Partner Identification Form

Organisation	
ERASMUS+ PIC (UNIQUE ID CODE)	999835843
OID	E10208585
Promoter's legal name (national language)	Πανεπιστήμιο Κύπρου
Promoter's legal name (latin characters – if applicable)	University of Cyprus
Acronym, if applicable	UCY
National ID number, if applicable	2180
Department, if applicable	Department of Computer Science
Legal address	1 University Avenue, Nicosia
Postal code	CY-2109
City	Nicosia
Country	Cyprus
Region	Cyprus
Web site	https://www.cs.ucy.ac.cy/seit/
Email	george@ucy.ac.cy
Telephone	+357 22892693
Fax	+357 22892701

Person authorised to legally commit the partner (legal representative)	
Title	Dr
Family name	Demetriades
First name	Marios
Position	Head of Research Support Services
Email	demetriades.a.marios@ucy.ac.cy
Telephone	+357 22894287
Fax	+357 22895506

Person responsible for the implementation of the action (contact person)	
Title	Dr.
Family name	Papadopoulos
First name	George Angelos
Position	Professor
Email	george@ucy.ac.cy
Same address as the organisation	YES
Telephone	+357 22892693
Fax	+357 22892701

Profile of the Promoter	
Status	☐ Private ☒ Public
Type	Public University (Higher education institution)
Activity level	☐ Local ☐ Regional ☒ National ☐ European ☐ International

VAT number	90001673W
Website	https://www.cs.ucy.ac.cy/seit/
Email	george@ucy.ac.cy
Telephone 1	+357 22892693
Telephone 2	+357 99433817 (Mobile)
Fax	+357 22892701
Type of Organization	Public University (Higher education institution)
Is the partner organization a public body?	Yes
Is the partner organization a non-profit?	Yes
Has the organization received any type of accreditation before submitting this application?	ERASMUS UNIVERSITY CHARTER: EUC 209649 extended (209649-IC-1-2007-1-CY-ERASMUSEUCX-1) ERASMUS ID CODE: CY NICOSIA01
Has the organization received/ applied for any EU grants?	Yes

Background and Experience

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

The Software Engineering and Internet Technologies (SEIT) Laboratory is an integral part of the Department of Computer Science of the University of Cyprus. (SEIT) focuses its research activities on two important areas of Information Technology, namely Software Engineering and Internet Technologies. In the second area, the Laboratory concentrates its expertise on the development of ICT-enabled Creativity and Enhanced Learning Environments, platforms and tools. SEIT has extensive experience in the area of applying ICT to Technology Enhanced Learning (e-Learning, m-Learning, Blended Learning and Open and Distance Learning) in general, as well as Life Long Learning in particular. This expertise is both at technical level and at developing policies and qualification frameworks for such activities. Regarding only ERASMUS+ related activities, SEIT has recently coordinated six ERASMUS+ projects (VeLoCiTy, World-of-Physics, DiFens, IDEA, wINGS and CHAT2LEARN), currently coordinates four ERASMUS+ projects: CHILD and DigiComPass (begun in 2022), AvatarSEN and MineTOUR (to begin in January 2024), and also participates in 33 more: DIGIWATER, DiGi4ME, KAEBUP, HEPA4ALL, Epsilon, Intermove+, BLUE-ISLES, MyCred4Home, DACG, Rural Plus, BRIGHTS, The Learning Age, Bee-In, GTUP!, Beyzo, Rethink-React, Race4Life, DEEL4Host, Facilitate AI, AllIn&win, TRiPGiFT, iLEAP Coach, DiSHEd, Astractive, FOOD4ALL, EDU-MENT, Gamification, GreenSteam, DigiRoot, A Welcome Kit to Europe, FemStem, BRIGRETE and UA-TALENT-UP. SEIT has also participated in 13 Leonardo da Vinci projects, 3 EUMEDIS projects, 2 FP (Framework Programs), 1 INCO-DC and 3 projects funded by national funds. It has also participated in the EMUNI project(https://emuni.si) and the VUSCC initiative (https://vussc.col.org), both related to policy making or reform and qualifications accreditation, as well as in the Interreg IVC project Innofun, on developing policies for entrepreneurship and innovation. SEIT has recently participated in two AAL projects: eSticky, and GUIDed, and in one national project: ReaDI-STANCE, all of them related to different themes of the ERASMUS+ programme.

What are the activities and experience of the organisation in the areas relevant for this project?

Inclusion and Diversity: In this area, the Laboratory concentrates on the development of ICT-enabled platforms and tools for implementing Health monitoring and support services, Smart and Personalised services for Elders and Assistive Technologies for people with disabilities. Related projects are:

- *AAL GUIDed* Assisted-Living and Social Interaction Platform (GUIDED): The main target areas of the GUIDed smart kit and platform are smart home control features, safety enhancement, outdoor navigation, health improvement and socialisation/communication. The end-users will be guided with a tablet-based Augmented Reality (AR) tutoring service to simplify smart kit use and optimise usability. The AAL GUIDED project sits within the Health & Care, Information & Communication, Safety and Abilities AAL TAALxonomy.
- *AAL Electronic Sticky Notes for Dementia Care (eSticky Notes)*: eSticky Notes aims to support people with memorization problems to maintain their autonomy of life. The main target group (primary end-users) are people with age-related obliviousness, people with early stages of dementia and people with early Alzheimer's disease. A set of networked graphical displays (the digital eSticky Notes) assist the person having memory problems by presenting important information including scheduled events, medication reminders and nutrition recommendations or notifications of events in the building that need attention.
- *AAL CVN* (http://www.aal-europe.eu/connected-vitality/): The European AAL ConnectedVitality project developed 'the second best connection' a video communication network, coined 'The ConnectedVitality Network', enabling immobile senior citizens to organize their social network and choose the activity and select levels of social interaction according to their individual needs, abilities and chosen lifestyle. Goal of this project was to develop a technological answer to the growing problem of loneliness amongst elderly people in Europe, as for elderly, loss of a life partner or immobility problems greatly contribute to feelings of helplessness and isolation. Re-connecting to others has huge advantages, both emotional and practical. The development of the ICT- tool was grounded in firm scientific research. The tool itself was developed in close contact with end users to make sure it would really meet their requirements.
- *Digi-Ageing Erasmus+:* Digi-Ageing is looking for increasing the quality of life in old age by supporting VET-providers, caregivers and the final beneficiaries, the elderly people, to find solutions in preventing and coping loneliness with the help of dedicated training, counselling, and digital tools. A group of seven organizations from five countries (Austria, Cyprus, Italy, Lithuania and Spain) with a long-lasting expertise in the field of elderly care aim to develop a holistic approach to identify and intervene against loneliness and to spread the Digi-Ageing idea. The SEIT Lab, as a technical partner, has undertaken the design and development of two tools: the loneliness identification tool and the loneliness prevention tool for older adults.

The lab has expertise in developing inclusive, accessible online learning environments for accommodating the learning needs of individuals with disabilities, diverse backgrounds, cultural differences, social and other barriers or fewer opportunities, and promoting equal opportunities and fairness in learning. The online, digital nature of such environments, as well as the inclusive design makes them accessible to a diverse range of participants. Related projects are:

- *Race4LIFE Erasmus+:* The project aims to boost motivation for people in addiction treatment through sports. It's carefully designed to align with EU strategies in sports, physical activity, social inclusion, and equal opportunities. The project's main goal is to empower healthcare

professionals to use sports as a tool to help individuals in substance use disorder recovery make positive behavioural changes. They will be trained on how to effectively deliver sports-based interventions.

- *PRIMAE Erasmus+:* An Inclusive eLearning Best Practice report, Inclusive Curriculum, Inclusive Pedagogical Plan, and Inclusive eLearning course in physical activity (martial arts) and education on an eLearning platform will be created using the ADDIE methodology to provide learners with and without a disability with the specific opportunity to gain accredited and regulated Awards and Certificates on the European Qualification Framework. SEIT is responsible (among other) for the design and development of the accessible e-learning environment.

- *HEPA4ALL Erasmus+*: The main aims of the project, are to identify the long-term measures required to encourage high-level inclusive participation in adapted health-enhancing physical activities (HEPA) from all segments of society, including disabled and disadvantaged people through the inclusive involvement of different disciplines in a system-wide cross-sectoral approach to the HEPA implementation process and create innovative inclusive and accessible educational methodologies for disabled and disadvantaged people, field workers and public and private institutions which will be suitable for implementation across the EU. SEIT will undertake the development of accessible online tools including an EU wide Stakeholders Database for fostering IHEPA, and an accessible e-learning platform for the e-learning modules.

