

Erasmus+ learning programme for group activities
Mobility ID: 10772-MOBGRP-00001
Project code: 2025-1-RO01-KA121-ADU-000310772

Erasmus+ Learning Programme for Activities in Group Mobility of Adult Learners

1. Information about the learning mobility

Field	Adult Education
Activity type:	Group Mobility of Adult Learners
Mode:	Physical
Start date:	18.05.2026
End date:	22.05.2026
Participants' profile	<p>The group comprises adult learners aged 21–58 who are taking part in a range of REVIVART courses spanning music therapy, social inclusion, entrepreneurship, cultural and digital skills. Within the group, five deaf or nonverbal learners with fewer opportunities will participate alongside a dedicated mediator, who provides sign language and visual facilitation, supports pacing, and coordinates accessibility.</p> <p>In line with Erasmus+ Inclusion and Diversity and participant-support standards, the programme provides vibrotactile, visual and movement-based access to musical pulse and structure, enabling equitable participation and learning. As a whole, the learners seek exposure to European arts based music therapy approaches and chant inspired practices, with a strong emphasis on togetherness, and inclusive ensemble music making. With all participants at B1+ English, facilitation will prioritise clear demonstrations, plain language, visual supports, and short reflective prompts. They bring notable assets such as motivation for creative practice, lived experience in community inclusion and openness to co-creation.</p>

1.1. Sending organisation

Organisation name:	Asociația REVIVART
Address:	Ripiceni Str. 3 Bl. 4, Sc. 1, Ap. 4 Sector 2, Bucharest, Romania, 023621

1.2. Hosting organisation

Organisation name:	Patriarchal University Ecclesiastical Academy of Crete (P.U.E.A.K.)
Address:	Alkiviadou Str. 10, Herakleion-Crete, Greece, 71307



2. Timetable

Timing	Activity/Session/Task
18/05.2026/Day 1 – 9:00-14:30	Welcome of participants and programme overview Multisensory icebreakers (movement, rhythm, gesture) Workshop: 'The Body as Instrument' – body percussion, simple rhythms Exercises in vibrational perception (floor, objects, body) Rhythmic synchronisation through visual cues Mini-reflection: how to perceive vibration and rhythm
19/05.2026/Day 2 – 9:00	Developing the learning process about creativity and innovation 'The Acoustics of Byzantine Public Spaces' Demonstration of chanting, vocal resonance, and reverberation Exploring vibration through architectural elements Vibroacoustic orientation exercises Workshop: 'Byzantine Soundscape' Discussion on Byzantine sound heritage
20/05.2026/Day 3 – 9:00	Addressing disabilities through motion and vibration Tools for inclusive learning practice Workshop: 'The Silent Conductor' Collective improvisation (rhythm, movement, vibration) Pair work: non-verbal communication Expressive lipsync exercises Soundwalk in Heraklion Group reflection
21/05.2026/Day 4 – 9:00	Musicotherapy with the help of voice and instruments Instrument demonstrations Testing instrument vibration Rhythm workshop inspired by Cretan dances Multisensory collective composition Rehearsals for a group performance
22/05.2026/Day 5 – 9:00	Integrated rehearsal: combining all learned elements. Learning through performance: consolidating competences through presentation. 360° feedback: self-assessment, peer assessment, trainer assessment. Guided reflection: journal of impressions, discussions on progress. Formative assessment: identifying transferable competences Awarding the certificates

3. Learning programme

Activity 1: Introduction, vibration, and group cohesion	
Learning methods:	<p>Experiential learning: direct contact with vibration through the body and surfaces.</p> <p>Body percussion: simple, repeated rhythms accessible to all.</p> <p>Multisensory methods: integrating movement, vibration, gesture, breathing.</p> <p>Visual communication: cues, gestures, visually marked rhythms.</p> <p>Group exercises: activities for cohesion and trust.</p> <p>Guided reflection: expressing sensations and emotions.</p>
Learning outcomes:	<p>Understanding sound vibration as a music-therapeutic element.</p> <p>Developing bodily awareness and multisensory attention.</p> <p>Ability to work in a group using non-verbal cues.</p> <p>Increased confidence in bodily expression.</p> <p>Equal participation of Deaf and nonverbal persons through vibration and movement.</p> <p>Formation of initial group cohesion.</p>

Activity 2: Acoustics of sacred spaces and resonance	
Learning methods:	<p>Acoustic demonstrations: ison, resonance, echo.</p> <p>Guided exploration: touching surfaces to perceive vibration.</p> <p>Active listening / vibrational perception: identifying direction and intensity.</p> <p>Slow movement in space: orienting by vibration and echo.</p> <p>Collective composition: creating soundscape and movement inspired by the Byzantine tradition.</p> <p>Cultural contextualisation: the link between architecture, spirituality, and sound.</p>
Learning outcomes:	<p>Understanding how space influences sound.</p> <p>Developing sensitivity to resonance, echo, and spatiality.</p> <p>Ability to perceive vibration through surfaces (including for Deaf participants).</p> <p>Familiarity with elements of Byzantine music.</p> <p>Development of cultural and intercultural competences.</p> <p>Integration of acoustic elements into artistic expression.</p>

