

Application

Programme	Erasmus+
Action Type	KA220-ADU - Cooperation partnerships in adult education (KA220-ADU)
Call	2025
Round	Round 1

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Context

Field	Adult Education			
Project Title	AI4INCLUSION: Artificial Intelligence for Inclusion			
Project Acronym	AI4I			
Project Start Date (dd/mm/yyyy)	Project Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/10/2025	24 months	30/09/2027	ES01 - Servicio Español para la Internacionalización de la Educación (SEPIE)	English
Project lump sum	250 000,00 €			

You can find the contact information of all National Agencies at the following webpage: [List of Erasmus+ National Agencies.](#)

Project Summary

Please provide a short summary of your project. Please be aware that this section (or parts of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

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

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

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

The project aim to promote the empowerment and employment inclusion of adult PWIDs through digital skills and AI-enhanced ICT accessibility through these objectives:

Equip PWIDs with the skills needed to participate in the labor market

Develop PWIDs' digital skills using AI-driven tools

Train and upskill educators in AI technologies and digital tools

Support SMEs in implementing inclusive digital solutions and raise awareness of accessibility

Implementation: What activities are you going to implement?

Based on the research, partners will develop the modules for PWIDs, the guidelines for educators and the module for SMEs. An accessible AI-powered training platform will be created, it will host the modules and 2 training courses: 1 for PWIDs and 1 for SMEs.

The LTTA will enable educators to learn how to use the platform effectively with PWIDs and teach them during local piloting. Policy recommendations will be created to enhance digital tools and AI accessibility supporting employment for PWIDs

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

The main results are:

Easy-to-read PDF learning modules for PWIDs to enhance job search and digital skills

Guidelines for Educators

Learning modules for SMEs on accessibility of digital tools and work environments

An accessible training AI-powered platform hosting all materials and courses created

Interactive AI-powered training course for adult PWIDs

Interactive AI-powered training course for SMEs

Policy recommendations

Five dissemination events in each country

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10117479	CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA	Spain	Comunidad de Madrid	MADRID	www.italcamara-es.com

Partner organisations

OID	Legal name	Country	Region	City	Website
E10115361	Società cooperativa sociale Controvento ONLUS	Italy	Sicilia	catania	www.controventocatania.it
E10288497	Connectus M.IKE E.C.I.P.A.	Greece	Αττική (Attiki)	Glyfada	www.connectus.eu
E10077371	REGIONE ABRUZZO	Italy	Abruzzo	PESCARA	
E10298343	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED	Cyprus	Κύπρος (Kýpros)	Limassol	http://www.avntechgroup.com
E10198609	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA	The Republic of North Macedonia	Југозападен (Jugozapaden)	Bitola	porakanova.org
E10370572	Associazione Casa Abruzzo	Spain	Comunidad de Madrid	Madrid	http://assoziazioneecasabruzzo.es/go/

Work package

Please note that it is recommended to split your projects in a maximum of 5 work packages, including the one on project management.

In this section, please do not add the work package project management already included in the previous section.

Work package id	Title	Number of activities	Grant (EUR)
WP1	Project Management		47 845,00
WP2	Learning Modules Development	3	54 960,00
WP3	Accessible Educational Platform and Training Interactive Courses	5	62 906,00
WP4	Policy recommendations for Defining an inclusive European Model of Digital Learning and AI Accessibility for PWIDs	3	30 144,00
WP5	Communication and Promotion of results	8	54 145,00
Total			250 000,00

Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described work packages and their estimated cost.

Budget Items	Allocated amount (EUR)
Work package No.1 'Project Management'	47 845,00
Work package No.2 - Learning Modules Development	54 960,00
Work package No.3 - Accessible Educational Platform and Training Interactive Courses	62 906,00
Work package No.4 - Policy recommendations for Defining an inclusive European Model of Digital Learning and AI Accessibility for PWIDs	30 144,00
Work package No.5 - Communication and Promotion of results	54 145,00
Total	250 000,00

Distribution of the grant amount among participating organisations

	Work package No.1 'Project Management'	Work package No.2 - Learning Modules Development	Work package No.3 - Accessible Educational Platform and Training Interactive Courses	Work package No.4 - Policy recommendations for Defining an inclusive European Model of Digital Learning and AI Accessibility for PWIDs	Work package No.5 - Communication and Promotion of results	Total (EUR)
CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA	12 575,00	7 062,00	7 854,00	3 552,00	11 165,00	42 208,00
Società cooperativa sociale Controvento ONLUS	5 495,00	10 058,00	7 854,00	3 552,00	7 436,00	34 395,00
Connectus M.IKE	6 070,00	6 922,00	8 200,00	7 404,00	3 936,00	32 532,00
E.C.I.P.A. REGIONE ABRUZZO AVN INNOVATIVE	6 070,00	9 844,00	7 854,00	3 552,00	7 436,00	34 756,00
TECHNOLOGY SOLUTIONS LIMITED	6 070,00	7 062,00	14 912,00	3 552,00	7 436,00	39 032,00
ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA	6 070,00	6 950,00	8 378,00	3 504,00	11 980,00	36 882,00
Associazione Casa Abruzzo	5 495,00	7 062,00	7 854,00	5 028,00	4 756,00	30 195,00
Total (EUR)	47 845,00	54 960,00	62 906,00	30 144,00	54 145,00	250 000,00
Project lump sum (EUR)						250 000,00

Participating Organisations

To complete this section you will need your organisation's identification number (OID).

If you have an OID number please introduce it in this section.

If you are not sure if you have OID number, you can check here: [Organisation Registration System](#)

If you do not have OID number, you can create one here: [Register New Organisation](#)

According to the Programme Guide, each organisation (OID) can be involved in a total of 10 Cooperation partnerships in the fields of vocational education and training, school education, adult education and youth per application round. The maximum number includes all applications in the listed fields, regardless of whether the organisation is a coordinator or a partner. Once this limit is reached, it will not be possible to submit further applications with the same organisation (OID).

Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES)

Organisation ID	Legal name	Country
E10117479	CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA	Spain

Establishment/Registration date of the organisation
21/02/1967

Applicant details

Legal name	CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA
Country	Spain
Region	Comunidad de Madrid
City	MADRID
Website	www.italcamara-es.com

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	ICT and digitalization Work inclusion Innovation Technology Training initiatives to SMEs Social entrepreneurship

Background and experience

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

The Italian Chamber of Commerce and Industry for Spain in Madrid (CCIS) (www.italcamara-es.com) is a Spanish association that was born thanks to both Spanish and Italian entrepreneurs in order to foster their bilateral relationships, above all within the economic field due to the intention of boosting the spirit of entrepreneurship.

CCIS works to foster economic relationships across Europe and promote labor inclusion. It is an expert in entrepreneurship and has in-depth knowledge of labor market needs and interests. CCIS is strongly committed to supporting the work inclusion of people with disabilities

CCIS is a private and no-profit association which actively works to develop economic relationships in Europe, especially by promoting bilateral relationships between the Italian and the Spanish markets. Active since 1914 throughout the Spanish territory, CCIS has its headquarters in Madrid, with delegations in Valencia, Vigo and Seville, and with territorial representations in Burgos, Santa Cruz de Tenerife, La Coruña and Oviedo. CCIS has also been officially recognized by the Italian government since 1970.

CCIS contributes to various fields related to the European policies and programs, thanks to the presence, within its institutional organization, of a department specialized in European projects, that is supported by those departments which are responsible for the projects' execution (such as the Training department, the Touristic Office, The Communication department and the Event and Management department). The staff is skilled and responsible for preparing proposals and for the management, development, evaluation and financial reporting of the projects.

CCIS is fully integrated into Assocamerestero's network (www.assocamerestero.it): an association of all the Italian Chambers present abroad, that comprises 81 chambers (all recognized by the Italian government according to the Law 518 July 1970), which have 140 offices in 54 countries and more than 18000 businesses' members.

Assocamerestero is an umbrella organization, for all the Italian Chambers of Commerce Abroad (CCIE), which formally work together to both coordinate activities and pool resources. CCIE's network collaborates closely; it enables all the chambers to easily find international partners and access studies and country analysis, mainly in the economic sector.

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

The Chamber of Commerce and Industry (CCIS) provides assistance to enterprises, primarily Spanish and Italian, through its extensive international network. In addition to business support, CCIS plays a key role in education and training, fostering initiatives that promote work inclusion and entrepreneurship.

Key Focus Areas:

ICT and Digitalization

Work Inclusion

Innovation and Technology

Training Initiatives for SMEs

Social Entrepreneurship

Sustainable Business Development

Accessible Tourism

CCIS is committed to strengthening the internationalization, innovation, and business start-up capacity of micro, small, and medium-sized enterprises (MSMEs). In today's highly competitive environment, international expansion is crucial for SMEs' survival. CCIS facilitates knowledge exchange and promotes the adoption of best internationalization practices across Europe.

In recognition of its excellence in vocational education and training (VET), CCIS received the Erasmus+ Quality Recognition Award from the Spanish National Agency (SEPIE) in 2017.

Our Team

Michela Dell'Acqua – Secretary General

Graduated from Università Cattolica del Sacro Cuore in 2006, Michela oversees administration, financial control, budgeting, project finance, and human resource management. She plays a strategic role in decision-making for the board and presidency, fostering relationships with national and international institutions, organizations, and universities. As a key pillar of the organization, she ensures smooth operations by supporting executives and colleagues, while acting as the main point of contact for inquiries and concerns.

Francesca Dadomo – EU Project Manager & Head of the EU Desk Department

Francesca holds a bachelor's degree in Development Economics and International Cooperation and a master's in Economics and Management of Development from Università degli Studi di Parma. She also earned a Master's in Cooperation for Development and Social Inclusion from Universidad Carlos III de Madrid. With over 10 years of experience in project management and 5 years specializing in EU projects focused on work and social inclusion for people with disabilities, she leads initiatives that drive impactful change.

Julia Wagenpfeil – Assistant Project Manager, EU Desk Department

Julia holds a degree in International Relations from Universidad Europea de Madrid (UEM). As an Assistant Project Manager, she works closely with the Project Manager to ensure efficient project coordination, draft new proposals, oversee project progress, and ensure timely completion of objectives.

Stefano Cassarri – Senior Education and Training Manager

Stefano specializes in educational program development, vocational training, and capacity-building initiatives. With a strong focus on skills development and lifelong learning, he works to design and implement training programs that empower individuals and organizations. His role includes fostering collaborations with educational institutions, SMEs, and international stakeholders, ensuring that training initiatives align with market needs and emerging industry trends.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for adult education (KA204)	1	1	7	1
Cooperation partnerships in vocational education and training (KA220-VET)	5	2	5	0
Cooperation partnerships in school education (KA220-SCH)	2	0	1	0
Cooperation partnerships in higher education (KA220-HED)	0	0	2	0
Cooperation partnerships in youth (KA220-YOU)	3	0	8	0
Cooperation partnerships in adult education (KA220-ADU)	1	0	0	0
Newcomer organisation		No		
Less experienced organisation		No		
First time applicant		No		

Partner Organisations

Organisation ID	Legal name	Country
E10115361	Società cooperativa sociale Controvento ONLUS	Italy
E10288497	Connectus M.IKE	Greece
E10077371	E.C.I.P.A. REGIONE ABRUZZO	Italy
E10298343	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED	Cyprus
E10198609	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA	The Republic of North Macedonia
E10370572	Associazione Casa Abruzzo	Spain
No. of participating organisations		7

Società cooperativa sociale Controvento ONLUS (E10115361 - IT)

Partner organisation details

Legal name	Società cooperativa sociale Controvento ONLUS
Country	Italy
Region	Sicilia
City	catania
Website	www.controventocatania.it

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	Promoting the social labour inclusion and quality of life for people with intellectual disabilities

Background and experience

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

Cooperativa Sociale Controvento Onlus (<https://www.controventocatania.it/>) is a non-profit organization founded in 2015 in Catania (Sicily, Italy) by a team of young professionals working in the socio-psychological and educational field committed to invest resources and skills on their own territory, sharing the idea to create services aimed at promoting the social inclusion and quality of life for people with intellectual disabilities and protecting the exercise of autonomy. Cooperativa Controvento promotes the culture of diversity through the realization of a wide range of activities, such as: - socio-educational activities for children with psycho-social problems or disabilities; - educational paths for autonomy (personal, social and external) addressed to youngsters with Down syndrome, intellectual disability and autism; - Projects to promote youngsters with disabilities' independent living - work integration paths for people with disability or disadvantaged people; - educational paths for minors; support and advice for families. From 2020 we run European projects, particularly under the E+ programme. Innovatively, Controvento's approach to training for parents and siblings of individuals with disabilities stands out for its holistic design, focusing on both emotional and practical aspects. By offering a flexible learning platform that combines online and offline resources, the Cooperativa ensures accessibility for families regardless of location. This training model not only enhances caregiving skills but also promotes self-care and personal development for family members, reducing burnout. In synergy with other local organizations, Controvento (that counts 30 staff members) collaborates with professionals in education, social work, and health, creating an integrated network of support. This collaboration ensures that the resources and services provided align with the community's needs and allow for both paid and unpaid staff, volunteers, and learners to contribute to its success.

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

Cooperativa Sociale Controvento has a strong track record in supporting individuals with intellectual disabilities (ID) and their families through innovative socio-educational and work integration programs. A standout feature of its work is the use of Augmentative and Alternative Communication (AAC) tools and methodologies to enhance communication and promote inclusion. AAC practices are integrated into Controvento's local and European projects, such as Erasmus+, emphasizing autonomy and improving family dynamics.

Training programs developed by Controvento incorporate AAC as a central element, empowering caregivers, educators, and individuals with ID to communicate more effectively. These initiatives include practical workshops that equip participants with the skills needed to use AAC tools in daily life. The cooperative also focuses on siblings and peer networks, recognizing their essential role in fostering inclusive environments.

In its European collaborations, such as the Erasmus+ Open4ALL project, Controvento has expanded its AAC expertise by adapting methodologies to diverse cultural and educational contexts. These projects are providing opportunities for cross-cultural exchanges, refining training pathways. AAC is a cornerstone in these efforts, ensuring that communication barriers are minimized for all stakeholders involved.

The cooperative's multidisciplinary team, including psychologists, educators, and project managers, has specialized expertise in AAC, family support systems, and disability rights. This team designs tailored training programs for professionals, enabling them to integrate AAC into their practices effectively. Their work aligns with Controvento's mission to promote autonomy, social inclusion, and the well-being of individuals with disabilities and their families, ensuring sustainable impact both locally and internationally.

The persons involved in this project belong to different expertise sectors

Dr. Aiello (pedagogue) integrates AAC tools and methodologies to enhance communication and foster inclusion for individuals with intellectual disabilities.

Dr. Sanzone (social worker) produces tailored training programs for caregivers, educators, and families of individuals with intellectual disabilities, focusing on the improvement of family dynamics and promoting independence.

Dr. Valeria Licciardello (EU Jr Project coordinator) provides competencies in managing European collaborations like Erasmus+ projects, ensuring the adaptation and application of methodologies across different environments.

Furthermore, a team of psychologists, educators, and project managers with extensive experience in disability rights, emotional support systems, and creating inclusive environments will join and contribute to the project. Last but not least, Controvento can count on the synergy with local organizations, schools, businesses, and stakeholders, ensuring alignment with community needs and promoting sustainable outcomes.

Action Type	Number of project applications	As Applicant		As Partner or Consortium Member	
		Number of granted projects	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for adult education (KA204)	1	1		1	1
Cooperation partnerships in vocational education and training (KA220-VET)	0	0		1	1
Cooperation partnerships in adult education (KA220-ADU)	1	1		4	1
Cooperation partnerships in youth (KA220-YOU)	0	0		1	0
Newcomer organisation		No			
Less experienced organisation		No			

Connectus M.IKE (E10288497 - EL)

Partner organisation details

Legal name	Connectus M.IKE
Country	Greece
Region	Αττική (Attiki)
City	Glyfada
Website	www.connectus.eu

Profile

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

Background and experience

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

Type and Scope of Work

CONNECTUS is an innovative consultancy company based in Athens Greece, providing leading edge software products and services to the private and public sectors. We are tackling critical issues in education, workforce development, and societal inclusion through innovation and inclusion. We are empowered with knowledge and training of how to focus on technology, especially artificial intelligence (AI) technology to build a world with equity where everyone irrespective of their status may be empowered, enabled, educated, trained to unleash the human inside and stretch into infinity.

Areas of Activity

Digital Solutions in Education

CONNECTUS produces innovative digital tools and platforms that evolve traditional education into inclusive, accessible, and engaging experiences. Key projects include:

- Development of AI-powered training platforms, which cater to diverse learning needs and promote digital literacy for individuals with disabilities.

- Creation of interactive repositories and Open Educational Resources (OER) with multimedia content (videos, podcasts, infographics) for use by educators and learners.

- Production of tailored digital skill development toolkits for VET providers, adult educators, and social professionals, equipping them to integrate innovative technologies into their teaching practices.

Implementation of EU Policy Projects

CONNECTUS has a long experience on the management of projects funded by EU. We work alongside researchers to turn those outputs into solutions that meet those challenges. Our work includes:

- Designing inclusive curricula and AI-powered tools to support individuals at risk of exclusion.

- Creating platforms to enhance digital literacy and employability, particularly for marginalized groups.

- Developing resources that promote awareness of pressing issues, such as climate change and workplace diversity.

Upskilling Trainings for Employees and Job Seekers

CONNECTUS delivers targeted training programs designed to meet the dynamic demands of the modern workforce. These programs focus on:

- Enhancing digital and technical skills for professional growth.

- Building leadership, problem-solving, and entrepreneurial capabilities.

- Assisting individuals in redefining career paths, with special attention to inclusivity and the use of AI-driven tools.

Project Branding and Dissemination Strategy

Our dissemination plan focuses on the outputs of the project being visible, impactful and sustainable

. Activities include:

- Development of cohesive branding elements, such as logos, templates, and visual guidelines.

- Management of dynamic social media campaigns to amplify project reach.

- Organization of dissemination events and provision of communication guidelines for project partners.

Organizational Structure

CONNECTUS is a resource made by a diverse group of digital education experts, policy researchers, and project

managers. Our network includes NGOs, SMEs, educators, and EU policy organizations. The org has approximately 10–15 core staff members, supplemented by external consultants and collaborators when required.

Learners and Beneficiaries

Our programs serve hundreds of learners themselves, from adult and specialist educators to professionals who are furthering their digital skill set. Indirectly, our work benefits SMEs, NGOs, and educational institutions by providing tools and frameworks that improve accessibility and inclusion.

Vision and Commitment

At CONNECTUS, we empower education and workforce inclusion through digital innovation. Through AI integration, we hope to building scalable programs with wider impact that give individuals and organizations set up for success in a digital-centric future. We are committed to collaboration and inclusivity to foster equality, accessibility, and lifelong learning at the community, regional, and global and international levels.

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

Connectus designs and implements inclusive, impactful, and innovative programs focused on digital education, skills development, and entrepreneurship.

