

**A. General Information****WARNING:**

PLEASE MAKE SURE THAT ALL PARTICIPATING ORGANISATIONS (SCHOOLS IN PARTICULAR) IN THE APPLICATION ARE ABLE TO TAKE PART IN A MULTI-BENEFICIARY CONTRACT.

FOR INFORMATION ABOUT THE ALTERNATIVE CONTRACTING MODEL FOR PARTNERSHIPS BETWEEN SCHOOLS ONLY (THROUGH A MONO-BENEFICIARY GRANT AGREEMENT), PLEASE CONSULT PART C OF THE PROGRAMME GUIDE OR CONTACT YOUR NATIONAL AGENCY.

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;
- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;
- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Project Summary: In this section you should describe in a compact way your project's rational, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

You can also find information on how to fill in this application form by reading the e-Forms Guidelines.

B. Context

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for school education
Main objective of the project	Innovation
Call	2018
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	21-03-2018 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	ENABLING PROFESSIONALS AND FAMILIES TO TRANSFER SUSTAINABLE KNOWLEDGE AND SKILLS TO DOWN SYNDROME INDIVIDUALS
Project Acronym	SUSKIDS



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

Form Version: 5.01

Project Start Date (dd-mm-yyyy)

01-09-2018

Project Total Duration (Months)

36 months

Project End Date (dd-mm-yyyy)

31-08-2021

Applicant Organisation Full Legal Name (Latin characters)

UNIVERSIDAD DE BURGOS

Form hash code



21543574D90CFF04

B.2. National Agency of the Applicant Organisation

Identification

ES01 (ESPAÑA)

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

<https://ec.europa.eu/programmes/erasmus-plus/contact>



C. Priorities

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

HORIZONTAL: Social inclusion

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

HORIZONTAL: Open education and innovative practices in a digital era

Please comment on your choice of priorities.

The project provides teachers, professionals and associations a suitable and tailored tool to enable them to increase the opportunities of individuals with Down Syndrome (DS) concerning their education, employability and social inclusion, by fostering their competences in environmental sustainability and construction with recycling materials. Moreover, the results of the project will provide these stakeholders (teachers, professionals, families, etc) with competences acknowledged by the European Framework of Qualifications, since the project will also deliver a pilot course framed in a certified and official qualification, practical guidelines for their evaluation and a digital portfolio that will allow the students to demonstrate the acquired skills. This project will also contribute to train educators to transfer the science and professional training in the field of construction and use of waste materials to people with Down Syndrome. Furthermore, the proposed learning process will encourage the autonomous learning and the possibilities for Down Syndrome individuals to become trainers themselves, which represents another step forwards to their inclusion. Although the project is focused on constructions and waste materials, the results will be able to be replicated in other educational fields and adapted to other special educational needs, since the tools developed in the project will be open source and can be adapted to other educational needs. The project also aims to offer an innovative approach in the education of DS individuals, focused in the engagement of the end users in the acquisition of new habits and knowledge through gamification techniques.

**D. Participating organisation(s)****D.1. Applicant Organisation**

PIC	998959642
Full legal name (National Language)	UBU
Full legal name (Latin characters)	UNIVERSIDAD DE BURGOS
Acronym	
National ID (if applicable)	N/A
Department (if applicable)	
Address	HOSPITAL DEL REY
Country	Spain
P.O. Box	
Post Code	09001
CEDEX	
City	BURGOS
Website	www.ubu.es
Email	sec.investigacion@ubu.es
Telephone	+34947258052
Fax	+34947258754

D.1.1. Profile

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

D.1.2. Accreditation

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

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education (ERAPLUS-ECHE)	E BURGOS01

D.1.3. Background and Experience



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

The University of Burgos (UBU) was founded in 1994 and has assumed its role in the local and regional economy and in the larger scientific development responding to market demands (e.g. new grades in accordance to the needs of the labour market) and developing wide research networks (e.g. integrated research between the university, the private sector, public institutions, and civil society organizations). According to the ranking of normalized impact on research production elaborated by the CyD (Foundation for Knowledge and Development, 2011), the University of Burgos holds the 13th position among Spanish Universities with a 1,22 impact index. Likewise, according to SCImago Institutions Ranking (SIR 2012), the University of Burgos holds the ES.R 105 with a Q1 of 55,8 and Excellence Rate of 13.7, being leader among regional universities. Besides, UBU has been enrolled in a regional Transfer University-Enterprise Strategy (2008–2013) aiming at 7 strategic objectives: Strengthen knowledge transfer structures, Generate and strengthen technological supply oriented towards business demand, Promote joint R&D, Promote exploitation of Knowledge, Generate and consolidate technology-based Business activities, Promote innovative culture, Strengthen university–Business convergence.

(http://www.redtcue.es/export/system/modules/com.tcue.publico/resources/DescargasTcue/UE_2008-11_light.pdf). Since year 2008 UBU has been active in several Research & Innovation European Programmes (FP, CIP, Life, Cost, LLP, HORIZON2020, ERASMUS+, D.G JUSTICE, INTERREG). UBU has 29 ongoing projects, 11 of them as coordinator and 3 as hosting institution. The EU grant received is 6.5 M €. Examples: JUCIVOL, BOTSTEM, EN-ABILITIES, EUROCOORD, TAT-CF, NO PUNISH, POLL-OL-GI, TURBO-SUDOE, LIFE-REPOLYUSE.

The University's infrastructures and support resources with key role in this project are the following:

- The Science Park. It is the result of a joint effort made by several stakeholders with the aim of providing an appropriate environment for research, boosting the creation and knowledge transfer among RTD providers and innovation transformers end-users (new products and manufacture processes) which have a positive effect on the socio-economic developments. The Science Park is member of the Association of Spanish Science Parks.
- The Knowledge Transfer Office (KTO) whose core mission is to support and promote the production and transfer of knowledge from the University to companies and other stakeholders. UBU's TTO is an active member of REDOTRI (Spanish university's TTO Network), who promotes the role of universities as key actors within the Spanish Innovation System. It is also member of ProTonEurope (Europe Network of Knowledge Transfer). Further, the KTO works in close collaboration with both the Sectorial Policy Department of the Regional Government and the Innovation and Development Agency.
- Faculty members who are experts in the field of Building and industrial engineering. Indeed, one of the leaders of the project has a large research experience related to the issues of the current project and has taught numerous courses and workshops on the topics, i.e. inquiry-based learning in sustainability and material science for children and autistic people.

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

The staff involved in the project are members of the GIIE Building Engineering Research Group where research into new sustainable and efficient building materials is carried out. Their scientific developments include 15 patents, 23 articles in international journals, participation in numerous conferences and competitive research projects and the supervision of several conferences on teaching innovation. Activities for the improvement of teaching quality within the Teaching Research Group in construction materials are undertaken, there has been collaboration in the publication of one book, two articles in journals on the European area of Higher Education have been published and participation in several conferences on teaching innovation.

PhD. Sara Gutiérrez González (female) is a Building and Industrial Engineer and Lecturer at the University of Burgos. Postdoctoral employed fellow, accredited as Associate Lecturer for the Department of Architectural Constructions since 2009. Currently the Head of the Area's Architectural Constructions. Coordinator of the "LIFE-REPOLYUSE Recovery Polyurethane for Reuse in Eco-efficient materials" European project. PhD Ms. Gutierrez is Teacher Trainer in subjects related to sustainability in the field of materials used in building and has developed educational workshops on sustainable building and development of new materials for use in buildings that are constructed using waste products have been designed. Workshops are offered for the 5-18-year age group. Specifically, workshops in the Junior First Lego League 2017, in the 2nd Science and technology Fair of Castilla y León (FeCyT), in various schools have been given. Educational workshops have also been given on sustainable material with autistic people from the Autism Association of Burgos.

Verónica Calderón Carpintero. She is Vicecancelor of Students of the University of Burgos. She coordinates the Unit of Attention to the Diversity that develops actions to promote the autonomy and educational inclusion of the students with disability in the university classrooms, actions of sensitization and formation directed not only in the university scope but also to society, actions to improve physical and virtual accessibility. Academic Erasmus Coordinator for the destination Porto (Portugal), Roma (Italy) and Izmir (Romania). Her research experience include participation in more than 15 competitive research projects (funded by the EEC, the Ministry of Education and Science, the CDTI (Centre for Industrial Technological Development), the Junta de Castilla y León and the



University of Burgos), some of them conducted as IP, and numerous projects like collaborations University – Industry-Enterprise. It also has a pre-doctoral research stay in Portugal, and post doctoral in Mexico and Madrid. The lines of research have resulted so far 33 international publications all of them in the JCR, 13 national patents and 1 European patent, more than 20 communications in national and international per review conferences. The experience also includes the development as IP of some Doctoral Thesis and investigation grants.

Ángel Rodríguez Sáiz . Building and Industrial Engineer, Degree in Law and Lecturer at the University of Burgos. Research experience includes 8 competitive projects, some as IP, about 30 international articles, 16 national patents and more than 15 international congresses. Professional experience for 10 years as building systems engineer. AENOR Committee Member (mortar expert AEN/CTN 83). Academic Erasmus Coordinator for the destination Guarda (Portugal),

Carlos Junco Petrement. Building Engineering and Lecturer at the University of Burgos. He coordinates Educational workshops on sustainable building and development of new materials for use in buildings that are constructed using waste products have been designed. Includes collaboration in around 8 competitive research projects (funded by the Ministry of Education and Science, the Centre for Industrial Technological Development, the Junta de Castilla y León and the University of Burgos), and numerous projects like collaborations University – Industry-Enterprise. The lines of research have resulted so far 10 international publications all of them including peer review in the JCR, 13 national patents and 1 European patent, more than 10 communications in national and international conferences.

Jesús Gadea Sáinz. Coordinator of research activities for students of Schools who are studying for a Bachelor of Research / Excellence. Includes collaboration in around 10 competitive research projects (funded by the Ministry of Education and Science, the Centre for Industrial Technological Development, the Junta de Castilla y León and the University of Burgos), some of them conducted as IP, and numerous projects like collaborations University – Industry-Enterprise. The lines of research have resulted so far 13 international publications all of them including peer review in JCR.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
LIFE	2016	LIFE16 ENV/ES/000254	UNIVERSITY OF BURGOS
H2020-SWAFS-2016-2017	2017	787570	FONDAZIONE ITALIANA SCLEROSI MULTIPLA ONLUS
ERASMUS+ STRATEGIC PARTNERSHIP	2017	2017-1-ES01-KA204-038155	UNIVERSITY OF BURGOS
ERASMUS+ STRATEGIC PARTNERSHIP	2017	2017-1-ES01-KA201-038204	UNIVERSITY OF BURGOS
ERASMUS+	2016	580398-EPP-1-2016-1-ES-EPPKA3-IPI-SOC-IN	UNIVERSITY OF BURGOS
DG JUSTICE	2016	723198	UNIVERSITY OF BURGOS
INTERREG SUDOE 2016	2016	SOE1/P5/E0129	UNIVERSITY OF BURGOS
INTERREG SUDOE 2016	2016	SOE1/P1/E0136	UNIVERSITY OF BURGOS
just/2015rdap/ag/corp	2016	AG1/CORP/9183	UNIVERSITY OF VALENCIA
Directorate-General for Competition Policy and Strategy	2015	4582-6	Università degli Studi dell'Insubria

D.1.4. Legal Representative

Title

Mr Prof



Gender	Male
First Name	José Miguel
Family Name	García
Department	Chancerolly
Position	VICE-CHANCELLOR OF RESEARCH
Email	Sec.investigacion@ubu.es
Telephone	+34947258052

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

D.1.5. Contact Person

Title	Ph.D.
Gender	Female
First Name	Sara
Family Name	Gutiérrez
Department	GIIE Building Engineering Research Group
Position	Researcher
Email	sggonzalez@ubu.es
Telephone	+34 947 258 932

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

**D.2. Partner Organisation**

PIC	999845446
Full legal name (National Language)	TRINITY COLLEGE DUBLIN
Full legal name (Latin characters)	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN
Acronym	TCD
National ID (if applicable)	CHY11
Department (if applicable)	Civil Engineering
Address	College Green
Country	Ireland
P.O. Box	
Post Code	2
CEDEX	
City	DUBLIN
Website	www.tcd.ie
Email	rescon@tcd.ie
Telephone	+35318963179
Fax	+35318962279

D.2.1. Profile

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

D.2.2. Accreditation

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

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education (ERAPLUS-ECHE)	IRLDUBLIN01

D.2.3. Background and Experience



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

The University of Dublin, Trinity College, founded in 1592, is the oldest University in Ireland. At present there are over 12,000 students and 1,200 staff members working on the College campus. It is divided into three faculties comprising 25 schools, offering degree and diploma courses at both undergraduate and postgraduate levels. Standing on a self-contained site in the heart of Dublin, the College covers some 40 acres of cobbled squares and green spaces, around buildings which represent the accumulated architecture of nearly three centuries.

The Engineering School is the most highly ranked in the country. It has 48 members of academic staff who are highly active in teaching and research and have generated over €60 million in research income over the last 10 years. The Civil Engineering Department covers research and education in the areas of environment, materials, structures and transportation.

Trinity College is open to all regardless of background, and always seeks to widen access to students who have not yet realised their full academic potential. The Trinity Centre for People with Intellectual Disabilities (TCPID) is one of Trinity College Dublin's most innovative programs. Its mission is to promote the inclusion of people with intellectual disability to develop their potential through a combination of research, dissemination of new knowledge, lifelong learning and professional training. The TCPID runs the Certificate in Contemporary Living, the first full-time course for people with intellectual disabilities within a third-level setting in Ireland. The course now has nearly 90 graduates whose achievements send a powerful message to the world about the ability and potential of people with intellectual disability. TCPID is collaborating with other higher education institutions to develop courses in other locations.

The Trinity Access Programmes (TAP) support people from areas with low progression rates to higher education. The aim of the TAP is to widen access and participation of under-represented groups at third-level education. TAP offers a range of programmes from primary school students to secondary schools and postgraduates. It also delivers information and provides guidance sessions to the communities and schools in low progression areas, to encourage and support real steps towards going to University. TAP also delivers foundation courses for young adults and mature students and information on alternative higher education access routes.

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

Prof Pavia has been involved with the Trinity Access Programmes (TAP) for a number of years. She hosted school activities and laboratory workshops in the Civil Engineering Department for students of primary and secondary schools in disadvantaged areas. For several years, she also contributed to the Engineering program in secondary schools to encourage the uptake of engineering as a choice in third level education amongst the female teenage population. In addition, due to personal circumstances, she has continuously investigated and maintained tight links with the teaching and the methods of assessment in primary and secondary schools for people with Down Syndrome.

She has investigated materials and construction for 25 years and has significant industrial and practical experience and a proven research record; having disseminated results in over 130 publications including 4 books; 5 chapters in 4 further books; a building standard. Her research on physical properties, application and performance of sustainable composites, industrial parameters and lime/mortar standardisation is well known in Europe. She was appointed a member of the International Union of Laboratories and Experts in Construction Materials, Systems and Structures (RILEM) Technical Committee BBM: Bio-aggregate based building materials in 2010. She was also appointed a member of the European Committee for standardisation CEN/TC51/WG11/TG1 (2006-present), with responsibility for the evaluation of testing methods and chemical analysis for the European lime industry and for updating and publish the European building limes standards. She has experience managing research projects involving academia, industry and government institutions and has collaborated in European projects including STEP, ADAPT, LEONARDO and ARIADNE. She has acted as an evaluator of European research proposals since 2007 (FP7-NMP-2008 and 2011, research for SMEs, Brussels; Flanders; Cyprus). She has been an external examiner for PhDs at 12 European Universities and has completed over a hundred professional reports for industry and public bodies in Ireland and Europe. She lectures to academia, professionals and the building industry, in a in Ireland and Europe. Her history of supervision includes 15 completed PhD/MSc/postdoctoral as well as 5 post-doctoral staff. Some other achievements as an investigator include: COINVEDI 2012 award for best paper; SEM award 2012 for research on biomaterials, CMA, TCD; Fullbright Scholarship award 2006.

Prof Pavia will manage the Project in the partner institution and will coordinate and supervise. She will act as the official representative of the project and the link with the overall coordinator- sending results and reports as requested and controlling the timing and completion of tasks, She will oversee and manage the finances with the help of the Department's Executive Officer (Mr Daniel Wearen and Ms. Sara Doherty).

The reminder of the working team will include Dr Kevin Ryan and Dr. Rosanne Walker who have already worked together as a team



with Prof. Pavia in former research projects. In particular, Dr Kevin Ryan, who holds a PhD in Physics by TCD and is the Chief Technician in the Civil Engineering Department. Dr Ryan has actively participated in a number of research projects related to this research application such as the EPA, SEAI, OPW and IRC-funded research projects on sustainable building materials and sustainable construction.