- *DIPHE Erasmus+*: DIPHE aims to engage children as early as possible in Inclusive Health-Enhancing Physical Activity (IHEPA), Physical Education (PE) and Health Education (HE), in the CV-19 era, by providing is a course that will educate teachers in primary and lower secondary school settings on how to digitally facilitate IPHE. The DIPHE course will be accessible on an E-learning platform. The E-learning platform will also include a forum that will allow teachers to connect and share ideas and methodologies for the facilitation and improvement of DIPHE. SEIT is responsible for the design and development of this platform.

- *TOOLS Erasmus+:* The project stems from the belief that foreign languages, English in particular, form a very powerful platform for enhanced education and personal development for learners with different individual needs. The project main goal is to prepare pre- and in-service English as a Foreign Language (EFL) teachers to face diversity in the EFL classroom. Other goals concentrate on raising their awareness of the necessity of dealing with mixed ability, enhancing the quality of teacher training in social and cultural inclusion, promoting ICT as an instrument to favour inclusion, providing educators with strategies and resources to create a learning environment that meets all students' needs, organizing seminars to advocate for non-discriminatory attitudes in teaching, and setting up a debate platform to share ideas regarding inclusion in the EFL class. SEIT is responsible (among others) for developing the online e-learning environment and tools.

Environment and fight against climate change: The SEIT Lab has expertise in developing ICT tools and platforms to support the building of knowledge, skills and attitudes on climate change, sustainable development and other social issues in relation to energy consumption. Related projects are:

- *IDEA Erasmus+ (SEIT Lab Coordinator):* the general objective of the project is to improve the quality of practices in the education of adults on the challenges and opportunities related to energy poverty eradication. The project aims to develop a high quality educational approach which will be able to address both sides of the problem (technical and social) and also highlight the entrepreneurship possibilities in the area of energy advising. SEIT is responsible (among

other) for the design and development of the online training tools on energy poverty education and eradication.

● *WINDEXT Erasmus+ (Knowledge Alliance):* Each year nearly 4,000 adequately trained graduates enter the wind energy industry. The importance of enabling competitive and qualified personnel in the O&M (Operation and Maintenance) sector through appropriate training is therefore made patent. The goal of the present project is to develop specialized training that will allow reducing the LCOE (Levelized Cost of Energy) by reducing the OPEX (Understanding Operating Expenses), increase the quality of O&M services while extending the lifetime of the assets and the working conditions of the maintenance personnel.

● *FARM Erasmus+*: The main objective of FARM project is to boost knowledge and technology transfer in the agricultural sector with main focus on environmental impact of agricultural activities. FARM project defines four intellectual outputs for introduction, popularization and application of the current ICT DSS tools in ARD, but also designing and developing the prototypes of two new tools as well as training course materials in ARD based on the DSS recognized and with a focus on green skills. SEIT is responsible for the development of the two prototypes of DSS tools.

Digital Transformation in education (including STEM and digital capabilities): In this area the focus of the lab is on the development of e-learning platforms in the context of the digital transformation of education, as well as digital tools for learning to reinforce high-quality inclusive digital education. The lab has designed and developed ICT-enabled e-Learning platforms and tools in projects where the focus was to increase the capacity and readiness of institutions towards utilizing digital education, through the use of digital technologies for teaching, learning and training at all levels and sectors. Furthermore, the lab has been involved in the design and development of creativity systems and platforms for effective life-long training of technical and practical skills. We apply our research expertise for the specification, design and implementation of systems that support collaborative, creative and personalized e-Learning. We have defined, designed and developed such systems and platforms during participation in EU projects. In addition, the lab has participated in projects aiming at developing digital skills, competences and professional development of educators, health professionals, young people, unemployed and SMEs. Related projects are:

● *SCICHALLENGE HORIZON 2020:* The SCICHALLENGE project focuses on developing novel concepts to actively integrate young people in science education using a contest-based approach to self-produced digital education materials from young people for young people. Driven by inspirational topic sheets, guides and toolkits created through this project and distributed by partner schools, teachers, and other youth-oriented institutions, contestants between the ages of 10 to 20 will generate creative digital materials (videos, slides, or infographics). The initiative will broadcast and distribute content over various social media channels and aggregated on a modern SCICHALLENGE Web Platform (http://www.scichallenge.eu) to generate wide reaching awareness and promotion. Intelligent cross-sectoral positioning of various awareness modules on the SCICHALLENGE Open Information Hub will increase awareness on science careers and open opportunities for youngsters on internships or taster days in STEM through the strong involvement of related organisations and industries. Additionally, aggregated information on science events (slams, nights, festivals etc.) is shared. UCY is responsible for implementing the SCICHALLENGE Dashboards used as central, linkable hotspots with contest-based rankings, ratings and social sharing functionalities, while also contribute in the design and develop of the multilingual SCICHALLENGE Web Platform.

- ReaDI-STANCE (National) READING DIFFICULTIES INTERVENTION: SCIENTIFIC, TECHNOLOGICAL, AND NEW COMMUNITY EFFORTS: Early intervention is crucial to the prevention of reading difficulties (RD). Nevertheless, there are no empirically validated answers to the question of what intervention(s) work best, for which children, in what setting(s), for what duration, and for what reason. Hence, there is an urgent need for several educational systems to get more deeply involved in this area. The aims of the project are three-fold: First, to examine the efficacy of two intervention programs, one with more cognitive (PREP: PASS Reading Enhancement Program) and one with a more phoneme-code (Graphogame) focus. Both programs have been delivered as web-based applications through platforms that will allow data storage and processing via remote servers. Second, to develop a novel framework for analyzing remediation data micro-genetically. The data processing will help researchers explore the learning progress dynamics and developmental stages of the readers during the intervention and examine the type of early intervention most useful for treating specific RD. Finally, the third aim is to intensively train graduate students, special education teachers, and school psychologists to understand better how to apply evidence-based effective intervention in theory and practice. The SEIT Lab was the technical leader of the platform.
- *DigiWater Erasmus+ (Knowledge Alliance)*: The project aims to develop new, innovative and multidisciplinary approaches to teaching and learning by using multidisciplinary curricula integrated with digital learning tools and virtual facilities with access in cloud systems and Problem Based Learning, to stimulate entrepreneurship and entrepreneurial skills of higher education teaching staff and company staff and to facilitate the exchange, flow and co-creation of knowledge by creating inter stakeholder courses. The SEIT Lab will be involved in adopting the curriculum development methodology that includes analysis of partners' assets and best practices, design the curricula and syllabi for courses, development, evaluation and implementation of teaching and learning content.
- *Digi4Me Erasmus+ (Knowledge Alliance)*: The project's main aim is to address the gap in skills of the health sector workforce and provide an innovative training framework with a certification scheme. It will formulate a wide spectrum of courses for enhancing the skills of health professionals. Novel curricula addressing the state-of-the-art methods and contents in the health sector will be formulated. As a partner, the SEIT Lab will lead the development of the educational platform and participate in the formulation of the curriculum and the courses. Moreover, it is involved in determining the need analyses based on the EU level and will be involved in the quality assurance of the project's implementation results and in the dissemination and exploitation procedures.
- *KAEBUP Erasmus+ (Knowledge Alliance):* KAEBUP is a Knowledge Alliance for Evidence-Based Urban Practice. Its main objective is to create an international educational and training method offering participants the opportunity to engage with professional environments, learning how research can be the basis for innovative professional practices and what businesses in the field of planning, architecture and urban design require from academia. KAEBUP will implement: innovating learning and teaching through knowledge exchange and skills development working on real-life urban projects; understanding and developing business models for evidence-based urban practices; and co-creating urban knowledge through multiple modes of exchange and involvement of students, teaching and company staff in teaching, research and practice. The SEIT Lab is responsible for the design and development of the KAEBUP platform.
- *EASIER Erasmus+ (Knowledge Alliance):* EASIER involves leading higher education institutions and companies in bringing together different training technologies to provide a multi-skill

learning experience for surgical and interventional education. It proposes an innovative solution for teaching and learning technical and nontechnical skills based on TEL. The solution will integrate TEL assets (virtual reality, augmented video, augmented box trainers, etc.), providing residents and mentors with a learning management system to programme training activities, have access to ubiquitous learning and monitor progress on their learning experience. SEIT is responsible (among other) for the design and development of the Learning Management System, and its integration with existing solutions.