Key Initiatives:

- Digital Education: Curricula for schools and adults covering digital skills, environmental awareness, climate challenges, and career development.
- SME & Personnel Training: Tailored programs to enhance skills, operational efficiency, and adaptability in modern business environments.
- Entrepreneurship Development: Tools and courses to foster entrepreneurship, including train-the-trainer modules, career counseling, ICT tools, and market-aligned skill assessments.
- Innovative Training: Applied Creativity Labs engage learners in interactive methods to address environmental and societal issues.
- VET Programs for Trainers & Counselors: Vocational training for professionals to tackle global challenges like remote working and evolving educational needs.
- Inclusion & Skills Development: Policy analysis and career development programs supporting vulnerable groups, including people with disabilities. Specialized training programs and digital tools are designed to improve accessibility, employability, and participation in the workforce.
- Digital Tools for People with Disabilities: Development and implementation of assistive technologies that enhance digital literacy, career opportunities, and social inclusion for individuals with disabilities.
- Awareness & Dissemination: Training on climate change, circular economy, upskilling, and school curricula for environmental solutions.
- Entrepreneurial Training for SMEs & Young Professionals**: Holistic training programs, talent assessments, and toolkits for fostering business and professional growth.

Key People:

- Dr. Elissavet Lykogianni: Founding Partner, expert in research, innovation, digital economy, employment, and education policy. She has 25+ years of experience in coordinating international research projects for the EU and mentoring individuals and organizations. Speaks English, Dutch, Greek, and some French.
- Carolina Egúsquiza: Research & Education Expert with 15+ years of experience in higher education and research across Peru, the USA, Belgium, and the Netherlands. She specializes in skills development, career guidance, and female empowerment projects. Speaks English, Dutch, Spanish, and basic French.

Connectus aims to bridge skill gaps, promote lifelong learning, and build a more inclusive, resilient, and sustainable future, with a strong focus on accessibility for people with disabilities.

Action Type	Number of project applications	As Applicant		As Partner or Consortium Member	
		Number of granted projects	Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in school education (KA220-SCH)	0	0		9	2
Cooperation partnerships in vocational education and training (KA220-VET)	1	0		24	2
Cooperation partnerships in adult education (KA220-ADU)	1	0		26	1
Cooperation partnerships in higher education (KA220-HED)	0	0		7	0
Cooperation partnerships in youth (KA220-YOU)	0	0		16	3
Newcomer organisation		No			
Less experienced organisation		No			

E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT)

Partner organisation details

Legal name	E.C.I.P.A. REGIONE ABRUZZO
Country	Italy
Region	Abruzzo
City	PESCARA

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	No
Type of organisation	Social enterprise
Main sector of activity	Other (specify)
Please specify the main sector	The activities of ECIPA Abruzzo consist mainly in the design and implementation of training and guidance courses.

Background and experience

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

ECIPA Abruzzo, Ente Confederale Istruzione Professionale Artigianato, recognized under Law 40/1987, is born as an agency of training emanation of the CNA Abruzzo - National Confederation of Crafts and small and medium enterprises - with the purpose of developing and managing training interventions and guidance aimed at the development and qualification of human capital of the enterprises present in the region.

The headquarters of ECIPA Abruzzo is in Pescara and operates throughout the regional territory also through provincial offices and the territorial CNA Service Centres.

The activities are aimed at entrepreneurs, family workers, employees, young people looking for employment and students, including within the framework of cooperation with schools, unemployed.

The activities of ECIPA Abruzzo consist mainly in the design and implementation of training and guidance courses.

The services offered are financed by the main inter-professional fund for continuing training in the craft sector (Fondartigianato) and the European Social Fund. Part of the training offer is carried out by organizing activities in a "recognized" catalogue by the Abruzzo Region.

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

In the field of active policies and social interest, ECIPA Abruzzo has been awarded the project of some projects aimed at people with physical and/or cognitive disabilities funded under the National Plan for Recovery and Resilience (PNRR)- Next generation Eu. these projects have as their aim the construction of "paths of autonomy for people with disabilities", which are realized starting from a more articulated mission of the PNRR, the so-called "MISSION 5, Inclusion and cohesion, families, community and third sector disability and social marginality".

These projects are entitled: INVESTMENT 1.2 -"AUTONOMY PATHS FOR PEOPLE WITH DISABILITIES" with the municipality of Chieti, whose beneficiaries are 12 users with physical and/ or cognitive disabilities and INVESTMENT 1.2 - "AUTONOMY PATHS FOR PEOPLE WITH DISABILITIES", with the municipality of Guardiagrele, in the province of Chieti, whose beneficiaries are 12 users with physical and/ or cognitive disabilities.

Ecipa Abruzzo has participated in the Regional Programme European Social Fund Plus 2021-2027 with the project called "Abruzzo Include 2", aimed at addressing the critical issues arising from extreme poverty conditions and the resulting barriers to personal and family autonomy for active participation in social life, economic and cultural by strengthening policies to support families, especially those in fragile conditions.

The main target groups of these interventions are disadvantaged and/or at risk of exclusion individuals and households, including third country nationals.

Ecipa Abruzzo has also participated in the "Pathways of Change" project, as part of the "Abruzzo Include 2018-2021" project with the objective of promoting investment for growth and employment. The staff of ECIPA Abruzzo, the training body of the CNA, is composed of the following professional figures:

Lorenza Di Giulio is the Project Manager of Ecipa Abruzzo, with twenty years of professional experience. She is responsible for the management

of the institution and also for the design, management and reporting of training and research activities. Her role is a key coordination between all the activities of Ecipa and companies present in the area, which are interested in training their workers. Thanks to a synergy between the local authority and the territory, Ecipa is able to meet the training needs of Abruzzo, not only from the point of view of training, but also with a look at the social field, its problems in relation to the world of work, To ensure that disadvantaged groups have the opportunity to find work through their activities.

Gabriella Corona is the Head of Services and Communication at the CNA headquarters in Teramo, and the Design Manager for development and delivery of services for Ecipa Abruzzo with 20 years of professional experience. She also acts as a consultant for CNA Teramo in the field of Labour Law and Active Employment Policies.

Mirco Mirabilio is Financial Manager of Ecipa and responsible for the coordination and reporting in European projects and internalization activities. In his role he has 20 years of experience and was responsible for the needs and monitoring of Ecipa.

Claudia Campo is a Junior Administrative Assistant of Ecipa Abruzzo, with one year of experience in the role she played. She is responsible for the administrative management of ECIPA's activities, including secretarial duties.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in adult education (KA220-ADU)	0	0	1	0
Newcomer organisation	Yes			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

ECIPA Abruzzo has extensive experience in participating in projects aimed at fostering social inclusion, professional training, and workforce integration for various target groups, including individuals with disabilities, NEETs (youth not in education, employment, or training), and other socially disadvantaged populations.

Notable examples include:

EU-RUDISNET Project: As part of a European network promoting social inclusion of people with disabilities in rural areas, ECIPA contributed to developing innovative training methodologies in mentoring, leadership, and soft skills, leveraging the framework of Erasmus+.

Projects on Youth and Employment: Initiatives such as "Abruzzo Include," "Garanzia Giovani," and "LINK! - Connettiamo i giovani al futuro" demonstrate our expertise in guiding vulnerable groups toward employability through tailored training programs and internships.

Support for People with Disabilities: ECIPA has consistently designed and implemented projects to enhance the autonomy and skills of people with disabilities, such as "Abruzzo Include 2," which focuses on pathways of autonomy and employability for individuals with disabilities, co-funded by the European Social Fund Plus (FSE+).

Focus on Innovation and Digitalization: ECIPA has actively promoted digital literacy and workforce upskilling through initiatives like Fondartigianato programs and specialized courses in digital marketing, web design, and software development.

Cross-sectoral Partnerships: Our partnerships with organizations in diverse sectors—ranging from social cooperatives to industry leaders—underline our ability to collaborate effectively to achieve impactful results.

AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY)**Partner organisation details**

Legal name	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED
Country	Cyprus
Region	Κύπρος (Kýpros)
City	Limassol
Website	http://www.avntechgroup.com

Profile

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

Background and experience

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

The core expertise of AVN lies in the following technological directions: Healthcare monitoring infrastructure solutions, security, cloud-based infrastructure services, ICT infrastructure planning, acquisition and operation management, energy grid automation, technical consulting and online training for adults, including people with disabilities (simulation-based training, cloud infrastructure, custom embedded solutions for efficient system design, next-generation networks migration strategy).

AVN has developed the IoT platform I3PLAT for interconnecting IoT devices, and the RE-HUB platform that gives the opportunity to post-injury/surgery patients to execute rehabilitation routines in their home environment.

AVN designs and implements online training targeted to the end users on how to use the technological tools that AVN develops.

AVN has already participated in significant European projects under HORIZON 2020, namely:

- The project RADIO (2015-2018) which developed an integrated smart home/assistant robot system, to support independent living for elders.
- The project SMART4ALL (2019-2023) aimed to accelerate the digital transformation and increase the digital skills in Europe in the domains of digitized environment, digitized agriculture, and digitized transport. AVN has been involved in the design, development and maintenance of a web-based marketplace populated with multidisciplinary artifacts (software tools, services, educational material, etc.) that aim to support this business and technological acceleration in South, Eastern and Central Europe.
- The project XANDAR (2021-2024) which delivered a mature software toolchain for autonomous cars and airplanes. AVN has been involved, among others, in the development and maintenance of a CI/CD infrastructure using cutting-edge DevOps tools that aim to support and facilitate the integration of the various system components.

AVN also participates in the ERASMUS+ project entitled PASS4Autism (2023-2025) which develops e-learning material for therapists and parents of children with Autism as well as an AI platform that will support the creation of visual stories to improve the social skills of children with Autism. AVN is responsible for the development of the project's e-learning platform and the instructional design of the online course. It is also involved in the development of the interfaces of the AI platform.

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

AVN's core competence is its unique combination of business and technical skills, knowledge and capabilities. AVN's expertise spans key areas of the ICT domain, including efficiency-enhancing design flows and tools, application-specific system design, testing and quality assurance tools, and the development of e-learning platforms and online courses. In the context of the AI4INCLUSION project, AVN will be responsible for the design and development of the project's e-learning platform, providing technical specifications and guidelines for the development of the multimedia training content. AVN will also integrate AI algorithms to support automatic and personalized content. AVN will contribute to the dissemination activities, providing technical support to the development of the dissemination material and promoting the results of the project through its network of stakeholders in Europe and internationally.

Involved staff:

Ms. Vicky Maratou (F) - Project Manager & Researcher. Vicky Maratou holds a degree in Physics, a Master's degree in Medical Physics, and a Master's degree in Information Systems. Her research interests and professional expertise focus on e-learning technologies, instructional design of Massive Open Online Courses (MOOCs) and development of educational simulations and games in 3D virtual environments. In the context of EU projects, she has been involved in instructional design of MOOCs and curriculum development, and has developed 3D educational simulations for project management, information security and natural hazards awareness. From 2013 to April 2023, she worked with the Hellenic Open University as a senior researcher and project manager in numerous EU projects under the Lifelong Learning Programme, Erasmus+, HORIZON 2020. Since October 2023 she has been working as a senior researcher and project manager at AVN company. She has published 20 research papers and participated in international scientific conferences.

Ms. Evi Faliagka (F) - Senior Researcher. Dr Evi Faliagka holds a Diploma in Computer Engineering and Informatics (2006, University of Patras, School of Engineering), an MSc in Computer Science and a PhD in Computer Science (2012, thesis: Web Mining and its applications in recommender systems). Her research interests include the design and development of recommendations systems based on personality analysis, machine learning, SVMs, web mining, opinion mining and usability analysis of web and mobile applications. She has published 10 scientific articles in international journals, 24 in conferences and 3 book chapters. Her research has more than 834 references. She has participated as a researcher and developer in numerous national and European projects under Erasmus+, HORIZON 2020, etc.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in adult education (KA220-ADU)	0	0	2	1
Newcomer organisation		No		
Less experienced organisation		Yes		

ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK)

Partner organisation details

Legal name	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA
Country	The Republic of North Macedonia
Region	Југозападен (Jugozapaden)
City	Bitola
Website	porakanova.org

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	advancing social inclusion, accessibility, and empowerment for marginalized groups, including people with disabilities

Background and experience

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

Poraka Nova is a non-governmental organization based in Bitola, focused on advancing social inclusion, accessibility, and empowerment for marginalized groups, including people with disabilities, parents of children with disabilities, single-parent families, and victims of domestic violence. We engage in a wide range of activities aimed at increasing social participation, improving access to resources, and providing educational support to those who face barriers in their everyday lives.

Poraka Nova organization was founded in 1984, and since then, has worked on numerous projects addressing the social, economic, and psychological challenges faced by vulnerable populations in Macedonia. Poraka Nova's activities primarily involve providing psychological support, facilitating support groups, offering educational and professional training, and fostering inclusive environments. It operates at the national level and we engage with both local and national institutions to enhance the accessibility of services for marginalized communities.

The core areas of activity include:

Social Inclusion and Empowerment: The organization organizes community-based support groups for adult people with disabilities, families of children with disabilities, single-parent families, victims of domestic violence, and families with addicted members. These support groups aim to increase participants' sense of belonging, provide emotional and psychological support, and help them access necessary resources.

Training and Capacity Building: Poraka Nova runs workshops, educational programs, and training initiatives focused on accessibility, inclusion, and employability skills. These programs are designed for marginalized groups, companies, and local institutions, with a specific focus on improving accessibility in schools and workplaces.

Advocacy and Awareness Raising: The organization actively engages in advocacy efforts to raise awareness about the challenges faced by people with disabilities, marginalized families, and other vulnerable groups. This includes organizing events, public speaking engagements, and creating materials that highlight these issues and call for greater inclusion.

Support for Education and Employment: Poraka Nova aims to increase opportunities for marginalized individuals by providing training for adults with special needs, parents of children with disabilities, and youth at risk. It also collaborates with institutions to provide targeted support and create long-term employment prospects for these groups.

The organization currently operates with a dedicated and experienced team, whose combined expertise is essential to the successful delivery of its projects. This team, complemented by other skilled professionals and volunteers, ensures that programs are designed and executed with a deep understanding of the social, psychological, and educational needs of the individuals Poraka Nova serves.

In terms of membership, Poraka Nova serves an extensive network of individuals, families, and local communities. Its learners range from young people with disabilities to parents seeking to improve their skills and secure better employment

opportunities for themselves and their families.

Through its work, Poraka Nova has successfully engaged numerous local stakeholders, including representatives from municipalities, schools, governmental bodies, local businesses, and civil society organizations, to ensure that its initiatives are sustainable and impactful. Over the years, it has developed strong partnerships with national and international organizations working on similar issues, which further amplifies its impact.

With an ongoing commitment to inclusion, education, and social justice, Poraka Nova continues to strive towards a society where everyone, regardless of their background or circumstances, has the opportunity to participate fully and equally in all aspects of life.

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

Poraka Nova is deeply committed to social inclusion, accessibility, and supporting marginalized communities, with a strong focus on individuals with disabilities, vulnerable families, and marginalized youth. Our extensive experience in these areas equips us well to contribute to this project.

Past projects include Call4Action, which focused on creating accessible environments and conducting research to identify the needs of people with disabilities. The organization also led initiatives to advocate for the inclusion of children with special needs in regular classrooms, collaborating with schools and local institutions to promote inclusive practices and improve accessibility in educational settings. While Call4action is focused on accessibility, its project mPreneur is focused on building the capacity of young aspiring entrepreneurs and youth CSOs in mobile entrepreneurship, digital learning, and ICT. The organization engages youth in developing innovative business solutions that address community challenges, emphasizing social entrepreneurship and mobile technology. mPreneur also promotes youth employability and resilience, providing participants with valuable skills in mobile app development and entrepreneurship.

In addition, Poraka Nova has developed and implemented a variety of support services and programs, such as support groups for parents of children with disabilities, victims of domestic violence, and families affected by addiction. These programs have provided vital psychological support and empowerment, helping participants navigate challenging life circumstances. Poraka Nova has also been active in community development, building relationships with local institutions to ensure the sustainability of these services and foster long-term positive change.

Skills and Expertise of Key Persons Involved:

Anita Gagovska, Executive Director of Poraka Nova and Project Manager. Anita has 20 years of experience as a Nonprofit Development and Sustainability Strategist, specializing in fundraising, development and creating social enterprises to drive social impact. She graduated Social Entrepreneurship, and she currently studies Gestalt Psychotherapy, which shows her dedication to lifelong learning. She leads Poraka Nova since 2006, and developed the organization to the level to be a relevant authority in the social impact field in Macedonia. Anita, herself, is respected authority in the non-profit sector, as a fundraiser, project manager, disability advocate, and social innovator. Extensive experience in developing managing projects and programs, targeting disability and marginalized communities, social entrepreneurship, youth, education, developing and implementing organizational strategies and policy papers etc. Strategic planning and capacity-building know-how, dissemination and visibility connoisseur with communications background and 10 years of experience in digital marketing and digital transformation of non-profits. Keen in new technologies and their opportunities for making social impact.

Rosica Stojkovska Zivkovska, brings extensive experience in marketing and dissemination for non-profit organizations. She is responsible for promoting our projects and ensuring their visibility, both online and offline. Rosica specializes in developing programs for the self-sustainability of NPOs through strategic marketing, ensuring the outreach and impact of our work. Her experience in dissemination activities will be key in ensuring that the results and achievements of this project reach a wide audience.

Martina Durljanova, Program Coordinator - Social Inclusion. In the scope of the program, she coordinates projects, manages programs, and organizes diverse activities aimed at fostering inclusion and accessibility for people with disabilities. Her work involves designing and implementing initiatives that address community challenges, such as support groups for marginalized groups, accessibility training, and engagement programs.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for adult education (KA204)	0	0	2	0
Cooperation partnerships in school education (KA220-SCH)	0	0	1	0
Cooperation partnerships in adult education (KA220-ADU)	0	0	7	0
Cooperation partnerships in youth (KA220-YOU)	0	0	8	1
Cooperation partnerships in higher education (KA220-HED)	0	0	1	0
Newcomer organisation	No			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Poraka Nova has a strong track record of successfully participating in and implementing projects that promote social inclusion, accessibility, and community resilience. Beyond the projects already mentioned, we would like to emphasize that our organization has consistently prioritized empowering marginalized groups, fostering youth employability, and addressing systemic barriers through innovative approaches.

In addition to the Call4Action and mPreneur projects previously mentioned, we are proud to highlight the following projects and initiatives:

National Network for Street Paper - Lice v lice: Poraka Nova is a key member of this network, which acts as a social enterprise by engaging individuals from marginalized groups as magazine vendors. We proudly developed a business plan to employ Macedonia's first and only full-time street magazine vendor, showcasing our ability to empower and include marginalized populations through innovative social enterprise models.

Self-Advocate Influencers (NEUEYT Project): Through this initiative, we empower young people from marginalized communities to become digital advocates. Participants develop digital and social media skills to represent themselves and their communities, aiming to provoke reactions from policymakers. This project aligns with our broader commitment to capacity-building and digital inclusion for underrepresented groups.

Social Innovation Network - SINet: In collaboration with organizations from Italy, Spain, and Croatia, we developed SINet—a platform for digital social innovation. This platform equips nonprofit organizations with tools to leverage digitalization, marketing, and social innovations to enhance self-sustainability, demonstrating our expertise in fostering innovation and strengthening organizational capacity.

Inclusive Education Initiative: This initiative supported the integration of children with disabilities into mainstream education systems, addressing both accessibility and bullying prevention in schools. The project emphasized teacher training and raising awareness among peers, which aligns with fostering inclusivity in educational settings.

