

NEW IDEAS NEW GOALS

PROJECT RESULTS MAGAZINE



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ISSUE 1 | MAY 2021

the future of
Europe:

looking forward to the next **1** seven years





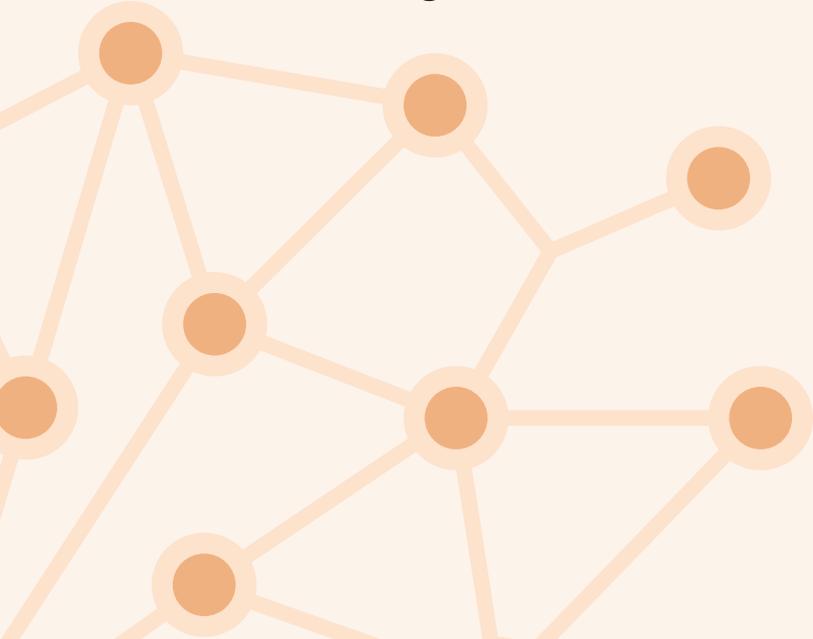
NEW IDEAS, NEW GOALS MAGAZINE

EProjectConsult, in conjunction with CPIP, have created a magazine entitled “New Ideas, New Goals” used to share and publish this year’s network activities! It is an opportunity to document the results of the network, featuring the various organizations that have participated as well as the projects they are currently undertaking as a result.

The magazine, as a useful dissemination tool for the network's partners, shows organizations, projects and their intellectual outputs.

This publication is the first issue of May 2021 and the second will be published in November 2021.

The magazine is available both online and in hardcopy.



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New Ideas for New Opportunities

"Networking is not about just connecting people. It's about connecting people with people, people with ideas, and people with opportunities." — Michele Jennae

Networking is the ability to build relationships with specific personal and professional goals and that's what CPIP does since 2015, organizing and coordinating the networking event "New Ideas for New Opportunities" for those who are interested in creating long-term relationships, developing their project ideas and making connections with potential partners; it is composed of professionals representing the public and private sector, for-profit and non-profit, independent of any political affiliation.

New Ideas for New Opportunities is an online event that is designed for the development of future project proposals. It is an exclusive and targeted event, with the opportunity to share and establish new projects and partnerships.

From 2020 EProjectConsult takes care of the network's communications and its promotional material, to make the event more visible.

In previous years the event has taken place in Brussels by invitation only, but this year the event will take place on a dedicated platform, with short plenaries and lots of break-out sessions to share ideas and find partners for upcoming projects; on November 2021 61 organizations from 28 countries will be attending and contributing to this year's networking event, submitting 75 project ideas that will be discussed by the participants during the round table talks.



How it all started

Words from the network founders

We started working together in 2015 over the FarmLand project. We met in that partnership and have cooperated ever since, thanks to the possibilities offered by European projects. Since then, we started to think of a way to bring together all the wonderful partners we knew. There was no project large enough to set up such a partnership, and starting with a joke over a glass of wine, we decided to create our own voluntary project. And so; we both put our first ideas to work, shared with colleagues from a large number of projects, and motivated people to join us. From an invitation, we slowly reached “New Ideas for New Opportunities”. Now, we have partners from each Member State and from some Associate countries, in total over 150 participants.

And to answer everyone’s question: yes, we are preparing to meet you all face to face in our annual meeting in Brucellas at Bedford Hotel, in the last week of November.

Javier and Rodica



CHANGING LIVES OPENING MINDS



INTRODUCTION TO THE
**ORGANIZATIONS
OF THE
NETWORK**



ANDRAGOŠKI ZAVOD LJUDSKA UNIVERZA VELENJE

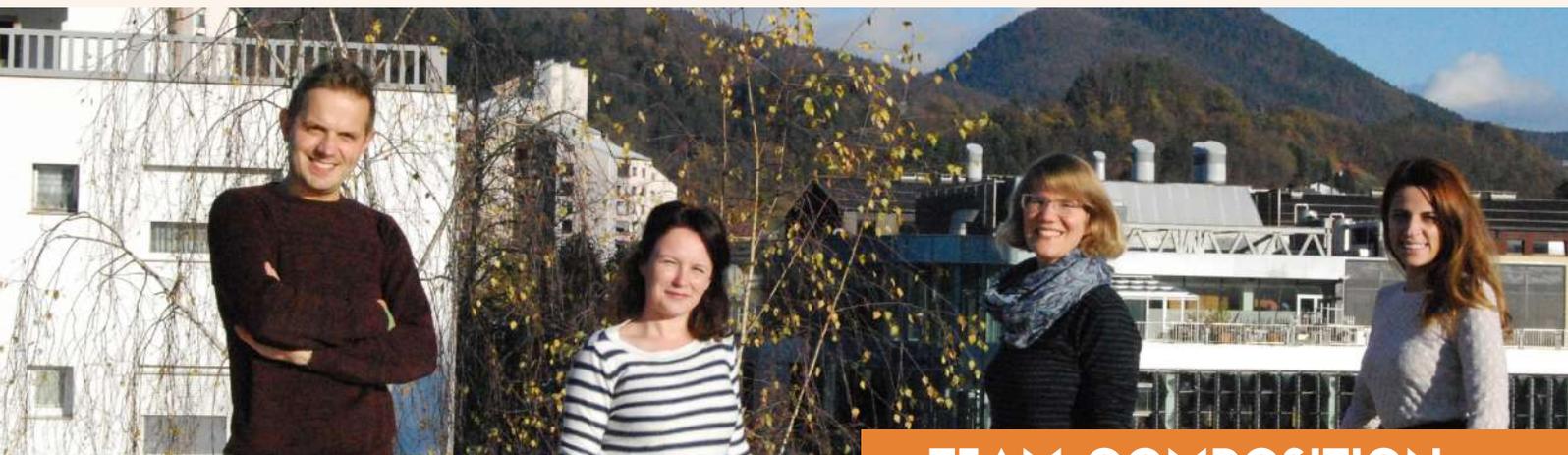
 SLOVENIA

 WWW.LU-VELENJE.SI

#EDUCATION #COMMUNITYBUILDING

SUMMARY

Ljudska Univerza Velenje established in 1959 is a public non-profit adult education institution providing education and support to various target groups. LUV takes an active part in the regional community by improving the educational structure of the population, by motivating and informing the members of the community and by involving them in formal and non-formal educational programmes. Programmes include primary schools for adults, programmes for vocational secondary education, professional secondary education, language and ICT courses adapted to various target groups (NEETs, business sector, seniors), labour market orientation programmes, social activation programme, study courses and workshops. LUV also operates with a counselling centre that closely collaborates with companies organising counselling sessions prior enrolment in educational programmes.



TEAM COMPOSITION

LUV's staff of 19 is supported by over 60 contractual teachers. Brigita Kropušek Ranzinger is the director. Within LUV also operate 2 Centres for Intergeneration learning that includes 4 full-time employed staff members and over 20 volunteers and Pattern City – an ecosystem for education, experimentation, prototyping, and innovation. LUV is actively involved in various local, regional, and national initiatives and actions (Life-long learning week, educational festivals, and other events). LUV has years of experience in participating and coordinating European projects and is currently involved in 18 international projects (mostly Erasmus+ KA2). Mihaela Orozel is head of the EU project department with over 8 years of experience in managing EU projects. Lucija Grušovnik, Tadej Oprčkal, and Tina Ojsteršek are project coordinators with years of experience in taking part in European projects.

PROJECTS

SNAIL



SLOW, NECESSARY AND IMPROVES THE LEVEL. A vision to productivity and employability through work pace and individual satisfaction at the workplace – SNAIL 2020-1-SI01-KA204-075961 The aim of the project is to raise awareness among business leaders and employees of the importance of reducing the speed of work, increasing the focus on each task separately and thus avoiding multitasking. Performing multiple tasks at the same time can lead to the burnout of workers in the long run, which is a common occurrence of today's fast pace of work. It has been proven that performing more than one task at a time decreases productivity and concentration and increases the likelihood of making mistakes. Project SNAIL is based on the idea of achieving more and being more productive by working calmly and with dedication, paying attention to detail, and enjoying the creative process. It is Slow, Necessary And Improves the Level: SNAIL.

SNAIL promotes the importance of emotional intelligence in the workplace, cognitive flexibility, and the development of soft skills in the world of work. Especially, soft skills that the job market demands today and that will be basic, not only for workers but also for companies, organizations, and entrepreneurs in the next decade. The objective of SNAIL is to bring the benefits of slow work in relation to the way of working and productivity to companies and their employees.

INTELLECTUAL OUTPUTS



"SLOW BOSS", a study on the importance of focus and the dangers of multitasking, on how to manage and prevent negative work pace; the definition of 12 enemies of work pace will be created.



"WORK SLOWLY, WORK BETTER" toolbox will be aimed at employees, with the aim of slowing down the internal working pace for better productivity and creativity. Setting a healthy work pace can help prevent or reduce physical fatigue and strain, mental fatigue and stress, workplace injuries, such as those from repetitive strain injuries or overexertion.



"SLOW TRAINING", a handbook for training mentors in companies will be created on the topic of better focus on individual tasks. The scope of the content will be to convince the reader to go online and check the Training Kit of theoretical concepts and practical exercises for individual and group work, which can be used by trainers/facilitators.



ATHENS LIFELONG LEARNING INSTITUTE

 GREECE

 WWW.ATHENSLIFELONGLEARNING.GR

#RESEARCH #EDUCATION #INNOVATION #SOCIALINCLUSION

SUMMARY

The Athens Lifelong Learning Institute is a research and education institute based in Athens, Greece. Its aim is to enhance innovation processes mainly in the areas of lifelong learning, human capital development, labor markets and social inclusion in a local, national and European context.