● *AvatarSEN Erasmus+ (SEIT Lab Coordinator):* The purpose of the project titled "Enhancing Reading Comprehension for SEN Students with Partly Mentally Impaired via Avatars" is to improve the reading comprehension of students with special educational needs (SEN) who have some mental issues. The overarching goal of this project is to provide these children with a stimulating and productive learning environment that will allow them to strengthen their reading abilities, achieve higher levels of academic success.

● MineTOUR *Erasmus+ (SEIT Lab Coordinator):* MineTOUR will promote active citizenship and engagement of youth with civil society by using digital tools to encourage local tourism in rural areas. Expected results entail increased digital literacy, awareness of local cultural heritage and enhanced soft skills, while ensuring community involvement, sustainable local tourism and increased employability for youth. The project will also establish a network of stakeholders to keep promoting active citizenship and local tourism beyond the project.

● DigiCompass *Erasmus+ (SEIT Lab Coordinator):* The project addresses the critical need for Digital Competences (DigComp) among European citizens, showing discrepancies among countries. Motivated by the COVID-19 digital shift, the project aims to create a curriculum focusing on information literacy, digital safety, problem-solving, and other competencies. Through pilot courses, it will develop a recognition model and training frameworks under 'DigiCompass.' This includes an Open Educational Resource, a network across Europe, and the establishment of the "DigiComPass Foundation." Aligned with improving adult learning opportunities, it aims to promote the adaptation of digital skills crucial in the post-pandemic era, emphasizing eGovernment and digital signatures, central to DigComp framework objectives.

● *Intermove+ Erasmus+:* Transnational mobility for educational purposes helps to increase VET learners' employability by allowing them to gain relevant skills for their professional development, thus contributing to enhance quality and inclusion and to promote multilingualism. The preparation of learners to better integrate in their hosting countries is a crucial aspect to enhance the success - and attractiveness – of learning mobilities. INTERMOVE+ partners share a common need to promote VET learners' soft skills and key competences favouring their internationalisation, successful transnational experiences and personal and professional development in the context of a changing and increasingly more digitised labour market. INTERMOVE+ aims at reducing the obstacles and barriers to VET learners' mobility and at increasing the quality of international exchanges by offering an e-learning programme - adapted to the context and needs of post COVID-19 digital education - to prepare mobility beneficiaries by promoting the development of key competences (Interculturality, Plurilingual Communication, Digital and Media Literacy, Entrepreneurship, Think and Act Green, and Emotional Intelligence) as a tool to favour successful international internships, thus contributing to make mobility more inclusive and a reality for all VET learners. The SEIT Lab will undertake the design and development of the INTERMOVE+ E-Learning Platform, thus leading PR2.

● *BLUE-ISLES Erasmus+:* Among the sectors that contribute to marine pollution, the fishery and aquaculture sectors play a major role. Used nets, traps and longlines end up abandoned

floating or at the bottom of the seas for years, hurting the ecosystem. For the islands located in Southern Europe, a good relationship with their sea is essential for their sustenance. The blue economy represents an important part of life for most of their communities. Given the necessity to preserve the marine ecosystems and not spoil the fragile economy of these communities, the project BLUE-ISLES "Supporting fishing waste reduction and marine systems preservation in European islands and coastal areas" plans to address several needs: contrasting the abandonment of fishing gear, empowering local fishery and aquaculture workers in defending their own local marine ecosystem, providing lifelong learning opportunities to islander communities, supporting municipal employees in charge of environmental protection in overcoming barriers and helping fishery and aquaculture workers in adopting sustainable solutions, and increasing the awareness of the public and of relevant stakeholders. The SEIT Lab is responsible for the design and development of the E-learning platform for supporting the training activities on blue sustainability, leading PR3.

- *DACG Erasmus+:* The project "Different Approaches, one Common Goal" – DACG deals with peace preservation, conflicts prevention and international security strengthening, which are among EU's core values, as well as a transnational issue that involves all countries of the world. Through an effective peace building education, students become more effective communicators, more engaged citizens, and learn to think critically about the relationships between local and global issues. These skills are all vital to building peace in a world full of conflicts. DACG will provide educators new innovative tools and competences to develop competences and enhance students' knowledge by using an integrated learning approach, which will encourage university students to question, reflect and increase their decision-making abilities, grounded in ethical and peacebuilding values. The SEIT Lab is responsible for the design and development of the eLearning platform and user guide for educators and students, leading PR2.

- *BRIGHTS Erasmus+:* Climate change is increasingly perceived as the defining challenge of our time as it endangers life and livelihood on our planet. The project "Bringing HEIs Towards Sustainability" is designed to fit in the current context the Green Deal paved the way to, recognizing the central role of universities for a successful transition to becoming climate neutral by 2050. HEIs' are asked to be protagonists of transition, but not all of them have the skills to do so, and need to be quickly empowered, as the time to act on the climate crisis is getting shorter. The project aims to contribute to boosting and valorizing the central role of HEIs in tackling the 2030 Agenda, the Green Deal objectives, and overall environmental priorities. Through educational and training activities, the project intends to boost awareness and engagement at multiple levels: from students' green skills and orientation to the green jobs' market to systemic change in the participating organizations at all levels through the development of innovative learning and teaching practices. SEIT leads PR2 in the development of innovative student-centered methodologies to deliver sustainability-related teachings.

- *Epsilon Erasmus+:* As the access to expertise in Data Science is sparse, all over Europe qualified volunteers are organized as regional or national initiatives to address the fact that social organizations in Europe do not have sufficient access to relevant knowledge and tools in order to adequately address Digital Transformation. Due to the fact that the demand for expert knowledge in the field of Data Science has been increasing, students and professionals need access to specific courses, and higher education institutions need access to customized learning material that takes into account different scientific backgrounds. Project EPSILON aims to address these needs. The project will design tailored workflows and tools for European initiatives. SEIT is in charge of developing the EPSILON Knowledge Platform and Business

Intelligence Toolkit, a digital environment to support the objectives of the project and the work of Data science volunteers.

- *MyCred4Home Erasmus+:* MyCred4Home intends to promote social and professional inclusion for low qualified profiles by combining two EU tools, one new, still under development, micro-credentials, and one to be soon renewed, the validation of non-formal and informal learning. Their common aim is to help individuals to get their skills recognised and valued more easily and quickly, and transform them into better employment opportunities, and therefore into inclusion. The personal and household services (PHS) sector has been chosen as the context to work within. SEIT is responsible for the design and development of the IT tools and e-learning platform where these and other educational materials will be hosted.

- *CHILD Erasmus+ (SEIT Lab Coordinator)*: The CHILD project aims at providing an innovative model for strengthening skills and capacities in preschool education. The main idea is to integrate innovative approaches to practice, and professional training by sharing best practices in favour of pre-school staff, by developing specific learning modules and ICT tools. With the implementation of the CHILD project, the consortium undertakes an innovative approach to introducing digitalization in kindergartens and preparing the pre-school teachers for new teaching methodologies and practices. SEIT is in charge of developing the CHILD Innovative and Creative Web-based Digital Environment, a complete environment to support the created methodology, the activities and library of resources, and the animated interactive activities.

- *Rural Plus Erasmus+:* The RuralPlus project aims at supporting and improving the quality of life of the people residing in rural communities as well as informing people about the various European projects.

- DEEL4Host *Erasmus+:* T.his project aims to bridge the digitalization gap that currently exists between Higher Education (HE) and Hospitality and Tourism industry (HTI). Higher Education Industries need to adapt to new technologies for digital learning, cultivating students' digital skills, and strengthening connections with Higher Education stakeholders. The recent Covid-19 pandemic has exacerbated the urgency for digital resilience in both sectors. The project envisions the development of an innovative platform to facilitate digital communication, cooperation, and learning between Higher education institutions and Hospitality and Tourism industry. This digitalization of employer engagement will particularly benefit disadvantaged stakeholders, including small enterprises in remote areas, unemployed graduates affected by the pandemic, and individuals with health or mobility limitations. The project also aims to develop a smart platform that facilitates seamless communication and collaboration between employers and Higher Education Institutions (HEIs) in Hospitality and Tourism (HT). Key objectives include enhancing digital engagement between HEIs and HT employers, ensuring safe execution of educational and research activities, and aligning HEI curricula with industry needs. The project also focuses on improving student employability, integrating industry resources into education, enhancing digital skills, and fostering inclusive educational systems.