Dr Rosanne Walker holds a PhD in Engineering in the field of sustainable concretes. She has worked in former research programmes related to the current application such as the EPA-funded Biomaterials (2009-2013), OPW-funded masonry programmes (2002-2012); IRC-funded Portland stone repair program (2013-2015) and IRC- funded material retrofitting for building energy program (2013-2015).

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

No

D.2.4. Legal Representative

Title

Prof

Gender

Female

First Name

Sara

Family Name

Pavía

Department

Civil Engineering

Position

Professor

Email

pavias@tcd.ie

Telephone

00 353 1 896 2516

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

D.2.5. Contact Person

Title

Professor

Gender

Female

First Name

Sara

Family Name

Pavía

Department

Civil Engineering

Position

Professor

Email

pavias@tcd.ie

Telephone

00 353 1 896 2516

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

**D.3. Partner Organisation**

PIC	932091237
Full legal name (National Language)	National Council for Curriculum and Assessment
Full legal name (Latin characters)	NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT
Acronym	NCCA
National ID (if applicable)	not applicable
Department (if applicable)	
Address	NCCA 35 FITZWILLIAM SQUARE
Country	Ireland
P.O. Box	000
Post Code	2
CEDEX	
City	DUBLIN
Website	www.ncca.ie
Email	info@ncca.ie
Telephone	+35316617177
Fax	

D.3.1. Profile

Type of Organisation	Counselling body
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	No

D.3.2. Background and Experience

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

The National Council for Curriculum and Assessment (NCCA) is a statutory body of the Department of Education and Skills. The twenty-five members of the Council are appointed by the Minister for a three-year term. The members represent the partners in education, industry and trade union interests, parents' organisations and other educational interests. The Council also includes one nominee each of the Minister for Education and Skills and the Minister for Children and Youth Affairs. The Minister for Education and Skills appoints the Chairperson. The Council is supported in its work by three boards and a number of development groups. Members of these represent similar stakeholders to Council.



The day-to-day work of the Council is led by the Chief Executive Officer supported by a full-time executive staff.

The NCCA advises the Minister for Education and Skills on:

1. curriculum and assessment for early childhood education, primary and post-primary schools.
2. assessment procedures used in schools and examinations on subjects which are part of the curriculum.

This advice is developed through Research, Deliberation, Consultation and Networks.

The Council sets out its work priorities in a three-year strategic plan. These priorities contribute to the overall vision of leading innovation in education for learning, living and working in a changing world.

While the NCCA is not responsible for implementing curriculum change, it supports educational change in early childhood settings and in schools by developing a range of support materials such as examples of practice, online toolkits and planning resources, and by working with those introducing new developments to practitioners and teachers.

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

The NCCA supports educational change in early childhood settings and in schools by developing a range of support materials such as examples of practice, online toolkits and planning resources, and by working with those introducing new developments to practitioners and teachers.

The NCCA has designed a number of Guidelines, support materials and an online Toolkit to support students with Special Educational Needs. The programme most relevant to this project is the Level 2 Learning Programmes for students with general learning disabilities in the low mild to high moderate range.

The key NCCA person involved in this project is Margaret Flood. Margaret is the SEN Education Officer for the NCCA. She has 19 years experience in the area of special education including teaching, teacher CPD, policy development, and curriculum design. She is currently undertaking studies in the Doctorate of Education where she is focusing on inclusive and special education

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

No

D.3.3. Legal Representative

Title

Mr

Gender

Male

First Name

John

Family Name

Hammond

Department

Position

CEO

Email

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Telephone

01-6617177

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

D.3.4. Contact Person

Title

Mrs

Gender

Female

First Name

Margaret



Family Name

Flood

Department

Position

Education Officer

Email

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Telephone

0871600017

☐

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

**D.4. Partner Organisation**

PIC	906747659
Full legal name (National Language)	
Full legal name (Latin characters)	Asociacion de Padres de Niños Afectados al Sindrome de Down de Burgos
Acronym	ASDB
National ID (if applicable)	09019E
Department (if applicable)	
Address	Paseo Pisones 49
Country	Spain
P.O. Box	
Post Code	09001
CEDEX	
City	Burgos
Website	www.sindromedownburgos.org
Email	gerencia@sindromedownburgos.org
Telephone	+34947209402
Fax	

D.4.1. Profile

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

D.4.2. Background and Experience

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

ASDB (Asociación Sindrome de Down Burgos-Down Syndrome Association Burgos) was funded in 1985 by a group of parents dissatisfied by the answers that the public administrations offered for the care of their children, obtaining the national registry number. They began their activities in 1986 with the signing of an agreement with the Board of Castilla y León to allow the first experience of integration in public childhood schools, and the organization of early care and speech therapy services. ASDB is part of FEAPS (Confederación Española de Organizaciones en favor de las Personas con Discapacidad Intelectual; Spanish Confederation of Organizations for People with Intellectual Disabilities) and contributes to the founding of FEISD (Federación Española de Instituciones de Síndrome de Down; Spanish Federation of Down Syndrome Institutions).



ASDB has taken part in several projects focused in the education and inclusion of SD individuals in the labour market ("Estela" education centre, "Brecha" project within EQUAL European Initiative, "Friends of Diversity" in collaboration with the Chamber of Commerce and City Council of Burgos, Independent Living project "We continue to learn to live") and an exhibition called TERPELLA (2003) to bring awareness about Down Syndrome, which was exposed in different cities and attracted over 15.000 attendants. Furthermore, ASDB has organised Congresses and Symposiums (1st National Congress on Down Syndrome, 2005; national symposium of Universal Accessibility in Burgos, 2012) and has signed agreements with different public and private entities (local government, Confederation of business organizations of Burgos, University of Burgos) to foster the inclusion of people with intellectual disabilities.

Their work has been recognised by Prince and Princess of Asturias in 1999 and, since then, ASDB has continued to grow and was declared Public Utility Association in 2002. In 2010, ASDB was honoured with the distinction of Good Neighbour of the City of Burgos; in 2011, it became finalist in the call for the National Red Cross Good Practices Award Universidad de Comillas; in 2013, it was granted with the City of Burgos Award in the category of sustainable development and in 2016, in the coexistence category. In 2004, ASDB was the first Down Syndrome Association in Spain to be certified in quality management systems in accordance with ISO 9000:2001, which was renewed in 2015 (Quality Management ISO 9000-2015 standard).

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

ASDB has 33 years of experience and has been endorsed with 12 accredited systems in improving the quality of life of people with Down syndrome / intellectual disability and their families. They offer different services and programs to help disabled people achieving enough autonomy so that they can decide about their lives, will are implemented in a customized way:

- Services: Diagnosis and Orientation.
- Early Care, both in the city and in rural areas
- Supports in the school stage
- Personal autonomy promotion services: Cognitive stimulation service, Psychosocial Qualification Service.
- Leisure and sport
- Labour insertion
- Support for families
- Personal assistance
- Independent Living-We continue to

The achieve these objectives, ASDB has a team of 22 professionals with different fields of expertise (psychologists and educational psychologists, Special Education Teachers, coaches, graduates in physical education, speech therapists, MSc in early care, graduates in Fine Arts, physiotherapists, graduates in social inclusion, and experts in musical therapy) working in four centres (Early Childhood Development and Early Childhood Centre, Centre of Supports in the School Stage, Specific Educational Centre arranged with the Castilla y León Regional Government, Centre for the Promotion of Personal) that gives attention to 100 families.

In addition, their Management Team, formed by graduates in business administration and political sciences, have stablished a solid network of allies and Interest groups: City Council and Diputación de Burgos, Junta de Castilla y León General State Administration. Companies, savings entities, universities, educational centres, and especially the families and citizens of Burgos.

Many of these allied companies comprise the Estela Entrepreneurs Club, comprised by 90 companies, which is one of the pieces that structure the Brecha labour insertion project, covered by the European EQUAL initiative and developed between 2002-2007. It assumed one of the labour insertion formulas that have been best adapted to people with the syndrome of Down, Employment with Support. Since then the project has won 30 contracts, always in ordinary work environments, currently maintaining 8 workers with SD in open market companies.

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

No

D.4.3. Legal Representative

Title

Mr

Gender

Male

First Name

Luis



Family Name	Mayoral
Department	Management
Position	Manager
Email	gerencia@sindromedownburgos.org
Telephone	+34 677504965

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

D.4.4. Contact Person

Title	Mr
Gender	Male
First Name	Luis
Family Name	Mayoral
Department	Management
Position	Manager
Email	gerencia@sindromedownburgos.org
Telephone	+34 677504965

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

**D.5. Partner Organisation**

PIC	998390737
Full legal name (National Language)	
Full legal name (Latin characters)	UC LIMBURG
Acronym	UCLL
National ID (if applicable)	417195515
Department (if applicable)	
Address	CAMPUS DIEPENBEEK AGORALAAN GEBOUW B BUS 1
Country	Belgium
P.O. Box	000
Post Code	3590
CEDEX	
City	DIEPENBEEK
Website	www.ucll.be
Email	Davy.nijs@ucll.be
Telephone	+3211180000
Fax	

D.5.1. Profile

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

D.5.2. Accreditation

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

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education (ERAPLUS-ECHE)	B HASSELT20

D.5.3. Background and Experience

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



Vzw UC Limburg (formerly KHLim) is a HEI in Flanders, collaborating under the name UC Leuven-Limburg with 2 other HEIs: vzw UC Leuven (formerly KHLeuven) and vzw UC Leuven Comenius Lerarenopleidingen (formerly Group T).

UC Leuven-Limburg is renowned for the high quality of its teaching, research & regional development. More than 30 professional bachelor (EQF 6), and lifelong learning study programmes are offered in various discipline fields, with a focus on health care, social work, business & commerce, teacher education, science & technology. UC Leuven-Limburg's strong commitment to research ensures state-of-art training programmes for its 15,000 students.

UC Leuven-Limburg did select five strategic priorities:

- Success during studies and on the job market
- Thinking and acting internationally
- Added value to the region
- A strong identity
- ICT-driven organization, education and research

The research policy is practice-oriented and focused on market-driven applied research. Central to the UC Leuven-Limburg's mission in the field of research is to develop innovative technology for companies, and to transfer new technology to the market. UC Leuven-Limburg also provides consultancy and continuing education for local industries, organisations and governments.

UC Leuven-Limburg is a member of educational networks across the globe and strongly collaborates with local, regional and national policy-making bodies, resulting in a broad network of stakeholders.

UC Leuven-Limburg is and has been involved in a variety of European projects: under FP7 (e.g. OPEN GARMENTS, PATHWAY, JamToday, TRADERS), under LLP (ELENA, SPIN-OFF, EU-Drivers, E-Divide), and other EC programmes (IEE, Daphne, Interreg...).

These projects provide answers to present or foreseen problems in the professional field. Therefore, a close link with the professional field is essential. The link is established through education and research: e.g., professionals involved in teaching assignments, student assignments in the work field (including internships), professionals involved in research activities,...

The regional interconnectivity of the institution within the region of the Provinces of Flemish-Brabant and Limburg is established via close contacts with local governments and representative bodies. Our relevance for the region is a strong starting point to put our international projects. Framing contextual professional needs in a more global framework, where good practices can be shared and one can learn from each other's experiences, leads to more sustainable solutions. Therefore, we consider a strong international network as important as our regional one.

The projects are closely related to our study programmes. UC Leuven Limburg's policy aims to maximize the interaction between research projects and education. This means that both students and teaching staff are involved in research practice. We also introduce research output in any study program wherever possible. A quarter of our staff is involved in research projects, and 80% of the researchers has teaching assignments. Information and research competences are gradually developed in every study program.

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

Research group eSocialWork is part of the Centre of Expertise Empowering People located in the institute for higher education UC Leuven-Limburg (UCLL). eSocialWork has a long-lasting tradition in research, teaching and coaching about media literacy and parental mediation, specifically concerning vulnerable youngsters and adults (e.g. people with disabilities, socially vulnerable families, people who are getting support from specialized services, ...). Next to media literacy the close connected theme of eHealth and other forms of online coaching/learning is also of special interest, likewise the theme of game-and internet addiction.

Some examples of the recent projects are:

Practise based scientific research project (own funding) 'Stronger with a stronger online social network' in which persons with ID develop themselves strategies to use social media in their supportive network and as a continuation the project "Online care 4 specials" will develop online care strategies for persons with ID in an inclusive design, meaning persons with ID will be co-researchers during the whole three year process. And other projects specifically focussing on media literacy and special target groups: the development of a media tablet for use by people with severe intellectual disabilities; 'www.medianest.be' a website for parents on media literacy; MediaTrain project which developed a method to support youth workers in special youth care to develop media literacy skills for young people 'at risk' in youth care in Flanders; Gamewijs.be a website on psycho-education concerning risky gaming behaviour.

eSocialWork has expertise in developing online tools (e.g. blended learning) for persons with special needs (ID). We have expertise in human centered design and usability research and disability studies. Besides research with persons with special needs, we also are experienced in doing train-the-trainer sessions for parents and/or educators. Besides, UC Leuven-Limburg and the Centre of Expertise Empowering People have already proven its ability to successfully manage European projects. UC Leuven-Limburg has also special interest in the development of online learning environments as the use of ICT in online learning is a spearhead in the organization's mission.



The Bachelor-after-bachelor study programme Buitengewoon Onderwijs (Special Education) teaches its students: to draw up a specific action plan or support plan for each student together with a team of professionals, a didactic approach with integration of differentiation: curriculum differentiation for heterogeneous class groups and adapted learning lines, partnership with all persons involved with the care of these students, share your expertise, learn from each other, effectively support teams, reflect on your own practice with these students. The teaching team off course exists of experts concerning students with special needs and concerning special didactics.

Mr. Davy Nijs, holds a master social care work and is teamleader and senior researcher of the center of expertise 'Empowering People'. He is promotor, supervisor and researcher of several practice-based research projects. He has expertise concerning people with special needs (youngster with behavioral disorders, adults with ID, ...). In recent studies on developing eHealth interventions for people with ID he developed expertise in doing research on and with persons with ID. Internationally, he is recognized as an expert in media literacy (for example in the project INCLUSO (EU 7th framework programme)).

Mr. Tom Vandries, holds a master social care work and is senior researcher in the center of expertise 'Empowering People'. He is involved as coordinator and researcher in several practice-based research projects about media literacy. Moreover he is lecturer at UCLL, where he teaches a course about new technological challenges for social educators.

Ms. Jori Decoster holds a Masters in Linguistics and Literature, and in 2017 she obtained her Ph.D. in Social and Cultural Anthropology with a research project together with persons with a physical disability in Kinshasa, D.R. Congo, and the Congolese diaspora in Belgium. She supported the course 'Culture and Disability' at KU Leuven. She has special expertise in applied ethnographic research that allows the researcher to interact with the target audience in 'everyday life' situations (during learning activities in context) and allows the researcher to investigate critical and complex user-centered or user experience design. eSocialWork is a brand name of its own in the sector and has a large national and international network also with work field organizations.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
H2020	2015	643399 Miami MD	Anglia Ruskin University Higher education corporation, United Kingdom
Erasmus+	2015	2015-2-BE05-KA205-0001702	UC Limburg, vzw Belgium
Erasmus+	2015	2015-1-CZ01-KA202-013980	VOSP - Vyssi odborná škola publicistiky, Czech Republic
Erasmus+	2015	2015-1-IS01-KA204-013162	Jafnrettishus, Iceland
Erasmus+	2015	2015-2-HU02-KA205-000984	Pressley Ridge Magyarország Alapítvány, Hungary
Erasmus+	2015	2015-1-BE02-KA202-012329	UC Leuven vzw, Belgium
Erasmus+	2015	2015-1-BE02-KA201-012334	UC Limburg, vzw Belgium
Erasmus+	2015	2015-1-IT02-KA204-014847	Universita Viterbo, Italy
Erasmus+	2016	2016-1-AM-EPPKA2-CBHE-JP	Yerevan State Academy of Fine Arts (YSAFA) , Armenia
Erasmus+	2016	2016-1-PT01-KA203-022950	Instituto politécnico da Guarda, Portugal
Erasmus+	2016	2016-1-DE01-KA203-002886	Hochschule für Technik und Wirtschaft, Berlin, Duitsland
Erasmus+	2016	2016-1-PL01-KA201-026454	Multikultura, Macedonia
Erasmus+	2016	2016-1-TL01-KA201-023162	UC Limburg, vzw Belgium



Erasmus+	2016	2016-1-UK01-KA203-024399	The University of Northampton
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D.5.4. Legal Representative

Title	Mr
Gender	Male
First Name	Marc
Family Name	Vandewalle
Department	
Position	General Director
Email	Marc.vandewalle@ucll.be
Telephone	+3211180000

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

D.5.5. Contact Person

Title	Mr
Gender	Male
First Name	Davy
Family Name	Nijs
Department	eSocialWork
Position	Teamleader - researcher
Email	Davy.nijs@ucll.be
Telephone	0032 (0)11 180 700

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

**D.6. Partner Organisation**

PIC	906870849
Full legal name (National Language)	Bjäländ
Full legal name (Latin characters)	Bjäländ Technologies S.L.
Acronym	BJALAND
National ID (if applicable)	B09563313
Department (if applicable)	
Address	Ctra. Madrid-Irun Klm 243, 181
Country	Spain
P.O. Box	
Post Code	09001
CEDEX	
City	Burgos
Website	www.bjaland.es
Email	contacto@bjaland.co
Telephone	+34637302147
Fax	

D.6.1. Profile

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

D.6.2. Background and Experience

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

Bjäländ is a small Spanish Research and Development Company, working on Information and Technology Development to increase adherence of the end users.