Mental Health Workshops: Organized across multiple municipalities, these workshops addressed the mental health needs of marginalized groups, including families of children with disabilities, single parents, and victims of domestic violence. These activities reflect our ability to engage with diverse populations and respond to sensitive social issues effectively.

Associazione Casa Abruzzo (E10370572 - ES)**Partner organisation details**

Legal name	Associazione Casa Abruzzo
Country	Spain
Region	Comunidad de Madrid
City	Madrid
Website	http://associazionecasaabruzzo.es/go/

Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	Yes
Type of organisation	Non-governmental organisation/association
Main sector of activity	Organising cultural activities and involvement possibilities with local communities

Background and experience

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

The CASA ABRUZZO Association has, among its statutory purposes, the goal of connecting and supporting the Abruzzese community abroad, with particular attention to individuals with disabilities and the promotion of social and cultural inclusion. In this context, the Erasmus+ project . The project perfectly aligns with the Association's social objectives, particularly in promoting educational and professional opportunities for young people with disabilities, in perfect harmony with their non-disabled peers. Specifically, the characteristic management of the CASA ABRUZZO Association focuses on the following: Devising, organizing and managing cultural, artistic or recreational activities of social interest, including activities, including publishing activities to promote and disseminate the culture and practice of volunteerism and activities of general interest referred to in this article.

Conception, organization and management of tourism, environmental, eno-gastronomic, territorial marketing activities of social and cultural interest.

Education, vocational education and training, and cultural activities of social interest with an educational purpose.

Interventions and services aimed at safeguarding and improving the condition of the environment and the prudent and rational use of natural resources,

Scientific research of special social interest carried out directly by associations and/or foundations or entrusted by them to universities, research institutions and other foundations.

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

Although the CASA ABRUZZO association has only been established for almost a year, it can count on a membership of high and certified professional caliber as well as a dense network of social and economic relations, both in Spain and Italy. Specifically:

The President of the CASA ABRUZZO Association, Lawyer Maurizio Di Ubaldo, was the first Italian professional to open a law firm in Madrid, over 30 years ago, specializing in corporate law and internationalization, and today, he represents an important and prestigious point of reference for Spanish and Italian civil society being a trusted legal counsel of the Italian Embassy in Spain, President of the Italian Nursery School in Madrid, President of the Academy of Italian Cuisine in Madrid, advisor of the Italian Charity Society of Madrid, in addition to numerous other professional assignments, inferable from the attached professional CV.

The Secretary General of the CASA ABRUZZO Association, Dr. Annarita Della Penna, has 30 years of professional experience in the world of culture, tourism, ecology and the environment, territorial marketing, and specific expertise in basic, continuous, lifelong and higher education and training for young people, as well as being a consultant for a third sector organization for 15 years, dealing with differently abled youth and adults. Specifically, he has already implemented a project of synergy between the world of different abilities and the application of advanced ICT actions, gaining important recognition for the welfare of the differently abled boys and girls involved in the project. In detail, the specific skills can be inferred from the attached professional CV.

The Social Media Manager of the CASA ABRUZZO Association, Dr. Valeria Petroni, a graduate in History and Conservation of Artistic and Archaeological Heritage, combines the profile of the creativity of the social world with the foundational elements of the purest humanism, thanks to her academic background, and the many commercial and noncommercial brands, her clients. In detail, the specific skills can be inferred from the attached professional CV.

Dr. Alice Motti specializes in the world of communication and public relations for the professional background from which she comes. In addition, she is a designer and visual creator both as a freelancer and as a partner in a specialized company. In detail, specific skills can be inferred from the attached professional CV.

Many other members of the CASA ABRUZZO Association hold outstanding professional roles in tourism, education and training aimed at the able-bodied and disabled, publishing and journalism, and academia.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in youth (KA220-YOU)	0	0	1	0
Newcomer organisation		Yes		
Less experienced organisation		Yes		

Relevance of the project

Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

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

HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport

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

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

ADU: Improving the competences of educators and other adult learning and guidance staff

How does the project address the selected priorities ?

AI4INCLUSION project is strategically designed to align with the selected priorities, ensuring the effective inclusion of people with intellectual disabilities (PWIDs), promoting digital transformation, and enhancing the competences of adult educators.

1. Inclusion and Diversity in All Fields of Education, Training, Youth, and Sport

The project directly fosters inclusion by creating an accessible learning environment tailored to PWIDs. Through the modules and the AI-driven personalized learning pathways, individuals with intellectual disabilities gain essential digital skills, increasing their autonomy, confidence, and employability. The development of inclusive training materials and platforms ensures that learning is adapted to diverse needs, removing barriers that hinder access to education and employment. By involving educators, SMEs, and policymakers, the project builds an ecosystem that actively promotes social and labor integration, making the work environments and educational training more equitable.

2. Addressing Digital Transformation Through Development of Digital Readiness, Resilience, and Capacity

The integration of AI into education and training equips PWIDs with future-proof digital skills, preparing them for the evolving job market. By fostering digital literacy in key areas such as AI, social media, creative design, and copywriting, the project ensures that participants are not left behind in the digital economy. Moreover, the AI-powered platform enhances accessibility, enabling adaptive learning experiences that cater to individual needs. This digital transformation extends to SMEs, providing them with the knowledge and tools to create inclusive work environments through digital accessibility practices.

3. Improving the Competences of Educators and Other Adult Education Staff

To ensure long-term impact, the project invests in the professional development of adult educators. Through specialized training programs for PWIDs their educators gain expertise in AI, digital accessibility, and innovative teaching methodologies, enhancing their ability to support PWIDs. The project provides educators guidelines, best practices, and an adaptable digital learning platform, equipping educators with the necessary tools to implement inclusive and effective learning strategies. By strengthening their digital and pedagogical skills, the project enhances the overall quality of adult education, ensuring that learners with disabilities receive the support they need.

This comprehensive approach ensures that inclusion, digital transformation, and educator competence improvement are interwoven, leading to a sustainable, scalable, and impactful solution for lifelong learning and employment inclusion.

Please select up to three topics addressed by your project

Disabilities

Digital content and pedagogical practices

Employability

Project description

Please describe the motivation for your project and explain why it should be funded.

As stated in the "Strategy for the Rights of Persons with Disabilities 2021-2030," there are still many barriers for persons with disabilities in terms of access to health care, education, employment, recreation, as well as in participation in political life, which limit their participation in society on an equal basis with others.

The motivation for our project stems from the urgent need to address digital inequality, social exclusion, and the growing skills gap in the labor market. With many adults at risk of exclusion—particularly those with disabilities unable to access quality education and employment opportunities, our project offers an innovative and inclusive solution to these systemic challenges.

The integration of AI into personalized learning pathways ensures that PWIDs gain essential digital skills, fostering their empowerment, confidence, and employability. This directly responds to the increasing demand for digital literacy and

expertise in emerging fields such as AI, Social Media, web, Creative Design, Hardware and Components, Creative Writing/Copywriting bridging the gap between market needs and available skills. By providing inclusive tools and resources, the project guarantees equitable access to lifelong learning, contributing to societal and economic resilience. The project strengthens the capacity of educators and participating organizations to deliver impactful and inclusive training through the development of an AI-powered, adaptable platform. This ensures that learning is accessible to diverse participants, particularly those with disabilities, while offering a scalable model that can be replicated across different contexts, amplifying its impact. Furthermore, the project aims to improve the accessibility of SMEs in terms of use of digital tools.

Funding this project will enable a transformative approach to digital inclusion, addressing critical priorities such as digital transformation, fostering inclusion and diversity, and improving the competencies of adult education staff. It aligns with both organizational and societal goals, ensuring long-term benefits for individuals, communities, and the broader labor market. By empowering underserved populations and equipping organizations with cutting-edge tools, the project offers a sustainable and scalable solution to pressing challenges, making it a compelling candidate for funding.

What are the objectives you would like to achieve and concrete results you would like to produce? How are these objectives linked to the priorities you have selected?

The main objective of our project is to promote the empowerment and employment inclusion of adults with intellectual disabilities (PWIDs) by enhancing their digital skills and improving the accessibility of ICT tools through the integration of artificial intelligence (AI).

SO1: Equip adults with disabilities to participate in the labour market.

Outcome: Participants gain autonomy and self-confidence fostering their engagement in education and work.

Results: Easy to read Learning Modules and training course for PWIDs, Policy recommendations

Link to Priorities: Aligned with inclusion and diversity, this objective ensures equitable learning opportunities for PWIDs, promoting social and labour integration.

SO2: Develop PWIDs digital skills through AI defining an online educational pathway for PWIDs

Outcome: Participants are better prepared for job market integration, through digital skills and personalized AI-driven learning pathways and accessibility features, improving their employability to meet labor market needs.

Results: Easy to read Learning Modules and Interactive Training course for PWIDs, Accessible Training Platform, Policy recommendations

Link to Priorities: Contributes to digital transformation by enhancing digital readiness and resilience, enabling individuals to thrive in a tech-driven economy.

SO3: Train and upskill adult educators in AI technologies and digital tools to improve their pedagogical practices

Outcome: Educators are better equipped to integrate inclusive digital methods into their teaching, enhancing the quality and accessibility of adult education material resources that they can use with PWIDs

Results: Learning Modules and Training course for PWIDs, Accessible training platform, Guidelines for educators, Training activity with educators

Link to Priorities: Directly addresses the adult education priority by improving the competences of educators, enabling them to act as catalysts for digital inclusion and lifelong learning.

SO4: Equip SME professionals with the knowledge and practical skills to implement accessible digital tools while raising awareness of how accessibility promotes better opportunities for all.

Outcome: The course for SMEs will help SMEs understand how accessibility can support inclusion and foster equal opportunities for all employees.

Results: Modules and training course for SMEs, Training platform, Policy recommendation

Link to Priorities: Aligned with inclusion and diversity, this objective ensures accessibility in the work digital tools promoting labour integration.

Alignment

Digital Transformation: Enhances digital skills and accessibility, strengthening resilience for PWIDs, Educators, and SMEs in a digital economy.

Inclusion & Diversity: Provides accessible learning resources to ensure equitable opportunities for PWIDs, supporting social and labor integration.

Educator Competence: Equips educators with resources to effectively support diverse adult learners, fostering inclusive education.

What makes your proposal innovative?

This proposal is important for all partner organizations in order to innovate processes that affect personal autonomy and advocacy for the rights of people with intellectual disabilities. The project presents a groundbreaking approach to digital skill development for adults with disabilities by creating an AI-powered learning platform designed to make training more accessible, effective, and truly aligned with market needs. At the core of our innovation is a dual research phase that ensures maximum impact:

a market-driven skills analysis, conducted in collaboration with SMEs: this analysis identifies the precise digital skills that the job market requires. Rather than offering generic training, we create a highly targeted and relevant curriculum that directly enhances job opportunities for adults with disabilities.

An educator and learner needs assessment: by working closely with educators, we assess both their knowledge gaps and

the best methodologies for effectively teaching digital skills to adults with disabilities. This ensures the platform is not only accessible but also engaging and impactful.

However, our project goes far beyond skills job development. It takes a holistic approach by also fostering self-confidence among learners and actively shaping a more inclusive labor market. We don't just train individuals, we transform the ecosystem by also equipping businesses with the tools and knowledge to create workplaces that embrace diversity. Through targeted training, SMEs will learn how to make their environments more accessible, inclusive, and prepared to welcome a diverse workforce.

Moreover, this project plays a critical role in shaping the digital transformation of our time, ensuring that no one is left behind. As industries increasingly rely on digital skills and AI, our initiative guarantees that adults with disabilities are not excluded from this revolution but empowered to be active participants.

How is this project complementary to other initiatives already carried out by the participating organisations?

This project aligns with several previous initiatives of CCIS aimed at promoting inclusion and skill development. EPF focuses on gender equality and removing workplace barriers for women also with disabilities, while OFFSET improves digital skills, IPER fosters digital competencies in tourism, with a focus on accessibility for PWIDs and EUMINDS to improve the mental health of long-term unemployed individuals.

CONTROVENTO participated in several inclusion-focused projects. Hi-Ability promoted ecotourism for PWIDs and was recognized as a best practice. ADILE, a self-learning platform for individuals with ID and OPEN4ALL, which enhances social inclusion for those with ID. Other key projects include Pass4Autism and Care4Autism (best practice exchange for Autism support).

CONNECTUS's past projects, including "CollaboratiVET," and "Youngpreneurs," provide expertise in digital education, social inclusion, entrepreneurship, and policy development, all of which support the goals of the proposed project.

Ecipa Abruzzo, with its experience in fostering digital and social inclusion for PWIDs, including through the EU-RUDISNET and Abruzzo Include projects, aligns well with the project's goals. The organization's work in upskilling SMEs and artisans is valuable for developing scalable AI-optimized training models.

AVN, with its background in providing training using advanced technologies, and its experience in projects like PASS4Autism and SMART4ALL, brings expertise in developing technological solutions for PWIDs and in creating AI-driven learning platforms.

Poraka Nova has carried out projects such as Call4Action and mPreneur, which focus on accessibility and empowering PWIDs. The organization's work in sustainable employment for PWID further supports the project. CASA ABRUZZO promotes social and cultural inclusion, particularly for PWIDs. Its previous project, "The Web 4 All," aligns with the project's aims to provide educational and vocational opportunities for PWIDs.

How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?

The project creates powerful synergies across multiple sectors, uniting education, training, and the labor market while also promoting social inclusion and digital transformation. By fostering collaboration between these key domains, the initiative generates a profound impact that benefits not only adults with disabilities but also educators and employers of SMEs, all while promoting greater inclusivity and accessibility. By offering an innovative and highly customized learning model for adults with disabilities, the project effectively bridges the critical gap between education and employment. Unlike traditional educational methods, which often fail to address the specific needs of people with intellectual disabilities, creating significant barriers to learning and professional integration, this initiative introduces a personalized and adaptive approach. This ensures learning is both efficient and accessible, using digital tools and interactive methodologies to provide a high-quality, engaging experience tailored to the unique needs of these learners. This approach not only enhances their competencies but also boosts their self-confidence and motivation, significantly improving their readiness to transition into the workforce. Furthermore, the project serves as a model for inclusive education, offering institutions a replicable and scalable framework that can be expanded to benefit a broader audience. From an employment perspective, the project empowers SMEs to build a more inclusive work environment. Many small and medium-sized enterprises face difficulties in integrating individuals with disabilities due to a lack of awareness, resources, or targeted training opportunities. Our initiative addresses this by helping companies view inclusivity as a strength, providing them with essential tools and insights to embrace and cultivate a diverse workforce. Beyond the immediate benefits for individuals and businesses, the project has the transformative potential to reshape both perceptions and policies in education, training, and employment for PWIDs. By demonstrating the effectiveness of inclusive learning and employment models, it offers a blueprint for broader, systemic change. The methodologies developed within this project can be adapted to various educational and professional settings, ensuring a long-term, sustainable impact across industries and regions. This initiative sets a new standard for inclusive learning and professional empowerment, fostering a society where diversity is not only valued but also actively promoted, ensuring that opportunities are accessible, and individuals are equipped to thrive in a dynamic, inclusive workforce.

How does the proposal bring added value at European level through results that would not be attained by activities carried out in a single country?

The project brings significant added value at the European level by addressing labor market challenges that transcend national borders. A transnational approach enables a broader analysis, ensuring that the skills developed align with the diverse demands of European industries. One key issue across Europe is the inclusion of adults with disabilities in the workforce. Despite EU directives promoting inclusivity, many individuals still face barriers to employment. This initiative

tackles these challenges by providing a tailored learning model that prepares PWIDs for the labor market, offering solutions that national programs alone often fail to achieve.

Additionally, the project's impact is reinforced through policy recommendations developed in WP4, which will guide the long-term adoption of the AI4 INCLUSION methodology. By creating a European model for accessible digital learning and AI accessibility, WP4 provides a framework for policymakers, SMEs, and organizations working with people with intellectual disabilities (PWIDs). Given the absence of a dedicated digital learning and AI accessibility model for people with intellectual disabilities (PWIDs), WP4 fills a critical gap by promoting inclusive education and employment strategies aligned with EU priorities.

The policy recommendations ensure that best practices are shared across Europe, facilitating a harmonized approach to digital accessibility. The Memorandum of Understanding (MoU) further enhances sustainability by enabling organizations beyond the partnership to adopt these models, increasing long-term impact. If implemented in a single country, the initiative's influence would be limited to national policies and contexts, potentially overlooking cross-border dynamics. A European-level approach ensures that the results achieved drive systemic change, fostering inclusivity, accessibility, and equal opportunities for all.

Needs analysis

What needs do you want to address by implementing your project?

Despite numerous EU directives, the employment gap for individuals with intellectual disabilities (PWID) in Europe remains wide. In 2022, only 51% of people with disabilities were employed, compared to 75% of the general population (Eurostat, 2023), while fewer than 10% of PWID had paid jobs (Inclusion Europe, 2023).

Employment rates vary across countries:

In Cyprus, the employment gap for people with disabilities is 24%, exceeding the EU average.

In Spain, only 35% of people with disabilities are employed, and in Italy, this rate drops to 30%.

In Greece, 51% of the population lacks digital skills, worsening digital exclusion.

In North Macedonia, limited social inclusion policies and few job opportunities, especially in rural areas, worsen the issue.

A major barrier to employment is digital literacy. As workplaces become more technology-driven, individuals without digital skills face exclusion. According to the European Disability Forum (2023), 73% of people with disabilities struggle with basic online transactions, underlining the need for accessible digital tools and training.

Limited access to education, non-inclusive workplaces, and insufficient tailored support contribute to this divide. In some countries, policies that withdraw disability benefits once individuals start working discourage job-seeking.

Partners' Needs

To address these challenges, project partners specializing in labor inclusion, digital education, and AI-driven solutions identified key needs:

CCIS (SP): Needs stronger collaboration between economic networks and inclusive labor inclusion initiatives. The project will align labor market demands with employment programs for PWID.

Controvento (IT): Requires better training methodologies and digital tools for PWID. The project will provide AI-driven learning resources and structured training materials.

CONNECTUS (GR): Needs AI-based accessibility solutions to enhance digital inclusion. The project will support adaptive digital learning and employment-focused training.

ECIPA Abruzzo (IT): Requires training programs for SMEs to promote inclusive hiring. The project will offer guidelines and digital tools for accessible employment strategies.

AVN (CY): Needs improved AI-driven assistive technologies for accessibility. The project will provide AI-powered solutions like speech-to-text applications.

PORAKANOVA (NM): Requires policies and training to improve employment access in underserved areas. The project will support policy recommendations and training opportunities.

CASA ABRUZZO (SP): Needs cultural and social inclusion strategies for the Abruzzese community abroad, especially PWID. The project will provide accessible learning tools and employment programs.

By addressing these needs, the project aims to bridge employment and digital gaps, empower educators and SMEs, and foster a more inclusive labor market across Europe.

What are the target groups of the project? How do the participating organisations engage with the project target groups in their activities?

The primary beneficiaries are adults with intellectual disabilities, including:

Individuals with intellectual disabilities (ID) of varying degrees.

People with Down syndrome, affecting cognitive and learning abilities.

Individuals on the autism spectrum (ASD), who may face challenges in communication and social interaction.