- *BEE-IN Erasmus+:* Modern agriculture is largely based on new technological solutions closely related to the increasing use of information and communication technologies (ICT) and various software solutions, for both training and managing the production processes. Apiculture as an agricultural branch is not an exception of this. Yet, apiculture remains largely dependent on self-study from individual experience, while the technical and technological training is poorly explored. The challenge of BEE-IN is to boost knowledge and technology transfer in the apiculture sector. The possibility to increase the level of information available to apiculture practitioners about new technologies and training is directly linked to sectorial

investments, economic and environmental efficiency and sustainability, food healthiness and safety as well as the ability to compete in the international market area. The scientific development complements this objective by focusing on knowledge share and fostering the technology and innovations in apiculture.

- *BEYZO Erasmus+:* The aim of BEYZO is to contribute to digital transformation through the development of digital readiness, resilience and capacity by enhancing the competencies and capacities of VET educators to deliver quality, inclusive training opportunities in online and hybrid (online, offline and combination of both) teaching and learning environments. BEYZO has the following objectives: increase the knowledge on existing best practices in online and hybrid VET delivery and synthesise results for wider dissemination, support VET educators in delivering training and educational activities in online and hybrid environments, increase the availability of educational resources supporting VET educators to adapt offline training into online and hybrid settings, improve the skills and expertise of VET educators across a range of sectors in facilitating inclusive quality learning processes in both online and hybrid spaces, and support the policymakers in understanding the needs for national and pan-European accreditation for digital facilitation skills training and contribute to the definition of micro-credentials.

- *The Learning Age Erasmus+:* Digital gap: technology advances at a high rate and senior adults cannot adapt to this rate on their own, so there are many actions that they cannot perform. Intergenerational gap: young adults do not have the necessary social skills to interact with older seniors. The main idea of "The Learning Age" project, is that adults can benefit from learning actions that allow them to improve their digital skills and their participation in civil life in an active way through the creation of sustainable links between young and adult generations. We will thus be able to reduce the digital divide, improve the situation of adults with more years to improve their participation and social life and the young person will be involved in a process that will allow them to participate actively in the society, improving it.

- *REBEL Erasmus+*: The objectives of the Repurposing Education through Blended Learning Project (REBEL) are to develop a practitioner training programme to provide professional development courses for teachers in primary and secondary schools and tutors in Initial Teacher Education which enable them to make effective use of blended learning both as a short-medium response to Covid 19 and in the longer term as a means of questioning and extending their professional practice. Also, the project will evaluate the effectiveness of the courses during the lifetime of the project, to modify them taking account of cultural differences between partners and to produce a Massive Online Open Course (MOOC) to disseminate key findings and best practice. Part of the evaluation will focus on the ways that teacher competence frameworks currently reflect the provision of blended learning and can be adapted, where required to encompass blended learning. The SEIT Lab is responsible for the design and development of the REBEL MOOC for Schools and sectoral support agencies and other stakeholders responsible for and who operate in a Blended Teaching and Learning environment.

- *PIECIT Erasmus+*: The objective of the project PIECIT is to promote social inclusion through a double priority: (1) inclusive educational practices with digital means and (2) training and capacity building of teachers from the basis of their experiences. The project will identify, analyse and valorise previous inclusive practices carried out with digital media by different European schools. These practices will be the grounds for developing tools and competences to promote the implementation of creative and innovative solutions to the challenges produced by the pandemic situation. In this way, other teachers will be able to reinforce and develop strategies to respond to the needs of their schools.

- *CiSTEM² Erasmus+*: The objective of CiSTEM² is to prepare students in higher STEM teacher education (pre-service or prospective secondary-school STEM teachers) for providing high-quality integrated STEM (iSTEM) education to pupils in their future schools with a sufficient amount of cross-disciplinary competence and self-efficacy. To obtain this objective, the project tackles two main challenges faced by European higher teacher education: (1) the lack of teacher training methods that respond to the key principles of high-quality iSTEM education, including interdisciplinary thinking, cooperation, inquiry and design, and (2) the digitalisation of education, responding to the rise of distance/remote education and accelerated by the COVID-pandemic, and the associated need of digitally competent educators. This project aims to provide a combined answer to these challenges.

- *Rethink-React Erasmus+:* The project focuses on the INCLUSION of Secondary Education students with adaptation difficulties and/or behaviour in classrooms due to poor training of SOFT SKILLS, which, currently, supposes a real challenge for education systems, since they tend to focus their training on HARD SKILLS as a priority. These students often do not receive the appropriate educational response they need, either because they do not have the necessary resources for it or because of ignorance of their personal situation, which can lead to their being excluded from their classroom-group and from their schools, and may even lead to early school leaving.

- *CHAT2LEARN Erasmus+:* The project focuses on technology-enhanced learning, incorporating chatbot technologies and AI-based tools in adults' education. The objectives of the project are to create opportunities for adult educators, trainers, entrepreneurs, and adult learners, in general, to combine e-learning education and open pedagogy frameworks based on technology-enhanced learning, and to enrich the self-learning opportunities of adult learners in the field of digital entrepreneurship by developing an inter-disciplinary training program based on chatbot technology. The SEIT Lab was responsible for developing the new technological tool, exploiting the most modern technologies, meeting the educational field's needs, and providing information and results, exchanging knowledge and good practices.

- *T4SVEN Erasmus+:* The project aims to develop a methodological framework and pilot an online training course to support VET teachers in applying digital technologies to sector-specific skills training in digital or blended learning environments. This project addresses the priority innovative practices in a digital era by developing and introducing guidelines and training for VET teachers for integrating digital technologies in teaching and learning meaningfully, particularly concerning the distinctive features of VET such as work-based learning (WBL) and sector-specific skills. The SEIT Lab is responsible for developing the web platform and preparing the users' manual.

- *ALIVE Erasmus+:* The project aims to develop a virtual learning environment focusing on the biology domain with the utilization of innovative technologies like virtual reality. The project's main target users are teachers and pupils at primary and lower secondary level schools.

- *D-COLLAB Erasmus+:* The project focuses on the digitalization agenda at all stages of higher education. The pandemic of COVID-19 has found education systems in many countries largely unprepared for the need to switch to digital teaching and learning. Even though higher education institutions have been probably better prepared for the abrupt shift towards online teaching than secondary or elementary schools, the degree of complexity of teaching at the tertiary level contributes also to the challenging nature of this task. In the middle of the second wave of the COVID-19 pandemic, the D-COLLAB project focuses on finding and introducing effective ways of teaching and learning at the tertiary level using digital platforms.

- *TOVID Erasmus+:* The project will address an unmet need –relevant, practical, Continuing Education accessible in mediums other than face-to-face. This is especially essential in the

Covid-19 era for busy academics and short-staffed hospitals and long-term care workers where leaving the workplace can jeopardize patient safety and care. TOVID will provide solutions by designing, delivering and evaluating innovative, long-lasting, high quality digital content and programs to facilitate educator's digital education readiness and capacity conveniently accessible via mobile devices. Educators will attain the confidence, knowledge and skills to support them to implement blended and online teaching. By networking and sharing expertise and resources with other countries, universities, government, the public and private healthcare industries and an international NGO, we will be able to expedite the design, uptake and scalability of digital educational products in countries less enabled with regard to digital education in order to prepare students to be succeed in a digital world (an aim consistent with the European Commission Digital Education Action Plan.

- *FacilitateAI Erasmus+:* The objective is to support school teachers (facilitators of learning) in developing an inquiry-based and evidence-based understanding of the complexities and principles of AI. This includes creative thinking involved in algorithms and how these concepts can be incorporated into students' educational journey to enhance creative problem solving and adaptability to change, all through a STEAME interdisciplinary approach.

- *Dig-It Erasmus+:* will explore how EU universities, and the healthcare industry can collaborate to benefit from international networks that support educators to develop confidence and skills to use emerging technologies to enhance learning opportunities. Creating an inter-nation learning community of practice and collaboratively creating, sharing and distributing online continuing education (CE), open-access resources will reduce redundancy, time and cost. SEIT is responsible (among others) for creating an online learning environment for the developed healthcare courses, a repository of resources and an interactive tool for the educational framework.