TEAM COMPOSITION

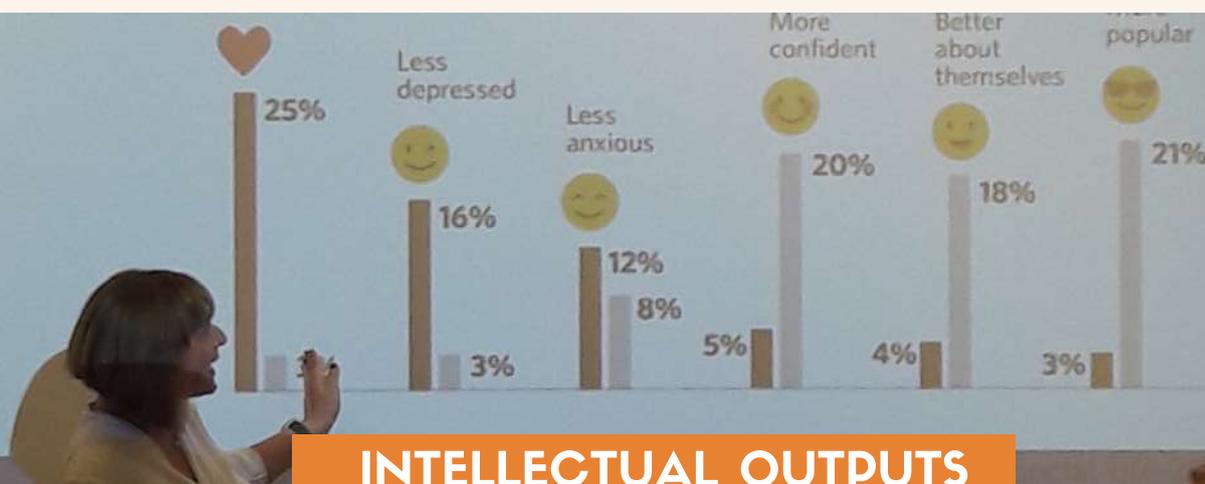
The Athens Lifelong Learning Institute team is comprised of 9 highly trained professionals in the fields of adult education, lifelong learning, and human capital development which work together with the ultimate goal of human capital development and social inclusion at a local, national and European level. The team represents a rather unique integration of multidisciplinary expertise and “innovative thinking” drawing on a comprehensive and diverse knowledge base combining research methods and their application. People working or cooperating with the Athens Lifelong Learning Institute have provided the Institute with the energy and vision to continue promoting high-quality services and new ideas in the fields of vocational training, adult education and social inclusion.

PROJECTS

EUROPEAN MEDIA COACH INITIATIVE

The main focus of the European Media Coach Initiative (EMCI) is the improvement of media literacy levels among young people through the development of a large pool of media literate professionals working with young people in schools, youth centers, and in non-formal contexts like libraries and museums.

The European Media Coach Initiative proposes the scaling up of a recognized and proven innovation in the field of media literacy, instead of attempting the development of a pilot experimentation project. The EMCI aims at the replication of practice in the field of media literacy that has demonstrable results with qualitative and quantitative evidence of impact; that of the Dutch National Media Coach Program. For a number of years, the Dutch media coach training initiative has successfully achieved the goal of improving media literacy among children, young people, and parents by training youth professionals, notably, teachers, librarians, youth workers, government officials, and other societal professionals by giving them the opportunity to study the possibilities and challenges of these new media and new literacies. The Dutch MediaCoach Training Initiative will be replicated in the following five (5) other European Union national contexts that of Cyprus, Greece, Portugal, Romania, and Bulgaria.



INTELLECTUAL OUTPUTS



The documentation of the Media Coach initiative is the foundational step in the scaling-up process. The documentation contributed to the identification and comprehension of the unique components and distinguishing features of the Dutch national MediaCoach initiative and its impact.



The adaptation of the MediaCoach prototype to the five (5) distinct national contexts of Cyprus, Greece, Portugal, Romania, and Bulgaria. This process involved the development of the translated and culturally adapted media coach content.



The delivery of 25 seminars and the training of five hundred (500) people as MediaCoaches, all around Europe.

EUROPEAN SAFE ONLINE INITIATIVE

European Safe Online Initiative

We want to help parents grow their knowledge on media literacy so that parents are able to promote safe and responsible media use and behavior to their children. Eventually, with this approach media literacy reaches the whole family. In summary, with Safe Online we strive to change the behavior and functioning on three levels: children, parents, and families.

Safe Online aims to change the media and parenting culture of families by promoting active and open parenting based on trust, respect, empathy, and mutual support. How do we want to promote this? By supporting parents, reassuring them, and creating the right mindset and attitude that encourages honest dialogue about the Internet.

We help parents and children to find their own path to (a life with) media literacy. European Safe Online Initiative is the brainchild of the Flemish Safe Online Initiative applied to the larger context of the European Union and, in the specific, by representatives from five EU countries: Belgium, Bulgaria, Cyprus, Greece, and Romania.



INTELLECTUAL OUTPUTS



The documentation of the European SafeOnline is the foundational step in the scaling-up process. The documentation contributed to the identification and comprehension of the unique components and distinguishing features of the Flemish SafeOnline project



The development of online platforms of learning for Cyprus, Greece, Portugal, Romania, and Bulgaria.



The training of 2500 parents throughout Europe on the media practices of their children.



BIOAZUL

📍 SPAIN

🌐 WWW.BIOAZUL.COM

#EDUCATION #INNOVATION #RESEARCH #SOCIALINCLUSION

SUMMARY

Bioazul is an engineering and technology consultancy, very active in R&D and innovation projects. Our company is focused on the development of eco-innovative and sustainable solutions for the treatment and reuse of water resources.

We have carried out more than 40 international projects in which we develop the most appropriate solutions for each context.

In addition, BIOAZUL commercializes highly innovative products in the fields of environmental protection and energy efficiency.

We offer an integrated consultancy service, acting as a catalyst and promoter of R & D and innovation projects of strategic interest with high market potential for our clients. We offer our services to companies, universities, technology centers, and authorities in a variety of industries as agriculture, foodstuffs, water and waste treatment, energy efficiency, and the green economy, among others for which innovation is a key factor of competitiveness and growth.

TEAM COMPOSITION



The greatest achievement of Bioazul has been the consolidation of a team of fourteen professionals that makes it a company that offers highly competitive quality services in the current market.

We have national and international experience in applied R & D projects and work with responsibility, respect and impartiality, transparency and commitment to customers, colleagues, and the environment.

Our team is composed of professionals from different backgrounds including Engineering, Chemistry, Biology, Economics, Communication, and Marketing. Here you can get to know us better: <https://www.bioazul.com/en/our-team/>

PROJECTS

INCEPPP



InCEPPP: Innovative method of circular economy in public and private procurement. 2020-1-CZK01-KA202-078442 Circular economy is an effective way to reduce large sums of different kinds of waste, to reuse material that has already been used, to reduce unnecessary use of raw materials, and to ensure sustainable development for next generations. Public and private procurement is an area where the implementation of circular economy principles will have a greatly positive impact. For that reason, 3 partner organizations from 3 different European countries (Czechia, Slovakia and Spain) and long-time active in the field of circular economy have created the InCEPPP project.

InCEPPP is a European project, financed by the Erasmus+ program under the European Commission Framework, which aims to create and evaluate methodologies for circular economy in public and private procurement.

This project is actively supported by the Czech Ministry of Labour and Social Affairs that is a leader in Czech market in process of responsible public and private procurement (Letter of Intent).

INTELLECTUAL OUTPUTS

During 24-months, this innovative project will consist of:

1) Elaborating two professional methodologies, as a result of the two intellectual outputs of the project, focused on circular economy public and private procurement. These methodologies will be created by an intellectual output team consisting of specialists for this topic. These outputs will be sent for validation to external experts.

✱ IO1. Methodology for participants of circular public and private procurement course.

✱ IO2. Methodology for lecturers of circular public and private procurement course.

2) Three transnational project meetings will be organized during the project.

3) Three multiplier events used as a platform for validation and dissemination of the two methodologies. Project partners from each project country will organize one multiplier event at the end of the project.