We have applied our knowledge in different environments patients trainings, self health management and serious gaming.

We're a team of professionals with business, functional and technological skills with more than 15 years of experience. We work with the latest web and cloud development technologies, and we've been trained in methodologies that increase the technologies skills



of our developments end users. Helping them to reach their goals through technology breaking the tech barriers in elderly and disable people.

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

We usually work in turn key projects, where we participate so at the beginnings taking part in the technological and functional analysis and the tests and production launching.

Bjäländ technologies is an experienced company with expertise in agile development including the users not only in validation or definition activities, but also in development tasks introducing the main goals in short sprints, to the continue validation of the technological deliverable.

We have experience in similar projects such as Expert Patient 2.0 in which we have developed for Vively.es the Stanford University Agency for self-management programs for patients, a complete training platform that includes different nutrition and exercise tools, focus on the patient needs. This platform is a complete tool to the patient empowerment, the trainings are leaded by expert patients. So, the platform accomplishes two main goals, the first one is complete training platform with a set of tools that allows the participants through their engagement to increase their health self-management. And the second one, is a platform that allows patients to empower to become an expert patient and a future trainer for other patients. We identify this case of use, quite similar to the needs of this project.

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

No

D.6.3. Legal Representative

Title

Mr

Gender

Male

First Name

Francisco Javier

Family Name

Sancho

Department

Position

CEO

Email

fj.sancho@bjaland.co

Telephone

+34 637 302 147

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

D.6.4. Contact Person

Title

Mr

Gender

Male

First Name

Francisco Javier

Family Name

Sancho

Department



Position	CEO
Email	fj.sancho@bjaland.co
Telephone	+34 637 302 147

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

**D.7. Partner Organisation**

PIC	955078394
Full legal name (National Language)	
Full legal name (Latin characters)	SENIOR EUROPA SOCIEDAD LIMITADA
Acronym	KVC
National ID (if applicable)	V118064
Department (if applicable)	
Address	CALLE ROGER DE LAURIA, NUM. 10 PUERTA 7
Country	Spain
P.O. Box	000
Post Code	46002
CEDEX	
City	VALENCIA
Website	www.kveloce.com
Email	administracion@kveloce.com
Telephone	+34963250293
Fax	

D.7.1. Profile

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

D.7.2. Background and Experience

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

Senior Europa (K-veloce I+D+i) is an SME specialized in the development, implementation and exploitation of R&D projects and their funding, with a history of more than 10 years. K-veloce research lines focus on the area of social policy, specifically: citizen social participation, socio-economic analysis of policies, initiatives and action plans, Accessible Social Tourism, and active and healthy. Likewise, new lines of research are being opened that will be reinforced in the coming years as: i) circular economy and human behavior; ii) research in evaluation of the socio-economic impact of technology (in health and environment fundamentally); iii) new business models and social innovation; (iv) participatory processes, co-creation and new governance models; ICT user friendly solutions for capacity building, dissemination and exploitation purposes.



K-veloce I+D+i has strong expertise in training activities addressed to SMEs and Research Centres; in particular K-veloce I+D+i develops and implement courses and specific seminars as well as virtual and online learning platforms. Besides, the company is also involved in academic initiatives, participating and contributing with its expertise, for example, to the EBT Master of Creation and Management of Technological Based Innovative Business, at the University of Valencia, and in the Master of Business Innovation of the Universidad Católica de Valencia.

Furthermore, K-veloce I+D+i provides support on dissemination and communication activities. The geographic outreach of K-veloce I+D+i covers the European and international scope, being located in three Spanish regions: Valencia, Asturias and Murcia Region.

The company cooperates with several national and regional authorities and Research centers, among them the University of Valencia, Regional Health Ministry, Regional Ministry of Environment, Water and Building, the Valencia Business Confederation, the Chamber of Commerce of Alicante, Valencia, Navarra and Cantabria, among others. Furthermore, the company has strong expertise in knowledge management for innovative companies and develops strategic plans to manage the innovation and transfer it to market.

During the last year, K-veloce has also carry out impact assessment of different innovation and technology projects, in particular evaluation the social impact of the initiatives, programmes or activities implemented.

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

K-veloce I+D+I as partner has a strong experience in IT transfer knowledge, dissemination and exploitation results on a European scale in order to reach a relevant impact from project results, thanks to the relevant institutional and business contacts the company has, in particular among local, national and European authorities, stakeholders' associations, companies, associations, public bodies addressed to the internationalization.

Also the company is highly qualified in training activities thanks to the strong academic expertise of its staff, K-veloce I+D+I has a huge experience in developing and implementing specific course and seminars, recently for the Chamber of Alicante, as well as virtual and online learning platforms. Besides, the company is also involved in academic initiatives, participating and contributing with its expertise, for example, to the EBT Master of Creation and Management of Technological Based Innovative Business, at the University of Valencia, and in the Master of Business Innovation of the Universidad Católica de Valencia. Finally, K-veloce has joined several projects about the development of ICT platforms (3D Tune under H2020 Programme, SAVE project under DAPHNE Programme and finally BestByDoing project under Erasmus+ programme), so the company has, in a certain way, the access to the right knowledge for developing ICT platforms.

KEY STAFF INVOLVED

Dr. Maite Ferrando (female) Honors Degree (1998) and PhD (2008) in Psychology by the University of Valencia. She has also two Master Degrees by the Universidad Complutense de Madrid (2000) in Health & Clinical Psychology, and by the Universitat Oberta de Catalunya (2010) in Information and Knowledge Society. Moreover, she has been granted for research at the University of Oslo, Stony Brook University in New York, the University of Washington and the University of Berkeley, California.

Since 2008 her main activity has been focused on the transfer of knowledge of health, social policy and ICT research to the business sector, as R&D Department Director in a Health services consultancy and as Managing Director in a R&D Consultancy, respectively. This activity has involved being part of a huge number of projects, national and European, with participation of more than 50 private companies (ICT sector, health sector, industrial sector, textile sector, food industry, etc.), 45 public Administrations and more than 60 research institutions all around Europe.

Mireia Ferri PhD (female) PhD in Social Sciences, Labour and Human Resources, and she has a Bachelor Degree in Management and Business Administration. Master Degree in Financial Management (Universidad Politécnica de Valencia). She participates in research projects at national and European level in different fields, with special participation in Tourism and Social Innovation projects. She co-coordinated the groups related with accessible spaces and ICT in the Action Group D4 of the International Partnership on Active and Healthy Ageing has recently nominated member of the Board of Directors of the Covenant on Demographic Change.

Sandra Vilaplana (female) Degree in Chemistry from the University of Valencia, and post-degree in Management and Food Safety at the Polytechnic University of Valencia, she has experience in the management of R&D, as well as deep knowledge of financial instruments for companies. She is currently R&D Project Manager in K-veloce I+D+I. She participates in the development of management systems for companies, optimizing their use of resources and their achievement of results related to R&D. Also, she



performs innovation strategic plans as well as the study of the evolution of innovation. Moreover, she has wide knowledge and Project monitoring by setting goals and establishing the necessary actions for the implementation.

Beatriz Vallina (female) Bachelor Degree in Philosophy, MsC. Secondary Education and Vocational Training and PhD. student in Sociology of Education on Employment and Formal Education; non-doctorate researcher in Complutense University of Madrid – EMUI Research Institute. She has a professional background as Dissemination Manager within the 3D Tune-In Project (H2020; Ref: 644051) Project Manager, and a wide expertise in Social Media Marketing and Digital Communities. In K-veloce she works as ICT consultant, giving advice in ICT.

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

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus +	2017	BOTSTEM	University of Burgos
Erasmus+	2017	BESTBYDOING	Termál-Egészségipari Klaszter Egyesület
Erasmus+	2017	ENABILITIES	University of Burgos
Erasmus+	2017	PLAY4EUROPE	Vitale Technologie Telecomunicazioni - Viteco S.r.l.
H2020	2017	MatchUP- 774477	Ayuntamiento de Valencia
H2020	2016	URBANREC- 690103	Aimplas
H2020	2014	3DTUNE-IN 644051	IMPERIAL COLLEGE OF SCIENCE TECHNOLOGY AND MEDICINE

D.7.3. Legal Representative

Title

PhD

Gender

Female

First Name

Maite

Family Name

Ferrando

Department

Direction

Position

CEO

Email

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Telephone

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

D.7.4. Contact Person

Title

Mrs



Gender	Female
First Name	Sandra
Family Name	Villaplana
Department	
Position	Project Manager
Email	svilaplana@kveloce.com
Telephone	+34963250293

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

D.8. Associated Partners

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

The entities in the consortium have identified associated partners in the countries of the consortium that will be involved in the SUSKIDS activities. Some of them have already expressed their interest to participate actively in the project and are introduced below:

Federación Española de Síndrome de Down (FESD) is a non-profit organisation promoted by relatives of people with Down Syndrome. FESD will be involved in the recruitment of families, trainers, educators and teachers to test, assess and validate the outputs developed during the project, and will act as Ambassadors of the project in close connection with the Dissemination and Communication Team.

European Down Syndrome Association (EDSA) is a non-profit organization that aims to support and represent people with Down syndrome across Europe, sharing information and promoting the complete development of people with Down syndrome, regarding health, education and training, and inclusion, to improve life for them and for their families. They will be involved in the recruitment of volunteers in the testing and assessment of the outcomes, and they will play a key role in the dissemination and impact of the project, due to their extensive network of associations, families, trainers and other professionals related to SD that are potential end-users of the outputs or may adapt them to their needs.

Vively Instituto de Investigación y Formación en Salud is an enterprise located in Burgos devoted to research and training in healthcare, based on the Self Efficacy Theory proposed by Albert Bandura, Professor at Stanford University. Vively plays a key role in the sustainability of the project, as they will benefit from the outputs generated, and at the same time will adapt them to other end-users.

TECSA and YESIFORMA are building companies from Spain, they are interested as stakeholders in the training proposed.

**E. Description of the Project**

Please explain the context and the objectives of your project as well as the needs and target groups to be addressed? Why should this project be carried out transnationally?

The Project "SUSKIDS Enabling professionals and families to transfer SUsustainable knowledge and SKills to Down Syndrome individuals" arises from the idea of connecting the education and training of DS individuals in the field of sustainability and from the need of raising awareness about new materials produced with waste. The Project is presented by researchers with experience in different fields, namely civil engineering and construction and educational sciences from different countries and therefore different educational realities within the EU; the National Council of Curriculum and Assessment in Ireland, an statutory body of the Department of Education and Skills that brings together the interests of different stakeholders; and an Association devoted to the enhancement of the quality of life of people with DS and their families.

Currently, social and educational policies for people with Down Syndrome are addressed to provide them with basic professional training for their early inclusion in the labour market, although coherent curriculums and inclusion measures have still not been developed in all the EU countries (Contardi, 2017; Shaw, 2017). Nevertheless, people with DS often lack of educational or professional opportunities, since the training programmes are insufficient, and limited by the availability of dedicated teacher-researchers or university spaces. Thus, SUSKIDS will provide resources for knowledge transfer, a learning platform (VLE) that is easy to use and an adapted to needs of DS individuals, a pilot course design and the guidelines for the creation of other modules, affordable and using an innovative approach, that provide autonomy in the accomplishment of their academic Works, and, therefore, greater school success, self-esteem, motivation of achievement, etc., promoting their quality of life. Moreover, the possibility of offering virtual workshops may represent a step forward to stablish universal access and influence.

The approach used goes beyond the traditional teaching and learning approach, using a psychological perspective based on the acquisition of new habits through game-based learning, social media, and self-engagement (Fogg, 2009) in the particular field of construction using waste materials. In this project proposal, the partners will design and develop innovative tools to help educators to transfer science concepts through recycling & sustainable construction contents to individuals with DS. In addition, the proposed learning environment aims to train students that have already learnt the proposed contents to become trainers leading the workshops themselves; this approach has been proved to enhance the self-care capacities in other collectives, such as chronic patients and rural populations (Lorig et al., 2012).

In short, the GENERAL OBJECTIVE is to develop tools and modules for the transference of knowledge and skills in the field of construction and recycling to people with DS, offering them an entertaining way to learn and to increase their autonomy and opportunities of inclusion.

Moreover, the Project has the following SPECIFIC OBJECTIVES:

- designing acknowledged learning and evaluation tools and guidelines to promote the sustainability and self-care skills for DS individuals, increasing their possibilities in the labour market and their autonomy, therefore reinforcing their inclusion and self-esteem.
- improving the skills of trainers and educators, providing them with tools and resources in recycling and construction and the capacity to transfer this knowledge and skills to students with Down Syndrome.
- contacting policy makers in the field of education and promote these approaches with the aim to involve more people with disabilities in the society;
- inviting institutions dealing with DS people to enhance digital integration and teaching skills related with environmental sustainability.
- Developing more feasible and easier to implement Personalised learning, inquiry-based learning, game-based learning and Project-Based Learning methodologies for DS people.

References:

- Contardi, A (2017). Survey on School Inclusion Report. EDSA Conference on Inclusive Education. Dublin, 10-12 November 2017. www.edsa.eu/wp-content/uploads/2017/11/Report-survey-on-school-inclusion-_Anna-Contardi.pdf
- Fogg, B.J. (2009). A behaviour model of persuasive design. Proceedings of the 4th International Conference on Persuasive Technology. Claremont, California, USA — April 26 - 29, 2009
- Lorig K, Thompson-Gallagher D, Traylor L, Ritter PL, Laurent DL, Plant K, Thompson LW, Hahn TJ (2012). Building Better Caregivers: A pilot online support workshop for family caregivers of cognitively impaired adults. J Applied Gerontol June 2012;31(3):423-437.
- Shaw, A. (2017). Inclusion: the role of special and mainstream schools. British JOurnal of Special Education, Volume 44 (3), pp. 292–3122

What results are expected during the project and on its completion?

SUSKIDS follows a complex iterative progress, and a set of milestones and results and have been defined to assess its lifecycle,

**MILESTONES**

Milestone 1 - Kick off meeting and general agreement on project management protocols and methods – Month 1

Milestone 2 - Project Handbook -- Month 3

Milestone 3- Project Website and Social Media channels – Month 3

Milestone 4 - Best practices and resources at European level compiled and revised - -- Month6

Milestone 5 - O1 (Toolkit) Delivered to the targeted public - -- Month11

Milestone 6 - VLE site: beta-version – Month 19

Milestone 7- Final version of VLE (O2) – Month 24

Milestone 8 – O3 (Pilot course) published and promoted – Month 29

Milestone 9 - O4 (Evaluation guidelines for policy makers) published and promoted – Month 36

RESULTS

- To identify a set of contents of interest from the scientific point of view, and attractive to engage children and adults with DS.
- Transferable methodology susceptible to be applied to several contexts and educativesystems thanks to a wide geographical coverage
- Assessment of national-scoped curricula and variations in special educational needs
- More feasible and easier to implement Personalised learning, inquiry-based learning, game-based learning and Project-Based Learning methodologies

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

This project complements the objectives of several projects carried out by the Research Group in Building Engineering from the University of Burgos, namely LIFE Repolyuse.

The innovation relies on the needs analysis to involve people with DS in the development and implementation of workshops with scientific contents, supplementing the basic functions of a VLE with a set of tools and processes to ease the integration and adhesion to these activities, through the inclusion of appealing contents related with sustainability and the creation of solutions to ensure the interest of end-users. So far, training DS individuals have been focused to basic skills and to develop mechanical tasks and limited numbers of eligible students with developmental and intellectual disabilities are effectively engaged in postsecondary programs (Lawler, Joseph, and Greene, 2017). The innovation proposed relies on the transfer of STEM competencies, using inquiry-based learning and peer-based learning. Building on the strengths of DS individuals, particularly social skills and visual learning (Buckley, Bird, Sacks and Archer, 2006), a peer-learning process in which DS students with the required capacities will become trainers in the same workshops, which represents a key differentiating aspect due to their university nature. This approach will reinforce the aforementioned strengths while helping them to overcome their difficulties in other areas such as language and number skills. From the technological point of view, new ways of development and interaction with VLE platform will be implemented, incorporating technological persuasion methodologies that aim to change people's attitudes and behaviour (Fogg, 2003), ensuring the dissemination and correct performance of the workshops. To this end, the project will be based on open source technologies such as Ruby on Rails for web development and PostgreSQL for the environments linked to data bases, in such a way that all functionalities are independent and embeddable, to achieve a scalable and modular platform that can be completed with others if necessary.