People with physical disabilities impacting cognitive function, which may affect digital literacy.

They often face barriers in education, employment, and digital access. The project supports their empowerment by enhancing digital skills and promoting social and labor inclusion.

Educators working with adults in both formal and non-formal settings, including:

Adult education professionals specializing in inclusive learning.
Trainers and tutors supporting PWID in skill development and labour inclusion
Educators interested in AI and digital accessibility for teaching.
They will be in AI-driven and digital learning tools to enhance their ability to support PWID.

3. Professionals of Small and Medium-Sized Enterprises (SMEs)

SMEs are essential in fostering inclusive employment. This group includes:
Business owners and HR professionals managing workforce diversity.
Managers and team leaders ensuring accessible work environments.
IT and digital tool developers improving workplace accessibility.
The project equips SMEs with skills to create inclusive and digitally accessible workplaces.

4. Indirect Participants (Stakeholders)

This group influences policies and best practices, including:

Policy-makers and government agencies focused on social inclusion.
NGOs and advocacy groups supporting PWIDs.
Researchers and academic institutions studying accessibility and inclusion.
By addressing these groups, the project promotes digital inclusion and equal opportunities for all.

How did you identify the needs of your partnership and those of your target groups?

First, the partners identified the needs within their communities by engaging with professionals working directly with people with intellectual disabilities (PWID), including educators, disability organizations, and SMEs. Through previous collaborations and ongoing projects, partners observed significant employment barriers faced by PWID, particularly due to digital exclusion.

To validate these observations, each partner conducted consultations with educators, disability support organizations, and SMEs, gathering insights on key challenges such as lack of digital literacy, limited accessible training opportunities, and workplace exclusion. Reports from organizations like Eurostat (2023), Inclusion Europe (2023), and the European Disability Forum (2023) further confirmed these trends, emphasizing the urgent need for digital upskilling and inclusive employment practices.

Additionally, online meetings, desk research and questionnaires were conducted to assess specific training gaps and accessibility needs across partner countries. The feedback highlighted the necessity for tailored digital education programs, AI-driven assistive tools, and structured support for both PWID and SMEs to promote inclusive hiring practices.

Based on this data, the partnership defined a comprehensive approach to digital inclusion, ensuring that training content is aligned with real needs. The inclusion of AI-driven tools emerged as a key solution to facilitate accessibility, empower PWID in the digital job market, and support SMEs in adopting inclusive practices.

By combining desk research, direct stakeholder engagement, and analysis of existing studies, the partners developed a targeted strategy to bridge the digital divide and foster a more inclusive European labor market.

How will this project address these needs?

This project bridges the employment gap for PWIDs by enhancing digital skills, upskilling educators, supporting SMEs, and promoting inclusive policies.

Improving Digital Skills & Employability for PWIDs: AI-powered learning pathways will equip PWIDs with essential digital skills in AI, social media, web development, and creative design, aligning with market needs. Assistive technologies like speech-to-text will enhance accessibility and workplace integration.

Facilitating Employment Opportunities: Structured training will connect PWIDs with SMEs, improving job prospects. Job placement initiatives and practical guidance for SMEs will encourage inclusive hiring and workplace adaptation.

Upskilling Educators: Educators will receive training in AI-driven tools and digital teaching methods to better support PWIDs. Guidelines and best practices will enhance digital inclusion in education and employment preparation.

Supporting SMEs in Inclusive Workplaces: SMEs will be trained in inclusive hiring, workplace accessibility, and digital tools. AI-powered solutions will help businesses implement accessibility features.

Policy & Structural Changes: Policy recommendations will advocate for inclusive digital learning and AI accessibility addressing benefit withdrawal issues and promoting job retention incentives. Engagement with policymakers and NGOs will drive systemic change.

By addressing these needs, the project empowers PWIDs with skills and opportunities, reduces employment barriers, and fosters digital inclusion across Europe.

Partnership and cooperation arrangements

Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10117479	CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA	Spain	MADRID	Non-governmental organisation/association	No
E10115361	Società cooperativa sociale Controvento ONLUS	Italy	catania	Non-governmental organisation/association	No
E10288497	Connectus M.IKE	Greece	Glyfada	Small and medium sized enterprise	No
E10077371	E.C.I.P.A. REGIONE ABRUZZO	Italy	PESCARA	Social enterprise	Yes
E10298343	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED	Cyprus	Limassol	Small and medium sized enterprise	No
E10198609	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA	The Republic of North Macedonia	Bitola	Non-governmental organisation/association	No
E10370572	Associazione Casa Abruzzo	Spain	Madrid	Non-governmental organisation/association	Yes

Cooperation arrangements

How did you form your partnership? How does the mix of participating organisations complement each other and what will be the added value of their collaboration in the framework of the project? If applicable, please list and describe the associated partners involved in the project.

The partner search leveraged existing networks while ensuring geographic diversity. Partners were selected for their expertise in labor inclusion, experience with PWIDs in digital education, and commitment to innovative approaches for their work inclusion.

The coordinator, P1, is CCIS (SP), a private, non-profit association that actively works to foster economic and cultural relationships across Europe and promote labor and social inclusion within the SMEs in its network. It is an expert in entrepreneurship and knowledge of labor market needs. CCIS is strongly committed to supporting the work inclusion of PWIDs.

P2 Controvento (IT): the Cooperative is made up by a team of professionals specialized in the socio-psycho-educational field, motivated to create services aimed at social and labour inclusion and quality of life of PWIDs. It plays a key role in designing training materials dedicated

P3 CONNECTUS (GR) is an innovative consultancy specializing in software solutions for the private and public sectors. They focus on education, workforce development, and social inclusion through technology and AI. Their aim is to create an equitable world where all individuals are empowered, educated, and trained to reach their full potential.

P4 ECIPA Abruzzo (IT) has the purpose of developing and managing training interventions and guidance aimed at the development and qualification of human capital of the enterprises present in the region. Their activities consist mainly in the design and implementation of training and guidance courses, and are aimed at entrepreneurs, employees, and PWIDs.

P5 AVN (CY) The core expertise of AVN lies in the following technological and AI directions: Healthcare monitoring infrastructure solutions, security, cloud-based infrastructure services, ICT infrastructure planning, acquisition and operation management, energy grid automation, technical consulting and online training

P6 PORAKANNOVA (NM) is a non-governmental organization focused on advancing social inclusion, accessibility, and empowerment for PWIDs. They engage in a wide range of activities aimed at increasing social participation, improving access to resources, and providing educational support to PWIDs

P7 The CASA ABRUZZO Association (SP) has, among its statutory purposes, the goal of connecting and supporting the Italian community abroad, with particular attention to PWIDs and the promotion of social and cultural inclusion.

The following organisations will be involved as associated partners:

APAMA, AFNOR, Comites di Madrid, Marcas de Restauración, Scuola italiana, DOMSPAIN, SSF from Spain

Cooperativa T.E.A.M, Cooperativa Mosaico, ABRUZZO DIGITALE SAS, VOCE D'italia, Diversuguali from Italy
ESDA LAB of the University of Peloponnese from Greece
BESECURE from Cyprus.
ANGORA AG, Center for Human Rights "AMOS", Association for Social Innovation VR LAB, University of Information Science and Technology "St. Paul the Apostle" from North Macedonia.

What is the task allocation and how does it reflect the commitment and active contribution of all participating organisations (including the associated partners, if applicable) ?

P1 CCIS

WP1: Manages project operations and finances, liaises with the National Agency, and organizes meetings.

WP2: Participates in research and develops modules

WP3: Develop learning units for the training courses, selects educators for LTТА, and coordinates the Spanish pilot action with PWIDs

WP4: Analyzes pilot results in Spain and contributes to Policy recommendations

WP5: Engages in dissemination and organizes the final meeting and conference in Spain.

P2 Controvento

WP1: Organizes the kickoff meeting and attends all meetings.

WP2: Leads WP2, coordinates research, module developments and testing

WP3: Develop learning units for the training courses, selects educators for LTТА, and manages Italy's pilot action with PWIDs

WP4: Analyzes results from Spain and aids in Policy recommendations

WP5: Engages in all dissemination activities.

P3 CONNECTUS

WP1: Attends meetings and reports.

WP2: Participates in research and training modules development

WP3: Provides technical support with the platform, develops learning units and trains educators for LTТА and pilot actions.

WP4: Leads WP4, coordinating pilot action reports and Policy recommendations

WP5: Engages in dissemination and organizes the national conference in Greece.

P4 ECIPA

WP1: Organizes the kickoff meeting and attends all meetings.

WP2: Participate in the research, methodology, and lead the modules development for SMEs.

WP3: develops learning units for the training courses , selects educators for LTТА, and co-leads Italy's pilot action.

WP4: Analyzes pilot results in Italy and contributes to Policy recommendations

WP5: Engages in dissemination and organizes Italy's national conference.

P5 AVN

WP1: Attends meetings and reports.

WP2: Contributes to research, modules development

WP3: Leads WP3, develops the platform, coordinates and develops learning units for the training courses, provides technical support and trains educators.

WP4: Analyzes pilot results in Italy and contributes to Policy recommendations

WP5: Engages in dissemination and organizes the final conference in Cyprus.

P6 PORAKANOVA

WP1: Attends meetings and reports.

WP2: participate in the research and modules development

WP3: develops learning units for the training courses, selects educators for LTТА, and coordinate pilot actions

WP4: Analyzes pilot results in North Macedonia and Policy recommendations aids

WP5: Leads WP5, coordinating dissemination and organizing North Macedonia's national conference.

P7 CASA ABRUZZO

WP1: Attends meetings and reports.

WP2: Supports research and modules development.

WP3: develops learning units for the training courses, selects educators, and co-leads Spain's pilot action.

WP4: Analyzes Spain's pilot reports, contributes to Policy recommendations

WP5: Engages in dissemination and collects communication reports.

Role of Associated Partners: They are involved in the needs analysis and will continue contributing throughout the project. They will support its development,

Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable)

The AI4I project follows a collaborative approach, ensuring smooth coordination and effective communication among all participating organizations. From the design phase, partners have engaged through face-to-face and online meetings, email communication, and shared platforms, guaranteeing the successful achievement of project goals.

To ensure clarity and efficiency, roles, responsibilities, and communication channels were defined early on, including administrative and financial procedures. The established communication methods from previous collaborations have proven effective and will be maintained throughout the project.

Project Coordination:

P1 serves as the project coordinator, overseeing communication, coordination, and monitoring. Each activity is led by the most experienced partner, with all partners contributing through knowledge-sharing and expertise. Communication remains constant and transparent, facilitated by regular online meetings, a shared documentation platform, and structured email exchanges.

Meeting Structure:

An initial online meeting will be organized post-approval to define objectives, budget, roles, and timelines. Regular partnership meetings will be held for coordination, clarifying doubts, and ensuring smooth progress. Throughout the project, three face-to-face Transnational Project Meetings (TPMs) will be combined with bi-monthly online meetings, covering financial management, quality assessment, and other key topics. Local associate partners will be invited to relevant TPM sessions, with opportunities for study visits to their organizations.

Team Structure & Communication:

Each partner will designate key team members (e.g., finance, IT, trainers, project managers) responsible for project implementation and acting as the direct link between partners.

Any personnel changes will be promptly communicated to the coordinator and other partners.

Engagement with Associated Partners & Stakeholders:

Communication extends to associated partners and stakeholders, managed by the relevant partner in each country. These partners will be involved in project activities and dissemination efforts to ensure broad impact and engagement.

Impact

How are you going to assess if the project objectives have been achieved?

The impact will be measured through the following indicators (KPIs):

Impact on participants

Short term:

PWIDs:

- 70% of PWIDs who participate in the training activity declare increased digital skills and increased competencies for employment

How: Surveys and interviews throughout the entire duration of the project to measure the quality and effectiveness of the program dedicated to PWIDs

- N° of PWIDs involved in the testing of the PDF modules for PWIDs: 14

- N° of PIWD involved in the local national pilotings: 70

- N° of PIWD registrations and access to the platform: 80

Educators:

- 70% of educators declare the quality and effectiveness of the educators guidelines (measured by initial/final questionnaires).

- 70% of educators declare the accessibility of the modules and training course for PWIDs (measured by initial/final questionnaires).

- N° of educators involved in the research phase: 21

- N° of educators who participate in the testing of the platform: 14

- N° of educators who participate in the pilot phase: 14

- N° of educators who register to the training platform: At least 80

SMEs

- 70% of SMEs declare quality and effectiveness of the training course (measured by initial/final questionnaires).

- N° of SMEs involved in the research phase: At least 70

- N° of SMEs professionals who participate in the testing of modules: 14

- N° of SMEs professionals who register in the platform: 80

- N° of SMEs who participate directly in the in the dissemination: 20

Long term:

- N° of PWIDs who register on the platform after the end of the project: At least 100

- N° of SMEs professionals who register on the platform after the end of the project: At least 100

- N of educators who register to the platform after the end of the project: 100

- N° of access/download of training materials after the end of the project: At least 80

Impact on participating organizations

Short term:

-75% of participating organizations declare quality and effectiveness of competencies acquired by staff

- 90% of participating organizations declare quality of learning;

How: Surveys during the project duration

In the long term:

- N° of Contacts and interactions with other organizations involved in PWIDs training after the end of the project: At least 14

- N° of visits and references to the Web site and information provided by their analysis (country, sections visited, etc.): At least 200

- N° of expressions of interest from local, national and European stakeholders for the project: At least 50

How: Surveys & platform data

Impact on local, national and European decision makers and stakeholders

-In the short term

- 70% of stakeholders and decision makers declare quality and effectiveness of the policy recommendations

- N° of stakeholders and decision makers that sign the MOU: 35

In the long term

- N° of policy makers reached by the guidelines after the end of the project: At least 30

Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? How do you plan to continue using the project results or implement some of the activities after the project's end?

Project partners will be committed during the project to identify a sustainable operational model which will allow project's results to remain available and further exploited at transnational level. All partners will promote AI4INCLUSION results within their national and international networks.

The consortium will develop three different types of actions:

1) Direct actions: the partners will organize new editions of the online training course promoted by AI4INCLUSION, in order to continue using the results during their daily activities. This will guarantee a direct exploitation of AI4INCLUSION products by the partners in their training activities for a long period after the end of the project.

2) Vertical actions: mainly addressed to policy makers and public bodies at European, national and local level in order to raise awareness of the possibilities offered by the project in the inclusion of PWIDs, and to rethink the tools and approach in terms of accessibility of digital tools for distance learning.

3) Horizontal actions: these actions will be addressed to the main stakeholders identified as public and private organizations, associations, cooperatives, educational centers to make them aware of the project results and to introduce and use the products in order to implement AI4INCLUSION products.

The main target of these actions will be the organizations/bodies that have direct contact with the target groups of the project and can provide them with training using the products developed by this project.

Specific actions performed by partners:

- All partners will sign min.5 sustainability agreements (MoU) each with organizations active in the field of adult education and labour inclusion and/or PWID. The agreements will ensure that these organizations will use the products in their daily activities that PWID and will help ensure the exploitation of these products beyond the project life cycle.

- All partners will hold meetings with policymakers/public bodies to make them aware of the existence of the training tools developed during the project.

Political representatives at local, national and European levels will also be invited to the project's multiplier events.

Thanks to the multisectoral partnership and associated partners, the project aims to engage institutions, associations, and stakeholders in education, labor inclusion, and disability. This will help build a lasting European network for ongoing collaboration beyond the project's duration. Additionally, future funding will be sought—through public, EU, and private sources—to continuously update the platform, given the high potential to attract donors.

Please describe the impact of the project on the participating organisations and their target groups. How the outcomes will be integrated in their regular work ?

Impact on Partner Organizations

P1 The project will align labor market demands with tailored employment programs, ensuring better workforce integration. SMEs related to P1 will gain access to training programs promoting inclusivity and accessibility. Stronger collaboration between economic networks and inclusive labor initiatives will enhance employment opportunities for all.

P2 Improved training methodologies and digital tools will empower PWID with AI-driven learning resources. The project will provide structured training materials, enhancing their skills and employability.

P3: AI-based accessibility solutions will transform digital inclusion for PWID. The project will support adaptive digital learning and employment-focused training, enabling more inclusive workforce participation.

P4: SMEs will gain access to specialized training programs promoting inclusive training. The project will offer guidelines and digital tools, helping businesses implement accessible employment strategies.

P5: AI-driven assistive technologies will improve accessibility for PWID. The project will introduce AI-powered solutions such as speech-to-text applications, enhancing digital communication and job opportunities.

P6: Policies and training initiatives will expand employment access in underserved areas. The project will develop policy recommendations and training opportunities, ensuring more equitable workforce participation.

P7: Cultural and social inclusion strategies will support the abruzzese community abroad, particularly PWID.

Impact on Other Organizations

AI4 INCLUSION will help adult education centers, trainers, and teachers SMEs, adopt accessible methodologies using ICT tools and AI accessibility This includes:

Training for educators on inclusive education.

Training for SMEs on accessibility

Accessible and adapted learning materials for PWID.

Development of European policy recommendations for inclusive digital and AI accessibility.

Impact at Local/Regional/National Levels

Locally, the project will encourage authorities to support accessible digital education methodologies for PWID, improving service quality and work inclusion. Regionally and nationally, collaboration with partners in Spain, Italy, North Macedonia, Cyprus and Greece has identified key impacts:

Increased awareness among SMEs regarding their available accessible digital tools and work environments for all

Increased awareness among educational authorities regarding their obligations and available resources for PWID.

Ensured access to accessible learning through a multilingual platform.

Impact at European Level

Europe lacks a standardized model for digital learning tools and AI accessibility for PWID. This project raises awareness among stakeholders and policymakers, shaping European policies through the development of policy recommendations. By addressing key training and market needs, the initiative promotes social and work inclusion, encouraging autonomy and fostering social integration.

Please describe the wider impact of the project on local, regional, national or European level relevant for the field of the application.

The promotion and communication strategy will be structured as follows in two main dimensions: **SECTORAL** and **CROSS-SECTORAL**.

The **SECTORAL DISSEMINATION** aims to involve groups working in the fields of particular interest for the project. It is aimed at:

- Educators counselors active in the education of PWID
- Adults with intellectual disabilities
- other staff of organizations working with PWID
- Professionals working in SMEs

Target groups were identified according to the **MAIN OBJECTIVES** of the **SECTORAL DISSEMINATION** which are:

- Strengthening the skills of organizations working in the disability and/or adult education sector,
- providing SMEs with tools and resources to support a widespread and accessible use of AI and digital tools for learning
- improving the skills of educators and staff of sectoral organizations in addressing the issues related to digital learning and the use of digital tools for PDI
- promoting the use of the project results during and after the end of the project, in particular the accessible educational platform
- raising awareness in SMEs about the accessibility of their digital training tools and workspaces
- Transmitting the methodology and tools developed to facilitate their replicability.