U-ECO



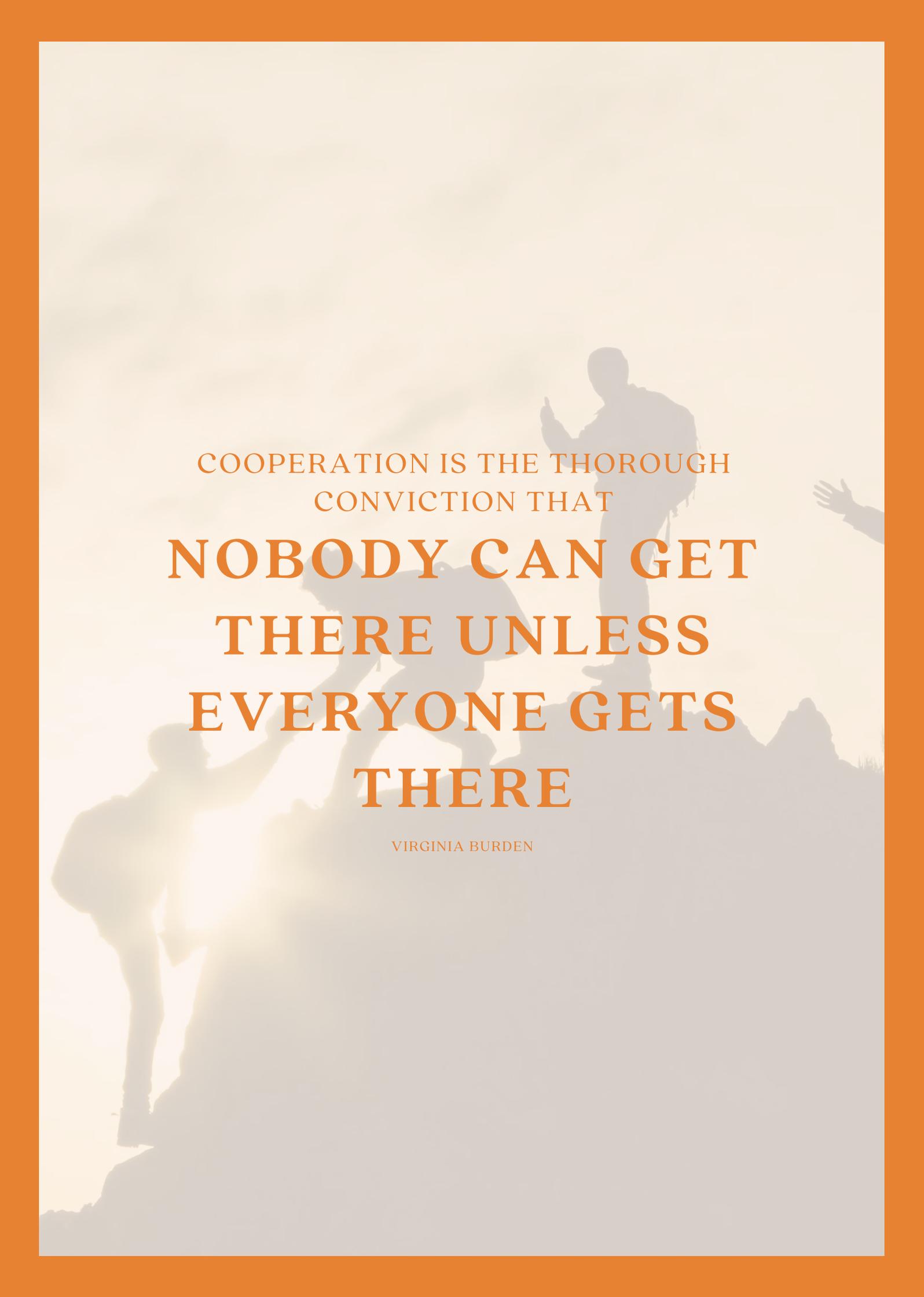
U-ECO: UPSKILLING FOR A MORE CREATIVE CIRCULAR ECONOMY. KA204-5136E045

U-ECO is a KA2 Strategic Partnership co-funded by the Erasmus+ of the European Union. Led by SwIdeas in Sweden, the project also gathers partners from Belgium (European Association of Development Agencies – EURADA), Spain (an engineering and technological consultancy – Bioazul; Training Development and Integration – DEFOIN), Romania (Center for promoting lifelong learning – CPIP), and Poland (Association for the Regional Initiatives Development – ARID).

An innovative project, U-ECO focuses on the process of transitioning towards a Circular Economy, addressing the need for a specific Circular Economy training that is able to boost employability, self-employment, and meet the new labor market demands. By identifying areas with more potential for growth as well as job profiles that will be demanded in the next decade, U-ECO aims at supporting individuals in acquiring and developing the right skills and competencies to meet the growing demands from the labor market. Additionally, U-ECO will prioritize the goal of boosting self-employment in the Circular Economy context by supporting the setting up of, and access to, key upskilling pathways. Gathering a total of approximately 400 people, among entrepreneurs, stakeholders, and professionals, U-ECO expects to design and implement a training strategy, inspire potential entrepreneurs with successful case studies and good practices, and create a manual for trainers.

INTELLECTUAL OUTPUTS

- ✱ IO1. Circular Economy for promoting entrepreneurship and self-employment consist of research about the current state of development and application of the CE in the partners' countries, needed to detect where our baseline is, and to trace the way forward.
- ✱ IO2. Learning from real-life consists of a selection of successful case studies and good practices divided into 5 blocks connected to the areas previously identified with the aim of inspiring potential entrepreneurs. – IO 3 – Upgrading facilitator for Circular Economy consists of the creation of a manual for trainers (in e-format).

The background of the image shows the silhouettes of several hikers on a mountain peak. One hiker is standing on the right, pointing towards the horizon. Another hiker is in the center, and a third is on the left, reaching out. The sun is low on the horizon, creating a bright glow and casting long shadows. The sky is a mix of light and dark clouds.

COOPERATION IS THE THOROUGH
CONVICTION THAT
**NOBODY CAN GET
THERE UNLESS
EVERYONE GETS
THERE**

VIRGINIA BURDEN



BRAIN.LOG

BRAINLOG

 DENMARK

 WWW.BRAINLOG-NGO.COM

#INNOVATION #EDUCATION #SOCIALINCLUSION

SUMMARY



BrainLog is a non-profit organization developing and managing nationally and internationally funded projects focusing on innovation and education within business development, web and mobile applications, entrepreneurship, innovation within sport and wellbeing, non-formal education, and social inclusion in Denmark.

Corporate Social Responsibility (CSR) services are another core focus of BrainLog. Nowadays, the aspects of CSR have the most essential and at the same time non-financial effect on the value of the businesses. Our team is expert in the key areas of CSR and in combination with the innovative technology we are supplied with, you can be offered an outstanding service which includes:

1. Data collection and live data monitoring with the application of the innovative cloud system.
2. Data analysis and CSR Report with achieved results and recommendations.
3. Digital visualization of the report and all results.

TEAM COMPOSITION

Our team is composed of experts within entrepreneurship, innovations, coaching, non-formal education, Corporate Social Responsibility (CSR) and career guidance. Kristian Frevert and Diyana Todorova are assistant project managers who are working on all levels of our projects' management and development: dissemination and project management activities, research, new projects development, communications, web development, design, and much more.

Martin Savchev is the leading project manager of BrainLog with years of project management, business, and innovation project experience.

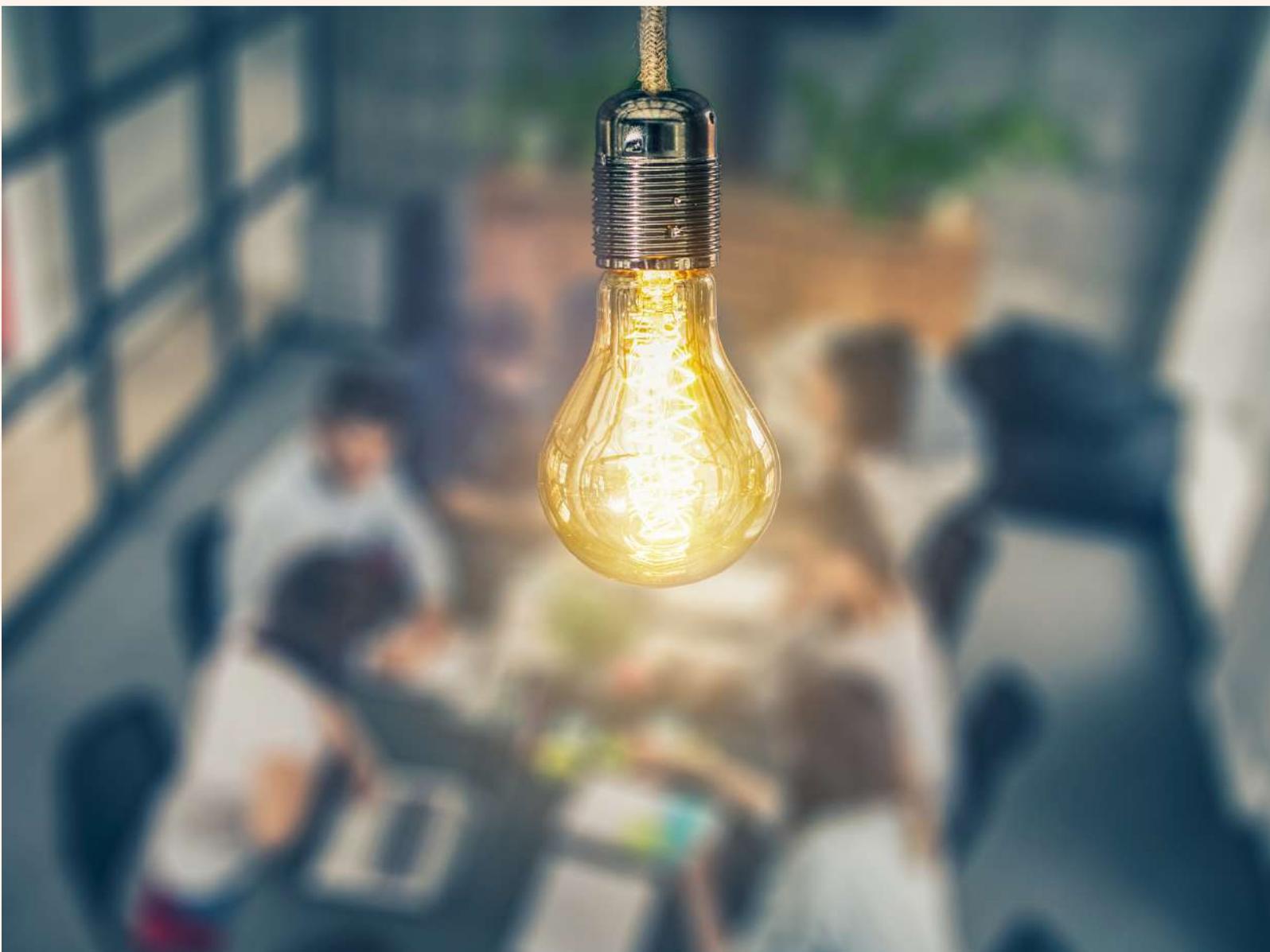
Our small team of interns includes Rayna Hristova and Mohamed Attar who are both helping in the daily management and projects' development of BrainLog.