References:

Buckley, S.; Bird, G.; Sacks, B.; and Archer, T. (2006). A comparison of mainstream and special education for teenagers with Down syndrome: Implications for parents and teachers. *Down Syndrome Research and Practice* 9(3), 54-67.

Fogg, B.J. (2003) *Persuasive Technology*. Elsevier, San Francisco.

Lawler, J.; Joseph, A.; and Greene, M. (2017). Diversity in Information Systems: Increasing Opportunities in STEM for Capable Students with Developmental and Intellectual Disabilities. *Proceedings of the EDSIG Conference* ISSN: 2473-3857 Austin, Texas USA.

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

The Consortium of SUSKIDS has been set up considering the following criteria:

- different educational backgrounds: the countries of the selected partners have different policies regarding the training and educational facilities devoted to people with Down Syndrome.
- Different types of organizations: The consortium represents an NGO (Asociación Síndrome de Down Burgos, ASDB), 2 public universities (Universidad de Burgos, UBU and Trinity College Dublin, TCD), a private university (UC Leuven Limburg, UCLL), an SME (BJÄLAND) and a public body (National Council for Curriculum and Assessment, NCCA).
- Experience working with the target group (Down Syndrome Individuals): all the partner teams collaborate in projects related with people with Down Syndrome from different areas, and/or other types of special needs, that will be benefited of the results of the



Project. In addition, they have large networks of stakeholders that will appreciate and value the project results and will also help in the evaluation of the outputs and the dissemination of the results, as associated partners.

- Complementary skills. Partners come from different fields (Civil Engineering and building materials, education and caregiving for SD individuals), and have combined expertise areas that provides a blend of skills and knowledges to run the different project activities and to accomplish the defined objectives with high quality results.

Some of the involved Partners (ASDB, TCD, NCCA and BJÄLAND) have not taken previously part in similar projects

1. The project is coordinated by Ph.D. Sara Gutiérrez, from the University of Burgos (UBU). Ph.D. Gutierrez is expert in civil engineering and construction with recycled materials and has carried out different projects related with open and citizens-science, aimed at Primary School children.

2. Trinity College Dublin (TCD), from Ireland, concretely the Civil Engineering department, has provided school activities and laboratory workshops in the Civil Engineering Department for students of primary and secondary schools in disadvantaged areas. They work in close connection with NCCA and will be responsible of the O3 due to their expertise in education and students with special needs.

3. UC LEUVEN LIMBURG (UCLL), from Belgium, provides the project a team with expertise ranging from Education and teacher training for special needs, social inclusion and social impact assessment

4. NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT (NCCA) is an Irish statutory body of the Department of Education and Skills. They work with the Ministry of Education in curriculum and assessment procedures for early childhood education, primary and post-primary schools.

5. BJÄLAND SL (BJALAND) is an innovative Spanish SME working on social robotics and educational robots, as well as artificial intelligence and artificial emotions.

6. ASOCIACIÓN SINDROME DE DOWN BURGOS (ASDB) is a non-profit organization from Burgos (Spain), independent and supportive that brings together families that have among their members people who have intellectual disabilities and in particular those with Down syndrome.

7. SENIOR EUROPA SL (KVC) is an independent consultancy from Spain. They have a great expertise in Social Impact Assessment, Communication and gender issues.

How will the tasks and responsibilities be distributed among the partners?

SUSKIDS is divided into 4 Activities:

Activity 1 (A1) – Project Management.

This activity aims at providing and ensuring an effective financial and management activities while ensuring the smooth development of all aspects of the Project. It comprises the following tasks:

- T1.1. Project Management. Throughout the project, the Project Coordinator must assure adherence to agree upon rules for decision-making and conflict resolution processes, including risk management. Resource planning is to be kept up to date.
- T1.2. Financial Management. Financial data is to be collected from partners and financial statements forwarded to the Commission. Progress reports are drawn up with input from partners

- T1.3. Quality Assurance and Ethics Management. This task is to oversee conformance with ethical principles and data protection legislation and research standards. A framework is drawn up to cover those domains. The Quality and Ethics manager will check and review all materials produced during the development of the Intellectual Outputs for ensuring their compliance with the highest standards.

Activity 2 (A2) – Development of IOs

The Intellectual Outputs reflect the contribution of the SUSKIDS project to the society and, specifically, the most important stakeholders identified. SUSKIDS will produce 4 Intellectual Outputs, intrinsically linked to 2 Multiplier Events.

Activity 3 (A3) – Evaluation

The evaluation of the Project ensures that the objectives defined are being fulfilled during the Project implementation. It comprises 3 levels or aspects:

- T3.1. Action assessment. It consists on a qualitative evaluation of the impact, outcomes and long-term potential of the project.
- T3.2. Social Impact Assessment, sustainability and innovation potential. Considering all IOs outcomes, the feasibility over time of the project will be evaluated, assessing the potential at medium-term of initiatives and projects in the field of recycling and construction applied to students with Down syndrome. Then, potential new applications of the project will be evaluated: for example, the application to other learning disabilities or other fields or competences using the same approach.
- T3.3. Technical evaluation: it evaluates the results in terms of usability, friendliness and accessibility. Bugs and errors reported by the developers will also be considered.

ACTIVITY 4 (A4) – Dissemination and Communication

Dissemination and Communication activities will be focused on each IO and specifically aimed at its promotion, but Scientific



Dissemination and general communication about the project will be also considered.

- T4.1. Online dissemination: includes the website and the social media channels implemented, but also guest posts or non-peer reviewed articles in online professional magazines (such as Edutopia, Mindshift, etc.)
 - T4.2. Offline dissemination, comprised of scientific dissemination (conferences, peer-reviewed articles) and communication aimed at general society, in general press, radio or TV (press releases, interviews and communication campaigns)
- Due to the ambitious set of Intellectual Outputs defined, the consortium must consider a multidisciplinary approach.
- UBU will be the applicant and Project Coordinator. Also, they oversee Financial Management. Within the project concept and approach, UBU leads the O1 (Toolkit for recycling skills knowledge transfer to SD individuals), and its translation, also creating and compiling educational resources, methodologies and best practices, supported by all partners.
 - BJALAND, as technical manager, leads the O2 (Virtual Learning Environment/VLE of sustainable construction for SD individuals), due to their technological experience and competences, backed by UBU in the systematic review of current practices and the translation.
 - NCCA leads the O3 (Development of a course validated and recognised by the National Frameworks of Qualifications), due to their competences in the Irish Department of Education, supported by TCD.
 - UCLL leads the O4 (Evaluation guidelines validated and recognised by the European Framework of Qualifications)
- KVC will be the Dissemination and Communication responsible providing guidelines and proper strategies during the Project, being supported by ASDB due to their wide network of contacts related with Down Syndrome and inclusion in all Europe. ASDB will be the Social Ambassador of the Project, providing the end-users for testing and validating the tools developed within SUSKIDS.
- UCLL will lead the Evaluation activities; specifically, they will lead the Social Impact Assessment, supported by KVC. Regarding the technical evaluation, they will be supported by BJALAND.

What are the most relevant topics addressed by your project?

Disabilities - special needs

Environment and climate change

New innovative curricula/educational methods/development of training courses

Is the partnership specifically aimed at regional cooperation and led by local and/or regional school authorities from different countries?

No

E.1. Participants

Please briefly describe how you will select and involve participants in the different activities of your project?

Participants will be involved in the testing of the technological outputs, in multiplier events and as part of focus and DELPHI groups in the validation of the guidelines (O3). Associated partners, concretely the Spanish Federation of Down Syndrome Associations-DOWN, and the European Down Syndrome Association-EDSA, will play a key role in recruiting the families, children and teachers needed for this tasks, due to their networks.

Since all partners have different networks (researchers, trainers, families, SD individuals, educators, caregivers, etc), they will be contacted by email, phone or personal meeting. Concept notes and short notices will be sent to associations of education actors (teachers, educational managers, policy makers) and those related with inclusion and disabilities (Assido, Plena Inclusion, etc) at the beginning of the project and before each relevant event as part of the dissemination plan, to promote their involvement in the activities. The recruitment will be made by all partners adapting the strategy to their different contexts.

The selection of the participants in the multiplier events and the DELPHI groups will consider the inclusion of SD individuals at different ages, teachers/educators and policy makers with a gender-balanced composition. The criteria for the selection will be clearly exposed in the call to ensure transparency and equity.

Along the whole project, partners will involve at least

- 120 participants in each multiplier event. Total: 240 participants.

- 15 experts from different sectors for the Delphi analysis (validation of O4), 5 by each participating country (Educators, Enterprises, Policy makers).



- 20 teachers/professionals (3 from each partner, gender-balanced) working with students with DS to test the toolkit and give feedback about usability, performance and relevance.
- 60 students (20 from each country, gender-balanced) with DS to test the VLE and give feedback about accessibility and usability.

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

Yes

How many participants would fall into this category?

60

Which types of situations are these participants facing?

Disability

Educational difficulties

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

Since the partnership includes experts working in the educational and caregiving field, as well as the ICT and construction and recycling materials fields, already working with SD people and the selected approach, the support to the participants with disabilities will be fully guaranteed during the project development. For the participants in the learning activities, testing phases and multiplier events, partners and associated partners will provide the means to support them such as a continuous communication via videoconferences, emails, or skype, or by organising courses and workshops with the materials developed to enhance and reinforce the acquisition of skills.

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

As described previously, students with disabilities will be involved in the testing of the SUSKIDS tools and outputs, such as the VLE, the portfolio or the pilot course. Teachers, education professionals and caregivers will apply with them the new developed software and educational approach. Moreover, different events will be organised along the Project Development and the participants will be invited by email, phone, personal meeting or through the NGOs participating as partners or associated partners. Participants (teachers, teacher trainers, educational managers, caregivers, families, researchers. Policy makers) will be aware of the Project from the beginning and before each relevant event as part of the dissemination and communication strategy, through concept notes, short notices or newsletters sent to the main networks. All partners will support the dissemination to foster the participation in the activities recruiting as many participants as possible and adapting the recruitment strategies to the different needs and contexts.



F. Preparation

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

During the proposal writing, several virtual meetings have been carried out between the applicant (UBU) and the entire consortium with the following purposes:

- (i) definition of project priorities, activities and timeline;
- (ii) exchange of previous experience in projects with the defined target groups;
- (iii) delimitation of needed resources;
- (iv) settle the communication channels.

Moreover, partners have defined an initial management and decision-making strategy that ensures the smooth development of the Project activities and the protection of the interest of every partner of the Consortium. Additionally, some bilateral non-plenary meetings have been organized to receive an adequate feedback by the partners, due to the different areas of expertise, mainly regarding the implementation process, the dissemination and communication strategy and the impact assessment.

Once the project is approved, UBU will sign a Grant Agreement with the National Agency in Spain and specific agreements with project partners.

In the period before the project starts, all partners will internally define all necessary steps and procedures that facilitate the project development and implementation of its core activities and intellectual outputs. More specifically the activities require:

- Close Communication with project coordinator
- Execution of all contractual obligation according to the programme rules
- Signing of partnership agreements, including the detailed description of the role and responsibilities
- Preparation of kick-off meeting (date, agenda, presentations, booking of tickets, etc.)
- Internal work plan development and task allocation organisation
- First dissemination activities (announcement of project approval and pending start, etc.)
- Setting the rules of the consortium governance (all the Consortium partners will have a decision vote in the General Assembly)

The Project Coordinator will undertake the redaction of a Project Handbook for all partners, as a preparatory document. The Handbook comprises the general idea, the project's concept and the development of the project for a shared understanding of its objectives, partnership, roles, financial rules, rights and agreements and the main procedures in all areas related to project activities, management, and dissemination.



G. Project Management and Implementation

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

To ensure a smooth development of the project, a management structure based on 2 main levels has been defined:

- 1.- The Management Board, which will be integrated by the Coordinator, Technical Manager, Financial Manager, Dissemination & Exploitation Manager, and Social Ambassador.
- 2.- The General Assembly formed by all the Consortium members.

The planned Project Management activities are: partnership agreement, project management system (detailed below), quality management, stakeholder analysis, activity and workstream management, integration management, financial management, administrative proceedings, and transnational & online meetings.

1. Management Board (MB)

The aim of the MB is to make dynamic the administration of the project, by identifying bottlenecks, coordinating activities, promoting and facilitating participation of partners, ensuring the compliance with the contractual framework, detecting any potential deviation of the Work Plan (financial or technical) and taking the final decisions of the project.

The members of the MB are:

Project Coordinator (PC): The MB will be led by Sara Gutiérrez (UBU)

The PC will be responsible for cost monitoring and management within the project and will define and update the cost breakdown structure in a way that is compatible with the cost categories used by the partners. Those costs incurred will be monitored and reported by the PC at least on a quarterly basis. Regarding payments, costs statements will be prepared and signed by the PC and submitted to the EC every official period. The PC will also be responsible for following up the payment status for the invoices submitted to the EC. The payments shall be claimed in accordance with the payment plan defined by the Grant Agreement signature and the Consortium Agreement.

Financial Manager: Mrs. MIRIAM MANRIQUE, from the Knowledge Transfer Office (UBU) will be responsible for cost monitoring and management within the project, working in close connection with the PC. Besides, she will help the smooth development of the project and the achievement of the results through her responsibilities: she will regularly assess the ability to fulfil the stated objectives of the project with the resources available; prioritise problems, helping to find means of solving them and facilitate decision-making; ensure the timely and cost-effective delivery of the identified outputs and outcomes, and maintain acceptable standards of quality.

The Quality & Ethics (Q&E) Manager, led by Davy Nijs (UCLL), supports the PC in ensuring the scientific and technical quality of the project, and has responsibility for managing and monitoring ethical aspects throughout the duration of the project as well as overseeing the promotion of gender equality. Also, Q&E Manager has the obligation to protect the interest of the project partners of this Consortium. KVC will support in these tasks, regarding the Social Impact Assessment (SIA)

Technical Manager: Mr Francisco Javier Sancho (BJALAND) will coordinate all technical activities identifying bottlenecks or work plan deviations during the project. Moreover, the Technical Manager will become the link of communication channel between the partners. Technical meetings are the milestone control points within the project. He will participate as technical adviser but will be the only member of the Management Board that will not take decision.

Dissemination Team: comprised by KVC, TCD and NCCA and the Project coordinator. Led by PhD. Maite Ferrando (KVC) the Diss/Com Team plays a central role in the selection process as well as in the validation of the messages and information to be disseminated by the Consortium, defining the goals and objectives to be pursued, classifying the target groups and stakeholders to be addressed by the Dissemination activities, and defining the methodologies and tools to be used in the dissemination guidelines and through online and offline tools. The Dissemination Team will work closely with the Project Partners ensuring up-to-date and effective communication and interaction with targeted audiences, so that the project results can be optimally exploited. The overall mission is to keep track of the project's achievements and to ensure its aims, in terms of dissemination and exploitation, are reached.

Social Ambassador (SA): Mr. Luis Mayoral (ASDB) will oversee increasing social awareness on the project's objectives, as well as to improve the networking activities. The SA will work closely with the DM.

General Assembly (GA)

The General Assembly is integrated by all the Consortium members. It is the forum where all project issues will be discussed. All partners will have the opportunity to present their work, project evolutions, technical or financial obstacles and act as advisors for the MB, that will be the one taking final decisions. Associated partners will have a vote in the questions in which they are concerned.

Please describe the methodology you intend to apply in your project.

The methodology to develop the project outputs O1, O2 and O3 is based on the following steps:

1. Definition of resources and needs: elaboration of protocols, systematic research about the resources existing for SD individuals, in the fields of construction and use of recycled materials, information analysis,



2. Software design and development – Design of the outputs (toolkit, VLE) considering the technical needs and characteristics, usability, contents to be included and protocols for validation with external experts and end-users. In the case of O3 (open course), in this stage the Toolkit and VLE will be adapted to the needs and characteristics of the course, to be aligned with the Irish National Framework of Qualifications. Open source solutions will be chosen in both Outputs.

3. Software piloting and validation: O1 (Toolkit) will be tested with teachers, representatives of associations and caregivers, while O2 (VLE) will be tested in workshops by students with Down Syndrome from 10 to 16 years old. In O3 (course) evaluation guidelines will be designed and a Notepad will be developed to assess the progress of the students.

4. Final implementation. After the tests, the feedback will be used in the fine adjustment of the software developed and the master versions will be uploaded in the website for dissemination.