- *ELSE Erasmus+* aims at designing and disseminating a strategy to achieve the fundamental European goal of redesigning Higher Education, facilitating the application of Bologna principles across Europe through the design of an integrated curriculum and of an innovative web platform. SEIT is responsible for the creation of an e-assessment method and tool inspired by personalization and context awareness concepts. The e-assessment tool will be utilizing information from the online profile of the user, their activities within the platform and the classroom, as well as from the environment in order to infer important information about the educational and learning process and to assess the performance of the user.

- *EPUM Erasmus+:* EPUM is a pedagogic research project and network which aims at the integration of different, often isolated urban form approaches through pedagogic innovation and ICT. It aims at establishing a platform of collaboration to address the challenges faced by contemporary cities from a multidisciplinary perspective thus encompassing the multiple dimensions which condition the urban form in today's societies: architectural, urban, environmental, economic, cultural and social. SEIT is responsible for the design and development of the learning platform.

- *AT-SGIRES Erasmus+ (Capacity Building)* tackles the problem of Smart Grids field knowledge being underrepresented in the existing technically overwhelmed teaching curricula at universities by integrating the SG and the methods of integrating RES to electrical grid in RE teaching programmes offered at HEIs in beneficiary countries.

- *World-of-Physics Erasmus+ (SEIT Lab Coordinator):* School education is the most important educational period when students create learning mechanisms, construct knowledge and develop basic skills and acquisition methods. However, according to European level surveys, the students' achievements in science is alarmingly low in many EU-27 countries and special actions are needed to address and assists school science education. The World-of-Physics

Erasmus+ project aims to assist students in studying the physics domain with the utilization of innovative technologies like virtual reality. Specifically, a 3D virtual reality educational environment will be developed possessing innovative educational infrastructure, and offering immersive and efficient learning opportunities, engaging students in various educational activities, learning scenarios and offering students an attractive, entertaining and efficient way to learn various topics of the challenging domain of physics. The students will have the ability to virtually visit laboratories, perform experiments, explore procedures and examine the ways that are conducted.

- *VeLoCiTy Erasmus+ (SEIT Lab Coordinator):* The proposed project deals with the problem to find a job in another country which is derived from culture and ethnic differences. Many European countries use different forms of job interview, and therefore the interviewees should attend consulting courses in order to become familiar with the diversity in the theories and practices of the interviews. In several cases however, the geographical/ economic/age barriers, become a preventing factor to attend such courses. The main goal of this project is to eliminate these barriers, providing equal opportunities to remotely attend a series of consulting courses through an innovative platform, and therefore facilitating the transition to world of work. In detail, the proposed project aims at providing people with different age and economic backgrounds with the opportunity to explore the techniques of interview, including teamwork, and control anxiety in order to empower them to take an active role in their self-presentation and career recruitment. The training process will be performed through an innovative virtual world environment, offering in this way high quality learning opportunities for unemployed and misemployed adults to adapt to different working environments and interviews.

- *DiFens Erasmus+ (SEIT Lab Coordinator):* The DiFens project concept is to elaborate such comprehensive, accessible and feasible outputs, which will navigate young people - potential young entrepreneurs and young entrepreneurs - in the process of utilizing ICT technologies in their business. SEIT is responsible (among other) for the design and development of the online mentoring and training platform on digital security.

- *wINGS Erasmus+ (SEIT Lab Coordinator):* "Internationalization serious Game for Start-ups and entrepreneurs" is an Erasmus+ project designed to identify core and innovative learning methods that best encourage success in international activities for start-ups and entrepreneurs. In specific, partner organisations will design an innovative serious business and internationalization game that will be supported by a training course for start-ups. With this, the project aims to solve the special needs of start-ups and entrepreneurs, as well as to make available the proper training about essential aspects of the internationalization process.

- *ISSA Erasmus+:* The project "Internationalisation for Social and Innovative Start Ups and Entrepreneurs" is designed to identify core and innovative learning methods that encourage success in international activities for Social Start-ups and entrepreneurs. The project is based on previous projects (SUC, start-up communities; SUI, Start-up Internationalisation) but it goes one step further promoting international expansion and development of social start-ups and entrepreneurs. UCY participates in the design and development of the ISSA platform and E-Learning system.

- *QHELP Erasmus+:* The QHELP (Higher Education Learning Platform for Quantitative Thinking) project is both innovative and complementary to the TquanT project carried out from 2015 to 2018 within the EU Erasmus+ programme. The QHELP system will be composed of two fundamental modules: an assessment and a learning module. The former will be used for determining the state of knowledge of a student. This will be done by applying the adaptive assessment procedures that are available in the Knowledge Space Theory (KST) framework. At

the end of the assessment the student will receive a detailed report containing the results of the assessment in both summative and formative terms. In the learning module the student will be guided through the contents in a structured way, starting from the notions, knowledge and concepts that are immediately accessible from her state of knowledge. This personalized learning should help keeping high the student's motivation to stay in the system.

- *ICD-4TVET Erasmus+:* The project's main objective is to develop an open innovation concept and an approach to optimize and accelerate the process of creating curricula in the technical VET sector, in order to: (a) enable Europe's VET institutions to keep up with the demands of the labour market, (b) enable VET Learners/ Graduates and workers to pursue a successful career in terms of school and profession and (c) foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders. SEIT is responsible (among others) for the development of the ICD4TVET platform, hosting all the relevant stakeholders and enabling the interactive curricula development of the VET sector in EU.

- *SENSE Erasmus+* targets young people with lower skills either inside VET or unemployed to create change and address labour market needs through the professional development of a STEM Supporters programme deliverable across Europe, including the use of digital technologies. SENSE promotes STEM careers amongst young people in a modern and attractive way, develops and strengthens cooperation between schools and companies in order to increase the quality of VET, supports young women and students with special learning needs to follow the career in STEM fields and to reach the highest level of education possible and upskills teachers and companies in work with talented students.

- *Job Jo Erasmus+* Capacity Building project aims to recruit Jordanian in remote areas with high rates of poverty and unemployment, through teaching, training, and requalifying the unemployed graduate students and empowering these areas at the economic and social levels with special focus on women.

- *INFORM JUST/2016/ACTION GRANT:* SEIT Lab participates in this project as an ICT expert partner aiming to develop an interactive practical-oriented e-Learning programme targeting judiciary, legal practitioners and court staff as a training tool for distance self-learning and as an advanced training means.

- *V-ALERT LLP:* the vision of V-ALERT is to use a uniform environment that will simulate real-life security threat scenarios, examples and counterexamples in a way that different groups of users will experience the risks and combine critical skills, knowledge and collaboration to overcome them, without exposing their organization to real risk. In the V-ALERT project, the University of Cyprus has led the phase of the requirements analysis and specifications definition of the virtual world learning environment. UCY is also contributing in the development phase providing the personalisation and recommendation algorithms which will be embedded in the learning environment. UCY will also participate in the pilot implementation of the 3D virtual learning environment by organizing implementation sessions with ICT students and university professors.

- *VALS LLP:* The motivation of the project has its origin in a need, shared by all partners, to forge greatly improved links between higher education students and their teachers, and on the other hand the businesses where those students will find employment. In this the consortium is representative of a much wider challenge facing European industry in the education of tomorrow's knowledge workers, and their integration in the workplace. An innovative web based virtual platform will be developed that allows a sustainable set of methods and

processes for creating and managing virtual work placements of students at businesses, and for integrating these into innovative teaching and learning strategies.

- *InnoFun Interreg IVC:* the main objective of InnoFun project is the creation of the specific methodology and the digital tool, whose main task will be to speed up the process "from Research to Sale". In the context of InnoFun, an Innovation Funding Website has been designed and developed. The website aims to aggregate and offer easy access to available information about funding schemes, policies and events, as well as any relevant documents, people to contact with and other websites that are useful for applicants. It also attempts to facilitate the first steps of crowdfunding and crowdsourcing in Cyprus.
- *idSpace FP7:* The ultimate goal of the idSpace project was to build, in prototypical form, the idSpace environment that should come to the aid of distributed teams of innovators who want to collaborate on product design, thereby making use of earlier results by themselves or even others. idSpace is a cooperative creativity platform for the creation of innovative ideas through creativity sessions. The SEIT Lab was responsible for the design and development of the ontology schema and the context-awareness component of the platform which is used as a context-aware recommender tool.