PROJECTS

ENTREPRENEURSHIP IS THE KEY TO SUCCESS

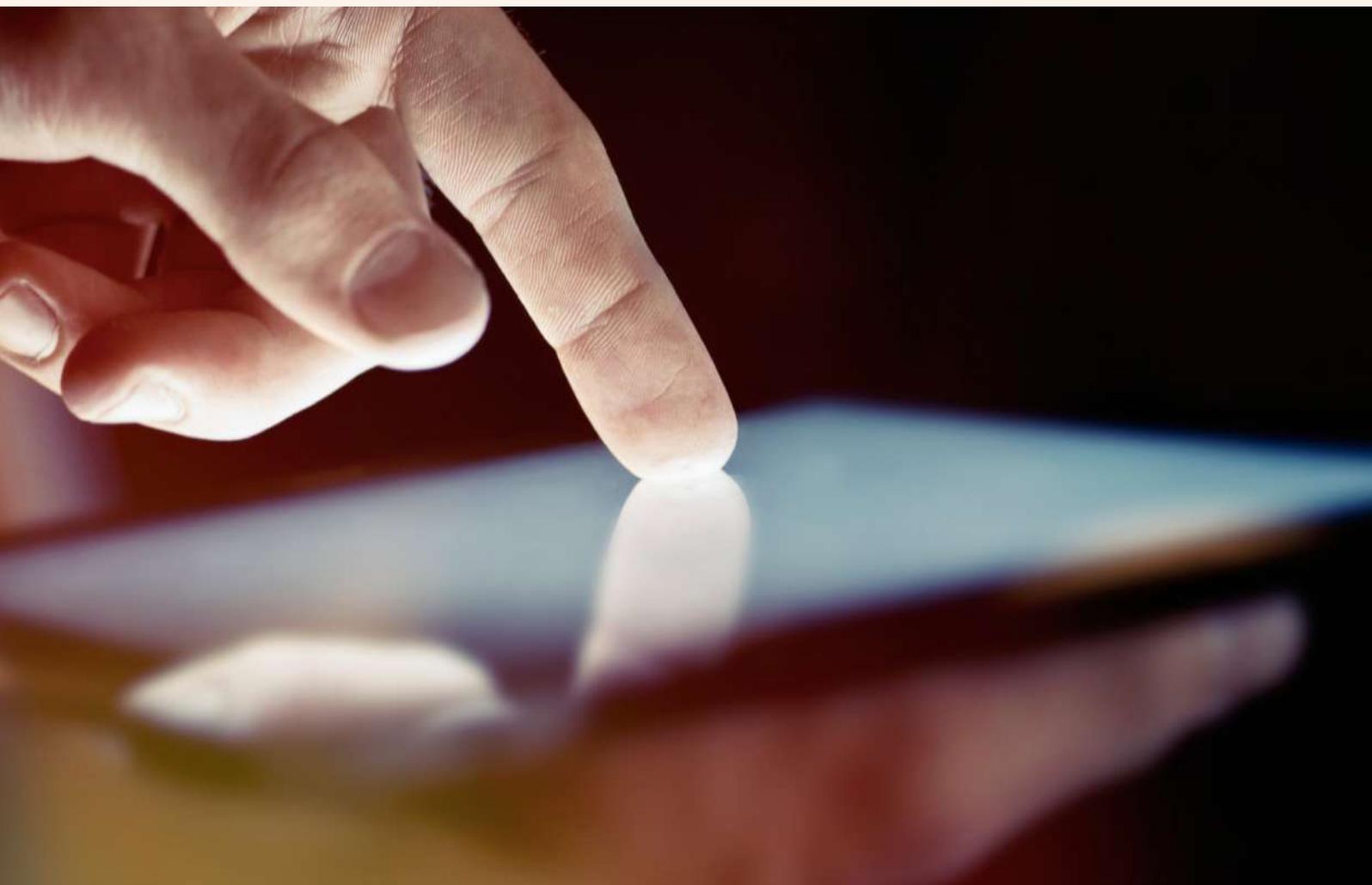
EKS simulation game.

The simulation game will focus on the improvement of skills by offering 5 scenarios that will allow the users to develop the following skills: complex problem solving, critical thinking, creativity, people management, and coordination with others. Each scenario will be focused on extending a particular skill. In addition to fulfilling various tasks in the game, there will be theory provided in an attractive, 'hidden' way so in case the user does not know something, s/he will be able to find it.



VIRTUAL INTEGRATED START-UPS ECOSYSTEM (VISE)

VISE aims at strengthening entrepreneurship competencies, running their own business, increasing awareness of digitalization, contributing to innovative approaches, and increasing cooperation between non-formal education and the business world across Europe.



INTELLECTUAL OUTPUTS

This output will be a complex platform that will include 3 sections.

In order to create the content of the ecosystem, partners will conduct research. It will deepen what was researched at the time of proposal preparation. The research will identify what it really takes, what skills and attitudes are needed to be a successful entrepreneur in today's highly turbulent environment. It will be based on the EntreComp framework and will take into account its 3 areas (Ideas and opportunities, Resources, and Into action) and 15 competencies.

The research will be based on methodology, which will include instructions, common for all partners and specific, for country context.



BULGARIA TRAINING

 BULGARIA

 WWW.BULGARIATRaining.BG

#EDUCATION #INNOVATION #COOPERATION #NETWORKING

SUMMARY

Bulgaria Training is a non-profit association established in 2006 and performs the following activities: training and seminars, internships and youth mobility territorial marketing and development of innovative activities in rural territories, organizing study visits and business meetings abroad to exchange experiences and good practices, co-ordinating transnational cooperation projects and networking (LEADER/CLLD; Erasmus+ etc.), consultancy, preparation and development of projects under European programs



TEAM COMPOSITION

Key members:

1.Mrs. Lyuba Yonkova – Project Manager and Director. Expert in planning, management of Leonardo Projects, organization of services for youth development and social activities, workshops, seminars, etc. Management of the relations with official institutions and collaboration with organizations for vocational training.

2.Ms. Rumiana Alexandrova - Business Management and Marketing specialist. Experience in project management, coordination, and execution, relevant marketing experience in different industries - agriculture, healthcare, vocational training. Languages: English, Spanish, Russian, Bulgarian

3.Mr.Valentin Glavchev - Lawyer and financial management specialist. Experience in public administration, national legislation, commercial departments, forestry economy, agriculture, and property law. Languages: English, Spanish, Bulgarian

4.Ms. Ivelina Alexandrova - Public Relations and Digital Marketing professional. Languages: French, English, Italian, Bulgarian

PROJECTS

ZERO WASTE LIFE



Project idea: Social economy, entrepreneurship, and inclusion Title: ZERO WASTE LIFE. Target group: major stakeholders (authorities, institutions, government, businesses, etc), active people. Objectives: to raise awareness and level of information about the impact of waste among society, to develop a framework on how to minimize and avoid waste in everyday life, to provide guidance and support to target groups to apply methods for a zero waste environment. Results: As a result of the project target groups will increase their awareness of the waste problem and how it affects our planet. We will provide useful tools for leading a more eco-friendly way of life. Products: We will provide useful tools for leading a more eco-friendly way of life, examples, and new ideas for a “zero waste life”.

INTELLECTUAL OUTPUTS

- * IO1 – Analysis – State of the Art/National Report
- * IO2 – Case studies/good practices
- * IO3 – Training Modules for adults

LIVING IN THE DIGITAL WORLD

Project idea: People living in rural areas have limited opportunities for training in the field of IT, computer literacy, and use of the Internet and social networks, and online platforms. With this project, we will develop online training modules to teach adults how to use social media, IT devices, and how to social network.

Title: Living in a digital world - Media literacy for adults from rural areas. **Target group:** adult people with a low level of media literacy from rural areas.

Objectives: To increase the media literacy of adults from rural areas. Acquisition and improvement of skills for using IT technologies at the level of social communication. Increasing social activity of elderly people from rural areas.

Results: Prioritize digital opportunities, from threat to opportunity- create new skills for a better social life.



INTELLECTUAL OUTPUTS

The Intellectual Output of the project will be an online training system to increase knowledge and skills in the field of digitized services, social networks, and electronic (online) public services for elderly and retired people in rural areas.

- ✿ IO1 – Analysis – State of the Art/National Report
- ✿ IO2 – Case studies/good practices
- ✿ IO3 – Training Modules for adults



BÜYÜK ORTADOĞU SAĞLIK VE EĞİTİM VAKFI

📍 TURKEY

🌐 WWW.BOSEV.ORG

#RESEARCH #EDUCATION #SOCIALINCLUSION

SUMMARY

Buyuk Ortadogu Saglik Ve Egitim Vakfi (BOSEV, Research Foundation) was founded as an umbrella structure in 2009 by a group of professionals working in the medical field, additionally from other sectors like education, sports, the business world, and ICT. BOSEV aims to support research developments in the medical and in the education sector with its rich staff capacity and high-profile background. In regards to this aim, BOSEV hosts medical publications with periodical medical magazines; has 50 management board professionals and 100 members providing ongoing, varied voluntary support; and transfers experience and capacity of over 500 staff working in hospitals, medical centers, clinics and in a media company.



TEAM COMPOSITION

Ercan KÜÇÜKARSLAN, having experience more than 20 years in Education management and technology, is also a project coordinator and counselor for ten years; Master degree in education management and inspection at Ankara University Educational Sciences Institution, Ankara, Turkey; Bachelor of electronics and computer education technical teacher on Electronics at Gazi University Technical education Faculty, Ankara, Turkey. He is efficient at using all parts of ICT opportunities. Has coordinated an LdV LLP Partnerships project, and then coordinated several projects such as in 2014 (www.e-vet.eu), another KA2 SP VET, Mega VET (www.mega-vet.eu), in 2017 (www.healthy-project.eu), joined almost 40 Erasmus+ projects as a partner.

PROJECTS

IHEAL

The project iHeal, (www.iheal.eu) co-funded by Erasmus+ KA2 Strategic Partnerships in the field of adult education, aims to create a training program to facilitate elderly people's access to electronic health services. The project proposes the design and development of an inclusive, interactive and user-friendly digital platform to equip and improve digital health literacy for the elder European population (50+).



INTELLECTUAL OUTPUTS

- * IO1 Transnational Digital Health Literacy Ecosystem Mapping and Methodological Framework
- * IO2 iHeal Curriculum, Storyboards and Content
- * IO3 iHeal Interactive Web platform, learning environment, applications and digital learning tools
- * IO4 iHeal Training Adaptation Toolkit

BEE-VET

BEE-VET (www.beevet.eu), Through cooperation between VET schools (from BG, SK, TK), suppliers of training, literature and methodological guidance in the field of education (from BG and SK), leading companies oriented to R&D and advanced technologies (from BG and TK) and a University which is a pioneer in introducing innovations into education and training, the BEE-VET consortium aims to design, develop, test, validate, exploit, disseminate and sustain a set of interrelated innovative products with a sound effect both for the secondary VET and the construction sector.