In the case of O4 (Guidelines) the methodology will follow a 3 stage methodology: first, a draft version will be written in English, to reflect the research done along the Project and to define the proposed guidelines, which will be translated to the different languages; subsequently, the Guidelines will be validated using a Delphi group technique with experts and policy makers of different European countries; finally, the feedback and changes proposed in the previous stage will be introduced in the final version. In all this process, the administrative, gender, ethics and quality issues will be continuously evaluated using an iterative assessment methodology.

In relation to the Communication and Dissemination strategy, the methodology will follow a goals-oriented plan. Its main aims are to improve the project reception by the most relevant stakeholders, to contribute to the spreading of the resources and publications generated and to collect qualitative and quantitative data from the involved participants. Because the partners profile, scientific dissemination will be also considered. In this case, these publications must be approved by the whole consortium and the project coordination before their submission; more precisely 30 days in advance, to assure that all partners can read and assess the scientific outcomes. The Dissemination and Communication Team will design the communication strategy and each partner will be responsible to implement it in their own country. This activity is described in detail in the section H. Some indicators established by partners are:

- At least 3 papers in JCR or SPC indexed journals are expected.
- Participation in 5 relevant events (conferences or workshops).
- 1 press release in the project website each two months.
- 200 followers in twitter and facebook account.

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

Along the 3 years of the project, different types of meetings will be held between Consortium members to achieve a smooth and efficient communication: concretely, 15 online meetings (plenary sessions, on a quarterly basis) and 4 transnational meetings.

Online plenary meetings:

1. MONTH 3 - General coordination of the project specifically focused in initial phases
2. MONTH 6 - Analysis of compilations of best practices and OERs.
3. MONTH 9 - O1 Design and edition. Checks. Translation coordination and contingency plan. Coordination of O3
4. MONTH 15 - Dissemination campaign. Main lines of exploitation strategy
5. MONTH 18 - O2: Preparation of the first release. Recruitment coordination
6. MONTH 21 - Revision of the first release. Technical bugs. Performance assessment. Communication evaluation
7. MONTH 27 - VLE status review. Notepad for assessment of students' progress. Communication assessment. Overall progress of O3
8. MONTH 30 - Comments and review of O3. Coordination tasks and activities related to edition and design of guidelines (O4)
9. MONTH 33 - Final conference preparation. Check of the edition. Coordination of O4 validation

In-place General Project Management Meetings:

- MONTH 1 – Burgos (Spain) - Responsible: UBU - Kick-off meeting
- MONTH 12 – Dublin (Ireland) - Responsible: TCD - O1 assessment and preparation of O3
- MONTH 24 – Leuven (Belgium) - Responsible: UCLL- Event E1 and evaluation of VLE (Virtual Learning Environment).
Assessment of the Communication and Dissemination campaign
- MONTH 36 – Burgos (Spain)- Responsible: UBU - Closure meeting; general evaluation. SIA.

How will you communicate and cooperate with your partners?

The SUSKIDS project will use mailing and a dedicated Dropbox or Google drive as main tools for communication among partners. The responsible of this management tools is the coordinator (UBU) and they will be created once European Commission communicates a positive result of project. In addition, an internal repository will be installed in the website, only accessible by partners.

Online meetings will be organised using the Skype for Business application, already available in UBU every two months to guarantee



the successful development of the project.

Regarding the communication with schools, education centres, associations and policy makers, partners will contact directly by email, phone or personal meetings with the results and project activities ongoing. Also, those stakeholders who already expressed their interest in the project and its concept, will receive news and will be contacted on a regular basis.

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

A fair and efficient financial management is crucial to the success of SUSKIDS, which will be accomplished through the joint work of all partners, together with the timely distribution of the resources and the research results with the defined quality standards. A rigorous financial management framework linking together all the project components will be implemented. The governance structure will have two main levels to guarantee a smooth development of SUSKIDS: The Management Board and the General Assembly.

The Management Board, chaired by the Project Coordinator, will be responsible for the financial management, among other key tasks, ensuring a full transparency within the Consortium within the contractual framework and a continuous monitoring of external and the internal risks that can directly affect our economic resources or the project implementation and development.

The Management Board is comprised by the Project Coordinator, the Quality and Ethics Manager, the Financial Manager, the Technical Manager, the Dissemination and Communication Manager and the Project Ambassador. The Project Coordinator, together with the Financial Manager, will monitor the costs, defining and updating the charges breakdown structure way that is compatible with the spending categories used by the partners. Those costs incurred will be monitored and reported by the Project Coordinator at least on a quarterly basis. Concerning payments, costs statements will be prepared and signed by the Project Coordinator and submitted to the European Commission regularly. The Project Coordinator will also be responsible for following up the payment status of the invoices submitted to the European Commission. The amounts shall be claimed following the payment plan defined by the Grant Agreement signature and the Consortium Agreement. The Project Coordinator will implement an Open Source solution to assure an adequate monitoring of the expenses and budget for SUSKIDS project.

Mrs. Miriam Manrique (UBU), Financial Manager, is responsible for cost monitoring and management within the Project. Her main responsibilities are as they follow:

- Regularly assess the ability to fulfil the stated objectives of the project with the resources available.
- Prioritise problems, help to find means of solving them and facilitate decision-making.
- Ensure the timely and cost-effective delivery of the identified outputs and outcomes.
- Maintain acceptable standards of quality.
- Achieve the outputs and outcomes identified for the Project.

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

Davy Nijs (UCLL) will act as Quality Assurance leader and will be in charge of defining the evaluation strategy to assure the quality of the project's activities.

The quality goal is to perform project activities at the highest satisfactory level, on schedule, and within the approved budget, enabling continuous assessment process. The quality assurance will start from the very beginning of the project execution and will last throughout its whole duration.

The project will feature three monitoring levels:

- ⇒ evaluation leader and coordinating organization (UCLL and UBU);
- ⇒ consortium members (all the other partners);
- ⇒ direct target groups (feedback received through dissemination activities).

The aim of Quality Assurance is to ensure a high quality in the realization of the activities set and in the content of the deliverables produced throughout the project.

In the first period of the project, a Quality Assurance Plan and Methodology (QAPM) will be prepared.

It will consist of:

- a) Agreement on Standards that will set some minimum requirements to be strictly reached;
- b) Agreement on general guidelines to be followed for the smooth implementation;
- c) Design of a Methodology with processes, procedures, templates and tools to guide each team through the implementation of the activity in a manner suitable for the project;
- d) Design of roles and responsibilities between the partnership and inside each partner's team;
- e) Quality control of the implemented activities to verify that activities meet the completeness and correctness criteria established.

The content of the QAPM will be produced by UCLL with the Coordinator (UBU) then agreed by all partners.

The evaluation process will be oriented to assess:



=> internal efficacy (oriented to gather reliable data about the "organizational objectives") of the consortium. In this way, it will be possible to provide feedback in case of deviation from the correct implementation of the project workflow. Key tools used here will be Peer Evaluation by partners, Questionnaire Feedback, and Open Discussions during project meetings and Skype meetings.

=> external efficacy (capacity of the project to operatively answer to the initial motivation of the project itself) will concentrate its attention upon the evaluative procedures oriented to assess the concrete fulfilling of the planned activities.

The core evaluation objects will be:

⇒ Project MANAGEMENT Assessment (communication, timing, and efficiency, meetings);

⇒ QUALITY OF DISSEMINATION ACTIVITIES;

⇒ Project IMPACT Assessment (usefulness, skills improvement, satisfaction with the tools, gender related issues, etc).

How will you evaluate to which extent the project reached its results and objectives? What indicators will you use to measure the quality of the project's results?

INDICATORS FOR EVALUATING RESULTS:

Generic indicators will be considered for each result, including Events and Intellectual Outputs. Among others, the following indicators will be used:

- All IOs are delivered on time
- All IOs accomplish the quality standards agreed by the consortium and meet the quality assurance objectives, considering the QA indicators specified below.
- All partners participate when required
- All partners participate in the project meetings
- The scope of events organized and the dissemination strategy and activities put in place are adequate and in-line with the expected impact.
- The events and learning activity achieve the participants expected.

QUALITY ASSESSMENT FRAMEWORK AND INDICATORS

QA processes aim at improving the current performance of the project, reaching the highest quality standards.

The Quality Assessment indicators that will be used in the project implementation will be:

1. Flexibility and responsiveness of the Toolkit, VLE and portfolio rafted in the sustainability strategy: these Toolkit and VLE are able to adapt to the needs of the end-users they are aimed to.
2. Engagement of stakeholders in the Toolkit, Workshops, Events and Dissemination channels, qualitatively evaluated, also considering drop-off rates.
3. Shared outcomes as a result of effective partnership and dissemination activity.
4. Quality of the delivered materials and Intellectual Outputs.
5. Adequateness and Effectiveness of risks mitigation measures.
6. Usability of the Toolkit, VLE, and notepad
7. Guidelines fine-tuning and iterative development.

The quality assessment will be applied semi-annually, scoping the project as a whole and paying particular attention to Intellectual Outputs in development.

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

Three different types of risks must be considered firstly, the project risks, from an internal point of view. Secondly, the technical risks, mainly related to the Intellectual Outputs development, performance and acceptance; and thirdly, the risks associated to the social impact that the project could cause.

A) INTERNAL PROJECT RISKS AND CONFLICT RESOLUTION MECHANISMS TO BE IMPLEMENTED:

a.1. Conflicts

The project team has achieved full consensus on all main components of the work stream and the overall approach; conflict resolution strict application will mitigate this risk. In the case of conflict, the Project Coordinator shall hear all partners involved, discuss alternative solutions and try to come to an agreement. The agreement will be the main vehicle to adopt the decisions at General Assembly level. UBU will be responsible for mediating between the parties in conflict and facilitating a resolution.

The first approach will be to call both parties to meet. If this meeting does not lead to a resolution, then the Project Coordinator will talk to both sides independently to gather the necessary information to take a decision and support one of the involved parties. The Project Coordinator has the responsibility to execute a conflict resolution in a maximum period of 14 days. If there is not a consensus, the Coordinator could request external arbitration to achieve a consensus.

a.2. Disagreement between partners about dissemination of project outcomes

The Dissemination and Communication strategy will be stated and must be accepted by all partners before its launch.

a.3. Tasks and outputs allocation and distribution



All Intellectual outputs are crucial to the realisation of the concept.

The consortium must agree the admissible flexibility, the amendments procedures and justification on the timesheet/schedule, in accordance with an Agile project management approach. If its necessary tasks will be reallocated or a new partner recruited.

a.4. Consortium performance

Modifications in the Outputs stream, if needed, will be considered to carry out the contingency measures before continuing with the other project activities

B) TECHNICAL RISKS

b.1. Specific technical risks

One or more technical developments does not work properly on software test - A continuous assessment will be carry on by all consortium members during O1 and O2 development. Moreover, they will be revised in order to correct and mitigate critical developments; along this review phase, improvements will be tested at convenience

b.2. Main theoretical frameworks and methodologies

The active participation of learning facilities, learning centres specialised in pedagogic methodologies for Special needs will ensure that this milestone is achieved.

C) SOCIAL IMPACT

c.1. Low impact or low enhancement

As the project evolves over time, mitigations will be implemented, and as risk concerns are retired and the state of knowledge about the negative impacts mitigation measures improves, uncertainty should decrease, which implies a lowering residual risk. However, this decrease may not be linear: new risks could arise during the Project implementation requiring new mitigation measures to be put in place.

Overall, however, the tendency is expected to be of lower risk as time progresses.

C2. Poor dissemination performance

New plans developed, and Targeted audience reached with the specific and planned activities redefined.

If relevant for your project, do you plan to use Erasmus+ online platforms (e.g. EPALE, School Education Gateway, eTwinning) for the preparation, implementation and/or follow-up of your project?

School Education Gateway and eTwinning are highly valuable tools for sustaining the main dissemination and project's follow-up strategy. The SUSKIDS consortium will use them as extent as possible and benefit from their wide scope along the civil society. Partners, supported by UBU as Project Coordinator, will publish talks and articles in School Education Gateway when possible on the following topics:

- recycling and construction materials for children education
- SD people and STEM (in the field of engineering and construction)
- Interactive resources for teachers

The consortium will send O1, O2 and O4 to School Education Gateway in order to improve the widespread of the aforementioned Intellectual Outputs. Particularly, O4, aimed to policy makers and public administrators, will need a special dissemination approach for ensuring an adequate promotion among its key stakeholders.

A specific group in eTWINNING will be created. The objectives are:

- To recruit as many teachers as possible for evaluating the VLE (Virtual Learning Environment)
- To improve the diffusion outcomes of all IOs
- To create networks with teachers, principals, public administrators, researchers and policy makers in an effective way
- To sustain the overall dissemination strategy, being a complementary resource to our own social media channels, website and blog.

G.1. Intellectual Outputs

Do you plan to include intellectual outputs in your project?

Yes

When filling in the Intellectual outputs section, please take into account that this information will allow to specify and evaluate the appropriateness of the corresponding costs in the specific section of the budget below.

Output Identification	O1
Output Title	Toolkit for recycling skills knowledge transfer to SD individuals



Output Description (including: elements of innovation, expected impact and transferability potential)	<p>This toolkit will provide a collection of learning materials, educational resources, methodological guidelines and examples of Best practices in the field of teaching recycling and construction skills to Down Syndrome individuals. It will be aimed at teachers, therapists, technicians, associations and researchers in the field of Special Education.</p> <p>The innovation is that the platform is going to be oriented to the end user engagement. An initial analysis will provide the keys to motivate users to be connected to the platform and how to interact with them through the different IT Tools.</p> <p>Although the output developed is aimed to Down Syndrome, they can be adapted to other disabilities and individuals with different special needs, at different stages and/or vocational trainings.</p>
Output Type	Learning / teaching / training material – Toolkit
Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>O1.A1. Systematic literature review and research into Best Practices Description Partners will collect materials, resources and best practices aimed to the transference of skills to Down Syndrome individuals, particularly in the field of construction and recycling skills, in all Europa. These materials will be and organised into different categories, such as material type (video, workshop...) and educational stages. In addition, the toolkit will include methodological guidelines for the different implicated professionals, as well as recommended literature and research papers. Tasks and role of each organisation: All partners will collect materials and methodologies.</p> <p>O1.A2. Toolkit Edition and Design Description The collected materials will be compiled in an interactive toolkit, included in a website, compatible with all devices commonly used. The needs of the different user profiles will be analysed to define the best design, aligned with the innovative approach considered to enhance the engagement and the motivation in the adoption of new habits. The toolkit will be designed and edited initially in English using Open Source software, but including the option of a multilingual set-up. Tasks and role of each organisation: BJALAND will design the toolkit format and features, while UBU will be responsible for the assessment of usability and universal accessibility.</p> <p>O1.A3. Toolkit Adaption and Translation Description: Once the partners have approved the toolkit (initially written in English), it will be translated by the partners to the different national languages taking in consideration the different inclusion politics they are aimed to, for which an allocated budget will be provided.</p>
Start Date (dd-mm-yyyy)	01-09-2018
End Date (dd-mm-yyyy)	01-08-2019
Languages	English Spanish Dutch
Media(s)	Website Social Media Interactive Resource
Activity Leading Organisation	UNIVERSIDAD DE BURGOS



Participating Organisations	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT Asociacion de Padres de Niños Afectados al Síndrome de Down de Burgos UC LIMBURG Bjäland Technologies S.L. SENIOR EUROPA SOCIEDAD LIMITADA
Output Identification	O2
Output Title	Virtual Learning Environment (VLE) of sustainable construction for SD individuals
Output Description (including: elements of innovation, expected impact and transferability potential)	<p>An accessible VLE will be designed based on the previously materials collected and adapted to the capacities of SD individuals. The VLE will include different stage levels (schools, young students, adults) according to their different skills and capacities. The VLE will also be adapted to different educational contexts and assessed to fulfil W3C and Universal Design requirements. An iterative process will be carried out, where the proposed activities and workshops will be used to evaluate the accessibility and usability of VLE and to detect bug and errors prior to the final version.</p> <p>The platform will be designed and developed based on the Technology Persuasion methodology by BJ Fogg about the acquisition of new competences using technology that aims to increase the adherence to new technology habits through the design and development of highly friendly platforms that allows a natural involvement in the training process.</p> <p>The platform will comprise a Content Management System (CMS) that will allow to link the different tools (collaboration and training tools) to manage the contents of the different courses.</p>
Output Type	Open / online / digital education – E-learning course / module
Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>O2.A1. Design and development Description: A straightforward and user-friendly Virtual Learning Environment (VLE) will be designed and developed. At this stage (alfa version) the VLE will not contain materials. The different pathways (stage levels, contexts) will be included and the usability/friendliness assessed, as well as the performance. UBU researchers will be responsible of the alignment of the VLE with the anthropological approach to analyse the users and trainers needs.</p> <p>O2.A2. Input of resources Description: The materials and resources provided by Partners will be included in the VLE according to the structure designed in the previous task, for the different languages and educational stages. UBU will ensure the matching of contents and functionalities with the selected methodological criteria aiming to the adoption of new habits through the whole process.</p> <p>O2.A3. Design of an evaluation module Description: UBU, TCD and NCAA will design a set of evaluation activities aligned with the methodological approach, for the different educational stages previously defined. This module will be included in the VLE and aimed on the one hand to teachers, to measure the adoption of the new skills by the students, and on the other hand to the students willing to demonstrate the knowledge acquired.</p> <p>O2.A4. Validation of VLE Description: Partners will test the platform and the proposed activities regarding its usability,</p>



simplicity, intuitiveness, performance, robustness, and accessibility. The result of this evaluation and the changes proposed by the partners will be the VLE version linked to the website created for O1. Deliverable O2.D1. Virtual Learning Environment for the acquisition of sustainable Skills by DS individuals		
Start Date (dd-mm-yyyy)	01-07-2019	
End Date (dd-mm-yyyy)	01-09-2020	
Languages	English	
	Spanish	
	Dutch	
Media(s)	Other	
Activity Leading Organisation	Bjäländ Technologies S.L.	
Participating Organisations	UNIVERSIDAD DE BURGOS	
	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE	
	NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT	
	Asociacion de Padres de Niños Afectados al Síndrome de Down de Burgos	
	UC LIMBURG	
	SENIOR EUROPA SOCIEDAD LIMITADA	
Output Identification	O3	
Output Title	Development of a course validated and recognised by the National Frameworks of Qualifications	
Output Description (including: elements of innovation, expected impact and transferability potential)	<p>The objective of this task to develop a Pilot Course that students participating in the Junior Cycle Level 2 Learning Programmes can access as part of their programme. As part of this course assessment for learning will be considered and a method to assess the student's knowledge, skills, understanding and values that were developed through participating in this course.</p> <p>The innovation of this course is the approach adopted, which will be based on the materials developed for the project in the previous outputs.</p> <p>This course, designed for approximately 100 h, will be aligned with Level 2 of the National Framework of Qualifications (NFQ) so that learning associated with the program is fully recognised. However, the results would be applicable to other official European qualifications.</p>	
Output Type	Course / curriculum – Pilot course / module	



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

TCD and the NCCA will complete this task together, with the support of all partners. TCD's 20-year experience on teaching materials and construction will combine with the NCCA expertise on curriculum and assessment for students with special educational needs. The course will be developed in 5 stages.