Several of the above projects focus on promoting a comprehensive approach to language teaching and learning (e.g. ELSE, TOOLS), promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach (SENSE, SCICHALLENGE, CSTEM) , supporting teachers, school leaders and other teaching professions (Dig-it, TOVID), development of key competences, adapting vocational education and training to labour market needs (ICD4TVET), and strengthening the employability of young people (Difens).

SEIT has expertise also in the field of **Sport**. Relevant projects:
- *Digi-Sporting Erasmus+:* aims to develop a guide of good practices for the effective incorporation of technology in sports clubs and academies, as well as the creation of a competitive profile of Sports Technologist and a postgraduate training package. SEIT is responsible (among others) for the design and development of the Self-diagnostic interactive tool to define sports organizations specifics needs and award of a digital seal.
- AllIn&win Erasmus+: the All-in&win consortium is firmly committed to educating and making board members, coaches and referees more capable of action in sport. It is astonishing to the consortium that LGBT+ acceptance or learning to deal with differences in sport does not receive structural attention within education in sport. That is why the All-in&win partners are motivated to focus on offline & online educational programs for these stakeholders in sport. The partnership counts with a great deal of educational expertise, which becomes crucial in a project topic where there is no structured education for coaches & sports organisations in general. Interventions focus on the new generation of coaches, administrators, and referees in sport. All-in&win will do this by implementing the pilot program within the educational programs of the sports federations and within youth academy of the clubs selected by the pilot organizations. The educational program will also be implemented at sports training courses of educational institutions where a new generation of coaches and managers are trained. Research shows that there are many opportunities to connect with the education sector and embed inclusion and specifically LGBT+ acceptance at these educational institutions. In addition, All-in&win is committed to the further professionalization of the Inclusion & Wellbeing Management (I&WM) of the participating sports federations. UCY as the technical ICT partner, undertook the design and development of the accessible e-learning platform for e-learning modules and webinars.
- PRIMAE, HEPA4ALL, DIPHE.

Furthermore, UCY as a research organization disseminates the project results via the submission of research papers to important and prestigious academic conferences and journals. In addition, UCY as the largest public university in Cyprus, disseminates project results in various communication channels with other Universities, companies, the Press, media and the public. Such communication means are newsletters, press releases, interviews to the media, scientific and cultural events, conferences, etc.

What are the skills and expertise of key staff/persons involved in this project?

George A. Papadopoulos (PhD) holds the (tenured) rank of Full Professor in the Department of Computer Science, University of Cyprus. His research interests include Advanced Software Engineering, Ubiquitous Computing, Cloud Computing, Parallel and Distributed Programming Models, Technology Enhanced Learning, Medical Informatics, Assistive Technologies, Context Aware and Recommender Systems, and Internet Technologies. He has published over 150 papers as book chapters or in internationally refereed journals and conferences, he is a current or past member in the Editorial Board of 16 international journals and is serving or has served as a Chair or Steering or Program Committee member in more than 200 international conferences. Professor Papadopoulos is a recipient of an 1995 ERCIM-HCM scholarship award. He has been involved or is currently participating, as coordinator or partner, in about 100 internationally and nationally funded projects (total budget for his participation more than 8 MEURO) and has been invited by the E.U. as an Expert Evaluator or Reviewer more than 50 times. He is the Director of the Software Engineering and Internet Technologies (SEIT) Laboratory (http://www.cs.ucy.ac.cy/seit). More information can be found on his personal web site at: http://www.cs.ucy.ac.cy/~george. His email is george@ucy.ac.cy.

Georgia M. Kapitsaki (PhD) is an Associate Professor in the Department of Computer Science at the University of Cyprus. She has received her Diploma in Engineering from the School of Electrical and Computer Engineering of the National Technical University of Athens (NTUA) in 2005 and her PhD from the same faculty in 2009. In 2008 she also received her MSc on Technoeconomical Systems co-organized by NTUA, the National and Kapodistrian University of Athens and the University of Pireaus. She has worked as a Research Associate at NTUA (2005-2009). She has been involved in European research projects (e.g. PaaSage,.CyberSafety). She has also worked as a Laboratory Assistant teaching at the Technical Institute of Pireaus (2007-2009) and as a software and telecommunications engineer in the industry in Germany (2005, 2009-2010). Dr.Kapitsaki is serving as a regular reviewer in international journals and has been involved in the organisation and program committees of many international conferences. She has published over 40 papers in peer-reviewed journals, scientific conferences, workshops and as book chapters. Her research interests include Open source software reuse, Privacy Enhancing Technologies and Service-Oriented Computing and Context-aware services. Personal web site: www.cs.ucy.ac.cy/~gkapi.

Alexandros Yeratziotis (PhD) is a Post-Doctoral Researcher at the SEIT laboratory, Dept. of Computer Science, University of Cyprus. He is also a Lecturer at the Multimedia and Graphic Arts Dept. at the Cyprus University of Technology. He is also the co-founder of a startup that offers accessible communication and educational mobile applications for users who are deaf. The topic of his previous post-doctoral research position was Usability and User Experience User Interface Design Heuristics for Deaf Users, which was funded by the National Research Foundation of South Africa (NRF). He received his doctorate from the School of Information and Communication Technology at the Nelson Mandela Metropolitan University (NMMU), which was co-funded by the NMMU, South Africa - Finland Knowledge Partnership on ICT (SAFIPA) and the German Academic Exchange Service/DeutscherAkademischerAustauschdienstDienst (DAAD/NRF). He has published in the field of

HCI and Accessibility and has served as a reviewer in well-known journals. His research interests are: Human-Computer Interaction (HCI), user experience (UX), accessible computing, user-centered design and usability inspection methods.

Christos Mettouris (PhD) is a graduate of the polytechnic school of Computer Engineering & Informatics Department at the University of Patras, Greece. He holds an MSc degree of the same department and a PhD degree from the University of Cyprus. He has been a member of the e-Learning sector of the Research Academic Computer Technology Institute (RACTI) in Greece. He is currently a Post-Doctoral Researcher at the University of Cyprus and a member of the Software Engineering and Internet Technologies (SEIT) Lab of the Computer Science dept. He was involved in a number of projects (CVN-AAL, Asterics-FP7, idSpace-FP7, B3Regions, InnoFun, Prosperity4All-FP7, SCIChallenge-H2020, V-ALERT LLP, VeLoCiTy Erasmus+, World-of-Physics Erasmus+, INFORM and more) and was also involved in the organization of a number of conferences in Cyprus. His research interests include Recommender Systems, Ubiquitous Computing, Model-Driven Development and Context-Aware Computing. Personal web site and publication list: www.cs.ucy.ac.cy/~mettour/.

Thomas Fotiadis (PhD) is a Post-Doctoral Researcher at the SEIT laboratory. He is also a Visiting Lecturer of Computer Science and Engineering Department at the European University and Design and Multimedia at the University of Nicosia in Cyprus. He completed his PhD at the Cyprus University of Technology, at the Department of Multimedia and Graphic Arts, which was on Virtual Well-Being: Emotional and Behavioral Appraisal Patterns of an Immersive User Experience". His Bachelor and MSc degrees were at the University of the Aegean at the Department of Product and Systems Design. His bachelor degree was in Product and Industrial Design Engineering, and the MSc degree focused on the building and promotion of Online Brand Identity using Human-Computer Interaction research methodologies. He participated as a researcher collaborator or an operator in diverse research projects (a) research algorithmic media - critical data studies (University of Cyprus), (b) CYberSafety II (Pedagogical Institute of Cyprus), (c) European MediaCoach Initiative (Erasmus +) (European University Cyprus) (d) Cyprus Ports Authority (EU-funded MONALISA 2.0 project), (e) Eye tracking evaluation (Cyprus University of Technology) (f) Cyprus ideology and dialect (Cyprus University of Technology) (g) Human emotional and behavioural appraisal (Cyprus University of Technology) (h) Online game experience (Folkwang University of Arts (Essen-Germany)). He has also worked on several other European programs in the public sector as a supervisor of the European Social Fund - European Commission program for four years in the Ministry of Education and Culture (2012-2016). His research interests focus on Digital Media, Media Literacy, Human-computer Interaction, User Experience, and Online Branding.