INTELLECTUAL OUTPUTS

-  IO1 - BEE-VET Digital Toolkit
-  IO2 - BEE-VET Teachers Handbook
-  IO3 - BEE-VET Concept for Curriculum Update

THE IMPORTANCE OF GOOD DISSEMINATION IN A EUROPEAN PROJECT

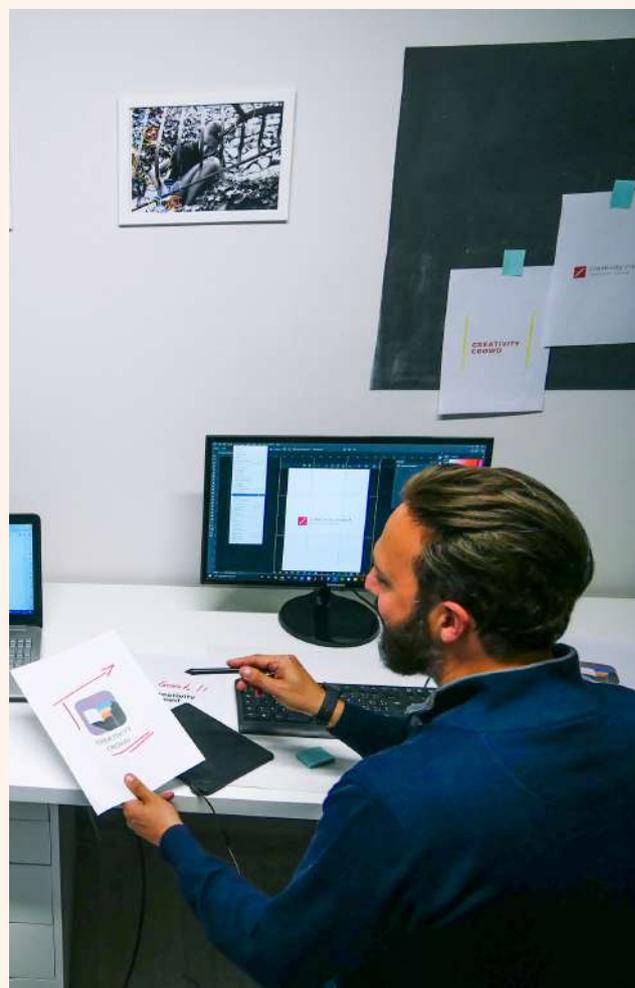


AN ARTICLE BY **NINO PIETRINI**
PROJECT AND MARKETING MANAGER AT EPROJECTCONSULT

Information is often **disseminated** in the hope that individuals and entities in an organization will improve their knowledge base and subsequently make better judgments in future situations. Also, Information is often **disseminated** in order to educate, explain, or promote a concept, process, or principle. The **dissemination** process primarily includes a plan which is needed to be developed. The key elements of every development plan should explain what the key message is, who the audience is, the purpose of the plan, what is the approach, and what the timings are.

Likewise, in order to understand the significance of dissemination in the Erasmus+ KA2 projects, **EProjectConsult** has developed a modular process, in which it covers each and every stage of the projects by performing activities. At the beginning of the project, we mainly focus on establishing a dissemination, exploitation plan and discussing the probable impacts and outcomes. During the project, we contact the local and regional media, providing updates on the project. After the completion of the project, we upload the final

project results to the website and keep them completely transparent so that they will be helpful in developing new ideas.



In our dissemination strategy, we use online tools such as blogs, infographics, online newspapers, newsletters, and YouTube collaborations. We use social media giants such as Facebook, Instagram, and Twitter for maximum reach of the content. we also use search engine optimization {SEO} services to boost your project visibility so that the public can easily find it on the web, and we also use traffic analysis through which we can track website traffic via google analytics. The offline dissemination is a traditional way of dissemination that can provide clear and transparent dissemination. In our dissemination process, we give special attention to tiny details such as hashtags. It is especially important to know how to use hashtags because it is fundamental for the successful dissemination of social media. It allows you to connect with people on a common platform.

The main steps in our organization to achieve quality dissemination are designing a logo, capturing photos and videos of the activities that are performed during the project. The logo forms the visual identity, so we prepare the content and relative design in order to make the desired logo. The final design is reviewed by the project members and the logo will be decided by them. Examples of quality logo projects can be seen on our website. Video is an outstanding format to disseminate things since it gives the information quickly and with precision when compared to old traditional print media. At every meeting and event that we organize, we capture high-resolution pictures and videos to showcase our work. They are also uploaded to our website and YouTube channel for future ideas. There is also a dedicated platform on our website where the external organizations, clients and customers can discuss with us their desired projects and new ideas.





INTERNATIONAL CENTRE FOR THE PROMOTION OF EDUCATION AND DEVELOPMENT



#SUSTAINABILITY #COOPERATION #EDUCATION #SOCIALINCLUSION

SUMMARY

CEIPES is an International non-profit association founded in Palermo in 2007. The mission of CEIPES is to foster and support the sustainable development of local communities and individuals' empowerment through education and training, human rights and international cooperation. The main topics we address are: - ICT innovation and STEAM - Health, Food, Sport and Outdoor Education - Special Educational Needs (SEN) - Local development and social inclusion - Human rights Education and raising awareness, advocacy and anti-discrimination - Art, Culture and Creativity - Sustainability, Environment and Climate Change - Capacity building of third sector organizations, educational institutes and public sector. Our activities, depending on the area of intervention, are addressed to: young people, adults, migrants, disadvantaged youth and NEET, women, educators, teachers and students, members of public institutions and the unemployed.

TEAM COMPOSITION

The staff of CEIPES is composed of 20 professional experts with competencies in different sectors such as psychology, communication, UX, product, service and graphic design, education, international cooperation, social and cultural mediation, social assistance, sport, IT and law. CEIPES' organisational chart:

Musa Kirkar, President of CEIPES Rita Miriam Ascarini, head of the Financial Department Fulvio Grassadonio, head of the Project Office.

Alessia Di Francesca, team leader of the project implementation units: Steam & Sustainability; Human & Civil Rights; Youth work & Adult Education; SEN, Health and Sport.

Valeria Buscemi, project developer.

Emanuele Averna and Oguzcan Kirkar lead the IT and Communication office.

Irene Capozzi coordinates the RISE-LAB Network for Inclusion, Development and Empowerment, a social incubator generating interventions in the community of Palermo. Besides the permanent staff, we rely on the voluntary work of people from local and international contexts.

PROJECTS

BRAVE NEW WORDS

The project “BRAVE NEW WORDS” (Project number: 2019-1-PL01-KA204-064981) is a project aimed to create innovative learning pathways that increase the quality of the work of educators and staff members dealing with students with Special Learning Disorders (SpLD), using 3D Printing and Augmentative Reality.



INTELLECTUAL OUTPUTS

- * IO1 Guideline for teachers and trainers about the use of 3D printing and Augmented Reality.
- * IO2 Set of exercises for using 3D printing and AR with people with SPLD
- * IO3 Pilot phase to test all tools and activities done and realised during the implementation of the project.

GAMIFICATION OF EMPLOYMENT

The project THE GAMIFICATION OF EMPLOYMENT (Project number: 2018-2-ES02-KA205-011702) aims to develop and implement innovative methods with which young people can develop the most important transversal skills to increase their employability and improve their entry into the labor market. This new methodology is based on the use of specific board games which have been chosen according to specific skills that the young people involved could have developed by playing.



INTELLECTUAL OUTPUTS

- * IO1 "The Gamification of Employment" Methodological manual for improving youth employability through board games
- * IO2 Methodology testing
- * IO3 Web Platform "The Gamification of Employment"



CENTER FOR PROMOTING LIFELONG LEARNING

📍 ROMANIA

🌐 WWW.CPIP.RO

#EDUCATION #PROJECTMANAGEMENT #SOCIALINCLUSION #COMMUNITYBUILDING

SUMMARY

CPIP is an NGO started in 2005 by a team of project management and education professionals dedicated to bringing lifelong learning into local communities in need. Ever since, our team and projects have grown, becoming a leading name on the European Project Management stage. One of our major achievements is being the founding organization and permanent secretary for the Network of Lifelong Learning Professionals Involved in European Project Management (<https://eunetcpip.eu/>). Besides technical, financial and public policy expertise on the European programs, we have solid portfolios in bringing lifelong learning to social work, community development, entrepreneurship and business environment, all levels of formal education, justice, health sector and regional development.



TEAM COMPOSITION

CPIP's staff is a dynamic mix of educators, psychologists, social workers, international relations experts, financial experts and PR specialists. An interconfessional, multicultural and multidisciplinary team, with diverse backgrounds, are all connected by the strong belief in the European construct. One of the best assets found in CPIP team is the solution-oriented approach to any challenge project management might pose. The ultimate target is serving the community CPIP represents, in the best possible way, as true Europeans and permanently engaged lifelong learners.

PROJECTS

EDUCATION, TRAINING AND LIFELONG LEARNING

Education, training and lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educative challenges
612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN

The purpose is to set up and upscale a specific working method for educators working in juvenile justice (staff belonging to the Ministries of Justice, delivering educative activities outside of standard curricula). Educators working in juvenile justice are not specialized pedagogues, most of them coming from social work or law backgrounds. Their initial training, induction system and continuous professional training are focused on security and reintegration, with little understanding of learning outcomes and lifelong learning pathways.

- Practical working toolboxes for the educators to use with young offenders in their non-school educative mandatory programs
- Working methods and scenarios for the educators to use customizable mixes of our proposed games
- Direct staff training, monitored and coached implementation period, integrated with the daily educative regime of young offenders
- Support in collecting evidence from real implementation cases, inspiring practices and models, focused on young offenders' needs for improved educative measures
- Translating the needs to public policy language and bringing it to relevant key stakeholders in European juvenile justice.



INTELLECTUAL OUTPUTS

European “Community Passport” Method for young offenders learning in juvenile justice including correctional criminal justice settings, focused on Personal and Social Responsibility, including: Civic engagement (local and global), Intercultural knowledge and competence, Ethical reasoning, Foundations and skills for lifelong learning. Our method includes a learning pathway for both young learners and their educators in juvenile justice, developed on the “key competencies” concept. This is taken shape under the form of a game board.

EUROPEAN CAREER COUNSELLING GUIDELINES FOR STAFF WORKING IN CRIMINAL CORRECTIONAL JUSTICE SYSTEM

European Career Counselling Guidelines for Staff Working in Criminal Correctional Justice System /CCJ4Career 12883-EPP-1-2019-1-RO-EPPKA3-PI-FORWARD

Criminal correctional justice is one of the “Cinderellas” in education, both for inmates but even more so for prison staff. Some advancement was made through European projects, but at this date, we have no support system for career management skills for correctional staff. CCJ4C project pushes a challenging and innovative direction, supporting the decade-long aim of CPIP to promote the concept of “learning prisons”, where all involved actors bring equal experience to a lifelong learning approach. This project is a key cornerstone in promoting this, as correctional staff is the most important educative agent with the least recognition of this informal status, for the most vulnerable group of adults, prisoners. In this project, we have the full spectrum of the social dialogue partners when it comes to correctional staff from prisons and we also have representation power, engaging with partners that are international professional bodies and trade unions, prison administrations.

INTELLECTUAL OUTPUTS

The major CCJ4C outputs are:

- * Working methodology for starting or improving the career guidance process in the criminal correctional Justice (CCJ), focusing on the competencies needed to manage own career. This is done with direct end-user involvement (prison staff), employers (prison administrations), work place (prison), further training (companies and NGOs).
- * A structured and guided approach to career management in the prison system, starting with the involvement of the directly interested parties. This is done with the direct involvement of prison administrations, trade unions and international professional bodies They will be united under the digital format of a first-of-its-kind career guidance instrument.