Activity 3: Improvisation, non-verbal communication, and bodily expression



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Learning methods:	<p>Guided improvisation: rhythm, gesture, movement, vibration. Silent conductor method: purely visual leadership. Pair work: trust exercises, mirroring, non-verbal response. Expressive lipsync: coordinating lip movements with rhythm. Urban exploration: perceiving the city's natural vibrations. Emotional reflection: verbal, visual, or gestural</p>
Learning outcomes:	<p>Developing advanced non-verbal communication. Improved collaboration in diverse teams. Increased empathy and attentiveness to others. Ability to turn movement and vibration into artistic expression. Equal participation of Deaf and nonverbal persons in improvisation. Greater confidence in creative expression.</p>

Activity 4: Cretan traditional dance and music and multisensory creation

Learning methods:	<p>Instrument demonstrations: observing vibration and movement. Tactile exploration: touching instruments to perceive vibration. Rhythm workshop: structuring simple and complex rhythms. Collective composition: layering, common pulse, synchronised gestures. Repeated practice: consolidating rhythmic sequences. Performance preparation: structuring a mini-presentation</p>
Learning outcomes:	<p>Understanding the characteristics of Cretan instruments. Ability to create group rhythms. Active participation of Deaf and nonverbal persons through vibration and percussion. Development of coordination and synchronisation. Consolidation of collective composition skills. Preparation for the final performance.</p>

Activity 5: Integration, final performance, and evaluation

Learning methods:	<p>Integrated rehearsal: combining all learned elements. Learning through performance: consolidating competences through presentation. 360° feedback: self-assessment, peer assessment, trainer assessment. Guided reflection: journal of impressions, discussions on progress. Formative assessment: identifying transferable competences</p>
Learning outcomes:	<p>Integrating all competences into a coherent artistic expression. Increased confidence in public performance.</p>



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	<p>Equal participation of Deaf and nonverbal persons in the performance.</p> <p>Ability for self-assessment and critical reflection.</p> <p>Identification of transferable competences.</p> <p>Consolidation of a sense of community</p>
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4. Accompanying persons

The following person(s), qualified trainers or other authorized persons from the sending organisation, will accompany the participants and guide the learning activities, for the entire duration of the activity:

Full name:	GHINEA VLAD CRISTIAN
Position or qualification:	Trainer
Email:	vlad.c.ghinea@gmail.com
Phone number(s):	+40 720 949 817
Responsibilities:	Mentoring and contact person

Full name:	MARIN OANA MĂDĂLINA
Position or qualification:	Trainer
Email:	marin.oana-madalina@student.unmb.ro
Phone number(s):	+40 737 095 313
Responsibilities:	Mentoring and contact person

Full name:	ANICESCU ȘTEFAN-BOGDAN
Position or qualification:	Trainer
Email:	bogdan.anicescu@gmail.com
Phone number(s):	+40 768 103 934
Responsibilities:	Mentoring and contact person

Full name:	CERNĂTESCU CĂTĂLIN-ALIN
Position or qualification:	President
Email:	catalincernatescu@gmail.com
Phone number(s):	+40 771 577 213
Responsibilities:	Mentoring and contact person



5. Signatures

The signatories confirm that the information in this document is correct and complete.

For sending organisation		For hosting organisation	
Full name:	CERNĂTESCU CĂTĂLIN-ALIN	Full name:	STROUMPAKIS MICHAEL
Position:	President	Position:	President of the Academic Council
Date and place:	03/03/2026, Bucharest	Date and place:	03/03/2026, Heraklion
Signature:	 	Signature:	 



Participants list

Participants

#	Full name	Sending organisation
1	JABRE IOAN	ASOCIATIA REVIVART
2	DOBRE MIHAI	ASOCIATIA REVIVART
3	ZBARCEA VLAD-LUCIAN	ASOCIATIA REVIVART
4	NISTOREANU ALEXANDRU	ASOCIATIA REVIVART
5	ISMAIL SUHEILA	ASOCIATIA REVIVART
6	ANISIE ADRIAN	ASOCIATIA REVIVART
7	IVAN ANA MARIA	ASOCIATIA REVIVART
8	ANTONEAC GEORGE	ASOCIATIA REVIVART
9	SPATARIU DAN-ALEXANDRU	ASOCIATIA REVIVART
10	OLARIU DRAGAN	ASOCIATIA REVIVART
11	ȚONE ELENA	ASOCIATIA REVIVART
12	LUNGU CLAUDIA	ASOCIATIA REVIVART
13	TIMARI DIANA	ASOCIATIA REVIVART
14	BARBU IOANA-NICOLETA	ASOCIATIA REVIVART
15	ȘANTA CINTIA	ASOCIATIA REVIVART
16	PARASCHIV ELISABETA-VASILICA	ASOCIATIA REVIVART

Accompanying persons

#	Full name	Sending organisation
1	CERNĂTESCU CĂTĂLIN-ALIN	ASOCIAȚIA REVIVART
2	GHINEA VLAD CRISTIAN	ASOCIAȚIA REVIVART
3	ANICESCU ȘTEFAN-BOGDAN	ASOCIAȚIA REVIVART
4	MARIN OANA-MĂDĂLINA	ASOCIAȚIA REVIVART

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