Evangelia Vanezi (MSc) is currently a Researcher at the Software Engineering and Internet Technologies (SEIT) Laboratory at the Computer Science department of the University of Cyprus. As a member of the laboratory she is involved in numerous EU funded projects. She holds an undergraduate (BSc) degree in Computer Science and a graduate (MSc) degree in Internet Computing, from the same Department. She is currently pursuing a PhD degree. Her research interests and expertise include Web-based Software Engineering, User Management Systems Development, Privacy in Software Systems, Data Protection in Software Systems, Privacy verification in Software Systems, Formal Methods in Software Engineering Methodologies and Privacy by Design in Software Development. Her skills include programming in several languages, and developing of web and mobile applications.

Constantinos Xenofontos (BSc) is currently a post-graduate Computer Science student at the University of Cyprus. He has completed his undergraduate studies in (BSc) Computer Science at

Birmingham City University, UK. Recently, he has started working at the University of Cyprus, Nicosia, as a Researcher and Developer at Software Engineering and Internet Technologies (SEIT) Laboratory at the Department of Computer Science. In parallel, he works as a Teaching Assistant at the university. His skills consist of programming in various languages and web developing.

Marios Kyprianou (BSc) is currently a Researcher/Software Developer at the Software Engineering and Internet Technologies (SEIT) Laboratory at the Computer Science department of the University of Cyprus. He is a graduate from the University of Crete from the Department of Computer Science. Now he is currently studying for his master's degree in Computer Science at the University of Cyprus and he is a teaching assistant at the University of Cyprus. His interests include programming, data bases, web development and other internet technologies.

Charalampos Theodorou (BSc) is currently a Researcher – Software Developer at the Software Engineering and Internet Technologies (SEIT) Laboratory at the Computer Science department of the University of Cyprus. He holds a graduate (BSc) degree in Computer Science from the University of Cyprus. Since then he has participated in various freelancing independent and team projects. Prior to working for SEIT Laboratory, he participated in an Erasmus placement program where was contracted for a 6-month duration working as a Full-Stack Developer in an e-learning company located in Valencia, Spain. His skill sets include proficiency in various coding languages (C, C++, Java, Javascript, PHP, Python), knowledge of multiple frameworks (Angular, Bootstrap, Ionic, JPA, JUnit, Spring Boot, WordPress) and has experience with many different fields (Android development, web technologies, IoT protocols, Networking, AI and NN implementations).

Katerina Petsa (B.Sc.) is currently a Special Scientist Software Developer at Software Engineering and Internet Technologies (SEIT) Lab of the Computer Science Department of University of Cyprus. She obtained her B.Sc. degree in Computer Science from the University of Cyprus. She has an internship in IBM Czech Republic and has two years' experience working for NCR Middle East. She is a hardworking and ambitious individual with technical skills as well as interpersonal skills. Some of her technical skills include C#, SQL, JavaScript.

Constantinos Tefkros Loizou (BSc) is a graduate of Swansea University in Wales and holds a BSc degree in Computer Science. He is currently a full-time Researcher and Software Developer at the Software Engineering and Internet Technologies (SEIT) Lab, at the Department of Computer Science of the University of Cyprus. He has a strong interest in mobile applications, web applications, human-computer interaction (HCI) and user experience (UX). His undergraduate dissertation and final year project were on developing a semi-virtual, real-world treasure hunt game for Android devices which promoted urban exploration and physical activity with the objectives of a traditional game. Before his employment at the SEIT lab, he undertook a year-long internship at a British industrial corporation where he produced commercial software for Raman Spectroscopy Machines and gained a lot of experience in C# development. His skills include knowledge and fluency of in many programming languages such as C#, Kotlin, Java, C++, PHP and Haskell as well as experience in popular frameworks including Laravel, Android Studio, WPF, WordPress, Unity, Arduino, Continuous Integration (Jenkins) and collaborative software development using Git.

Previous projects in the last 3 years

Start Year	Type of Action	Agreement number	Title of the project	Applicant
2023	Erasmus+ KA220-SCH - Cooperation partnerships in school education	2023-1-CY01-KA220-SCH-000156226	AvatarSEN	UCY
2023	Erasmus+ KA220-YOU - Cooperation partnerships in youth	2023-1-CY02-KA220-YOU-000154272	MineTOUR	UCY
2023	Erasmus+ KA220-VET - Cooperation partnerships in vocational education and training	2023-1-AT01-KA220-VET-000166434	EDU-MENT	UMIT TIROL
2023	Erasmus+ KA220-SCH - Cooperation partnerships in school education	2022-I-LV0I-KA220-SCH-000087585	Gamification	Rigas Raina vidusskola
2023	KA220-HED - Cooperation partnerships in higher education	-	GreenSteam	CHIMIKOTECHNO LOGITCHEN I METALURGITCHE N UNIVERSITET
2023	ERASMUS-SPORT-2023	SEP-210942464	DigiRoot	European Multisport Club Association (EMCA)
2023	Erasmus+ KA220-SCH - Cooperation partnerships in school education	2023-1-ES01-KA220-SCH-000153532	A Welcome Kit to Europe	University of LaCoruña UDC
2023	Erasmus+ KA220-HED - Cooperation partnerships in higher education		FemStem	UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA
2023	Erasmus+ KA220-HED - Cooperation		BRIGRETE	Fraud Line Enterprise Risk

			Management and Compliance Services
2023	Erasmus+ Capacity Building	101129457	UA-TALENT-UP	UNIVERSIDAD PONTIFICIA DE SALAMANCA (UPSA)
2022	Erasmus+ KA220-SCH - Cooperation partnerships in school education	2022-1-EL01-KA220-SCH-000086244	Astractive	4DIMOTIKO SXOLEIO LAMIAS
2022	Erasmus+ KA220-ADU - Cooperation partnerships in adult education	2022-1-CY01-KA220-ADU-000085965	DigiCompass	UCY
2022	Erasmus+ KA220-VET - Cooperation partnerships in vocational education and training	2021-2-DE02-KA220-VET-000048353	iLEAP Coatch	BBW Gruppe
2022	Erasmus+ KA220 - VET- Cooperation partnerships in vocational education and training	2022-1-IE01-KA220-VET-000087508	DiSHEd	GALWAY-MAYO INSTITUTE OF TECHNOLOGY
2022	Erasmus+	2021-1-EL01-KA220-SCH-000032556	TRiPGiFT	ELLINIKI ARCHI GEOLOGIKON KAI METALLEFTIKON EREVNON
2022	Erasmus+ Sports	ERASMUS-SPORT-2021-SCP	All-in-and-win	John Blankenstein Foundation
2022	Erasmus+ KA220-SCH - Cooperation partnerships in school education	2021-1-CY01-KA220-SCH-000032567	Facilitate AI	Kypriaki Mathimatiki Etaireia

2022	Erasmus+ KA220-HED – Cooperation partnerships in higher education	2021-1-EL01-KA220-HED-000032159	DEEL4Host	UNIVERSITY OF PIRAEUS RESEARCH CENTER
2022	Erasmus+ Erasmus Mundus, Sport	101049549	Race4Life	KETHEA
2022	Erasmus+ KA220-SCH - Cooperation partnerships in school education	2021-1-ES01-KA220-SCH-000032542	Rethink-React	Fundación Diocesana Santos Mártires de Córdoba
	Erasmus+ KA220-VET - Cooperation partnerships in vocational education and training	2021-2-DE02-KA220-VET-000049017	Beyzo	COMPARATIVE RESEARCH NETWORK EV
	Erasmus+ KA220-HED - Cooperation partnerships in higher education	2021-1-ES01-KA220-HED-000031153	GTUP!	Fundación Diocesana Santos Mártires de Córdoba
2022	KA220-SCH - Cooperation partnerships in school education	2021-1-CY01-KA220-SCH-000023910	CHILD	UCY
2022	KA220-HED - Cooperation partnerships in higher education	2021-1-DE01-KA220-HED-000029711	Epsilon	HOCHSCHULE HARZ
2022	KA220-VET - Cooperation partnerships in vocational education and training	2021-1-ES01-KA220-VET-000034610	Intermove+	INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPONSABILIDAD LIMITADA
2022	KA220-ADU - Cooperation partnerships in adult education	2021-1-MT01-KA220-ADU-000026614	BLUE-ISLES	Epsilon Malta Ltd