CENTER FOR THE STUDY OF DEMOCRACY

📍 BULGARIA

🌐 WWW.CSD.BG

#COMMUNITYBUILDING #RESEARCH #EDUCATION

SUMMARY



Founded in late 1989, the Center for the Study of Democracy (CSD) is an interdisciplinary public policy institute dedicated to the values of democracy and the market economy. CSD is a non-partisan, independent organization fostering the reform process in Europe through impact on policy and civil society. CSD's mission is "building bridges between scholars and policy-makers" and as an interdisciplinary think tank, it combines a broad range of capacities – social research, legal and regulatory analysis, policy monitoring and development, institution building, impact assessment and evaluation, market economy and security sector reform.

TEAM COMPOSITION

CSD staff includes 35 employees, out of which 14 PhDs, with cross-cutting competencies, including experts on radicalization and violent extremism, crime prevention, criminal justice and home affairs, good governance and civil society engagement. The YouthRightOn project has been led by Rositsa Dzhekova, Director Security Program; Mariyan Sabev and Nadya Stoynova, Analysts at the Security Program of CSD.

PROJECTS

RESILIENT YOUTH AGAINST FAR-RIGHT EXTREMIST MESSAGING ONLINE



The “Resilient Youth against Far-Right Extremist Messaging Online” (YouthRightOn) project aims at strengthening prevention and addressing youth audiences and underlying factors contributing to far-right radicalization through putting forward alternative narratives and promoting critical thinking, open-mindedness and civic engagement. It is based on a thorough analysis of the main far-right narratives encountered on social media, followed by a national representative survey and focus groups among youth aged 14-19y in Bulgaria, which brings a deeper understanding of how and why such narratives resonate with them and what behavior they provoke in the online space. The project seeks to achieve positive change through a combination of online communication campaign tools and "offline" activities such as interactive lessons and classroom discussions for teachers and students. The project runs from January 2019 to April 2021 is funded by the Internal Security Fund Police of the European Commission, Directorate General Migration and Home Affairs.

INTELLECTUAL OUTPUTS

The online communication campaign "Find Another Way" is a collaboration between the Center for the Study of Democracy, the communication agency Intelday Solutions (now Distinkt Group), and the Safer Internet Centre. It seeks to engage young people in Bulgaria aged 14-19 years through over 15 creative videos and stories, influencers' collaborations and social media games via Facebook, YouTube, Instagram and other channels. The campaign seeks to build the necessary skills young people need in order to filter through online content and resist hostile or manipulative narratives and stories. It aims to show them alternative ways to obtain information, form and express one's opinion, debate around polarizing topics, as well as how to follow positive examples of civic engagement. The campaign runs throughout 2020 until April 2021.



CULTURE CONNECT

 IRELAND

 WWW.INTERCULTURALMEDIATION.EU

#COMMUNITYBUILDING #EDUCATION #SOCIALINCLUSION

SUMMARY

Culture Connect is an intercultural, nonprofit community organization that focuses on promoting interaction, understanding and dialogue on issues that affect diverse communities while providing:

- *A range of support and information, advice and advocacy to members, migrants and the minority ethnic community in the Drogheda, North East of Ireland.
- *Work with young people (primary and post-primary) promoting integration through the delivery of anti-racism and youth theatre workshops to boost their confidence.
- *Build the capacity of third nationals/ EU nationals/ who have limited or no language skills and unable to access support from the government Education Training Board
- *Helps migrants and indigenous Irish citizens living in the North East of Ireland to connect, understand their differences; contribute to peace building and integration in the community

TEAM COMPOSITION

Flora Okobi is responsible for the coordination and implementation of National and EU programs; leads and directs integration and peace-building projects. She has extensive experience and qualifications in intercultural fields. She is instrumental to the strategic direction of Culture Connect; providing various training to staff and volunteers, experience in engaging with community and youth organizations, government agencies, education and training boards; representing the voice of ethnic minorities and disadvantaged communities in Ireland since 2003.

Ann Moroney, is responsible for Developing & Shaping Intellectual Output; Training, Assisting in Report and Minute writing

Edward Okobi is in charge of our Corporate governance, government policies on Asylum & Migration; offers immigration support to immigrants. He also oversees the financial and legal aspects of our Erasmus project

Anna Ziobro, is responsible for the administration and the digital aspect /social media).

PROJECTS

INTERCULTURAL MEDIATION: A PROFESSIONAL ROLE CONNECTING SECTORS

Project name: INTERCULTURAL MEDIATION: A Professional Role Connecting Sectors Project
code: 2020 -1-IE01-KA202-066049

About the Project: Intercultural Mediation: a Professional Role Connecting Sectors” is a two year project co-financed by the European Commission through the Erasmus + Intercultural Mediation is an internationally recognized tool for overcoming the barriers to key services such as health, social protection, education, justice and law enforcement, very often experienced by people from minority ethnic backgrounds.

Objectives of the project: The main objective of the project is to share and further refine and customize, the learning, training and practice of Intercultural Mediation.



INTELLECTUAL OUTPUTS

- ✿ IO1: Profile, selection rules and implementation of the Mediator” -The first result is the creation of formal and substantive foundations that enable the actual emergence and implementation of a new professional role - Intercultural Mediator
- ✿ IO2: Promoting the new role and action plan for the process of implementation” -The second result is to create solutions that enable promoting a new role among key stakeholder groups and to prepare a clear set of guidelines that allow preparation for the implementation of a new role.
- ✿ IO3: Development of syllabus, handbook and toolbox for Intercultural Mediator” The third result is to develop an innovative development path/program and provide Mediator with tools and solutions (handbook, toolbox) that will allow him/her to effectively perform a new role.



EPROJECTCONSULT

📍 ITALY

🌐 WWW.EPROJECTCONSULT.COM

#EDUCATION #INNOVATION #SOCIALINCLUSION

#PROJECTMANAGEMENT

SUMMARY

Eprojectconsult is an Italian organization established in 2009 that is focused on the development and implementation of innovative and digital training solutions and high-standard research studies. EPC directly or through the legal entities that are part of the EPC group (A ROCCA, Way, Jalari) has implemented hundreds of European projects in the field of lifelong learning, training of education staff, training of public servants, training of youth and social workers, and development of e-learning solutions like e-learning platforms, e-learning modules, and complete individualized e-learning curricula. The research studies that EPC has developed are mostly related to the field of social sciences and applied psychology. In collaboration with Universities, Institutes and Public bodies, EPC implemented different types of activities, both online and offline.



TEAM COMPOSITION

The staff has strong intercultural and language skills due to time spent studying and working abroad. The official language of the office is English; however, the staff also speaks Italian, Spanish, French, Polish, Japanese, Bulgarian and Macedonian. The staff is multidisciplinary with backgrounds including law, social problems, tourism, marketing, and economics. The founders of the EProjectConsult are:

Federica Sottile, Director and Project Manager: graduated in International Law with a Master in Diplomatic Studies. She has 10 years of experience in project management, with a specific focus on Erasmus+ Ka1 and Ka2, and several other cooperative programs.

Nino Pietrini, Marketing Manager: graduated in Economy and Master in Tourism Management. Responsible for the marketing department. He has considerable experience in evaluation, training delivering and dissemination of Eu projects.

PROJECTS

TAKE THE LEAP

Title: "Take the Leap Project" - Project Reference Number: 2019-1-UK01-KA202-061906

The Take the Leap project aims to fill the gap between socially excluded youth workers who would consider setting up an enterprise and business advisers who are not equipped to provide the special support they need. How? By developing, piloting and introducing a two-level workshop-based training program, and an innovative online Training Package.

Objectives: - Workshops and one-to-one mentoring - Sharing knowledge, skills, good practice and experience between NGOs working with the target of the project; - The development of an open digital youth work entrepreneurship Training Package

The project will develop, pilot and introduce a training program, and an innovative online training package geared to the specific needs of young facing social exclusion.

Target: - 300 youth facing social exclusion including such factors as poor mental health, long-term unemployment (NEET), learning disabilities, social isolation, income deprivation, being ex-offenders; - At least 400 youth workers and youth trainers and others who provide support services to the above group.



INTELLECTUAL OUTPUTS

Develop and co-produce (through sharing) an accessible online entrepreneurship training package for socially excluded youth, for use by youth workers OER, and young people.

CREATIVITY CROWD

Project title "Creativity Crowd" Project code: 2020-1-BG01-KA227-ADU-095146 The main goal of the project is to address the key digital challenges posed by Covid-19 - digital transformation and intelligent use of digital tools in creative activities. The specific objectives of the project are:

- Adapting a model of competence framework in the field of digital creativity - defining levels of knowledge and skills from DigComp 2.1 (The European Digital Competence Framework for Citizens), which are related to the topic and validation of the acquired skills of the persons included in training programs for digital skills. Introduction of a model for validation of the acquired skills through an open digital badge for creative skills.
- Study the applicability of digital creativity in different sectors through case studies to illustrate the opportunities for social integration, sustainable business and active citizenship, and to promote the use of creative and cultural products in general, in the current pandemic situation.
- Creating tools for ethics and purity of digital content in creative activities, promoting active citizenship, the fight against fake news and diversity. The key target groups are identified according to the levels of competence offered by the project and the specific knowledge/skills required for each of them.
- Young people and students.
- Representatives of small and medium enterprises (SMEs).
- Teachers, facilitators engaged in training.

INTELLECTUAL OUTPUTS

The following results will be achieved within the project:

-  Adapted model of competence framework in the field of digital creativity - defining levels of knowledge and skills from DigComp 2.1.
-  Created a framework for self-assessment of digital creative competencies, based on the model - an online tool for self-assessment.
-  Created a tool for validation of the acquired skills through open digital creative badge for creative skills.
-  Report from a study of the applicability of digital creativity in different sectors through case studies (3 pieces - one for each of the partner countries - Bulgaria, Italy, Germany).
-  Toolbox - a toolkit for ethics and purity of digital content in creative activities. The tools will be compiled in the Open Digital Repository (ODR), in various formats (presentations, videos, publications), supporting active citizenship, the fight against fake news, digital diversity and equality.

THRESHOLD OF CHANGE

THE IMPORTANCE OF NETWORKING IN THIS HISTORIC MOMENT



AN ARTICLE BY **DAIANA HUBER**
CHIEF OPERATIONS OFFICER AT
CPIP

Managing European projects is the absolute greatest lifelong learning journey one could ever embark on. It is a complicated and wonderful labour of love, and the love is towards the European construct. As a joke, trying to explain the level of dedication needed, we at CPIP say in our blood we have red cells, white cells, and EU cells.

