members, with the aim to attract especially learners with disadvantaged backgrounds.
4. Ensure sustainability of project results through the active involvement of public VET providers, social organisations and municipalities in the partnership countries.

THE CHILDINMIND PARTNERSHIP
The partnership comprises 5 organisations from 5 countries, from the worlds of VET, research, learning innovation and disadvantaged groups' representation. UNIMC and FLORIDA bring significant experience in developing high quality educational resources for informal childminders that work with children aged 0-6 years, in research in the ECEC field, and on training provision for the sector's staff. ECI has experience in training informal childminders, and offering quality experiences for young children and their families in their settings. PROMEA brings expertise in research methodologies design and implementation, and in innovative learning solutions focused on professional skills. NCRP has extensive knowledge on VET courses for disadvantaged learners and families.

ACTIVITIES & METHODOLOGY
- Analysis of current and future training needs to develop learning outcomes updated and tailored to informal childminders needs.
- Development of learning units, learning and assessment materials to be offered online as OERs in a comprehensive VET programme in informal childminding.
- Development, testing, and delivery of a self-paced open online course on informal childminding, promoting the adoption of innovative practices in VET.
- Development of knowledge resources and tools for course providers to facilitate the organisation, running and dissemination of course.
- Involvement of municipalities, NGOs, associations of disadvantaged to ensure the adoption of ChildInMind knowledge resources and online course.
- Sharing and evaluation of projects outputs through multiplier events, inviting target groups to uptake ChildInMInd results and act as disseminators.

RESULTS & IMPACT
- Validated learning outcomes for training provision for informal childminders, impacting 300 VET providers.

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- Evaluated VET learning units and materials, reaching 10000 learners.
- Tested self-paced Open Online Course for informal childminders, involving 250 learners.
- Evaluated knowledge resources to facilitate course provision, reaching 150+ associations of disadvantaged, NGOs and public administrations.
- Five training workshops and five national infodays to promote project results and validate all developed learning and knowledge resources, reaching 700 participants.

POST-PROJECT SUSTAINABILITY
- Participation of a growing number of learners planning to work as informal childminders in online courses based on project outputs.
- Uptake of ChildInMind learning units and materials from relevant VET providers, municipalities and social organisations across EU.
- Expansion of the strategic partnership through the adoption of the ChildInMind knowledge resources by interested training entities, municipal and sectoral stakeholders, including childminding companies and entities representing disadvantaged people, which will develop new courses to respond to sector's training needs.
- VET certification to promote the recognition of informal childminders' skills.

J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
960068462	UNIVERSITA DEGLI STUDI DI MACERATA	Italy
949506035	FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA	Spain
952866988	HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIES ASTIKI ETAIRIA	Greece
947537032	ECCE & Play EarlyChildhood Ireland t/a Early Childhood Ireland	Ireland
940226336	Narodne centrum pre rovnost prilezitosti	Slovakia

Total number of participating organisations		5

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J.2. Budget Summary

PIC of Organisation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Special Needs	Exceptional Costs	Total
				Travel	Individual Support	Linguistic Support	Exceptional Costs (Overseas Countries and Territories Travel Costs)			
960068462	5175.00	64628.00	6000.00						4125.00	79928.00
949506035	4970.00	46854.00	6000.00							57824.00
952866988	5340.00	57403.00	6000.00							68743.00
947537032	4970.00	67239.00	6000.00							78209.00
940226336	4970.00	25900.00	6000.00						6938.00	43808.00
Total	25425.00	262024.00	30000.00						11063.00	328512.00
Project Management and Implementation										45000.00

J.2.1. Project Total Grant

Grant Calculated	373512.00

K. Checklist

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

☐ you have used the official Key Action 2 application form.

☐ all relevant fields in the application form have been completed.

☐ you have chosen the correct National Agency of the country in which your organisation is established.

☐ the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.

☐ you have annexed all the relevant documents:

    ☐ the Declaration of Honour signed by the legal representative mentioned in the application.

    ☐ the mandates of each partner to the applicant signed by both parties (recommended).

    ☐ the timeline for the project activities and outputs using the template provided.

☐ all participating organisations have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).

☐ for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.

☐ you are complying with the deadline published in the Programme Guide.

☐ you have saved or printed the copy of the completed form for yourself.

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L. Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e.:

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if selected and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.

- In the case of application for accreditation forms: the evaluation of your application in accordance with the specifications of the call for proposals,

- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

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

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

M. Declaration of Honour

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation.

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

Declare that:

- All information contained in this application, is correct to the best of my knowledge.

- In the case of projects in the field of youth, the participants involved in the activities fall in the age limits defined by the Programme.

- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

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

OR

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

It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;

- Or (b) it is controlled by public bodies or their representatives

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

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

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;

- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';

- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify;

- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;

- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;

- it is not currently subject to an administrative penalty referred to in Article 109(1) of the Financial regulations (Council Regulation 966/2012).

Acknowledge that:

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

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);

- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

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

Commit:

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

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

Place: Date (dd-mm-yyyy):

Name of the applicant organisation:

Name of legal representative:

Signature:

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

Stamp of the applicant organisation (if applicable):

N. Annexes

Please note that all documents mentioned in section "Checklist" need to be attached here before you submit your application online.

File Name	File Size (kB)
ChildInMind_Timetable of activities.xls	60
ChildInMind_UNIMC_DOH.pdf	2016
ChildInIMind_PARTNERS_MANDATES.pdf	4705
Total Size	6781

O. Submission

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

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

O.3. Alternative Submission Procedure

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

O.4. Submission Summary

This form has not been submitted yet.

O.5. Form Printing

Print the entire form