2022	KA220-ADU - Cooperation partnerships in adult education	2021-1-FR01-KA220-ADU-000035256	MyCred4Home	CERTIFICATION & COMPETENCES (France)
2022	KA220-HED - Cooperation partnerships in higher education	2021-1-DE01-KA220-HED-000030321	DACG	Copernicus Berlin e.V.
2022	KA220-HED - Cooperation partnerships in higher education	2021-1-IT02-KA220-HED-000030264	BRIGHTS	UNIVERSITA DEGLI STUDI DI PAVIA
2022	KA220-ADU - COOPERATION PARTNERSHIP – ADULT	2021-1-ES01-KA220-ADU-000029629	The Learning Age	Association Deses-3, Spain
2021	Cooperation for innovation and the exchange of good practices (KA2): KA226 - Partnerships for Digital Education Readiness	KA226-BDFF6A19	PIECIT "Inclusive practices of creative and innovative teaching with ICT/LKT in schools of special difficulty"	CONSORCIO CAMPUS IBERUS, Spain
2021	Cooperation for innovation and the exchange of good practices (KA2): KA204 - Strategic Partnerships for adult education	KA204-82801BCC	CHAT2LEARN "Chatbot technologies for digital entrepreneurship education of adult learners"	University of Cyprus, Cyprus
2021	Cooperation for innovation and the exchange of good practices (KA2): KA226 - Partnerships for Digital Education Readiness	KA226-A8A482F6	T4SVEN "Training 4 Skills in Virtual Environment"	AGENCIJA ZA STRUKOVNO OBRAZOVANJE I OBRAZOVANJE ODRASLIH - Croatia

2021	Cooperation for innovation and the exchange of good practices (KA2): KA226 - Partnerships for Digital Education Readiness	2021-1-BE02-KA226-HE-083105	CISTEM²	KATHOLIEKE UNIVERSITEIT LEUVEN
2021	KA2: Cooperation for innovation and the exchange of good practices - Knowledge Alliances	621585-EPP-1-2020-1-CY-EPPKA2-KA	KAEBUP "Knowledge Alliance for Evidence-Based Urban Practices"	University of Cyprus - Cyprus
2021	KA2 - Cooperation for innovation and the exchange of good practices KA226 - Partnerships for Digital Education Readiness	KA226-FC5AD2BA	REBEL "Repurposing Education through Blended Learning"	COMMITTEE OF THE DUBLIN WEST EDUCATION CENTRE - Ireland
2021	E+ Sport Collaborative Partnerships	622480-EPP-1-2020-1-UK-SPO-SCP	HEPA4ALL "Encouraging Participation in Sports and Health Enhancing Physical Activities with an Inclusive Approach"	IKKAIDO LTD – United Kingdom
2021	Cooperation for innovation and the exchange of good practices KA226 - Partnerships for Digital Education Readiness	KA226-AD262F04	DIPHE "Digital Inclusive Physical and Health Education"	IKKAIDO LTD – United Kingdom
2021	Cooperation for innovation and the exchange of good practices (KA2): KA226 - Partnerships for Digital Education Readiness	A226-04DB7952	TOVID "Teaching Online: Video Initiatives in Digital Education and Module Learning"	UNIVERSITA TA MALTA - Malta

2021	Cooperation for innovation and the exchange of good practices (KA2): KA226 - Partnerships for Digital Education Readiness	KA226-0E7030E4	D-COLLAB "Collaboration for Effective Digital Education"	EKONOMICKA UNIVERZITA V BRATISLAVE - Slovakia
2020	Cooperation for innovation and the exchange of good practices (KA2): KA201 - Strategic Partnerships for school education	KA201-C2DA8C4D	ALIVE "Make Biology Fun with Virtual Reality"	Ustav ekologie lesa Slovenskej akademie vied - Slovakia
2020	Cooperation for innovation and the exchange of good practices (KA2) - Strategic Partnerships for vocational education and training	2020-1-AT01-KA202-078084	Digi-ageing	HAFELEKAR UNTERNEHMENSBERATUNG SCHOBER GMBH
2020	Cooperation and Innovation for Good Practices (KA2) - Knowledge Alliances for Higher Education	612424-EPP-1-2019-1-ES-EPPKA2-KA	WINDEXT "Advanced maintenance, lifetime extension and repowering of wind farms supported by advanced digital tools"	ASOCIACIÓN EMPRESARIAL EÓLICA (AEE) - Spain
2020	KA2 - Cooperation for innovation and the exchange of good practices KA203 - Strategic Partnerships for higher education	KA203-5F979733	FARM "Fostering Agriculture Rural Development and Land Management"	HOCHSCHULE HARZ - Germany

2020	Cooperation for innovation and the exchange of good practices - Sector Skills Alliances (KA2): Partnerships between the world of work and education and training institutions Sector Skills Alliances	621673-EEP-1-2020-1-EL-EPPKA2-SSA	DIGI4ME "Health sector skill alliance for creating innovative and efficient VET programmes and improving the digital Skills of medical physics and health professionals"	UNINERSITY OF PATRAS - Greece
2020	Erasmus+ KA2 - Cooperation for innovation and the exchange of good practices KA204 - Strategic Partnerships for adult education	2019-1-UK01-KA204-061975	PRIMAE "Participation and Recreation through Inclusive Martial Arts Education and E-Learning"	IKKAIDO LTD
2019	Erasmus+ KA2 - Cooperation for innovation and the exchange of good practices KA203 - Strategic Partnerships for higher education	2019-1-MT01-KA203-051171	Dig-It "Digital Education Initiatives and Timely Solutions"	UNIVERSITA TA MALTA - Malta
2019	Erasmus+ KA2 - Cooperation for innovation and the exchange of good practices

KA204 - Strategic Partnerships for adult education | 2019-1-NO01-KA204-060263 | ISSA "Internationalisation for Social and Innovative Start Up's and Entrepreneurs" | NORGES TEKNISKNATURVITE NSKAPELIGE UNIVERSITET (NTNU) - Norway |
| 2019 | KA2 - Cooperation for innovation | 2019-1-EL01-KA202-063019 | ICD-4TVET "Interactive Curriculum Development | INSTITOUTO EKPEDEFTIKIS |

	and the exchange of good practices KA202 - Strategic Partnerships for vocational education and training		for Technical Vocational Education and Training"	POLITIKIS (IEP), Greece
2019	Erasmus+ KA2 - Cooperation for innovation and the exchange of good practices KA203 - Strategic Partnerships for higher education	2019-1-PL01-KA203-065062	TOOLS "Technologically enhanced online opportunities for language learning in inclusive education"	UNIWERSYTET OPOLSKI, Poland
2019	Erasmus+ KA2 - Cooperation for innovation and the exchange of good practices KA203 - Strategic Partnerships for higher education	2019-1-EE01-KA203-051708	QHELP "Higher Education Learning Platform for Quantitative Thinking"	TARTU ULIKOOL, Esthonia
2019	Erasmus+ KA2 - Cooperation for innovation and the exchange of good practices KA203 - Strategic Partnerships for higher education	2019-1-ES01-KA203-065505	Digi-Sporting "A new step towards digital transformation through sports science"	Universidad de Castilla-La Mancha
2019	Cooperation for innovation and the exchange of good practices - (KA2): Knowledge Alliances	561755-EPP-1-2015-1-NO-EPPKA2-CBHE-JP	DIGIWATER "Digitalisation of water industry by innovative graduate water education"	Norges miljø og biovitenskaplige universitet - Norway
2018	Erasmus + KA2 Cooperation for Innovation and the Exchange of Good Practices KA202 - Strategic Partnerships	2018-1-CY01-KA202-046856	wINGS "INternationalization serious Game for Start-ups and entrepreneurs"	University of Cyprus, Cyprus

	for vocational education and training			
2018	Erasmus + KA2 Cooperation for Innovation and the Exchange of Good Practices KA202 - Strategic Partnerships for Vocational Education and Training	2018-1-CZ01-KA202-048009	SENSE "Shaping, Enhancing and Nurturing STEM in Europe"	Zlinsky kraj, Czech Republic
2018	Erasmus + KA2 Cooperation for Innovation and the Exchange of Good Practices KA203 - Strategic Partnerships for higher education	2018-1-IT02-KA203-048006	ELSE "Eco/logical Learning and Simulation Environments in Higher Education"	Università degli Studi della Tuscia, Italy
2018	Erasmus + KA2 - Cooperation for innovation and the exchange of good practices - Capacity Building in Higher Education	598428-EPP-1-2019-Jo-EPPKA2-CEHE-JP	Job-Jo "Promotion Youth Employment In Remote Area In Jordan/Job-Jo"	Mutah University, Jordan