Starting the Network, we wanted to be in contact with peers and colleagues, and it was out of the sheer need to belong. Because our profession is quite a solitary one, even if the paradox is that we are in the middle of the action every time, all the time. But after a couple of years running the Network, we have realized it is and it can become so much more. Slowly but surely, we are getting more focused on putting our assets together, our capabilities and interests, to support more and more proposals in all kinds of European areas of interest.

Looking at all my colleagues I work with, meeting over online calls nowadays, I see we belong to a very peculiar culture of project management, shaped by the public policies of EU but also shaped by our intercultural connections and experiences. Indeed, “quoting” one of my favourite hashtags, We Are Europeans.

We have had along the way, working since 2004 in this profession, arguments, and debates on how inclusive we can be, how much this is everybody and what is truly the impact of our work. My answer is more and more clear as I look at all my colleagues in the Network, at all the splendid diversity in levels of experience, organizational capabilities, interest, and levels of intensity with which we approach management. It is a place for everybody, as long as we show respect and appreciation. All our voluntary efforts, from all our active network members, are a way of saying “thank you”, and giving back to the European community.



For sure it was a difficult year for us all: whilst working towards keeping our teams safe, calendars have shifted, deadlines kept piling up, but fieldwork got further and further postponed. And the hardest part of all, going fully digital, we stopped seeing each other face to face. Even if over the years we have complained about the difficulty of constant travel from meeting to meeting, it was one of the activities that kept us together as a large European family. And as we have suffered from being separated over the pandemic period, from our loved ones, the same we come to miss all our colleagues.

Now we are on the “threshold of change” (meaning everyday business in our profession): new programmatic period, new deadlines, new priorities, new ways of working online and offline. We have no idea how this is going to change our landscape, of European project management. But we know that we stand by our profession and the Network we have created, looking forward to all the challenges ahead always together with our partners.





EUROPEAN GRANTS INTERNATIONAL ACADEMY



ITALY



WWW.EGINA.EU

#EDUCATION #PROJECTMANAGEMENT #MOBILITY

SUMMARY



EGInA Srl, based in Italy, is a private consultancy and training agency, operating in the field of EU projects and grants.

The company was founded in 2012 by a team of project managers with a long experience in the preparation, presentation and implementation of project proposals, as well as in the coordination of international partnerships and in the administrative and financial management of interventions at local, national and European level.

TEAM COMPOSITION

The Company is composed of project managers, experts in writing, managing and implementing projects with the support of a communication and graphics team.

Altheo Valentini, General Manager Andrea Succhielli, Graphic Illustrator Bianca Bisiach, Digital trainer Chiara Borsini, Project manager Claudia Aspromonti, Administrative Assistant & Translator Colomba Damiani, Project designer Cristiano Longobardo, Web and Graphic designer Elisabetta Mei, Project Assistant & Translator Fabiola Acciarri, Project manager Fabrizio Ramaccini, Project assistant Francesco V. Castellini, Project assistant Isabella Virili, Financial manager Laura Cremonete, EU project designer Linn rasimelli, Communication Manager Luisa Cacciamani, Intern Translator Mario Acciarri, Researcher Martina Tiburzi, Administrative assistant Michela Spito, Administrative assistant Michele Ramadori, Project Assistant Valentina Brilli, Project Assistant Ylenia Cariani, Communication Manager

PROJECTS

ENNE

ENNE is a European Project that supports the establishment of 5 national networks of VET – Vocational Education and Training – providers in five countries involved: Italy, Bulgaria, Germany, Portugal and Belgium. This project will promote also the enhancement of VET quality and attractiveness, with a specific focus on mobility opportunities.



INTELLECTUAL OUTPUTS

- ✿ WP1 - Project management
- ✿ WP2 - Excellent National Networks
- ✿ WP3 - Capacity Building
- ✿ WP4 - Internationalization strategy
- ✿ WP5 - Evaluation and quality assurance
- ✿ WP6 - Dissemination & Exploitation

A hand holding a glowing lightbulb against a sunset sky. The background is a soft, orange-hued sky with a hand holding a glowing lightbulb. The text is overlaid on this image.

THE
VALUE
OF AN
IDEA
LIES IN THE
USING
OF IT

Thomas Edison



EUROPEAN INNOVATION CENTRE

 LITHUANI

 WWW.EINC.LT

#SUSTAINABILITY #INNOVATION #EDUCATION #SOCIALINCLUSION

SUMMARY



European Innovation Centre (EINC) was established in 1996. It is a non-profit vocational training institution, seeking to support social welfare and sustainable development, through the initiation and implementation of social innovations. Youth (NEETs, low-skilled, early school leavers), disadvantaged adults are the main target groups that EINC seeks to help since the day of its establishment by offering them the competence training courses aimed at improvement of their employability and entrepreneurship, and showing them the paths from social exclusion to social inclusion. EINC has participated in various European projects (Socrates Grundtvig, PHARE Lien, PHARE Democracy, EQUAL, ESF, ERASMUS+). During these projects, we gained vast experience in developing and implementing different educational methods as organizing e-learning courses, dialogic groups, social pair and group mentoring, evaluating the quality of projects' management and projects' outcomes.

TEAM COMPOSITION

EINC has experienced staff with high-level ICT skills and experience in the field of social inclusion and entrepreneurship, who have participated in various European projects (Socrates Grundtvig, PHARE Lien, PHARE Democracy, EQUAL, ESF, ERASMUS+). During these projects, EINC has gained vast experience in developing and implementing different educational methods of work with target groups, such as organizing e-learning courses, dialogic groups, implementing social pair and group mentoring, creating club "Help yourself", providing various competence training, evaluating the quality of projects' management and projects' outcomes, etc. The number of paid staff varies from 4 to 6, and the number of unpaid staff, working on a voluntary basis to organize different clubs' activities are from 2 to 4.

Key members: director Daiva Damuleviciene and deputy director Zivile Vasiliauske.

PROJECTS

CREATIVE TALENT FACTORY

Creative businesses, which have shown strong resistance to the crisis, represent around 3.5% of all products and services made in the EU each year and employ 6.7 million people, i.e. 3% of the European workforce. Creative businesses have demonstrated to have an important role to play in generating growth and occupation and fighting unemployment while strengthening social cohesion, particularly for young people, but also for those adults who come from disadvantaged backgrounds, who can transform their creative skills into their own business. The general aim of the “Creative Talent factory” - CTF project is to promote self-employment and entrepreneurship in the creative sector. To achieve this goal, the CTF project has defined four objectives:

- to provide digital learning opportunities for adults, including with disadvantaged background, supporting their motivation and empowering them towards access to upskilling pathways for creative entrepreneurship.
- to assess and monitor learners’ achievements in order to ensure the transparency and recognition of their creative entrepreneurial competencies and skills.
- to provide the innovative easy-to-learn pathway for upskilling the creative entrepreneurial competencies and skills needed to set up or improve the creative business.
- to extend and develop educators’ competencies needed for effective running the training of adult learners, including those with disadvantaged backgrounds, to become successful creative entrepreneurs.

INTELLECTUAL OUTPUTS

Four intellectual outputs will be produced by the CTF project. For adult learners:

-  Set of OERs “Creative Entrepreneurial motivation and empowerment”
-  Self-assessment Tool to assess the competences and skills of the creative entrepreneur
-  E-training programme “Creative Talent Factory“

For adult educators:

-  E-toolkit for Adult educators “How to run “Creative Talent Factory“”.

The general methodology to all four intellectual outputs is based on Open Educational Resources in order to promote open access to developed educational tools. However, each outcome is based on the specific to this outcome methodology, including reversed training methodology with the flipped classroom learning approach; innovative concept for the training course based on easy-to-learn Bite-size Learning methodology, assessing of the competencies and skills method with providing learners with the digital badge “Creative entrepreneur”.

FEDERAL STATE OF BREMEN MINISTRY OF JUSTICE AND CONSTITUTION

 GERMANY

 WWW.VOLPRIS.EU

#SUSTAINABILITY #RESEARCH #EDUCATION

#SOCIALINCLUSION

SUMMARY



Bremen Ministry of Justice is the public body responsible for administrating prison, probation and judicial services in the Federal State of Bremen, Germany. The Department for Rehabilitation, International Collaboration and Staff Training have a long history of leading and partnering in European initiatives to share learning on progressive and effective justice measures. Current research and staff training in our department center on deradicalization, community collaboration, leadership skills, digital prisons and prison staff career development.

TEAM COMPOSITION

Our department of five researchers runs 18 European and regional projects.

Our heads of department are the Director General of Prison and Probation Dr. Kerstin Ashauer, and her deputy Dr. Alexander Vollbach.

Further staff members are Ivo Lisitzki, Dr. Eduard Matt, Rhianon Williams, Clara Müller and Philina Koch.

PROJECTS

VOLPRIS



Ask anyone who chooses to engage with prisoners over other volunteering opportunities – despite your expectations or the challenging environment, time and time again you will see how your work changes lives. Volunteers often bring a wide variety of skills that support cornerstones of successful re-inclusion, giving those in prison a better chance to become engaged, productive members of society on release. Authentic, trusting relationships which ‘outsiders’ build are invaluable in normalizing an inmates' journey back into the community. Indeed, a wide variety of international studies show how volunteer support is a key working tool to inclusion. Community support inside and outside prison helps make (re)inclusion measures more effective, so fewer people return to crime and communities become safer.

Yet, despite this broad recognition of the value of the volunteer's support to (ex) offenders, their children and families, volunteering work in the criminal justice system (CJS) continue to suffer a lack of resources, training and recognition. Even trained volunteers struggle to keep up with workloads and changing political and funding priorities. VolPris.eu has been funded by Erasmus+ to invest in the qualification of volunteering management in prison settings. We will promote effective support for the many challenges voluntary organizations overcome daily in this sector, getting the most out of volunteers and better integrating their work in the justice sector.

INTELLECTUAL OUTPUTS

Step 1: Build a network for prison services and VSO's, for them to map, compare and exchange practice and practical information among each other about volunteering practices

Step 2: From this network and mapping, develop a European Prison Volunteer Managers Profile in terms of skills, knowledge and experience to improve the quality – and consequently recognition - of professionalism in the field of volunteering in the CJS;

Step 3: Using this profile and our information network, develop the first standardized and transferrable European CJS Volunteer Managers Training Course, to improve the effectiveness of prison services and volunteering organizations in reducing reoffending.

