

FICHA DE PROJETO – Projetos aprovados

Acrónimo:	FRONTWINNERS
Designação do projeto (PT/EN):	Front Winners: (re)skilling for mentors with immersive experiences
Código do projeto:	2020-1-PT01-KA203-078338
Objetivo principal:	Strategic Partnerships for higher education
Entidade financiadora/Programa de financiamento:	Erasmus+
Região de intervenção:	-
Custo total elegível:	186 232,00€
Apoio financeiro da União Europeia:	62 632,00€
Apoio financeiro público nacional/regional:	-
Taxas de financiamento:	100,00%
Entidade beneficiária:	Instituto Politécnico de Santarém - SC
Investigador Responsável:	Maria Potes Barbas
Parceiros:	CSI CENTER FOR SOCIAL INNOVATION LTD (Cyprus) MEATH COMMUNITY RURAL AND SOCIAL DEVELOPMENT PARTNERSHIP LIMITED (Ireland) VIATECLA - Soluções Informáticas e Comunicações, S.A. (Portugal)
Equipa:	Maria Potes Barbas Paulo Duarte Pedro Matos
Data da aprovação:	N.A.
Data de início:	01-10-2020
Data da conclusão:	31-03-2023
Domínio científico e subárea científica:	N.A.
Resumo (objetivos, atividades e resultados esperados) - em PT e/ou EN:	In terms of context this project arises from a previous identified need, which was followed up by the implementation of the innovative course “Digital Literacy for Labour Market” that enrolled in the Polytechnic Institute of Santarém (Portugal) and focus on students with intellectual and developmental disabilities (IDDs). Besides of being a pioneer training program in a Higher Education Context it is also a unique experience for the role of mentors and educators (counting with more than an hundred volunteers mentors), since this target group requires a more adapted, flexible and intuitive learning pedagogies,

methodologies and practices. Therefore, the need previously mentioned comes up from the following statement: “Educators also need retraining or reskilling opportunities, specifically when teaching, working, mentoring or training students with special needs. Their learning curve, approach and engagement is unique which leads to a better understanding either from the Educators as well as from the Higher Education Policies”. With this in mind, this target group (educators/mentors) hasn’t had opportunities to have specific actions that would be tailored to their needs, especially when it comes to obtain new competences and skills in order to properly engage with these special needs student’s in Higher Education contexts. This, demonstrates that mentors/educators end on facing some hardships when confronted with other types of learning environments, specifically those that include students with special needs.