The **TRANSVERSAL DISSEMINATION** aims to improve the development and adaptation of project results for use outside the partnership as widely as possible. It is addressed to:

- organizations promoting digital tools/methodologies for learning
- developers, digital producers and IT companies - public authorities and policy makers at local, national and European level
- universities and research centers
- other citizens
- media at local, national and European level

These target groups have been identified according to the **MAIN OBJECTIVES** of the **CROSS- SECTORAL DIFFUSION**:

- to expand opportunities for widening the opportunities for PWIDs across Europe for labour inclusion
- to improve and update local PWID educational services
- to improve and update the educational services for PWIDs and work inclusion at local level, through new opportunities for technological development and innovation, also broadening the horizons of business expansion
- to stimulate the leading and coordinating role of regional or public authorities in supporting the definition of innovative educational activities.
- to intercept the new needs of PWID and the organizations that support them
- to intercept the new needs of SMEs in terms of accessibility
- to draw the attention of the public to the importance of developing active citizenship competencies for PWID as key competencies necessary in particular for personal development, the promotion of their autonomy
- to raise awareness of public authorities and policy makers on the theme of the project and its outcomes
- to involve potential funding authorities after the end of the European funding

Project design and implementation

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

Work package No.1 Project Management

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

The Quality Assurance (QA) for AI4INCLUSION project ensures quality management, achieved outcomes, and effective collaboration between all the partners. P1 will lead the QA, evaluation, & impact assessment, overseeing progress through key measures:

QA Plan: Implemented with monitoring parameters & measurement tools to evaluate processes, results, and improvements throughout the entire duration of the project. It uses qualitative & quantitative indicators, reference models, planning, and periodical reporting.

Quality Assessment Committee: One representative per partner:

P1 CCIS: Francesca Dadomo (EU Project Manager, Head of EU Desk) – 10+ years in EU project management, focusing on social & labor inclusion for PWIDs

P2 CONTROVENTO: Dr. Aiello (Pedagogue) – Integrates AAC tools & methodologies for communication & inclusion of individuals with intellectual disabilities.

P3 CONNECTUS: Dr. Elissavet Lykogianni – Expert in Research & Innovation, Digital Market, Employment, Skills, Education & Social Affairs. Career coach & mentor in transformation & high-performance development for individuals & organizations.

P4 ECIPA: Lorenza Di Giulio – Project Manager with 20 years of experience in institutional management, training & research project design, and reporting.

P5 AVN: Dr. Evi Faliagka – Senior Researcher with a PhD in Computer Science, specializing in web mining, recommender systems, machine learning, and usability analysis.

P6 PORAKANOVA: Martina Durljanova – Program Coordinator for Social Inclusion, managing projects & activities for accessibility & inclusion.

P7 CASA ABRUZZO: Dr. Annarita Della Penna – Secretary General with 30 years of experience in culture, education, and lifelong training for PWIDs.

The QA Plan will be first discussed during the kick-off meeting, and partners will have the possibility to make adjustments if needed. In addition to this, bilateral or multilateral teleconferences will be organized when necessary to undergo updates via face-to-face & online meetings.

MAIN ACTIVITIES:

Evaluation of 3 Transnational Project Meetings (TPMs).

Assessment of management, partnership effectiveness, communication, dissemination & impact (4 times throughout the project).

Evaluation of project results by participants & stakeholders (questionnaires, interviews, focus groups) twice per WP (mid-term & final).

Evaluation of the modules for PWIDs and for SMEs

Evaluation of the Guidelines for educators

Evaluation of the LTTA with educators

Evaluation of training courses for PWIDs and for SMEs

Evaluation of the policy recommendations

Collection of information, observations & recommendations (twice).

Evaluation of activities & partnership (every six months) using progress & quality questionnaires, plus post-TPM & Multiplier Event (ME) feedback.

Outcomes: Peer evaluations, piloting & interviews. P1 compiles 1 interim & 2 final Quality Reports.

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

During the proposal preparation process, the partners reached an agreement on their respective responsibilities, the project timeline, and the budget allocation for each partner.

As the coordinator, P1 is tasked with overseeing the transparent coordination and management of all project phases, ensuring that clear rules are communicated to the partners. P1 will be assisted by a staff member from each partner organization, who will join the steering committee. This committee will oversee budget control and time management within their respective organizations. P1 will have overall responsibility for budget management, ensuring that expenditures are both cost-effective and rational. All partners will actively participate in monitoring activities by providing data and regular reports. The steering committee will regularly participate in partnership meetings.

P1 will supply all partners with templates for reporting on project expenses and progress via the designated digital platform. Throughout the project, partners will submit three reports to P1 (in months 8, 16, and 24), detailing the activities conducted, expenses incurred, and results achieved. The budget will be distributed in five installments of 20% each (after the agreement is signed, following reports 1, 2, and 3, and after the final report is approved by the Spanish NA).

The project is structured around a clear and detailed calendar, which has been agreed upon and approved by all partners. This calendar outlines the start and end dates for each activity. During the kick-off meeting, the timetable will be thoroughly reviewed, considering the deadlines for all project activities, including quality assurance, evaluation, exploitation, sustainability, and reporting.

Deadlines will be continuously monitored during partnership meetings, and any changes will be discussed and collectively approved. P1 and WP leaders will ensure that all partners are informed about deadlines and supported in meeting them. The Quality Assurance Strategy will be essential for monitoring the progress of activities and ensuring the achievement of project objectives.

Partners are committed to providing the necessary resources to complete project activities on time and at the required quality levels. In case of any challenges, P1 will step in to offer support and solutions.

What are your plans for handling risks for project implementation (e.g. delays, budget, conflicts, etc.)?

The partnership carefully evaluated potential risks that could jeopardize the project and developed contingency plans for urgent issues. P1 serves as a mediator if conflicts arise. If P1 is involved in a conflict or its mediation fails, a third party is brought in for arbitration. Potential risks & solutions:

- (1) Insufficient Communication: Regular updates will be provided via email and other agreed-upon communication channels, ensuring all partners are included in the loop. Minutes will be shared, & an online storage platform will be used to store and share all project documents.
- (2) Misunderstanding of Roles & Tasks: Roles and tasks will be defined from the outset. Regular meetings will include checks to ensure everyone understands their responsibilities
- (3) Missed Deadlines: If a deadline is missed P1 & the responsible person will determine whether an extension is warranted, or the task may be reassigned or redistributed. To prevent delays, the work will be divided into smaller activities with specific tasks and intermediate deadlines. Monitoring and effective communication will help identify and address issues early on
- (4) Partner Withdrawal: If a partner leaves the project, the remaining partners will collectively decide whether to bring in a new partner or redistribute the tasks among themselves
- (5) Staff Turnover: If staff changes, the new member will be briefed on the project's current status & given access to all relevant online documents. P1 will arrange a bilateral online meeting with the new member to ensure they fully understand their responsibilities & project objectives.
- (6) Low Participation from Target Groups/Stakeholders: Efforts will be made to establish strong relationships with these groups before the project begins. Outreach and dissemination activities will be tailored to effectively reach them through multiple channels.
- (7) Travel Restrictions: Partners will adapt by organizing online or combined events

How will you ensure that the activities are designed in an accessible and inclusive way?

The partnership is committed to making all project materials freely accessible through easy-to-read modules and an AI-powered, open educational resource (OER) platform. This approach enhances inclusivity and ensures that PWIDs can fully benefit from the project. All resources, including the OER system and database, will be developed using clear, easy-to-understand language.

P5 is responsible for designing and implementing the online platform, leveraging their expertise in accessibility-focused digital solutions. The platform will integrate AI-driven accessibility tools and adhere to the internationally recognized Web Content Accessibility Guidelines (WCAG) 2.0, ensuring usability for all individuals, organizations, and governments.

All materials, including PDFs and online content, will comply with accessibility best practices. PDF documents will be checked using the PDF Accessibility Checker (<https://pdfua.foundation/en>), and any issues will be resolved using resources from the PDF Help Center (<https://taggedpdf.com/508-pdf-help-center/>). The platform and materials will be available in English and the languages of all project partners, ensuring broader accessibility.

To further promote inclusivity, local training sessions and dissemination events will be held in barrier-free venues. For online events, partners will provide physical spaces with computers and internet access for participants who lack these resources. Additionally, all materials and platforms will undergo rigorous accessibility testing to guarantee compliance with accessibility standards and user needs.

How does the project incorporate the use of digital tools and learning methods to complement the physical activities and to improve cooperation between partner organisations?

The accessible online platform, serving as an open educational resource, is a cornerstone of the project. It will host all project materials produced by the project, including the training course for PWIDs and the course for SMEs. This approach

leverages the partners' extensive experience in creating digital tools and resources. AVN, as the technical partner with considerable expertise in implementing digital tools (such as online platforms and digital learning solutions), will oversee the digitization of the project's outcomes. The resources provided on the platform will be freely accessible for its use in organizations and for self-directed learning by individuals.

Additionally, partners will organize online or hybrid training sessions within their respective countries to extend the project's reach beyond local communities. Platforms like Zoom or Teams will be used for online events to facilitate interactive design and active participant engagement, utilizing tools like interactive whiteboards, polls, and discussion rooms.

Digital tools will play a key role in managing the project and its outcomes, with an online archive for all documents, regular online meetings, and other forms of digital communication such as emails. This will ensure continuous communication and equal access to all relevant information for everyone involved. During the initial meeting, partners will share their experiences with online storage and digital management platforms to determine the most suitable option for the project. They will also agree on the necessary features the platform should offer, such as archiving capabilities, task and deadline management, communication tracking, and chat functions.

How does the project incorporate green practices in different project phases?

Partners will implement a range of strategies to minimize the project's carbon footprint and promote sustainability. These strategies will be shared with target groups and stakeholders to encourage ecological practices. Inspired by the Erasmus+ project "Think Twice - Ecological Sustainability in Project Management," the partnership has integrated its ecological checklist from the preparatory phase onward. This checklist will be regularly reviewed to enhance the adoption of green practices throughout the project.

To reduce travel-related emissions, the project will limit transnational meetings to three, with only one representative per organization attending each. The second meeting will be combined with the Learning, Teaching, and Training Activity (LTTA), while the final meeting will coincide with the project's closing event in Madrid. By consolidating events, we minimize mobility while ensuring efficiency. Although in-person meetings have an environmental impact, they remain essential for fostering networking, collaboration, and knowledge exchange. To mitigate this, partners will prioritize public transportation and land travel whenever possible. Similarly, participants in local workshops and events will be encouraged to use public transport.

During meetings, training sessions, and workshops, printed materials will be avoided whenever possible, and local, seasonal food in reusable containers will be used for catering. Additional meetings with partners, stakeholders, and target groups will be conducted online to further reduce CO₂ emissions. Since virtual meetings also consume energy, participants will be encouraged to turn off their cameras during presentations and activate them only when necessary, such as for discussions.

The project's online platform, which has an environmental footprint, will be hosted on eco-friendly servers and assessed using the Website Carbon Calculator. To minimize paper usage, all project documents will be stored online rather than sent as large email attachments. Once finalized, older versions of working documents will be deleted to reduce unnecessary data storage. For research activities, partners will use eco-friendly search engines and work offline whenever possible.

For dissemination, the project will focus on digital marketing and communication to reduce reliance on printed materials. When necessary, printed materials will be produced using recycled paper and environmentally friendly materials. Additionally, digital tools will be used to monitor and evaluate the effectiveness of sustainability efforts, ensuring continuous improvement in green practices throughout the project.

How does the project encourage participation and civic engagement in different project phases?

AI4I fosters participation and civic engagement by promoting inclusion, collaboration, and empowerment among PWIDs, educators, SMEs, and stakeholders. Its core value is creating opportunities for PWIDs to gain employment insights through training, enhancing their labor market participation. By engaging diverse participants, the project ensures digital transformation benefits all members of society.

1. Engagement of PWIDs in Learning & Decision-Making

- PWIDs are not only beneficiaries but also active contributors throughout the project. Their involvement ensures that the learning modules, digital tools, and AI-driven accessibility features are tailored to their needs.
- Testing and Piloting: PWIDs participate in the testing of the modules (WP2), in the local piloting testing the platform and training course (WP3), providing valuable feedback to improve accessibility.
- Empowerment and Self-Advocacy: By enhancing their digital skills and confidence, PWIDs gain autonomy and actively engage in education and employment, fostering long-term civic participation.

2. Involvement of Educators as Facilitators of Digital Inclusion

- Educators play a crucial role in promoting civic engagement by facilitating inclusive education and empowering PWIDs.
- Training and Upskilling: Educators receive specialized training (LTTA) to integrate digital tools and AI in their teaching, ensuring they can support PWIDs effectively.

-Mentorship and Advocacy: Trained educators act as mentors, guiding PWIDs toward greater independence and active participation in the digital and social spheres.

3. SMEs' Role in Inclusive Employment & Workplace Accessibility

SMEs contribute to civic engagement by fostering inclusive work environments and promoting equal opportunities.

-Training on Accessibility and Inclusion: SME professionals receive training on adapting digital tools and workplace environments to support employees with intellectual disabilities.

-Collaboration and Awareness: SMEs participate in discussions and research phases, contributing to policy recommendations that enhance workplace inclusion.

4. Stakeholder Participation in Policy and Social Change

Indirect participants, including policymakers, researchers, and community organizations, are engaged in shaping policies that promote digital inclusion.

-Policy Recommendations: Stakeholders contribute to the development of recommendations that address the digital and employment needs of PWID.

-Multiplier Events and Public Awareness: Events are organized to disseminate project results, share best practices, and encourage the adoption of inclusive policies and technologies.

5. Use of Digital Platforms & Social Media The project leverages digital platforms to expand participation and engagement.

-Online Community Building: A digital platform fosters collaboration, discussion, and exchange of experiences among participants.

Grant amount allocated to Project management

47 845,00 €

Work package No.2 - Learning Modules Development

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The specific objectives of this Work Package (WP2) are:

To enhance the digital skills of people with intellectual disabilities
Equip the educators with the resources and material to support PWIDs
Improve the digital accessibility and awareness of SMEs.

These objectives directly contribute to the overarching goals of the project by:

Empowering individuals with intellectual disabilities – Providing them with the necessary digital competencies to navigate and thrive in the modern workforce.

Promoting employability – Equipping people with intellectual disabilities with digital skills that enhance their job opportunities and career prospects.

Fostering inclusion and accessibility – Ensuring that digital tools and work environments are designed to be more accessible.

Train and upskill adult educators in AI technologies and digital tools to improve their pedagogical practices and ability to support diverse learners.

Driving digital transformation – Supporting SMEs in adopting inclusive digital practices, making their workplaces and online platforms more accessible to employees and customers with intellectual disabilities.

The following key contributions highlight how this activity aligns with the project goals:

-Enhancing Digital Skills (Objective: Empowerment and Employability): The development of tailored training modules and interactive learning materials directly addresses the need to improve participants' digital skills.

-Promoting Inclusion and Accessibility Supporting Digital Transformation (Objective: Social Inclusion): The training content is designed to be inclusive, ensuring accessibility for individuals with intellectual disabilities. Moreover the modules for SMEs will teach them about accessibilities of digital tools and trainings courses

Building Educators' Capacity (Objective: Improving Educator Competences) Educators will benefit from high-quality, interactive, and adaptable teaching resources that incorporate innovative AI-driven tools.

What will be the main results of this work package?

WP2 focuses on developing comprehensive materials and modules designed to address specific needs and challenges. The activity begins with a training needs analysis reports to ensure the content is practical, inclusive, and relevant for the target groups. Once the research analysis is concluded, the development of Two Diverse Learning Materials Modules will begin. One targeting PWIDs and the other one targeting SMEs.

The results can be summarized as follow:

Research Report: Training needs analysis report to ensure the content is practical, inclusive, and relevant for the target groups

Learning Modules for PWIDs: A set of tested easy to read and accessible modules in PDF (at least 7) covering essential topics such as digital literacy, AI use, Social Media, Web creation, Creative Design, Hardware and Components Creative Writing/Copywriting, Digital Marketing. These modules will be tailored to the specific needs of the target groups thanks to A2.1, ensuring relevance and usability and will be tested by PWIDs and their educators.

Learning Modules for SMEs: The modules will be a set of structured modules (7 at least) in PDF and designed for SMEs, focusing on raising awareness about accessibility and teaching on making their digital tools and training programs accessible. The course will help SMEs understand how accessibility can support inclusion and create better opportunities for all. It will be tailored thanks to A2.1

Guidelines for educators and Teaching Resources: Educators will gain access to comprehensive guidelines and teaching resources designed to support diverse learners as a result of A2.2. The guidelines will offer practical strategies for fostering inclusivity, adapting materials, and addressing the specific needs of PWIDs.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

To measure the effectiveness of WP2, we will combine qualitative and quantitative indicators that assess both target groups engagement and involvement in the activities, as well as its satisfaction related to the diverse training modules created.

Quantitative:

Research:

Nº of educators involved in the research phase (focus group): At least 21 educators in total (3 per partner)

N° of professionals from SMEs involved in the research phase (surveys): At least 70 SMEs in total (10 per partner)
N° of professionals from SMEs involved in the Interviews to identify their gaps in digital accessibility: At least 70 SMEs
Number of guidelines for educators:
1 guidelines document produced

Number of modules produced:
Modules targeting SMEs: At least 7 (at least one per partner)
Modules targeting PWIDs learning process: At least 7 (at least one per partner)

Testing of the modules:
N° of adults with intellectual disabilities that will do the testing of the material (modules for PWIDs) in term of accessibility: At least 14 participants (2 per partner)
N° of educators that will do the testing of the material created for PWIDs(modules for PWIDs) in term of accessibility: At least 21 (3 per partner)
N° of SMEs that will do the testing of the material created for SMEs in term of quality and utility of the content: At least 21 (3 per partner)

Qualitative:

Educators Feedback on accessibility of the modules for PWIDs:

-Surveys: Survey will include 10 questions, some will be answers with “yes” or “no”, some others from a scale of 1 to 10, and other will be open questions.

Educators feedback related to the guidelines for educators produced:

SMEs feedback on the utility and quality of the modules produced for SMEs.

Surveys: Survey will include 6 questions, some will be answers with “yes” or “no”, some others from a scale of 1 to 10, and other will be open questions.

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

P2 CONTROVENTO, as the leader responsible for the correct implementation of WP2, will coordinate the work of the partners and provide them with guidelines and instructions to achieve the objectives.

Regarding A2.3, P4 ECIPA will act as the leader of the development of modules for SMEs . All partners will collaborate closely with the activity leaders to ensure the successful completion of tasks.

A2.1: Research Phase Coordination

P2 Controvento will coordinate the research phase by preparing the framework, guidelines, and questions for educators. Additionally, Controvento will oversee the research related to SMEs, while P4 ECIPA will be responsible for preparing the questionnaire for SMEs.

All partners will contribute to the research. Once all responses have been collected (at least 91 between both target groups) from partners, Controvento will compile the research report, which will include proposed modules for PWIDs. ECIPA will develop the proposed modules for SMEs, and Controvento will integrate them into the final research report.

A2.2: Modules development for PWIDs and testing

Controvento will lead this task by preparing templates and guidelines for the modules for PWIDs and allocating the division of modules among partners.

Controvento will also coordinate the translation and testing of the modules to ensure the accessibility of the material. The modules will be tested by the PWIDs and the educators.

Additionally, guidelines for educators will be created, in order to help them to support the PWIDs.

A2.3 Modules development for SMEs and testing

ECIPA will take the lead in this task by developing templates and guidelines for SMEs modules and overseeing their distribution among partners. It will ensure that the modules are effective and aligned with the project's objectives as well as on the focal points of improvements for SMEs

Furthermore, ECIPA will manage the collection and translation of the modules in collaboration with the partners.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

Workload and budget needed for each WP and activity has been based on partners' contribution (calculated in working days) and in the leading responsibility of each partner.