O3.A1. Pre-development and scoping phase

In this phase, the significant learning in the course is set out, as well as the priority learning units, the values and attitudes to be developed by the students. The interests of the students, and the relevance to different areas such as life at home, school and the community, is to be considered, in addition to the pedagogical approach to make learning active, fun and engaging.

In addition, the resources required by the school, the facilities needed, and the attendants involved in the course (home/community/local businesses and agencies) will be assessed in this phase.

O3.A2. Materials and planning.

The materials developed in the previous outputs (Toolkit and VLE) will be selected and adapted to the course length (100 hours). The result of this phase will be a template including the links to the Priority Learning Units (PLUs) for Level 2 of National Framework of Qualifications, that is to say, the five learning areas on which the Level 2 Qualification for persons with disability is based. The template will explain how this course contributes to the development of the most relevant elements of each PLU including communication and literacy; numeracy; personal care; living in a community and preparing for work. The template will provide an overview of the course including how it is organised (strands) and learning outcomes.

The topics will be presented in the order in which they are best taught. Some strands may have a different weighting in terms of content and/or demands on the student. This will be made explicit on the planning template. Each strand outlines what the student will learn in each part of the course. The brief strand title will identify the 'significant content'. There will be a maximum of four strands and these may be further subdivided into not more than four topics.

The learning outcomes will be clear statements about what is expected each student will achieve as a result of the learning associated with each strand. They will be aligned to the Level 2 indicators of the National Framework of Qualifications. The learning outcomes will draw a clear picture of the kinds of learning envisaged in the course. Ideally four per topic in each strand. In some cases, examples of work associated with a specific learning outcome or with a group of learning outcomes may be included to provide an understanding of what can be expected from the students that undertake the course.

O3.A3. Evaluation- In this phase, it will be established how the course will be assessed and how will the students report for the assessment.

This phase will identify the assessment methods most appropriate to the course, since the purpose of assessment is to support learning. To this end, the methods to let the students show the evidence of their learning will be defined in this stage. The assessment will provide feedback to motivate students and to inform them how well they have done and show them how they can improve.

In addition, a portfolio will be designed to be user-friendly and considering the W3C accessibility footprints. The portfolio must be flexible, as some learning outcomes will be subject to once-off classroom-based assessment while others will be assessed on an ongoing basis as students engage in different learning activities. This kind of assessment can be a powerful tool in supporting students with general learning disabilities. Portfolios provide students with concrete evidence of their progress and achievements, which they discuss, review and share with teachers, parents and peers. This in turn enhances their self-esteem as active learners.

Methods likely to be involved include assignments, projects, case studies, performances, spoken word/oral work, practical activities, written pieces and tests/tasks of different kinds, depending on the nature of the learning involved. These tasks will be designed by TCD and NCCA to assess a specific learning outcome or groups of learning outcomes for particular



<p>elements of the course. Portfolios will be made in hard copy and/or electronic form. An electronic portfolio or digital portfolio, is a collection of a student's work created using word processing and other multimedia presentations. Examples of types of evidence of learning that might be included in the portfolio are: written work, project work and/or work in visual arts, charts, diagrams, photographs, video recordings of the learner's participation in an activity, event or achievement.</p> <p>Deliverables</p> <p>D3.1. 100 h pilot course design aligned with Level 2 of National Framework of Qualifications.</p> <p>D3.2. Portfolio for the assessment of acquired skills.</p>		
Start Date (dd-mm-yyyy)	01-08-2020	
End Date (dd-mm-yyyy)	01-03-2021	
Languages	English	
Media(s)	Other	
Activity Leading Organisation	NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT	
Participating Organisations	UNIVERSIDAD DE BURGOS THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE Asociacion de Padres de Niños Afectados al Síndrome de Down de Burgos UC LIMBURG Bjäland Technologies S.L. SENIOR EUROPA SOCIEDAD LIMITADA	
Output Identification	O4	
Output Title	Evaluation guidelines validated and recognised by the European Framework of Qualifications.	
Output Description (including: elements of innovation, expected impact and transferability potential)	<p>The objective of this task is to assemble an evaluation method for the learning material developed in the project, aligned with Level 1 of the European Framework of Qualifications (EFQ). This will ensure that the students learn so that the course can be fully recognised in any country of the European Union, thus contributing to increase the students' self-esteem and their sense of achievement.</p> <p>The output will be aimed at teachers, principals, educators, associations and policy makers, to improve the coherence of educational systems and to provide a consistent training for SD individuals throughout the European Union, thus enhancing their employability, mobility and inclusion.</p> <p>In the same way as in the previous outputs, the innovation will lie in the approach adopted for the development of the evaluation method. It will be based on scientific and pedagogic principles addressed to assess problem-solving skills and to enhance the engagement and the motivation of students through feedback about their own achievements.</p>	
Output Type	Methodologies / guidelines – Evaluation method and tool	



Please describe the division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>This Output will be leaded by UCLL, in close connection with NCCA, due to their experience in the definition of Guidelines and curriculum, as well as with the assessment of students with special needs. UBU will be responsible of the assessment of the proposed Guidelines and the adaption to the conditions and characteristics of the Spanish Framework of Qualifications. ASDB, together with the associated partners EADS, will be responsible of involving researchers and experts in different European countries to increase the impact and the acknowledgement of the developed guidelines.</p> <p>O4.A1. Draft edition</p> <p>Firstly, the partners will write the Guidelines in English considering their previous knowledge and experience in education and inclusion of SD individuals. On the other hand, a systematic research will provide with case studies and evaluation methods. An impact assessment will be carried out to define the strands and the skills to be improved to enhance the training of SD individuals and their inclusion in the selected fields.</p> <p>The Guidelines will be professionally designed and edited using Open Source software (Scribus or any other alternative). The partners will translate the Guidelines to national languages for validation by external experts.</p> <p>O4. A2. Validation of guidelines</p> <p>The translated versions will be validated by at least 15 experts from different sectors, through a Delphi analysis, 5 by each participating country (Educators, Enterprises, Policy makers). Moreover, pilot experiences, such as the course and portfolio designed in O3, will be used to gain feedback about the implementation of the selected approach.</p> <p>O4.A3 Final version of Guidelines</p> <p>The feedback and changes proposed in the previous task will be introduced in the final version and edited or adapted for the final launch in the Multiplier Event E2.</p> <p>Deliverable O4.D1. Evaluation guidelines validated and recognised by the European Framework of Qualifications.</p>
Start Date (dd-mm-yyyy)	01-02-2021
End Date (dd-mm-yyyy)	31-08-2021
Languages	English
	Spanish
	Dutch
Media(s)	Book
Activity Leading Organisation	UC LIMBURG
Participating Organisations	UNIVERSIDAD DE BURGOS
	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE
	NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT
	Asociacion de Padres de Niños Afectados al Síndrome de Down de Burgos
	Bjäländ Technologies S.L.
	SENIOR EUROPA SOCIEDAD LIMITADA



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Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

Form Version: 5.01

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**G.2. Multiplier Events**

Do you plan to include Multiplier Events in your project?

Yes

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

Event Identification	E1
Event Title	Enabling professionals and families to transfer sustainable knowledge and skills to Down syndrome individuals: SUSKIDS
Country of Venue	Spain
Event Description	<p>The Enabling professionals and families to transfer sustainable knowledge and skills to Down syndrome individuals: SUSKIDS is aimed both at teachers and professionals and families with Down Syndrome individuals.</p> <p>It will be organised as a collection of seminars and workshops in Burgos (Spain)</p> <p>The Event will consist on an initial seminar explaining the methodologies and theoretical approaches aimed to families, teachers for students with DS and therapists, including the guidelines and Good Practices found in the different EU countries and particularly those involved in the project.</p> <p>The seminar will be followed by short workshops about 1:30h long in which different activities aligned with the methodology will be carried out as an example, aimed at different educational stages, in order to transfer sustainable knowledge and skills to Down Syndrome Individuals.</p> <p>UBU and SD Association will recruit at least 30 families and 20 teachers/proffesionals among their network of schools, education centres and associations in their region, while the other partners will recruit 3 families and 1 teacher or professional each. All the partners will attend and coordinate the seminars and activities according to their own knowledge and experience.</p> <p>Each partner must ensure the dissemination of the event in their countries and the preparation of brochures and posters, with a unique design adapted to the different languages.</p>
Start Date (dd-mm-yyyy)	15-10-2019
End Date (dd-mm-yyyy)	15-10-2019
Intellectual Outputs Covered	Toolkit for recycling skills knowledge transfer to SD individuals
Activity Leading Organisation	UNIVERSIDAD DE BURGOS
Participating Organisations	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT UC LIMBURG Asociacion de Padres de Niños Afectados al Sindrome de Down de Burgos Bjäland Technologies S.L. SENIOR EUROPA SOCIEDAD LIMITADA



Event Identification	E2
Event Title	Conference on use of technology to transfer sustainable skills to DS individuals for the improvement of inclusion
Country of Venue	Belgium
Event Description	<p>The Conference on use of technology to transfer sustainable skills to DS individuals for the improvement of inclusion is aimed to professionals (teachers, therapists and researchers), public representatives (legislators, policy makers in the area of education and social services), and civil society (families, DS associations) and companies of the construction and recycling. The main goal of the Conference is to disseminate the outcomes and results of the SUSKIDS project, to evaluate the outputs generated, and to explain the first results of the VLE platform as well as the adaption possibilities to the different policies regarding DS individuals, in order to enhance their inclusion in the concerned sectors, including the alignment of the proposed activities with the European Framework of Qualifications.</p> <p>The Event will be scheduled for two days.</p> <p>During the first day, guest speakers and partners will explain their main research results and several topics addressing inclusion issues and the use of technology for the adoption of habits and learning in different fields.</p> <p>Subsequently, the output O2 will be showed in form of a practical workshop with researchers, professionals and individuals with DS syndrome, where some of the activities included in the VLE will be tested.</p> <p>The workshop will be the basis for the organization of round tables bringing together teachers, associations, companies willing to host SD in internships and practicums and policy makers, about the technical and pedagogical questions regarding the inclusion of SD individuals in the field of construction and recycling.</p> <p>It is expected that the Conference will be attended by:</p> <ul style="list-style-type: none"> • 20 Special Education teachers and 20 VET Teachers • 60 DS individuals aged between 12 and 18, accompanied by their teachers • 10 researchers in the field of anthropology, technology, and special education and social science. • 10 representatives of public entities at national-level <p>All partners will contribute to the communication campaign to ensure the participation of their network in this event, using both traditional media (brochures and posters) and Social Media translated to the different languages.</p>
Start Date (dd-mm-yyyy)	31-08-2021
End Date (dd-mm-yyyy)	31-08-2021
Intellectual Outputs Covered	<p>Virtual Learning Environment (VLE) of sustainable construction for SD individuals</p> <p>Evaluation guidelines validated and recognised by the European Framework of Qualifications.</p>
Activity Leading Organisation	UC LIMBURG
Participating Organisations	<p>UNIVERSIDAD DE BURGOS</p> <p>THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE</p> <p>NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT</p>



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G.3. Learning/Teaching/Training Activities

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

No



H. Follow-up

H.1. Impact

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

The SUSKIDS innovative approach will impact mainly on children aged between 10 and 16-year-old with Down Syndrome (DS) that will be able to use appropriate resources for autonomous learning on STEM subjects, through the introduction to recycling and construction material s; and on the professionals that will be empowered with a new methodology, knowledge and tools.

Consequently, children with DS and professionals' competences will be reinforced and their employability increased. Concretely, the expected impact for the detected SUSKIDS target groups and participants are:

CHILDREN WITH DOWN SYNDROME:

- Social inclusion, because it facilitates their autonomous learning providing resources adapted to their needs. DS students will even be able to teach other people with DS in the competences and subjects learnt.
- Increase their competences in different areas and their capacity to manage their own life, acknowledged by the European Framework of Qualifications, improving their employability, their civic participation, etc.
- The SUSKIDS project provides a validated VLE that can be used at EU level to learn about recycling and construction using waste material, that is, new resources to learn adapted to their capacities. Moreover, the project will also provide a methodology and guidelines to adapt the learning resources and the VLE to empower the autonomous learning of other competences and skills. Therefore, the available resources will be able to be adapted to children with other disabilities or other fields of training.
- Reduced burden in formal education from the point of view of the individual and their families because the proposed learning process will encourage the autonomous learning of students with DS.
- Access to education and certifications.

PROFESSIONALS:

- Improve professional skills of professors and trainers to adapt their courses to children with DS.
- Improve professional skills of professionals working in educational and caregiving fields (ICT and Software developers) to adapt their courses to children with DS.
- New evidence-based and validated methodologies for being implemented in formal and non-formal education settings.
- More materials and resources available.

PARTICIPANT ORGANISATIONS:

- Acquisition of new knowledge and information sharing with society through the publication of the outputs in open access and the dissemination in the planned events and activities.
- Exchange of ideas and good practices between project partners.
- Acquisition of experience in projects at EU level.

STAKEHOLDERS:

- Creation of a network of stakeholders interested in providing suitable solutions for learning of skills and competences adapted to children with DS.
- New services susceptible to be transferable to other educational areas thanks to a Universal Design approach.
- Better knowledge on accessibility and design of ICT and eLearning tools aimed at people with DS.

RESEARCHERS in the fields of accessibility, special educational needs, children' education, social inclusion and labour market inclusion of people with disabilities.

- Improved knowledge transfer between academia and society.
- New cases for research.
- Increased knowledge on Universal Design specifically aimed to learning and training for children with DS.
- Development of new models and methodologies.

POLICY MAKERS

- Reduced costs -per-individual in children's education concerning persons with DS.
- Evidence-based guidelines, internationally validated, to train and teach people with DS in autonomous learning.
- New resources freely available for being included in the formal education.
- New public and private partnerships initiatives, concretely, dedicated to the self-management of health and education.
- New opportunities for dialogue on policies and public initiatives and interventions.
- Global improvement of the human capital available and significant impacts on relationships within the given social structure and environment.

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



SUSKIDS aims at providing children with DS an adequate framework and tools to learn skills and competences, concretely regarding recycling and construction with waste material, so that will suppose a substantial change at local, national and European level with regard current training methodologies and programmes, but also concerning knowledge transfer, means for sharing Best Practices and dissemination of scientific or evidence-based frameworks. Hence, major strengths rely in its social impact, establishing a comprehensive and transnational framework for learning and assessment of the acquired competences stablishing official qualifications, with a great long-term potential and transferability to other disabilities and to other subjects and disciplines. Even, the outputs could be adapted, at long-term, to several stages, not only restricted to children education, but also secondary education, vocational training and adult education.