To determine the allocation in euros per working day for each partner, a country-specific approach was adopted, aiming to align with the current salary levels of staff members in each country. The assignment of working days per partner for each activity was carefully calibrated based on their respective contributions and anticipated workloads. These rates are slightly lower than the actual staff costs, so the overall amount required will only cover a part of the actual costs, the rest will be covered by the participating organisations.

The lead partner of each WP has been allocated additional working days to be able to plan the activities of a WP, coordinate the work of the partners and carry out the follow-up.

In contrast to the other work packages, the budget for WP1 (management) has been determined through the establishment of a fixed monthly fee. A larger fixed amount has been specifically allocated to the coordinator to effectively oversee, supervise, and support the overall organisation of activities throughout the project (500€ a month for CCIS and 250€ for the other partners). Also, the project's kick-off meeting in Catania, Italy and the final TPM in Madrid, Spain have been calculated within WP1 for its direct impact and relevance to project management. The calculation of costs for this first physical meeting of the project (including travel, accommodation, and subsistence) is based on the guidelines of the document "EU grants: Additional information on Unit Costs and Contributions - Annex 2a and 2b: V1.3 - 15.11.2023)". Partners agreed that this approach considers the standard of living in the host country, and the budget assigned to each partner corresponds closely to actual expenditure.

As for WP2, The breakdown of the workload has been calculated as follows:

A2.1: CONTROVENTO has been allocated 12 working days; and the rest of the partners, 8 or 10 working days.

A2.2: CONTROVENTO has been allocated 25 working days; and CCIS has been allocated 15 working days.

A2.3: ECIPA has been allocated 21 working days; and the rest of the partners, 10 working days.

Some considerations that have been taken into account when building the budget are:

- (a) Priority will be given to virtual activities to minimise costs and reduce carbon footprint.
- (b) Commitment of partners to make responsible and efficient use of the allocated budget.
- (c) For any mobility, partners are committed to make bookings in advance, aiming to maximise value for money in the utilisation of the budget.

Activities (2 - Learning Modules Development)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Research analysis	Virtual activity	01/10/2025	31/12/2025	Società cooperativa sociale Controvento ONLUS (E10115361 - IT)	Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , Associazione Casa Abruzzo (E10370572 - ES) , E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) , ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) , AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) , Connectus M.IKE (E10288497 - EL)	13 156,00	Interviews report, Questionnaires reports, Final Research Report
Modules development for PWIDs	Virtual activity	01/01/2026	30/04/2026	Società cooperativa sociale Controvento ONLUS (E10115361 - IT)	Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) , Associazione Casa Abruzzo (E10370572 -	24 610,00	Easy to read and accessible learning modules for PWIDs and Guidelines for educators

ES) ,

AVN INNOVATIVE TECHNOLOGY
 SOLUTIONS LIMITED (E10298343 - CY) ,

Connectus M.IKE (E10288497 - EL) ,

E.C.I.P.A. REGIONE ABRUZZO
 (E10077371 - IT)

Applicant - CAMARA DE COMERCIO E
 INDUSTRIA ITALIANA PARA ESPANA
 (E10117479 - ES) ,

ASSOCIATION NEW GENERATIONS
 SOCIAL INNOVATORS FOR INCLUSION
 PORAKA NOVA (E10198609 - MK) ,

Modules development for SMEs	Virtual activity	01/01/2026	30/04/2026	E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT)	Associazione Casa Abruzzo (E10370572 - ES) , AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) , Connectus M.IKE (E10288497 - EL) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT)	17 194,00	Learning modules for SMEs
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Total	Sum of grant (EUR)					54 960,00	
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Description of the activities

Describe the content of the proposed activities.

P2.1: Research

Partners will collaborate to identify key skills and needs required by each target group. To achieve this, the following activities will be carried out:

Market Needs Analysis and accessibility analysis (SMEs):

Interviews to SMEs identify the gaps in their digital accessibility tools: At least 70 professionals from SMEs

Surveys to SMEs will assess the most in-demand digital skills: At least 70 professionals from SMEs

Focus Groups (Educators): At least 21 in total Educators working with PWIDs will help define specific learning digital needs.

WP 2.2: Modules Development for PWIDs

Thanks to the results of the research, and led by P2, all partners will create the modules for PWIDs.

These Modules will promote work inclusion, covering job search- related skills (CV writing, active job searching, entrepreneurship) and key digital competencies (digital literacy, social media, web navigation, creative design, AI use).

Educators will also benefit from these materials, with adaptable guidelines that will be created to better support their students. Interactive elements such as quizzes, and case studies will enhance engagement.

All content will be translated into partner local languages, designed for diverse learning styles, and tested by PWIDs (at least 14) and their educators (at least 21) to guarantee they are accessible and easy to read.

WP 2.3: Modules Development for SMEs

Led by P4, all partners will create the modules for SMEs. These modules will equip SME professionals with the knowledge to integrate accessibility into digital tools and training, fostering inclusive workplaces.

Participants will learn accessibility principles, inclusive digital system development, and best practices for workplace inclusion. Practical guidance will ensure real-world application, promoting accessibility-driven business operations.

All modules will be translated into partner local languages and tested by SMEs (At least 21) to guarantee they are useful and relevant.

Explain how these activities are going to help reach the WP objectives.

This activity directly supports the WP2 objectives by developing tailored training modules that enhance the digital skills of people with intellectual disabilities, equip educators with necessary resources, and improve SMEs' awareness of digital accessibility.

By conducting targeted research (WP2.1), the project ensures that training materials align with real market needs. Engaging SMEs through interviews and surveys identifies key digital skills gaps, while educator focus groups highlight challenges in supporting PWIDs. This foundation ensures that content is relevant, practical, and inclusive.

The development of training modules for PWIDs (WP2.2) empowers individuals by equipping them with essential digital competencies, including job search techniques, social media literacy, and AI skills. These materials enhance employability and promote social inclusion. Educators benefit from guidelines and adaptable resources, strengthening their ability to support diverse learners.

Training for SMEs (WP2.3) addresses accessibility gaps in digital tools and work environments. By educating professionals on inclusive design, SMEs become better prepared to integrate accessibility into their systems, fostering equitable workplaces.

Overall, this activity contributes to digital transformation, enhances employability, and promotes inclusion by ensuring that both individuals with intellectual disabilities and their educators have the necessary skills and resources to navigate an increasingly digital world.

Describe the expected results of the activities.

The expected Results of the Activities of WP2:

2.1 Research Report: A comprehensive analysis of training needs to ensure that the content developed is useful, practical, inclusive, and relevant to the target groups. This report will guide the creation of effective learning materials tailored to specific needs.

2.2 Learning Modules for PWIDs: A tested set of accessible and easy to read PDF modules covering job search techniques and key topics such as digital literacy, AI use, social media, web navigation, creative design, hardware components, creative writing, and digital marketing. These modules will be adapted to the needs of PWIDs and tested by both learners (PWIDs) and educators to ensure usability and accessibility.

2.2 Guidelines for educators & Teaching Resources: Comprehensive guidelines and adaptable teaching materials designed to support educators in creating inclusive learning environments. These resources explain the modules for PWIDs and will provide strategies for adapting content and effectively addressing the specific needs of PWIDs.

2.3 Learning Modules for SMEs: Training modules for SMEs focusing on the importance of accessibility in digital tools and training programs. These modules will raise awareness about inclusive practices and provide practical guidance on how SMEs can integrate accessibility into their business operations. The modules will be tested by SMEs to ensure their effectiveness and relevance

Expected number and profile of participants.**2.1 Research:**

SMEs: 70 professionals of SMEs (10 professionals of SMEs per partner organization) will answer to the survey about the required market digital skills and will be interviewed on the accessibility of their digital tools

21 educators: 3 educators per organization will participate to the focus group

2.2 Modules Development for PWIDs

PWIDs: 14 adults with intellectual disabilities (2 PWIDs per partner organization) will do the testing of the content material to ensure the modules are accessible (modules for PWIDs)

Educators Number: 21 educators: 3 educators per organization will do the testing of the content material (modules for PWIDs)

2.3 Modules Development for SMEs

Number of SMEs: 21 SMEs: 3 SMEs per partner organization will do the testing of the content (modules for SMEs)

Profiles of participants:

SMEs: Professionals working in SMEs, entrepreneurs, and individuals from related business sectors

PWIDs: Individuals with intellectual disabilities who will provide feedback to improve accessibility and effectiveness.

Educators: educators working directly with PWIDs, such as special education teachers, trainers, or support staff, with experience in digital inclusion and accessible learning.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package No.3 - Accessible Educational Platform and Training Interactive Courses

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

WP3 directly supports the project's goals of empowering PWIDs, their educators and SMEs into fostering inclusion and addressing digital transformation. Here's how with these specific objective:

Here's how WP3 aims to achieve this, with the following specific objectives:

Access to Digital Education for PWIDs

The platform and the training course for PWIDs ensure accessibility through easy-to-read language, usability, & tailored interactivity. By removing barriers it provides PWIDs with opportunities for inclusion, participating in digital education, and lifelong learning, contributing to their empowerment.

Enhancing Digital Competences

The platform hosts interactive training materials, quizzes, & games that help participants develop critical digital, inclusive & professional skills. It improves their ability to integrate into the workforce, boosting their employability & active participation in society.

Providing Tools for Educators

A user-friendly platform and guidelines that enhance their ability to support diverse learners, particularly PWIDs. The training resources of the platform improve educators' pedagogical approaches & enable the delivery of inclusive, high-quality education.

Providing Tools for SMEs

An interactive training course that enhances SMEs awareness of digital accessibility, enabling them to create more inclusive work environments.

Supporting Digital Transformation

The platform uses innovative, open-source technology to create a sustainable and adaptable solution for digital learning. It addresses the lack of accessible digital tools for PWIDs, contributing to the development of digital readiness and capacity within the target groups.

Sustainability and Scalability

Open-source platform, designed for adaptability, enabling organizations to adopt and adapt it for their own training needs. Its long-term accessibility ensures a lasting impact on digital education and inclusion.

What will be the main results of this work package?

The expected results of WP3 include:

Fully Functional and Accessible Educational Platform: A fully developed, free, and open-source platform tailored to the needs of PWIDs and others at risk of exclusion. Features include AI tools, easy-to-read language, simplified navigation, interactive elements, and full accessibility to ensure inclusivity.

Training course and Enhanced Access to Digital Learning for PWIDs: An interactive training course (composed by learning units) hosted in a sustainable tool that enables PWIDs to participate actively in distance education. This platform addresses the gaps in existing digital tools.

Comprehensive Training Tools: Interactive modules, quizzes, & games, providing engaging and practical training content will offer engaging, practical training materials to help users (SMEs, PWIDs, tutors) develop digital & professional skills in an accessible, easy-to-understand format.

Personalized Learning and AI Integration: personalized learning pathways through Generative AI-driven models that tailor content to the unique needs and abilities of users, allowing users to interact with the platform.

Support Educators: Training for educators and staff on how to effectively use the platform ensures they are well-prepared to support learners with diverse needs. Educators will gain tools and strategies to deliver inclusive, high-quality online education.

Training course for SMES: Equipping SMEs with essential skills to enhance digital accessibility and workplace inclusion. SMEs will learn accessibility principles, develop inclusive digital systems, and implement best practices for equitable work environments. Hands-on guidance will ensure practical application.

Validated and Tested Platform: Piloting the platform with educators and learners will ensure its functionality, accessibility, and effectiveness, with feedback used to refine and optimize its design.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

To measure the effectiveness of WP3, we will combine qualitative and quantitative indicators that assess the platform usability, accessibility, adoption and skill improvements of both target groups.

Qualitative Indicators:

Educators Feedback on LTTA and testing:

Surveys: To be completed after the LTTA. Survey will include 15 questions, some will be answered with “yes” or “no”, some others from a scale of 1 to 10, and others will be open questions.

Final Report will be the collection of educators' feedback.

Participants Feedback on platform and training courses from Piloting:

Surveys: Short surveys to be filled once users enter the platform. A notification will emerge to the platform reminding the survey on accessibility. Survey will include 5 questions and will be answered with “yes” or “no” and/or participants will be asked to measure from a scale of 1 to 10 their satisfaction with the accessibility and functionality of the platform. Final open question (not mandatory) users can give a comprehensive assessment and provide extra feedback.

Testimony: At least 1 personal story per country about their experience using the platform and accessing the material and learning.

Collection of feedback from Piloting to incorporate in the platform

Quantitative Indicators:

1 full developed, accessible platform

1 training course for PWIDs composed at least by 10 learning units

1 training course for SMEs composed at least by 10 learning units

Nº of registered educators users: At least 100 by the end of the project

Nº of registered PWIDs users: At least 80 by the end of the project

Nº of registered SMEs professional profiles as users: At least 100 by the end of the project

1 LTTA in Athens, Greece:

Nº of participants: 1 partner and 2 educators per organization (total of 21 participants)

National pilot testing:

Nº of PWIDs participating in the pilot testing: 10 per organization, total of 70

Nº of educators participating in the pilot testing: 2 per organization, total of 14

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

P5 AVN, as the leader of WP3, will be responsible for coordinating the work of the partners and providing them with guidelines and instructions to achieve the objectives.

P3 CONNECTUS will act as co leaders for some activities. All partners will collaborate closely with the activity leaders for the success of completing the tasks:

A3.1: P5 will establish the specific platform requirements. It involves identifying and documenting the functional, non-functional, and technical needs of the platform to meet user's goals. All partners will actively participate and provide their feedback following P5 guidelines.

A3.2: P5 will create a centralized system to store, manage and organize digital resources such as files or other types of data. The repository will be implemented to provide efficient access control, searchability, and version management. P3 will be supporting, all partners will participate producing learning units for the 2 training courses .

A3.3: P5 will lead the platform's design and interactivity, with P3 supporting to ensure accessibility for PWIDs. This includes UI (layout, buttons, menus), UX (easy navigation), interactivity (AI, animations), responsiveness (all devices), and integration (databases, AI, content). Will be developed, large language models, to interact with users and create new and personalized content like text or files. P5 will be in charge of the development, integration and deployment of core components and services to create a functional system that meets all the definite requirements. P3 will support the development.

A3.4: P3 will lead and organise the LTTA and testing that will last 3 days and will take place in Athens, Greece. Each partner will bring 2 educators to the LTTA and one staff member per organization.

A3.5. Hybrid National Piloting, lead by P6 PORAKANOVA, will include 10 PWIDs per organization (70 in total) and 14 educators in total.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

Workload and budget needed for each WP and activity has been based on partners' contribution (calculated in working days) and in the leading responsibility of each partner.

To determine the allocation in euros per working day for each partner, a country-specific approach was adopted, aiming to align with the current salary levels of staff members in each country. The assignment of working days per partner for each activity was carefully calibrated based on their respective contributions and anticipated workloads. These rates are slightly lower than the actual staff costs, so the overall amount required will only cover a part of the actual costs, the rest will be covered by the participating organisations.

The lead partner of each WP has been allocated additional working days to be able to plan the activities of a WP, coordinate the work of the partners and carry out the follow-up.

In contrast to the other work packages, the budget for WP1 (management) has been determined through the establishment of a fixed monthly fee. A larger fixed amount has been specifically allocated to the coordinator to effectively oversee, supervise, and support the overall organisation of activities throughout the project (500€ a month for CCIS and 250€ for the other partners). Also, the project's kick-off meeting in Catania, Italy and the final TPM in Madrid, Spain have been calculated within WP1 for its direct impact and relevance to project management. The calculation of costs for this first physical meeting of the project (including travel, accommodation, and subsistence) is based on the guidelines of the

document "EU grants: Additional information on Unit Costs and Contributions - Annex 2a and 2b: V1.3 - 15.11.2023)". Partners agreed that this approach considers the standard of living in the host country, and the budget assigned to each partner corresponds closely to actual expenditure.

As for WP3, The breakdown of the workload has been calculated as follows:

A1: AVN has been allocated 20 working days as the lead partner; and the rest of the partners, 3 working days.

A2: AVN has been allocated 20 working days and CONNECTUS has been allocated 14 working days as it will support AVN with technical activities ; and the rest of the partners, 10 working days allocating and adapting the training content.

A3: AVN has been allocated 20 working days as the lead partner; CONNECTUS has been allocated 10 days; and the rest of the partners, 3 working days.

A4: This budget will cover the organization of the Pilot and testing activity: AVN and CONNECTUS have been allocated 7 working days for the preparation of the platform testing with educators and the rest of the partners 4 working days for the selection of the educators and the organization of their activities.

The budget will also cover travel, accommodation and food expenses for 3 participants per organization (2 for AVN) that will travel to Athens .The training activity in Greece will last 3 days. During that time the second meeting between partners will be celebrated.

A5: PORAKANOVA has been allocated 20 days as leader of the activity and all the partners have been allocated 16 working days for the staff effort dedicated to the national piloting with PWIDs.

Some considerations that have been taken into account when building the budget are:

- (a) Priority will be given to virtual activities to minimise costs and reduce carbon footprint.
- (b) Commitment of partners to make responsible and efficient use of the allocated budget.
- (c) For any mobility, partners are committed to make bookings in advance, aiming to maximise value for money in the utilisation of the budget.

Activities (3 - Accessible Educational Platform and Training Interactive Courses)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Platform requirements and architecture definition activity	Virtual	01/11/2025	31/01/2026	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY)	E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT) , Connectus M.IKE (E10288497 - EL) , Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) , Associazione Casa Abruzzo (E10370572 - ES)	6 220,00	A report defining the platform, detailing how the platform will work, what features will have, what is needed, and how it will meet user needs
Resource Repository implementation	Virtual activity	01/01/2026	31/05/2026	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY)	E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) ,	13 736,00	One central system to store, access and manage all the digital resources efficiently with learning units created.

Finalization of a Personalized AI Platform and training courses	Virtual activity	01/12/2025	31/10/2026	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY)	Società cooperativa sociale Controvento ONLUS (E10115361 - IT) , Connectus M.IKE (E10288497 - EL) , Associazione Casa Abruzzo (E10370572 - ES) , Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) Connectus M.IKE (E10288497 - EL) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT) , Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) , Associazione Casa Abruzzo (E10370572 - ES) ,	7 380,00	AI-driven accessible platform with tools capable of generating personalized content and interactions to support users effectively. Training course for PWIDs, Training course for SMEs
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Learning, Teaching and Training Activity (LTTA) and platform testing with educators	Greece	01/11/2026	30/11/2026	Connectus M.IKE (E10288497 - EL)	E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT)	16 626,00	One Training Activity Report with educators providing a Report with feedback from real users to ensure usability, accessibility and effectiveness.
					E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT) , Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) , Associazione Casa Abruzzo (E10370572 - ES) , AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY)		
Local Pilot action with PWIDs	Virtual activity	01/12/2026	31/03/2027	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK)	E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) ,	18 944,00	One Piloting with PWIDs that will provide feedback from real users to ensure usability, accessibility and effectiveness.
					Società cooperativa sociale Controvento ONLUS (E10115361 - IT) , Connectus M.IKE (E10288497 - EL) , Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA		

(E10117479 - ES) ,
Associazione Casa Abruzzo
(E10370572 - ES) ,
AVN INNOVATIVE
TECHNOLOGY SOLUTIONS
LIMITED (E10298343 - CY)

Total	Sum of grant (EUR)	62 906,00
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Description of the activities

Describe the content of the proposed activities.

A3.1. Will provide a guideline, by defining the functional, non-functional, & technical needs of the platform to meet user's goals. Architectural design outlines the structural framework, components, technologies, and data flow, ensuring scalability and accessibility.

A3.2. Creating a centralized system to store, manage, and organize the digital resources (modules, video, exercises) that were created in WP2, moreover the adaptation of materials for PWIDs and SMEs creating structured learning units for two trainings. The repository will ensure efficient access control, searchability, scalability, and integration with other platform components.

A3.3: Finalize the Design and deploy an AI-powered platform to enhance accessibility and engagement. It will use generative AI for personalized content, simplified text, and interactive chat support. Features include an accessible interface with text-to-speech and voice commands. Development covers backend integration, database management, and security. Finalized training courses 1 for PWIDs and 1 for SMEs will be embedded.

A3.4. The LTTA will involve 3 participants per organization: 2 educators from each organization and 1 project partner, who will act as tutors in the testing phase of the platform, in-person training in Athens, Greece. AVN will send two educators, experts, technicians that will explain how the platform functions. Platform will be tested through the delivery of the training course for PWIDs. During the LTTA, the second meeting between project partners will also take place (half day).

A3.5 During the national piloting of the training course for PWIDs each partner will involve 10 beneficiaries (PWIDs) and the 2 trained educators in a 4 months hybrid trial. Learning outcomes will be assessed through quizzes & interactive games. Tutors will collect feedback from the participants to assess the actual accessibility, usability and effectiveness of the platform, to improve user experience.

Explain how these activities are going to help reach the WP objectives.

WP3 activities will help reach the WP objectives and indicators by developing an accessible educational platform for PWIDs while enhancing SME awareness of digital accessibility and workplace inclusion. Each activity ensures a user-friendly, functional, and inclusive system to achieve these goals.

A3.1 will be the first step, it will define platform requirements, ensuring it meets PWIDs' accessibility needs.

A3.2 will create a structured repository for easy resource access for the materials developed

A3.3 will integrate generative AI tools to provide personalized, adaptive support for PWIDs and visibility of its importance for users without disabilities and will ensure core AI-driven personalization for tailored learning experiences enhancing users engagement for PWIDs, Educators and SMEs.

A3.4 will test and validate the platform with real educators, guaranteeing its effectiveness and accessibility. The collected feedback from educators will help identify areas of improvements before the public launch of the platform.

A3.5 The development of a piloting with PWIDs guided by educators will ensure that the materials are easy to use with PWIDs. After the 4 month trial, participants will share their feedback to guarantee final improvements.

Through these activities, WP3 will develop an innovative AI-driven platform that improves accessibility, usability, and engagement for PWIDs and educators. It will also support SMEs in adopting inclusive digital practices, making workplaces and online platforms more accessible to employees and customers with intellectual disabilities. WP3 bridges the gap between knowledge and access, empowering both learners and businesses.

Describe the expected results of the activities.

The expected results of WP3 Activities are:

3.3 The creation of an Accessible Platform design to meet the needs of the AI4INCLUSION target group (PWIDs, educators and SMEs) that contain the materials generated by all partners adapted in an interactive way. This encompasses, the integration of AI Tools, user friendly interface, personalized features, while providing careful attention to accessibility, ensuring it is intuitive and easy to navigate.

3.3 Training interactive course for PWIDs: Based on the modules of WP2, this interactive training will focus on job search techniques and key topics aimed at enhancing digital skills. The course will provide practical guidance to improve digital literacy, ensuring participants gain the necessary skills for effective online navigation, communication, and employment opportunities.

3.3 Training interactive course for SMEs: the course will equip SMEs professionals with the knowledge and skills to adapt their digital tools for greater accessibility.

3.4 The Development of one LTTA in Athens, Greece with the participation of 3 people per organization: 2 educators and 1 project manager per organization (AVN will send 2 participants). This event will train educators into how to use the platform effectively, reviewing the materials and familiarizing with its features. It will include workshops, knowledge transfer and a space for questions and feedback collection.

3.5 National Piloting: The platform will be tested by real users (10 PWIDs per organization) guided by 2 educators per partner in a 4 months piloting. It will evaluate platform performance, functionality and accessibility. During the piloting, users, both PWIDs and educators will provide valuable feedback to identify issues and further improvements before full platform deployment.

Expected number and profile of participants.**A3.6. LTTA AND PLATFORM TESTING:**

N° of total participants: 21

N° of participants from Spain: 6

N° of participants from Greece: 4

N° of participants from Macedonia: 3

N° of participants from Italy: 6

N° of participants from Cyprus: 2

A3.7. NATIONAL PILOTING:

N° of total Educators: 14

N° of educators from Spain: 4

N° of educators from Greece: 2

N° of educators from Macedonia: 2

N° of educators from Italy: 4

N° of educators from Cyprus: 2

N° of total PWIDs: 70

N° of PWIDs from Spain: 20

N° of PWIDs from Greece: 10

N° of PWIDs from Macedonia: 10

N° of PWIDs from Italy: 20

N° of PWIDs from Cyprus: 10

Profile of participants:

A3.6: Educators that work closely with PWIDs, specially intellectual disabilities, such as special education teachers, trainers, or support staff, with experience in digital inclusion and accessible learning.

A3.7: People with Intellectual Disabilities (PWIDs) and Educators specialized in work with PWIDs

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package No.4 - Policy recommendations for Defining an inclusive European Model of Digital Learning and AI Accessibility for PWIDs

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

WP4 aims to develop policy recommendations to ensure the long-term adoption and impact of the AI4INCLUSION methodology. By creating a European model for accessible digital learning and artificial intelligence accessibility, this work package will provide a reference framework for policymakers, SMEs, organizations and educators working with PWIDs. Currently, no dedicated specific inclusive digital learning and AI accessibility model exists for PWIDs, despite EU recommendations emphasizing accessibility in education, work, and social life. WP4 addresses this gap by creating practical policy recommendations that promote inclusive digital education and AI accessibility

Specific Objectives of WP4:

Develop structured policy recommendations and MoU to support the implementation of the AI4INCLUSION methodology, ensuring its usability and replicability across different European contexts.

Provide policy recommendations to decision-makers on integrating digital accessibility into education and employment policies for PWIDs, aligning with EU priorities.

Ensure sustainability by enabling organizations beyond the partnership to adopt the project's results, increasing long-term impact and scalability.

Facilitate the adoption of best practices through a Memorandum of Understanding (MoU), allowing stakeholders to commit to accessible digital education and workforce inclusion.

By meeting these objectives, WP4 will bridge the gap between policy and practice, ensuring AI4I's results influence future initiatives and legislation.

WP4 directly supports the project's mission to empower and promote the employment inclusion of adult PWIDs by ensuring the long-term accessibility and usability of AI and digital tools. By embedding AI4INCLUSION into policy frameworks and institutional practices, WP4 helps create sustainable pathways for PWIDs to enhance their digital skills, access inclusive education and participate in the labor market contributing to the achievement of the project objectives

What will be the main results of this work package?

WP4 will generate key outputs that contribute to the social and labor inclusion of PWIDs through structured research, policy recommendations, and stakeholder engagement.

Piloting Evaluation Report: A structured report assessing the effectiveness of the project's digital learning platform and training methodology. Based on pilot feedback, this document will analyze user experiences, highlight strengths, and identify areas for improvement to refine the training model and support its replicability in different European contexts.

Comprehensive Database: A detailed database (Excel) listing at least 15 organizations across partner countries, including NGOs working with PWIDs, educational councils, chambers of commerce, associations, SMEs, and public institutions.

These organizations, operating at local, regional, national, and EU levels, will serve as key stakeholders supporting inclusive employment and social integration. This resource will facilitate networking and long-term collaboration.

Policy Recommendations: A comprehensive PDF document directed at stakeholders, policymakers, and organizations, advocating for inclusive digital education and workforce policies on accessibility. It will provide strategic recommendations to enhance digital and AI accessibility, promote best practices, and support employment opportunities for PWIDs

Memorandum of Understanding (MoU): A formal agreement (PDF document) This MoU will allow third-party organizations to commit to adopting and sustaining the project's results. It will define common objectives, responsibilities, and commitments to support inclusive employment initiatives for a minimum of three years, ensuring the project's impact continues beyond its implementation phase.

Development of a Sustainability Plan: Created at the end of project to ensure long-term impact and adoption of the methodology

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Quantitative:

Nº of database created on time with stakeholders involved: 1 database created in Excel/PDF file

Nº of stakeholders contacted to be included in the database: Minimum 105 (15 per organization)

Nº of stakeholders involved in the questionnaire for feedback on policy recommendations : Minimum 14 in total (2 per organization)

Nº of Policy Recommendations document created on time: 1 in Pdf format

Nº of Languages available: English and all the consortium languages (Spanish, Italian, Greek, Macedonian and English)

Nº of organizations involved in the signature: Minimum 5 per partners signature of MoU, duration minimum 3 years since the signature. Including all partners: 35 signatures

One Sustainability Plan

Qualitatives:

Stakeholders Feedback on Policy recommendations:

Surveys: Short surveys to be filled once stakeholders read the policy recommendation. Survey will include 5 questions and will be answered with "yes" or "no" and/or stakeholders will be asked to measure from a scale of 1 to 10 their satisfaction with the recommendations and realistic adaptability. Final open question (not mandatory) for stakeholders to provide extra feedback.

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

WP4/A4.1 – Analysis of the Results of the Pilot Action

CONNECTUS will lead the coordination of the analysis and evaluation of the pilot phase, gathering input from all partners. All partners will contribute to the assessment by providing feedback and insights based on their piloting experience. The findings will be compiled into a comprehensive report, which will assess the effectiveness of the training methodology and provide key data for the development of policy recommendation.

WP4/A4.2 – Development of policy recommendation

CONNECTUS will be responsible for drafting the "policy recommendations for Defining a European Model of Accessible Digital Learning and AI Accessibility for People with Intellectual Disabilities"

All partners will contribute by reviewing and providing input to ensure the policy recommendations reflect diverse European contexts.

Moreover, the policy recommendations will be sent to 14 stakeholders (2 x each partner) to collect feedback through surveys.

CONNECTUS will draft the final version thanks to the feedback from partners and stakeholders. Partners will also support the translation of the final document into their respective languages to maximize accessibility and reach.

WP4/A4.3 – Dissemination of the Policy recommendations and Signature of MoU

All partners, under the guidance of CASA ABRUZZO, will implement dissemination activities to promote the policy recommendations both nationally and at the European level.

These activities will include organizing meetings and events with key stakeholders and participating in project-related events to ensure widespread engagement. In the final months of the project, partners will collaborate on the development of a sustainability plan and facilitate the signature of a MoU to ensure long-term impact and adoption of the methodology.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

Workload and budget needed for each WP and activity has been based on partners' contribution (calculated in working days) and in the leading responsibility of each partner.

To determine the allocation in euros per working day for each partner, a country-specific approach was adopted, aiming to align with the current salary levels of staff members in each country. The assignment of working days per partner for each activity was carefully calibrated based on their respective contributions and anticipated workloads. These rates are slightly lower than the actual staff costs, so the overall amount required will only cover a part of the actual costs, the rest will be covered by the participating organisations.

The lead partner of each WP has been allocated additional working days to be able to plan the activities of a WP, coordinate the work of the partners and carry out the follow-up.

In contrast to the other work packages, the budget for WP1 (management) has been determined through the establishment of a fixed monthly fee. A larger fixed amount has been specifically allocated to the coordinator to effectively oversee, supervise, and support the overall organisation of activities throughout the project (500€ a month for CCIS and 250€ for the other partners). Also, the project's kick-off meeting in Catania, Italy and the final TPM in Madrid, Spain have been calculated within WP1 for its direct impact and relevance to project management. The calculation of costs for this first physical meeting of the project (including travel, accommodation, and subsistence) is based on the guidelines of the document "EU grants: Additional information on Unit Costs and Contributions - Annex 2a and 2b: V1.3 - 15.11.2023".

Partners agreed that this approach considers the standard of living in the host country, and the budget assigned to each partner corresponds closely to actual expenditure.

As for WP4, The breakdown of the workload has been calculated as follows:

4.1: CONNECTUS has been allocated 15 working days; and the rest of the partners, 6 working days.

4.2: CONNECTUS has been allocated 15 working days; and the rest of the partners, 6 working days.

4.3: CASA ABRUZZO has been allocated 15 working days; and the rest of the partners, 6 working days.

Some considerations that have been taken into account when building the budget are:

(a) Priority will be given to virtual activities to minimise costs and reduce carbon footprint.

(b) Commitment of partners to make responsible and efficient use of the allocated budget.

(c) For any mobility, partners are committed to make bookings in advance, aiming to maximise value for money in the utilisation of the budget.

Activities (4 - Policy recommendations for Defining an inclusive European Model of Digital Learning and AI Accessibility for PWIDs)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Analysis of the results of the pilot action	Virtual activity	01/04/2027	30/04/2027	Connectus M.IKE (E10288497 - EL)	<p>Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) ,</p> <p>ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) ,</p> <p>Associazione Casa Abruzzo (E10370572 - ES) ,</p> <p>AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) ,</p> <p>E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) ,</p> <p>Società cooperativa sociale Controvento ONLUS (E10115361 - IT)</p>	10 890,00	Piloting Report, Comprehensive Database of stakeholders
Development of policy recommendations	Virtual activity	01/05/2027	30/07/2027	Connectus M.IKE (E10288497 - EL)	<p>Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) ,</p> <p>Associazione Casa Abruzzo (E10370572 - ES) ,</p> <p>ASSOCIATION NEW GENERATIONS</p>	10 890,00	Policy recommendations document

					SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) , AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) , E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT) Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) ,		
Dissemination of the Policy recommendations and MoU Signature	Virtual activity	31/07/2027	30/09/2027	Associazione Casa Abruzzo (E10370572 - ES)	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) , Connectus M.IKE (E10288497 - EL) , E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT)	8 364,00	MoUs signed and Sustainability Plan created
Total	Sum of grant (EUR)					30 144,00	

Description of the activities

Describe the content of the proposed activities.

A4.1: Focuses on evaluating the local piloting phase of the platform and training course for PWIDs, the analysis will assess effectiveness, accessibility, and usability, identifying strengths and areas for improvement. Feedback will be collected from learners and educators through surveys, interviews, and observations.

The gathered data will be compiled into an evaluation report, measuring the impact of the training methodology and providing key insights for improvement. This report will guide the development of policy recommendations to ensure the AI4INCLUSION methodology can be replicated across Europe.

Moreover, a database of stakeholders will be created and utilized in the subsequent phases. These stakeholders will be contacted to receive questionnaires regarding the policy recommendations and to sign MoU.

A4.2: Based on the evaluation, a structured document titled "Policy recommendations for Defining a European Model of Digital Learning and AI Accessibility for PWIDs" will be created. These policy recommendations will outline best practices for implementing inclusive digital learning, ensuring that AI-powered tools are accessible and effective for PWIDs.

The document will provide practical recommendations on adapting materials, integrating assistive technologies, and fostering inclusive digital education. To ensure broad adoption, the policy recommendations will be translated into multiple languages, making them accessible to educators, policymakers, and institutions across Europe.

A4.3 A structured dissemination strategy will promote the policy recommendations at national and European levels through stakeholder meetings, outreach, and participation in key events. Additionally, a MoU will be signed by key stakeholders, ensuring long-term use and integration of the AI4I methodology.

The project's final phase will focus on developing a sustainability plan, ensuring that its impact extends beyond initial implementation, creating lasting benefits.

Explain how these activities are going to help reach the WP objectives.

The activities in WP4 are designed to ensure the long-term adoption and impact of the AI4INCLUSION methodology by developing policy recommendations and policy recommendations that promote accessible digital learning for people with intellectual disabilities (PWIDs).

A4.1 – Analysis of the Results of the Pilot Action will provide key insights into the effectiveness, accessibility, and usability of the training platform. By collecting feedback from learners and educators, this activity will identify strengths and areas for improvement, ensuring that the methodology is practical, inclusive, and adaptable. The evaluation report will serve as the foundation for the policy recommendations, making it easier for policymakers, organizations, and professionals to replicate and implement the AI4INCLUSION approach.

A4.2 – Development of policy recommendations will translate the findings of the pilot analysis into a structured document that outlines best practices for inclusive digital education. The policy recommendations will ensure that AI-powered learning tools are accessible and effective for PWIDs, supporting their educational and employment inclusion. By providing practical recommendations on adapting content and integrating assistive technologies, this document will help organizations implement the methodology successfully.

A4.3 – Dissemination of policy recommendations and MoU Signature will maximize the impact and sustainability of the project by promoting the policy recommendations through stakeholder meetings, outreach, and key events. The Memorandum of Understanding (MoU) will ensure long-term commitment from organizations, supporting the scalability of AI4INCLUSION beyond the project's duration.

By linking evaluation, structured policy recommendations, and broad dissemination, WP4 ensures that the AI4 INCLUSION methodology becomes a sustainable and widely adopted European model, bridging the gap between policy and practice in digital accessibility.

Describe the expected results of the activities.

The expected results of WP4 activities are:

4.1 Piloting Report: A structured evaluation document assessing the effectiveness and impact of the project's digital learning platform and training methodology. This report will provide quantitative and qualitative insights from the pilot phase, highlighting key findings, challenges, and recommendations for improvement. The results will contribute to refining the policy recommendations and ensuring its replicability across different contexts.

4.1 Database Creation: A comprehensive database (Excel/PDF) containing information on at least 105 public and private organizations across all partner countries (15 per partner). These organizations will represent various levels (local, regional, national, and EU) and will include educational organizations, NGOs working with PWIDs, chambers of commerce, associations, SMEs, and public institutions that support disability inclusion and empowerment. This resource will facilitate collaboration and networking among stakeholders committed to inclusive employment.

4.2 Policy Recommendation: A detailed PDF report containing strategic policy recommendations directed at stakeholders, policymakers, and organizations. This document will emphasize the importance of inclusive digital educational tools and AI accessibility outlining concrete actions and policy recommendations to improve accessibility, workforce inclusion, and digital learning opportunities for PWIDs

4.3 Memorandum of Understanding (MoU): A formal agreement (PDF document) attached to the Policy Recommendation

Document. This MoU will be designed for third-party organizations interested in supporting the project and integrating its results into their initiatives. The document will outline shared objectives, responsibilities, and commitments to sustaining youth employment and social inclusion efforts for a minimum of three years, ensuring the long-term impact and adoption of the project's outcomes.

Expected number and profile of participants.

4.1 Database Creation

Expected Number of Participants: Each partner will contribute 15 stakeholders, leading to a total of 105 stakeholders across all partners.

Profile of Participants: The database will include a mix of public and private organizations, such as:

Chambers of commerce and SMEs promoting accessible workplaces

Associations, NGOs, and educational institutions working in digital accessibility and disability inclusion.

Public institutions and policymakers focused on social and workforce integration for people with intellectual disabilities.

These stakeholders will support inclusive employment initiatives and contribute to the project's dissemination strategy.

4.2 Policy Recommendation Document

Expected Number of Participants: 14 in total (7 per organization)

Experts, policymakers, and representatives from stakeholder organizations will contribute to the development of policy recommendations by providing feedback and insights into inclusive digital education and employment policies.