SUSKIDS will enhance a set of competencies, needed for inclusion in social life (numeracy, literacy, personal care; living in a community and preparing for work) to children with DS as well as those related with use of resources, recycling, waste and construction, thanks to an easier, accessible and universally designed tool, that will be developed to Foster their engagement. Also, the consortium will develop new methodologies and perform systematic analysis of the current situation in Europe, deploying a set of resources for taking the right steps and progress steadily in the right direction.

IMPACT AT CONSORTIUM LEVEL

- Higher degree of internationalisation and prestige of partners involved.
- Improved knowledge transfer and dissemination of scientific and research-based results.
- Wider sample for researching into recycling and construction materials, DS and Universal Design of learning tools.
- The SMEs involved, BJALAND and KVC, will also improve their international-dimension. On the one hand, they will gain a well-founded knowledge on learning tools adaptation and educational technologies aimed at people with DS, which supposes new market opportunities. On the other hand, this will help building their network and enhance knowledge transfer with academic entities able to exchange best practices regarding design, adaptation, accessibility and main requirements of platforms and tools for the physically or cognitively challenged. Finally, it supposes an experience and the obtainment of research results of Social Impact Assessment in the field of disabilities

IMPACT AT LOCAL LEVEL

- More efficient tools for learning and teaching in all settings, both formal and non-formal education. Even, non-formal education and autonomous learning will be raised in this field at short-term thanks to the accessible VLE.
- Better social and labour-market opportunities for children and youngs with DS and professionals working in the educational field.

IMPACT AT NATIONAL LEVEL

- Improved and specific adaptation of tools, resources and materials to each national context participating in the consortium.
- Significant advancements far beyond from the current state of the art in the field of Universal Design applied to Education Technology and Self-Management.
- Enhanced and systematic protocol for acquiring different skills and competencies, basic and applied, specifically focused on children, which will contribute to increase the human capital value at national level, also increasing the socio-economic and cultural inclusion of these persons.
- More frequent information and up-to-date results spread to policy makers and decision-makers.
- Better Guidance and quality assessment for teachers specialized in students with DS thanks to the intellectual outputs developed in SUSKIDS.

IMPACT AT INTERNATIONAL LEVEL

- Enhanced research and methodological innovation in Universal Design and development of tools aimed at people with DS.
 - Global and substantial improvement of the current Education system and its interventions by means of Best Practices exchange.
- The creation of a vast and transnational community of professionals and people with functional diversity teaching and learning supposes a great opportunity at long-term regarding its scientific exploitation and dissemination but also its feasibility and commercialisation. In addition, new modules could be added if needed, addressing new challenges or adding new levels or subjects.

How will you measure the previously mentioned impacts?

Concerning the specific measures and dimensions which will be evaluated during the project lifecycle and their methodology, the following indicators could give a wider perspective on this complex matter. However, the specific range of dimensions and the methodological framework will be specified at the beginning of the project; the correct development and implementation of all outcomes and outputs will be ensured through the application of continuous assessment procedures. O1 will be evaluated through participative methodologies (questionnaires, focus groups) in the participant countries and during the event E1. O2 will be evaluated by the partners and by participants involved in testing activities and in E1; the impact on the children (level of satisfaction) will be measured with questionnaires created by the consortium. A4. O3 will be elaborated by a public body (NCCA) and the



assessment will be done through their network, comprising teachers, researchers and policy makers. O4 will require the participation of at least 5 external experts per participating country to validate the guidelines proposed. Moreover, O3 and O4 will be also assessed during the second multiplier Event E2.

DISSEMINATION: Dissemination Evaluation allows to assess how many participants and stakeholders are engaged and if the desired numbers had been achieved. The indicators that will be used by partners are:

- Attendants to events E1 and E2.
- Attendance rate (yearly) to conferences, congresses, and events, including those aimed at industry players to disseminate the project results.
- Number and impact of the papers published, both, in Journals and Conference papers.
- Communication impact and socio-demographic profiles as detailed as possible - Statistical Evaluation and analysis of digital communication tools: website, social media, and blogs.

SOCIAL IMPACT ASSESSMENT (SIA)

- Quantitative evaluation and forecasts on the potential implications at long-term of the SUSKIDS tools.
- Stakeholders analysis: key stakeholders, interests, influence in the project, relative influence on operations.
- Gender: gender roles, activities, needs and opportunities within the context of SD and technical skills.
- Socioeconomic evaluation using Secondary Data Review: potential costs saved at National level, potential opportunities for cooperation. Partners will use the resources put in place by National Authorities, the European Commission and the National Institutes of Statistics. Also, some internal measures will be taken through cost-benefits analysis, potential costs and financial forecasting, cause-effect diagrams, control charts, and impact: risks: likely matrixes.

The SIA will be measured in-line with the following process and will be included in the sustainability plan of the project tools.

NEEDS ASSESSMENT BASED ON EDUCATION-COMMUNITY MAPPING. Partners will analyse their own national conditions regarding education in SD individuals and perform a wide macro-scoped analysis of the formal education system, paying special attention to children education didactics and main pedagogical framework for gathering diagnostic information, descriptive enough, collecting also baseline data. Then, socio-demographic data will be collected from Secondary Sources. Information about the system's needs and requirements regarding special needs programmes will provide the framework for prioritising the action, intellectual outputs contents and events' main topics and agendas.

CONSULTATION AND INTERVIEW TOOLS.

Partners will continuously be in contact with key stakeholders, along all the project and mainly with the interviews to be performed to evaluate the outputs. The objective is to collect comparative data and build consensus while the project goes on, fixing potential issues on time and improving (fine-tuning) the methodological approach, materials and resources generated during the project.

ANALYSIS AND PREDICTIVE FORECASTING. A set of sociodemographic data will be also collected in each learning activity and event, comprising age, gender, socioeconomic status, sociocultural origins, and some other variables that must be considered to perform statistical analysis to be analysed together with the data compiled in those activities. Concretely:

- Self-esteem concerning learning processes (Ad hoc questionnaire)
- Level of satisfaction with the contents and activities (ad hoc questionnaire).
- Level of engagement (number of participants completing the workshops/total participants).
- Associative strength (participative focus groups for measuring how and where these children taking part in the project join together, their main and most preferred communication means, etc.)
- Resources available, lack of materials, etc. (participative methods and questionnaire)
- Action planning and self-management skills (Strategic Planning Self-Assessment Questionnaire, adapted and modified)

H.2. Dissemination and Use of Projects' Results

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

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

The SUSKIDS Dissemination strategy aims at improving the reception and adoption of the online course (VLE) and classroom course (O3) and main technological and teaching-learning resources and Best Practices proposed, as well as to build and engaged community formed by teachers, institutional stakeholders, organizations and associations and families of children that assure the project sustainability and feasibility at long-term. Moreover, the community built over SUSKIDS, thanks to the Toolkit and website, will provide us with enough information, both qualitative and quantitative data, to ensure the project's significant at and European level and its extensibility to other contexts, geographical areas and age groups.

Teachers, associations and stakeholders related to the Public Administration have a wider multiplying effect while addressing the long-term objectives of our project and its sustainability. During the project, even after its completion, a significant number of efforts will be invested in contact and building relationships with several Associations of SD people and other disabilities.



Other target groups to be considered are the children themselves, since UBU has conducted workshops with children related with recycling and waste materials, that can be extended to children with different disabilities, and policy makers, as well as the civil society in general terms.

Target groups:

- Teachers: Primary and Secondary Education, Special Education: means of communication: Participation in Events. Direct engagement. Social Media and online communication. Toolkit, website and VLE
- Teachers training institutions (Universities, long-life education centres, etc.): means of communication: participation in events, direct engagement, online communication, press and media. Toolkit, website and VLE
- Children between 10-16 years old: means of communication: direct engagement through families and associations. VLE
- Families and Associations of families: means of communication: Social Media, press-releases and other offline communication measures. Direct engagement.
- Policy makers and public administration: means of communication: direct engagement, focus and DELPHI groups, interviews. Participation in Events. Online and offline communication activities.
- Industry players: means of communication: Dissemination activity and strategy. Fairs and Workshops attendance Offline and online communication. Direct engagement.
- Researchers community: means of communication: Dissemination activity and strategy (articles, conference papers, PhD thesis etc.). Social Media and online communication. Direct engagement at national and international level.
- Whole Society: means of communication: Press-releases and offline communication. Social Media and online communication campaigns specifically aimed at general society.

The Social Ambassador and the whole consortium will establish relations and networking with all potential associations working in the field of education and children with SD but also with any relevant entity or stakeholders group which could be interested in the improvement of the learning experience by applying the proposed self-management approach and methodologies.

At this moment, we have detected the following main barriers: (i) the ICT gap, and (ii) a high VLE dropout rate. This can lead to a potential low participation and involvement by teachers and education professionals. In addition, we must take into account that children with disabilities might show additional socio-economic barriers for accessing education. To mitigate these risks, we propose the following measures:

- To reduce the complexity of the platform and resources weight (able to be displayed on any platform even with poor internet connections) improving its usability, paying attention to accessibility issues.
- To raise the conversation and to assure a continuous communication with the online students during, through forums enhancing their engagement rate and solving at an adequate time the potential issues that may arise.
- To offer attractive resources and materials, but also rooted within a community of values
- To establish an effective and participatory-designed Dissemination and Communication Strategy which improves our outcomes and impact regarding people reached and engagement rate.

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

The Dissemination and Communication Strategy comprises 3 strands:

1. SCIENTIFIC DISSEMINATION:

All partners will be asked for updates on the Journals and Scientific Publications list: also, calls for papers will be searched periodically. As all consortium partners should participate actively in fairs and workshops, a timeline which comprises them, among other issues, such as key milestones, contents related to the scientific outputs and production

2. DISSEMINATION ACTIVITIES AND ONLINE COURSE ADDED-IMPACT ACTIVITIES: targeted to Education professionals, Teachers, training institutions (such as universities and long-life learning institutions) and policy makers

Online communication

The initially stated Online Communication Plan must be updated and reviewed in accordance with the statistical analysis and qualitative evaluation through a comprehensive assessment which clarifies: the key audiences, target groups, influencers, potential alliances and main preferences of the community. A SWOT analysis should be done, and some standard Key Performance Indicators (KPIs) will be agreed. The main online communication Objectives: To identify key competitors, barriers, potential related projects and influencers to be contacted during the project; To increase our activity; mass-media; content sharing; content curation strategy. In addition, a semi-annual newsletter will be released.

Offline communication

As long as the key research and outcomes and results arise, the offline communication will be enhanced, and several press kits and press releases will be sent to relevant magazines, professional publications and influencers' blogs.

3. COMMUNICATION ACTIVITIES: All target groups identified, but concretely, Stakeholders, Associations and families

**Online communication**

An in-depth assessment of Social Media performance and other Online communication means should be done to clarify the definitive Strategy and to update the Social Media Strategy throughout continuous evaluation.

To generate content with a high added-value is a main objective of the online communication strategy, and its impact expected is to build community, engage our followers and raise the awareness of the whole society. The content generation plan includes a rotation scheme: all partners will contribute to generate interesting contents, audience-specific focused, assuring an adequate timing and calendar and generating engagement through a content marketing strategy.

Offline communication

The offline communication activity aimed to general society, associations and families will be focused on seminars and mass-media. Concretely, several press releases and a specific press kit will be sent to local and national newspapers. Also, several associations will be contacted during the project and we will aim to reach a real involvement by their side, asking them for help and collaboration (e.g., blog articles, include SUSKIDS in their newsletters...) Information about project aims, objectives, results, will be disseminated through international/local media - newspapers, journals and magazines. Each project partner will send at least 10 press releases to local/international media during the project implementation period. All press releases and non-peer-to-peer reviewed publication will be compiled in a report.

Campaigns: The communication campaigns will involve press releases to online and offline magazines and specific publications aimed to the teachers, schools staff and institutional players as main target groups. Also, it implies the participation in conferences, workshops and events by the partners and all scientific dissemination related to a certain milestone. Lastly, it includes some low-level dissemination efforts targeted in society and end-users, such as Social Media campaigns.

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

As described in the section G, the Dissemination and Communication Team will be comprised by KVC, TCD and NCCA and the Project coordinator. They will define the communication and dissemination strategy at the beginning of the project. It will play a central role in the selection process as well as in the validation of the messages and information to be disseminated by the Consortium, defining the goals and objectives to be pursued, classifying the target groups and stakeholders to be addressed by the Dissemination activities, and defining the methodologies and tools to be used. This team will be led by Maite Ferrando (KVC) with the

strong support of Beatriz Vallina (member of the KVC) who has wide knowledge and expertise in dissemination activities.

KVC will be the responsible of Facebook, Twitter and YouTube account, as well as the LinkedIn Group, while they could ask to all partners for support if needed. All partners could suggest new ideas and provide support, but online and social media communication will be always supervised by this experienced partner, whose successful performance in online communication channels assures a unified tone, strategy and avoids mismatches and inconsistencies.

As mentioned, partners will implement the dissemination strategy in their own countries and will reinforce it with their own experience. For example, ASDB has a wide network of associations, teachers and trainers, and public entities. They will support the Dissemination and Communication Team, specifically, for community-building and design of dissemination and communication materials. From other part, UCLL team is expert in Social Analysis and has expertise in Special Education. On the other hand, TCD and NCCA are involved in promoting collaboration between the education community, with special emphasis in kids. All together will support KVC for designed accessible communication campaigns aimed at end-users in Social Media and online channels.

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

BJÄLAND will work with open source technologies, no license software will be used. Neither programming technologies or data base technologies, and all the Operating Systems will be based on Linux. All the source code and the developments at the end of the project will be free deliver to all end users of the project with the aim of extending the use and enrichment of the VLE platform and tools.

In case other public bodies or external organizations may be interested in the use of the VLE platform or any of the tools developed, the only requirements asked would be the guarantee of free use, without commercial interest and a Down Syndrome User orientation.

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

Scientific dissemination and research outcomes: Open Access



The scientific dissemination, including the papers and articles published in Journals with a high-impact factor, and the position papers submitted to Conferences and Congresses, would be preferably published under Open Access.

It includes peer-reviewed and non-peer-reviewed journal articles, conference papers, book chapters or monographs that could be considered as a project's output. The articles will be archived in a repository, linked to the website, where people can access it for free, and/or in the partners' institutional repositories if it is considered adequate or required by the Institution.

- Outputs

All intellectual outputs will be published on the website, freely available. The resources (toolkit), as well as the VLE, are based on open software sources. All tangible intellectual output must be published in our online repository, in a well-known format, such as PDF, easy to access. Moreover, it will be announced by the email newsletter (the Dissemination Team will send a semi-annual newsletter). The reports, case studies and publications, and the access links to the VLE and toolkit, as well as the call for students will be included in specific subpages. These measurements aimed to ensure the public access must be set up:

- The VLE is completely open: it should be published in the platform which offers best results with regard its objective public, social impact, public recognition and favourable rates. Although all people can join to the VLE, it is recommended and specifically aimed at children with DS aged between 10 and 16, teachers and education professionals, such as researchers in this field or psychologist working in schools and talent education centres.

- As the partners will recruit volunteers for starting up the testing and assessment phase and provide a significant sample of children with DS, teachers, families, educators and policy makers, the dissemination efforts must ensure an effective widespread of the open call and guarantee that all stakeholders can access to our reports, initiatives and pilot programmes.

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

To accomplish the ambitious engagement goals defined in this project, the consortium establishes a high-standard networking strategy, comprised of the Dissemination and Communication activities and the Social Ambassadors, as well as the commitment and participation of all associate partners and organisations with a significant multiplying potential. The Social Ambassador will be the main responsible for the stakeholders' engagement, establishing relationships and networking with Associations, education centres, schools, teachers and DS children's parents, as well as policy makers, legislators and public governance bodies which might be relevant at long-term. The dissemination team will monitor the goals and tasks accomplished by all partners, assuring their involvement thanks to an agreement previously approved by the entire consortium in a plenary meeting

H.3. Sustainability

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

The exploitation and sustainability strategy will focus on knowledge transfer & new services generated within the SUSKIDS fields and main topics. The sustainability strategy will follow these objectives:

- To draft a business plan and a marketing plan for improving the project outcomes and its sustainability at long-term.
- To determine the optimal legal framework for the exploitation and commercialisation of results
- To guide the Dissemination and Communication activities, supporting the Dissemination and Communication leader for approaching better the expected outcomes within the communication activity carried out.

The Knowledge Transfer strategy will be the main exploitation mean for the project outcomes, through publications, conferences and seminars organised by partners and the consortium. These events will spread the knowledge generated during the project reaching a wider network of researchers, teachers, principals and families where transferring results and knowledge. It will increase the acknowledgement at international level of the experts involved, giving a great added value to the project, and providing new opportunities for joint actions and private partnerships.

At long-term, the proposed VLE only needs to be regularly updated and maintained, being the costs lower than developing it from scratch. Therefore, the VLE could be maintained at long-term in a sustainable and cost-efficient way. At the medium to long term, there is also a potential to adapt the VLE to other disabilities or needs, or to develop versions for other educational stages and subjects.

New services will be promoted based on the training curricula developed as part of the project and implemented during and after the project. Special efforts will be made to create an international joint action agreement to provide expert support or consultancy services. Concretely, BJÄLAND and the associated partner VIVELY, as SMEs, will implement the lessons learnt and knowledge transfer during SUSKIDS to develop new products and projects in Education Technology.

In addition, both SMEs (BJÄLAND and KVC) will improve their vast contact networks and optimise their know-how exchange with research institutions, public administrators and companies along Europe, extending and developing new components and models,



but also profiting of an opportunity to reach new market segments and target groups. Moreover, all partners will gain experience in European projects under a collaborative perspective.

Among the potential services to be offered we foresee: a) specialised training, including formal education; b) specialised services to support changes and new methods at Educational system level; c) consultancy to develop personalised curricular adaptation; d) international collaboration for reaching a wide consensus on new and inclusive policies on Education and inclusion of people with DS or other disabilities.

In summary, the exploitation and sustainability strategy are based on the development of accessible and universally designed platforms for learning and aimed at children with DS, but the specific scope of the outputs could be easily modified for producing different platforms adapted to different conditions. The project profitability at long-term will be defined by its capacity to increase the expertise of all partners involved, including those activities restricted to knowledge transfer or scientific dissemination, and to generate new services and resources susceptible to be transferred and exploited at medium and long-term.



I. Budget

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

I.1. Project Management and Implementation

PIC of Organisation	Role of Organisation	Name of the Organisation	Country of the Organisation
998959642	Applicant Organisation	UNIVERSIDAD DE BURGOS	Spain
999845446	Partner Organisation	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN	Ireland
932091237	Partner Organisation	NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT	Ireland
906747659	Partner Organisation	Asociacion de Padres de Niños Afectados al Síndrome de Down de Burgos	Spain
998390737	Partner Organisation	UC LIMBURG	Belgium
906870849	Partner Organisation	Bjäländ Technologies S.L.	Spain
955078394	Partner Organisation	SENIOR EUROPA SOCIEDAD LIMITADA	Spain
Total Grant Requested			72000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
998959642: UNIVERSIDAD DE BURGOS	Spain	2	100 - 1999 km	575.00	1150.00
998959642: UNIVERSIDAD DE BURGOS	Spain	2	100 - 1999 km	575.00	1150.00
932091237: NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT	Ireland	2	100 - 1999 km	575.00	1150.00
Total					24150.00



PIC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
932091237: NATIONAL COUNCIL FOR CURRICULUM DEVELOPMENT	Ireland	2	100 - 1999 km	575.00	1150.00
932091237: NATIONAL COUNCIL FOR CURRICULUM DEVELOPMENT	Ireland	2	100 - 1999 km	575.00	1150.00
932091237: NATIONAL COUNCIL FOR CURRICULUM DEVELOPMENT	Ireland	2	100 - 1999 km	575.00	1150.00
906747659: Asociacion de Padres de Niños Afectados por la COVID-19	Spain	2	100 - 1999 km	575.00	1150.00
906747659: Asociacion de Padres de Niños Afectados por la COVID-19	Spain	2	100 - 1999 km	575.00	1150.00
999845446: THE PROVOST, FELLOWS, FOUNDATION	Ireland	2	100 - 1999 km	575.00	1150.00
999845446: THE PROVOST, FELLOWS, FOUNDATION	Ireland	2	100 - 1999 km	575.00	1150.00
999845446: THE PROVOST, FELLOWS, FOUNDATION	Ireland	2	100 - 1999 km	575.00	1150.00
999845446: THE PROVOST, FELLOWS, FOUNDATION	Ireland	2	100 - 1999 km	575.00	1150.00
999845446: THE PROVOST, FELLOWS, FOUNDATION	Ireland	2	100 - 1999 km	575.00	1150.00
998390737: UC LIMBURG	Belgium	2	100 - 1999 km	575.00	1150.00
998390737: UC LIMBURG	Belgium	2	100 - 1999 km	575.00	1150.00
998390737: UC LIMBURG	Belgium	2	100 - 1999 km	575.00	1150.00
906870849: Bjäland Technologies S.L.	Spain	2	100 - 1999 km	575.00	1150.00
906870849: Bjäland Technologies S.L.	Spain	2	100 - 1999 km	575.00	1150.00
955078394: SENIOR EUROPA SOCIEDAD LIMITADA	Spain	2	100 - 1999 km	575.00	1150.00
955078394: SENIOR EUROPA SOCIEDAD LIMITADA	Spain	2	100 - 1999 km	575.00	1150.00
955078394: SENIOR EUROPA SOCIEDAD LIMITADA	Spain	2	100 - 1999 km	575.00	1150.00
955078394: SENIOR EUROPA SOCIEDAD LIMITADA	Spain	2	100 - 1999 km	575.00	1150.00



PLC of Sending Organisation	Country of the Organisation	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
				Total	24150.00

I.3. Intellectual Outputs

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

PLC of Organisation	Output Identification	Category of Staff	Country of the Organisation	No. of Working Days	Grant per Day	Grant Requested
998959642: UNIVERSIDAD DE BURGOS	O1	Teachers/Trainers/Researchers	Spain	160	137.00	21920.00
998959642: UNIVERSIDAD DE BURGOS	O2	Teachers/Trainers/Researchers	Spain	160	137.00	21920.00
998959642: UNIVERSIDAD DE BURGOS	O3	Teachers/Trainers/Researchers	Spain	80	137.00	10960.00
998959642: UNIVERSIDAD DE BURGOS	O4	Teachers/Trainers/Researchers	Spain	65	137.00	8905.00
998959642: UNIVERSIDAD DE BURGOS	O1	Technicians	Spain	80	102.00	8160.00
998959642: UNIVERSIDAD DE BURGOS	O2	Technicians	Spain	80	102.00	8160.00
998959642: UNIVERSIDAD DE BURGOS	O4	Technicians	Spain	80	102.00	8160.00
932091237: NATIONAL COUNCIL FOR CURRICULUM AN	O1	Teachers/Trainers/Researchers	Ireland	20	241.00	4820.00
932091237: NATIONAL COUNCIL FOR CURRICULUM AN	O2	Teachers/Trainers/Researchers	Ireland	20	241.00	4820.00
932091237: NATIONAL COUNCIL FOR CURRICULUM AN	O3	Teachers/Trainers/Researchers	Ireland	115	241.00	27715.00
932091237: NATIONAL COUNCIL FOR CURRICULUM AN	O4	Teachers/Trainers/Researchers	Ireland	20	241.00	4820.00
			Total	2050	Total	323480.00



PIC of Organisation	Output Identification	Category of Staff	Country of the Organisation	No. of Working Days	Grant per Day	Grant Requested
906747659: Asociacion de Padres de Niños Afectados a	O1	Teachers/Trainers/Researchers	Spain	45	137.00	6165.00
906747659: Asociacion de Padres de Niños Afectados a	O2	Teachers/Trainers/Researchers	Spain	45	137.00	6165.00
906747659: Asociacion de Padres de Niños Afectados a	O3	Teachers/Trainers/Researchers	Spain	45	137.00	6165.00
906747659: Asociacion de Padres de Niños Afectados a	O4	Teachers/Trainers/Researchers	Spain	45	137.00	6165.00
999845446: THE PROVOST, FELLOWS, FOUNDATION SC	O1	Teachers/Trainers/Researchers	Ireland	20	241.00	4820.00
999845446: THE PROVOST, FELLOWS, FOUNDATION SC	O2	Teachers/Trainers/Researchers	Ireland	20	241.00	4820.00
999845446: THE PROVOST, FELLOWS, FOUNDATION SC	O3	Teachers/Trainers/Researchers	Ireland	115	241.00	27715.00
999845446: THE PROVOST, FELLOWS, FOUNDATION SC	O4	Teachers/Trainers/Researchers	Ireland	20	241.00	4820.00
998390737: UC LIMBURG	O1	Teachers/Trainers/Researchers	Belgium	50	214.00	10700.00
998390737: UC LIMBURG	O2	Teachers/Trainers/Researchers	Belgium	30	214.00	6420.00
998390737: UC LIMBURG	O3	Teachers/Trainers/Researchers	Belgium	30	214.00	6420.00
998390737: UC LIMBURG	O4	Teachers/Trainers/Researchers	Belgium	80	214.00	17120.00
906870849: Bjäland Technologies S.L.	O1	Teachers/Trainers/Researchers	Spain	175	137.00	23975.00
906870849: Bjäland Technologies S.L.	O2	Teachers/Trainers/Researchers	Spain	190	137.00	26030.00
906870849: Bjäland Technologies S.L.	O3	Teachers/Trainers/Researchers	Spain	40	137.00	5480.00
906870849: Bjäland Technologies S.L.	O4	Teachers/Trainers/Researchers	Spain	25	137.00	3425.00
955078394: SENIOR EUROPA SOCIEDAD LIMITADA	O1	Teachers/Trainers/Researchers	Spain	35	137.00	4795.00
955078394: SENIOR EUROPA SOCIEDAD LIMITADA	O2	Teachers/Trainers/Researchers	Spain	35	137.00	4795.00



955078394; SENIOR EUROPA SOCIEDAD LIMITADA	O3	Teachers/Trainers/Researchers	Spain	35	137.00	4795.00
955078394; SENIOR EUROPA SOCIEDAD LIMITADA	O4	Teachers/Trainers/Researchers	Spain	90	137.00	12330.00
Total				2050	Total	323480.00

I.4. Multiplier Events

PLIC of Organisation	Country of the Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
998959642; UNIVERSID	Spain	E1	Spain	100	100.00	20	200.00	14000.00
998390737; UC LIMBUR	Belgium	E2	Belgium	100	100.00	20	200.00	14000.00
Total				200	Total	40	Total	28000.00

I.5. Special Needs

PLIC of Organisation	Country of the Organisation	No. of Participants With Special Needs	Description	Grant Requested
Total				

I.6. Exceptional Costs

Total



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

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



J. Project Summary

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

Among the European countries there are different educational systems to which DS individuals are subjected, although the overall trend is to train them for the working world to promote their inclusion in the labour market and society. On the other hand, it is important to address environmental sustainability from the early childhood, by promoting an active and participative methodology, focused on engaging children to learn about recycling, and through collaborative projects. Also, Educational Technology brings new opportunities for designing attractive approaches and tools to improve the engagement of DS individuals, enhancing their outcomes academic subjects, but also their self-care capacities.

Although it is well known that DS individuals are visual learners and can quickly develop abilities and learn through play and sensory activities, few programmes based on eLearning for scientific competences have been developed for them. While these approaches are being considered by policy makers, there is yet a lack of research in this field and its adaptation to primary and secondary education for people with disabilities. However, this is crucial to enhance future careers and changing the societal misconceptions and prejudices against the skills and competences of people with DS and other disabilities, providing them with skills and knowledge on scientific and technical fields.

The objective of SUSKIDS is to develop new tools by means of digital resources for enhancing current didactics for DS individuals and proposing a framework of qualifications acknowledged at the European level for them. SUSKIDS is aimed and fully in-line with the formal education curricula..

SUSKIDS consortium brings together a multidisciplinary team with a wide geographical coverage: Spain, Ireland and Belgium, reflecting a wide variety of cultural backgrounds and formal education systems. It is comprised by

- University of Burgos and Trinity College from Dublin, both experts in Civil Engineering.
- UC Leuven-Limburg, experts in research concerning vulnerable youngsters and adults.
- BJäland, a highly-innovative SME working on training platforms and tools to increase the self-management of elderly and disabled people.
- National Council of Curriculum of Assessment from Ireland, experts in assessing teachers and public bodies about curricula and methodologies.
- Asociación Síndrome de Down Burgos, a non-profit, independent and supportive association that brings together families that have among their members people who have intellectual disabilities and in particular those with Down syndrome.
- Senior Europa-Kveloce, experts on Social Impact Assessment, gender and Dissemination strategy.

The following Intellectual Outputs will be produced, sustained by an intensive dissemination activity and designed through a systematic and participatory research. O1) Toolkit for recycling skills knowledge transfer to SD individuals; O2) Virtual Learning Environment (VLE) of sustainable construction for SD individuals; O3) Development of a course validated and recognised by the Irish National Frameworks of Qualifications; O4) Evaluation guidelines validated and recognised by the European Framework of Qualifications. Two events will be

organised: 1) Workshop: Enabling professionals and families to transfer sustainable knowledge and skills to Down syndrome individuals; 2) Conference on use of technology to transfer sustainable skills to DS individuals for the improvement of inclusion

SUSKIDS will substantially impact on the formal education system and the society as a whole.

- Children with DS (10-16 years old): Significant improvement in students' competences, engagement and autonomy, raising inclusion at long-term
- Teachers: Tools and resources introducing recycling and construction appealing for pupils with DS. Improved long-life education.
- Policymakers: New approaches in education self-management for people with disabilities. New cost-effective methodologies for reducing dependence of people with disabilities. Adaptation of the current curricula to the new technologies and its benefits. At long-term, students better prepared for the labour market.
- SMEs and industry: New market opportunities related to self-management of chronic patients and people with disabilities integrated into the curriculum of secondary education.
- Academic community: New research lines and wider samples. Better visibility of research into self-management, disabilities,



Erasmus+

Application Form

Call: 2018

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

Form Version: 5.01

recycling, materials and construction sciences.

- Associations and families: Increased of social awareness on education for people with disabilities. More interactive resources and appealing learning tools.



J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
998959642	UNIVERSIDAD DE BURGOS	Spain
999845446	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN	Ireland
932091237	NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT	Ireland
906747659	Asociacion de Padres de Niños Afectados al Síndrome de Down de Burgos	Spain
998390737	UC LIMBURG	Belgium
906870849	Bjäländ Technologies S.L.	Spain
955078394	SENIOR EUROPA SOCIEDAD LIMITADA	Spain
Total number of participating organisations		7



J.2. Budget Summary

PIC of Organisation	Country of the Organisation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Special Needs	Exceptional Costs	Total
					Travel	Individual Support	Linguistic Support	Exceptional Costs for Expensive Travel			
998959642	Spain	2300.00	88185.00	14000.00							104485.00
999845446	Ireland	4600.00	42175.00								46775.00
932091237	Ireland	4600.00	42175.00								46775.00
906747659	Spain	2300.00	24660.00								26960.00
998390737	Belgium	3450.00	40660.00	14000.00							58110.00
906870849	Spain	2300.00	58910.00								61210.00
955078394	Spain	4600.00	26715.00								31315.00
Total		24150.00	323480.00	28000.00							375630.00
Project Management and Implementation											72000.00

J.2.1. Project Total Grant

Grant Calculated	447630.00
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K. Checklist

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

- ☐ you have used the official Key Action 2 application form.
- ☐ all relevant fields in the application form have been completed.
- ☐ you have chosen the correct National Agency of the country in which your organisation is established.
- ☐ the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- ☐ you have annexed all the relevant documents:
 - ☐ the Declaration of Honour signed by the legal representative mentioned in the application.
 - ☐ the mandates of each partner to the applicant signed by both parties.
 - ☐ the timeline for the project activities and outputs using the template provided.
- ☐ all participating organisations/groups have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- ☐ for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- ☐ you are complying with the deadline published in the Programme Guide.
- ☐ you have saved or printed the copy of the completed form for yourself.



L. Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.

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

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



M. Declaration of Honour

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation. Once signed it must be scanned and annexed to this application form.

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

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

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

OR

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

It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

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

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

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 109(1) of the Financial regulations (Council Regulation 966/2012).

Acknowledge that:

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

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

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

Commit:



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

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

Place:

Date (dd-mm-yyyy):

Name of the applicant organisation:

Name of legal representative:

Signature:

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

Stamp of the applicant organisation (if applicable):



N. Annexes

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

File Name	File Size (kB)
SUSKIDS DoH firmado.pdf	229
SUSKIDS-cronograma-ka2-en.xls	75
SUSKIDS MANDATE all def.pdf	3365
SUSKIDS Lol all def.pdf	1876
Total Size (up to a maximum of 10 240 kB)	5545

**O. Submission**

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

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

Submitted

YES

Submission ID

1475257

Submission date (Brussels, Belgium Time)

2018-03-20 22:47:54

Hash code

21543574D90CFF04

O.3. Alternative Submission Procedure

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

O.4. Submission Summary

This table provides additional information (log) of all form online submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Form Hash Code	Submitted	Description
1	2018-03-20 22:47:54 (Brussels, Belgium Time)	21543574D90CFF04	YES	Your submission was successful. Submission ID: 1475257

O.5. Form Printing

Print the entire form