Profile of Participants: Policy advisors and public officials responsible for disability inclusion strategies. Industry leaders and education specialists advocating for accessible training programs. Organizations supporting digital accessibility and workforce development.

4.3 Memorandum of Understanding (MoU)

Expected Number of Participants: Each partner will secure commitments from at least 5 stakeholders, leading to a total of at least 35 organizations across partner countries signing the MoU.

Profile of Participants:

Organizations and institutions dedicated to disability inclusion, workforce accessibility, and digital training.

Stakeholders interested in adopting and promoting the AI4INCLUSION methodology beyond the project's scope.

The MoU signatories will ensure the long-term adoption of the project's outcomes, committing to sustaining inclusive employment and education initiatives for at least three years.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package No.5 - Communication and Promotion of results

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The specific objectives of this WP are:

Develop and implement a comprehensive communication strategy that maximizes outreach and engagement, fostering collaboration with relevant European and national projects

Raise awareness about the significance of labor inclusion for PWIDs

Promote and support the adoption of accessible digital tools and inclusive work environments by organizations

This dissemination and communication activity is essential for achieving the project's overall objective of empowering and promoting the employment inclusion of adult PWIDs by enhancing their digital skills and improving the accessibility of ICT tools through AI. This work package ensures that the methodology, tools, and results of the project are effectively shared with relevant stakeholders, maximizing their impact and sustainability. This directly supports SO1 (Equipping PWIDs to participate in the labor market) by increasing awareness among employers, policymakers, and organizations about the significance of labor inclusion and digital accessibility. Additionally, by disseminating information about AI-driven educational tools, WP5 also strengthens SO2 (Developing PWIDs' digital skills through AI) by making resources widely available and accessible.

The social media strategy serves as key platforms for ongoing communication and engagement with educators, policymakers, SMEs. These efforts align with SO3 (Training and upskilling educators in AI technologies and digital tools) by providing them with access to methodologies that enable them to support PWIDs more effectively.

Furthermore collaboration with other projects, and targeted information-sharing efforts ensure that SMEs are informed and encouraged to implement inclusive digital tools, contributing directly to SO4 (Equip SMEs with the knowledge and practical skills to implement inclusive digital tools and awareness on accessibility) ensuring equitable opportunities for PWIDs in the labor market.

What will be the main results of this work package?

WP5 will contribute to achieve the project objective by providing visibility about the project progress and outcomes. The main results of WP5 include:

A comprehensive Dissemination Plan (DP): Ensuring maximum visibility and transferability of the project results. The DP, will be presented in KOM and explains how project results will communicated to target groups, stakeholders, relevant institutions, organizations, and individuals. The DP explains: Content and main principles; - Target audience; - Main dissemination activities; - Collaboration principles, responsibilities and timing; - Monitoring progress on reaching key performance indicators; - Dissemination reporting.

Project Website & Social Media Presence: One project website and social media channels (LinkedIn & Facebook) will serve as the first point of contact for stakeholders and provide space for the AI4INCLUSION deliverables

Development of 5 project events: Interactive events such as round tables and workshops will be held in each consortium country, focusing on training and key project outcomes. One in each consortium country

Increase engagement and awareness: Thanks to the implementation of targeted communication strategies, WP5 will foster active stakeholder participation and ensure that key messages reach the intended audiences effectively. This will increase visibility and awareness about the importance of AI4INCLUSION topic, among the general population.

Intermediate and Final Dissemination Reports: Development of two Dissemination reports, evaluating the effectiveness of dissemination activities and ensuring continuous improvement throughout the project's lifecycle.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

To measure the efficiency and achievements of WP5, we will mainly utilize quantitative indicators.

Qualitative Indicators:

Partners' feedback on social media:

Monitoring interactions, shared content, and stakeholder reflections during virtual or transnational meetings can provide insights into the accessibility and effectiveness of the dissemination materials. Informal discussions and testimonials can further highlight areas where communication is clear or needs improvement. By encouraging comments, and discussions will help assess how well key messages are understood and received..

Quantitative Indicators:

One project website:

Nº of unique visitors > 2.700

Nº of news posts: 104 posts (1 per week)

Social media channels:

1 Facebook page:

Nº of followers: At least 250

Nº of posts at least 104 (1 per week)

Linkedin

N° of subscribers: At least 450 (In total)

N° of posts at least 104 (1 per week)

In person Promotional Events:

N° of events: 5 national events (one per country)

1 Promotional Event in Cyprus: At least 35 participants

1 Promotional Event in Italy: At least 35 participants

1 Promotional Event in North Macedonia: At least 35 participants

1 Promotional Event in Athens, Greece: At least 35 participants

Final In person International Event in Madrid, Spain: At least 50 participants

N° of total participants of the events: 190

Dissemination Reports:

Two disseminations reports (one intermediate and one final)

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

P6 as WP5 leader, will coordinate the dissemination efforts, providing guidelines and instructions to maximize the dissemination and visibility in all possible ways. P7 supports outreach as co leader . All partners collaborate actively.

A5.1.: Led by P6 will develop the Dissemination Plan (DP) to ensure maximum visibility and transferability of results.

Presented in KOM, it explains how project results will communicated to target groups, stakeholders, institutions, organizations, & individuals. It details content, target audiences, key activities, responsibilities, monitoring, and reporting.

A5.2.: P6 develops an engaging visual identity pack ensuring a visibility brand (project logo, templates for documents, presentations, posters, & certificates of attendance)

A5.3. P6 creates & maintain website & social media (Linkedin & Fb). The first point of contact for stakeholders & project deliverables. Updates are shared monthly by partners to engage stakeholders. Partners will be invited to share the news through their personal accounts.

At M12 and M24, P7 develops interim and final dissemination reports, summarizing outreach activities and offering recommendations. All partners contribute by leveraging their networks for wider impact.

A5.4. P5 will host a in-person Promotional Event in Cyprus to showcase project results, with at least 35 pax. Event may take the form of round tables, workshops, or other interactive sessions, focusing on presenting the training and key project outcomes.

A5.5. P4 ECIPA will host a Promotional Event in Italy to showcase project results (at least 35 pax)

A5.6. P3 will host an in-person Promotional Event in Greece to showcase project results (at least 35 pax)

A5.7. P6 will host a in-person Promotional Event in North Macedonia to showcase project results (at least 35 pax)

A5.8. Final in person event in Madrid, Spain hosted by P1 to showcase final project results, (at least 50 pax). P7 will help with the invitation of relevant participants

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

Workload and budget needed for each WP and activity has been based on partners' contribution (calculated in working days) and in the leading responsibility of each partner.

To determine the allocation in euros per working day for each partner, a country-specific approach was adopted, aiming to align with the current salary levels of staff members in each country. The assignment of working days per partner for each activity was carefully calibrated based on their respective contributions and anticipated workloads. These rates are slightly lower than the actual staff costs, so the overall amount required will only cover a part of the actual costs, the rest will be covered by the participating organisations.

The lead partner of each WP has been allocated additional working days to be able to plan the activities of a WP, coordinate the work of the partners and carry out the follow-up.

In contrast to the other work packages, the budget for WP1 (management) has been determined through the establishment of a fixed monthly fee. A larger fixed amount has been specifically allocated to the coordinator to effectively oversee, supervise, and support the overall organisation of activities throughout the project (500€ a month for CCIS and 250€ for the other partners). Also, the project's kick-off meeting in Catania, Italy and the final TPM in Madrid, Spain have been calculated within WP1 for its direct impact and relevance to project management. The calculation of costs for this first physical meeting of the project (including travel, accommodation, and subsistence) is based on the guidelines of the document "EU grants: Additional information on Unit Costs and Contributions - Annex 2a and 2b: V1.3 - 15.11.2023)". Partners agreed that this approach considers the standard of living in the host country, and the budget assigned to each partner corresponds closely to actual expenditure.

As for WP5, The breakdown of the workload has been calculated as follows:

5.1: PORAKANOVA has been allocated 6 working days; and the rest of the partners, 2 working days.

5.2: PORAKANOVA has been allocated 12 working days; and the rest of the partners, 2 working days.

5.3: PORAKANOVA has been allocated 35 working days as the lead partner; 25 working days have been allocated for CASA ABRUZZO for giving templates and collecting interim and final reports, and the rest of the partners, 20 working days.

Moreover the following amounts have been allocated to these in person events:

In person event in Italy organized in Pescara , Italy by ECIPA : 3.500,00

in person event in Greece organized by in Athese, Greece CONNECTUS: 3.500,00

In person event in Cyprus organized by Cyprus AVN: 3.500,00

In person event in North Macedonia organized in North Macedonia by PORAKANOVA: 3.500,00

Final In person international event organized in Madrid by CCIS: 7.229,00

Some considerations that have been taken into account when building the budget are:

- (a) Priority will be given to virtual activities to minimise costs and reduce carbon footprint.
- (b) Commitment of partners to make responsible and efficient use of the allocated budget.
- (c) For any mobility, partners are committed to make bookings in advance, aiming to maximise value for money in the utilisation of the budget.

Activities (5 - Communication and Promotion of results)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Design and Development of the Dissemination Plan (DP)	Virtual activity	01/10/2025	30/11/2025	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK)	Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , Associazione Casa Abruzzo (E10370572 - ES) , AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) , Connectus M.IKE (E10288497 - EL) , E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT)	2 928,00	The Dissemination Plan: structured strategy for disseminating project results
Production of Logo, Graphic Identity and Promotional Material	Virtual activity	15/10/2025	15/12/2025	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK)	Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) ,	3 888,00	Logo, Graphic Identity and Promotional Materials

					Associazione Casa Abruzzo (E10370572 - ES) , AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) , Connectus M.IKE (E10288497 - EL) , E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT)		
					Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES) , Associazione Casa Abruzzo (E10370572 - ES) ,		
Project Website and Social Media Creation and Maintenance	Virtual activity	15/10/2025	30/09/2027	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK)	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) , Connectus M.IKE (E10288497 - EL) , E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT) , Società cooperativa sociale Controvento ONLUS (E10115361 - IT)	26 100,00	Project Website and Project Social Media Pages
Design and Hosting of an In-Person Promotional Event in Cyprus	Cyprus	01/07/2027	15/09/2027	AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY)		3 500,00	In person event in Cypurs with at least 35 participants

Design and Hosting of an In-Person Promotional Event in Pescara, Italy	Italy	01/07/2027	15/09/2027	E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT)	3 500,00	In person event in Italy with at least 35 participants
Design and Hosting of an In-Person Promotional Event in Athens, Greece	Greece	01/07/2027	15/09/2027	Connectus M.IKE (E10288497 - EL)	3 500,00	In person event in Athens, Greece with at least 35 participants
Design and Hosting of an In-Person Promotional Event in North Macedonia	The Republic of North Macedonia	01/07/2027	15/09/2027	ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK)	3 500,00	In person event in North Macedonia with at least 35 participants
				Associazione Casa Abruzzo (E10370572 - ES) ,		
				Società cooperativa sociale Controvento ONLUS (E10115361 - IT) ,		
International Final In-Person Promotional Event in Madrid, Spain	Spain	01/09/2027	30/09/2027	Applicant - CAMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPANA (E10117479 - ES)	7 229,00	Final In person event in Madrid with at least 50 participants
				ASSOCIATION NEW GENERATIONS SOCIAL INNOVATORS FOR INCLUSION PORAKA NOVA (E10198609 - MK) ,		
				AVN INNOVATIVE TECHNOLOGY SOLUTIONS LIMITED (E10298343 - CY) ,		
				Connectus M.IKE (E10288497 - EL) ,		
				E.C.I.P.A. REGIONE ABRUZZO (E10077371 - IT)		
Total	Sum of grant (EUR)				54 145,00	

Description of the activities

Describe the content of the proposed activities.

WP5 cover the tasks related to the dissemination of the AI4INCLUSION, to ensure the widest possible dissemination of the project's methodology and results, maximizing visibility and sustainability beyond the project duration.

A5.1.: The Dissemination Plan (DP) will outline key strategies, target audiences, dissemination activities, and monitoring mechanisms to ensure effective communication of project outcomes

A5.2.: Production of logo, graphic identity, and promotion materials templates and materials. PORAKA NOVA will use its experience in sharing and promotion activities to produce drafts for the materials indicated in expected results.

A5.3: The project website and social media channels (LinkedIn, Facebook) will be central for project updates and engagement. Regular news content will be published, with partners contributing posts. Social media performance will be monitored and reported monthly. Partners will collaborate with PORAKANOVA on content creation, following a publication schedule. Each partner will ensure deadlines for their respective social media and website contributions. A monitoring table will track impact, and PORAKANOVA will oversee adjustments to improve effectiveness. The Intermediate Dissemination Report (M12) and the Final Dissemination Report (M24) will evaluate the reach and effectiveness of dissemination efforts. These reports will include an impact assessment and recommendations for further exploitation of project results.

A5.4 - A5.7.: Four in-person promotional events will be organized in Cyprus, Greece, North Macedonia, and Italy, each showcasing project results through roundtables, workshops, or interactive sessions. These events will foster stakeholder engagement and knowledge sharing. At least 35 participants per event.

A5.8.: A final event in Madrid (with at least 50 participants) will present the overall project achievements, gathering key stakeholders to discuss the project's long-term impact and potential future applications. Th

Explain how these activities are going to help reach the WP objectives.

A5.1: Creating a comprehensive strategy, the DP, is essential for enhancing the project's visibility and overall effectiveness and exploring collaborations with European and national projects, fostering broader impact and leveraging existing networks for greater reach. A visually engaging project is crucial for maximising the campaign's reach and effectiveness, ensuring our message resonates with diverse stakeholders across the board.

A5.2: The development of the visual identity and promotional materials will ensure a cohesive and accessible project image, making the project's key messages clear to a broad audience, enhancing visibility and awareness.

A5.3: The project website and social media channels will serve as the main platforms for regular updates, ensuring continuous communication and fostering engagement with stakeholders. These platforms will keep the project's goals and results visible, advancing digital inclusion. Regular updates on the website and social media will maintain engagement with audiences, providing timely information about project milestone

A5.4-A5.7: The promotional events in various countries will provide opportunities to engage local audiences, particularly educators and key stakeholders, in discussions on inclusion, digital transformation, and AI-driven tools. These events will contribute to professional development and promote advocacy for inclusion. In the events, PWIDs, Trainers and SMEs will participate.

A5.8: The final event will provide an opportunity to showcase the project's overall impact and results, strengthening its visibility and encouraging further advocacy for inclusion and digital transformation. PWIDs, Trainers and SMEs will be invited to participate and share their story and experience.

Describe the expected results of the activities.

A5.1: A detailed Dissemination Plan (DP) will provide a strategic framework for effectively communicating project results to diverse stakeholders, ensuring maximum outreach.

A5.2: A cohesive visual identity, including a logo and promotional materials, will enhance the project's branding and visibility across all communication channels.

A5.3: A project website and active social media channels (Facebook, LinkedIn) will be created and maintained, with a target of 2,700 unique website visitors, 250 followers on Facebook, and 450 on LinkedIn. A minimum of 104 posts will be published across the website and social media platforms.

The successful delivery of the Intermediate and Final Dissemination Reports, evaluating the effectiveness of the dissemination activities and ensuring that the project's results are communicated and sustained beyond the project duration.

A5.4 - A5.7: At least 140 participants (35 participants per event) will engage in the in-person promotional events in Cyprus, Italy, Greece and North Macedonia, with each event ensuring impactful discussions and presentations, including real stories of PWIDs, SMEs and Educators and its experience with the training.

A5.8: A final in person event in Madrid, Spain, with at least 50 participants to dissemination AI4INCLUSION results, including real stories of PWIDs, SMEs and Educators and its experience with the training.

Expected number and profile of participants.

For Work Package 5, we anticipate engaging a diverse range of participants across various activities:

Dissemination Plan - Communication strategy (A5.1): This will involve internal and external stakeholders, including all project partners and their networks. We expect to reach individuals through targeted social media campaigns and

partnerships, engaging stakeholders from diverse backgrounds across European and national projects.

Project website and social media (A5.3): It aims to reach approximately 2700 unique visitors to the project website through the entire duration of the project, including local organisations, stakeholders, educators, PWIDs, SMEs through social media.

We expect at least 190 participants including all the in-person promotional events

Profile of participants:

SMEs: Small and medium-sized enterprises looking to enhance their digital capabilities and accessibility and integrate innovative AI solutions into their operations.

PWIDs: People with intellectual disabilities seeking opportunities for digital upskilling and greater societal and labour inclusion.

Educators: Teachers and trainers who aim to integrate AI-driven tools into their teaching practices for inclusive and effective learning.

Education and Training centers focused on providing inclusive education and accessible digital skills training

Stakeholders collaborating to promote best practices, share knowledge, and expand the project's impact across sectors:

Chambers of commerce and SMEs promoting accessible workplaces

Associations, NGOs, and educational institutions working in digital accessibility and disability inclusion.

Public institutions and policymakers focused on social and workforce integration for people with intellectual disabilities.

General Public: Individuals interested in gaining awareness and access to digital transformation and inclusion initiatives.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

EU Values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

Subscribing to EU Values

- I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights
- I understand and agree that EU Values will be used as part of the criteria for evaluation of the activities implemented under this project

Annexes

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

Declaration on Honour

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

File Name	File Size (kB)
DOH -declaration-on-honour_signed.pdf	286
Total Size (kB)	286

Accession forms

Please download the accession forms, have them signed by the relevant legal representatives, and attach the signed forms here. You can attach a maximum of 90 documents.

Accession forms must be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
ACF -AccrssonForm_CONTROVENTO Signed.pdf	377
ACF -Accession form ECIPA signed.pdf	207
ACF -accessionForm_E10198609_PORAKA NOVA_signed.pdf	269
ACF -accessionForm_E10288497_CONNECTUS signed.pdf	144
ACF -accessionForm_E10298343_AVN_signed.pdf	588
ACF -accessionForm_E10370572 CASA ABRUZZO signed.pdf	286
Total Size (kB)	1 874

Other Documents

In this subsection, you can upload any additional documents.

If needed, please attach any other relevant documents (a maximum of 6 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#).

File Name	File Size (kB)
OTH -AI4I di KA2Gantt (2).xlsx	22
OTH -ALL SUPPORT LETTERS FINAL.pdf	1 330
OTH -Logical framework AI4I.docx	17
OTH -Operational capacity - 2025.docx	151
OTH -Pérdidas y ganancias año 2024 - CCIS.pdf	74
Total Size (kB)	1 596
Total Size (kB)	3 756

Checklist

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

- It fulfills the eligibility criteria listed in the [Programme Guide](#).
- All relevant fields in the application form have been completed.
- All the relevant documents have been uploaded.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: ES01 - Servicio Español para la Internacionalización de la Educación (SEPIE)

Original content and authorship

- I confirm that this application contains original content authored by the applicant and partner organisations.
- I confirm that no other organisations or individuals external to the applicant and partner organisations have been paid or otherwise compensated for drafting the application.

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Please also keep in mind the following:

Accession forms of each partner to the applicant, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed accession form will be considered as a condition for signature of the grant agreement.

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

Submission History

Version	Submission time (Brussels time)	Submission ID
2	04/03/2025 13:13:53	1669799
1	04/03/2025 13:13:13	1669791