Step 4: Define Minimum Requirements for European Volunteering Programs in Prison.

Step 5: Develop an online platform for Volunteer Management in the Criminal Justice System, program practices, knowledge, experience exchange in the CJS to foster sustainable and long-term cross-border cooperation.

AWARE

AWARE: Multi agency awareness raising of mental health in prison. AWARE is a three year Erasmus+ project in which we have researched, developed and piloted mental health training for people who support individuals in prison and on release. We undertook original research in highly under-researched data, delivering user-voice data on how prisoners perceive mental health services, and how we could better support them in prison and once they get out. For example, people who worked with prisoners assumed that if the individual felt depressed or upset, they would first likely approach a social worker or psychologist. However, prisoners told us that their first contact would be made with family and friends through visits and phone calls, but also that one third of them had very little visiting time and that the price of phone calls was extremely prohibitive. These findings force us to think again about early warning systems for mental health issues, about how we integrate families into the prison and about how feedback like this must systemically be integrated into services. The project adapted to the need to go fully online during prison closures in the pandemic, and not only developed a blended learning manual, but also the beginning of a stand-alone e-learning course.



INTELLECTUAL OUTPUTS

Step 1: Network prison, probation and voluntary services that support prisoners in detention and on release.

Step 2: Survey 500 of these staff/ volunteers and 500 prisoners across 5 European member states on their perceptions of mental health services in prison, and their suggestions to make them better.

Step 3: Develop and pilot mental health in prison awareness-raising training.

Step 4: Ensure that the network we have built can share and disseminate the training and learning from this project.



FORUM EDUCATIVO

 SPAIN

 WWW.FORUMEDUCATIVO.EU

#EDUCATION #ENTREPRENEURSHIP #SOCIALINCLUSION #SUSTAINABILITY

SUMMARY

We are a Spanish organization with residence in Seville, focused on training and educational development of people of all ages, especially in the areas of entrepreneurship, digital transformation, inclusion of vulnerable groups, empowerment of youth, sport and language acquisition. Our programs offer the possibility to learn the skills to become an independent entrepreneur, who strives to face obstacles in life with a sporting spirit. We focus on inclusive and social entrepreneurship with a strong focus on providing access to digitalization, coaching and emotional support to live a decent human life and to integrate into society. We strongly believe that the future is in the hands of young people and that is the reason why we support them in many areas, such as emotional intelligence, soft skills, care of the environment, sociability and entrepreneurship.

TEAM COMPOSITION

Luis: He brings to projects more than 20 years of experience in the private sector across Switzerland, Spain, Ireland and Brazil, particularly in finance and business development. He holds a degree in Economics and Business Administration a Master's Degree in Project Management. Trained in Coaching and Neurolinguistic Programming. He speaks fluently in Spanish, English, French and Portuguese.

Rosa: Central Project Coordinator in the area of Education with more than 5 years of experience as a secretary in Tabladilla School, and more than 10 as a member of the association of parents of students. She also worked for Abaco Foundation that aims to care for children and young people in all their dimensions, both family, educational and human.

Rafael: Educational Researcher. He coordinates student exchange programs for Ireland, Spain, Italy, Portugal and other EU countries. He has been actively involved working on the development of educational projects and initiatives over the past six years.

PROJECTS

INCLUSIVE EDUCATION BUSINESS

Forum Educativo is involved in some European network of specialists for collaboration on projects related to education, social welfare, psychology, and social entrepreneurship. We support and train migrants from Latin America currently living in Spain in different areas according to their needs. Forum has set up Inclusive Education Business hubs/incubators in Córdoba and Sevilla. These incubators are pilot projects that will be presented to our National Agency in the next call for projects.

Forum has worked in Erasmus+ Projects with several organizations across Europe. Forum has recently won the first Erasmus+ project that will be executed in 2021 and 2022.





FRAME

 POLAND

 WWW.EUFRAME.EU

#INTERNATIONALCOOPERATION #EDUCATION #SOCIALINCLUSION

SUMMARY

FRAME is an educational NGO, aiming to develop and promote international cooperation of local communities supporting education, professional activity and the well-being of citizens.

Our members have vast educational, consulting and training experience, many of which with an international dimension. FRAME's beneficiaries represent diversified target groups with the main focus on:

- people with a migrational background
- teachers, trainers, career counselors,
- people aged 50+,
- entrepreneurs (including social entrepreneurs),
- disadvantaged groups.

We focus on an innovative approach both in education and social integration as well as supporting adults in improving their competencies and skills. Simultaneous reliance on the outstanding experience of our experts together with the inclusion of networking cooperation with partnering organizations, creates a new quality and synergic value of the implementation of innovative ideas into reality.

TEAM COMPOSITION

Our staff has been involved in numerous projects, contributing knowledge and skills in the following areas:

- multilingualism, multiculturalism,
- improving employability and promoting entrepreneurship (including social entrepreneurship),
- age management,
- development and improvement of key competencies,
- innovative education,
- improving teaching and learning skills (support for trainers and teachers),
- improving skills of adults, including parents

Our organization has the potential to provide support, according to specific roles and tasks assigned within the consortium, having immense expertise and experienced staff in the above fields. We are happy to lead thematic areas as IO leaders, as well as coordinate dissemination and QA. Our focus is on providing the highest quality of results and assuring sound impact on the target group. We have been an author and co-author of many interesting international projects, several of which were awarded at EU level as examples of good practice.

PROJECTS

WHAT TO DO IF

“WHATtoDOif – Effective guidance for successful integration of foreign communities through language acquisition” 2019-1-BG01-KA204-062401

Evidence shows that people from migrant communities and ethnic minority groups often face difficulties derived from information deficiency and a lack of knowledge about the system they are entering. Besides others, a lower level of knowledge of the host country language and information barrier in relation to the state system and environment that facilitates basic needs of inhabitants in the country can be a serious obstacle in the development and continuous effort of these persons in enhancing their chances and abilities with the aim to pursue a better life and be a valid part of the country they are living in.

The project's goal is to help newly-arrived foreigners, migrants and refugees to get oriented in the host country's economic, education, social and other systems, thus preventing their social exclusion or heavy dependency on their ethnic community. Migrants will improve their knowledge on the six thematic areas regarding the local system in partners' countries (e.g. job market, education, visa, health care, housing and realities, etc.). They will also be provided with a useful glossary and video tutorials to support their communication and language skills in the local language.

Key target groups:

- Migrants
- Educational institutions supporting and facilitating migrants' integration in hosting society.

INTELLECTUAL OUTPUTS

In order to address this goal, the project stipulates to deliver the following intellectual outputs:

- ✱ IO1: Migrants Info & Glossary Compass
- ✱ IO2: Solutions map
- ✱ IO3: Language Package
- ✱ IO4: Video tutorials
- ✱ IO5: Web Repository and Mobile application

All materials will be translated into the national languages of the project partner organizations (BG, CZ, EN, IT, CY, and PL) as well as 6 additional migrant languages: Arabic, Vietnamese, Ukrainian, Afrikaans, Romanian and Russian, which will augment the project's impact on the target group in the partners' countries.

F2F2D AND BACK

“F2F2D and back – How to effectively transfer F2F language courses to online/distance form in a short time” 2020-1-DE02-KA204-007590

The situation in Europe has changed dramatically due to the spread of COVID-19, and a subsequent closing of most of the public services, including education. Language courses play a special role due to a constant need for direct contact with the teacher, options to practice and train newly acquired language skills, get instant feedback in direct communication, etc. So, the sole transfer of knowledge the students are expected to gather is not possible in these courses, and the need to find alternative methods is of utter importance for all language education providers in Europe. The project will develop a conceptual framework for the transformation of various types of courses into sufficient online/distance form. The concept is based on two premises:

- The teacher will be developing distant support materials continuously during the standard run of courses,
- Students will use these tools to enhance their course involvement, repeat and deepen their knowledge, and also to get familiar with distance educational tools their teacher is using.

Target groups:

- Students and teachers of language courses,
- Facilitators of language courses (language centers, universities, NGOs working with foreigners etc),
- Stakeholders/customers (companies, parents, students), The resources will be translated into Bulgarian, Czech, German, Italian and Polish.

INTELLECTUAL OUTPUTS

Within the project led by a consortium of partners from Germany, Czech Republic, Italy, Poland and Bulgaria the following intellectual outputs will be prepared:

- A comprehensive roadmap of types of language courses and their transfer needs to online/distant form,
- Teacher guide to available tools and methods of transfer,
- Step-by-step guide for transferring courses,
- Self-assessment and assessment distant tools for students, teachers and facilitators
- Platform for distance/online education
- Course Guide for teachers

The project is not simply a guide to transferring a course with an online tool. Rather, it offers a matrix to find out the best possible combination of tools from a variety available for a particular course, enabling teachers and facilitators to overcome the time burden and react:

- quickly enough to not miss the students and time
- effectively, so with the selected combination of online/distance tools,
- with relevant tools and methods.



I&F EDUCATION

 IRELAND

 WWW.INSTRUCTIONANDFORMATION.IE

#EDUCATION #INNOVATION #ENTREPRENEURSHIP #SOCIALINCLUSION

SUMMARY

I & F Education is an Irish-based organization working in and from Dublin for the educational development of people of all ages, especially in the areas of entrepreneurship, sport and personal development, youth, language acquisition, inclusion and diversity. We stress and put the emphasis on lifelong learning as well as adult learning. We have a network of specialists for collaboration on projects related to social welfare, psychology, sociology, special educational needs, social policy and innovation, information technology, entrepreneurship, employment, sports, cultural, inclusion and tourism programmes.



TEAM COMPOSITION

Joe Cabello: Central Project Coordinator. Secondary school teacher with nearly 30 years of experience as a youth leader and in the area of sports and language teaching. His main area of work has been the integration of life skills in the area of sports. Joe is on leave from Rockbrook College (secondary) in Dublin. He has been actively involved in working and developing projects with I & F over the past six years. Joe is an expert on political philosophy, business consulting and mentoring.

Naomi Nicholl: Educational Researcher. Managing director of the Bushy Park Tennis Club and president of the Padel Federation of Ireland. Her work focuses on the integration of life skills in the area of nursing, psychology and early education. She also coordinates student exchange programs for Ireland, Spain, Italy, Portugal and other EU countries. She has been involved in working on projects and initiatives with I & F over the past six years.

PROJECTS

HEXAGONAL LEADER



HEXAGONAL LEADER - Leaders, entrepreneurs, executives, managers, and workers, in general, are obliged to develop new skills and strategies for a new market which is seeing advances in science and technology that have together been dubbed the Fourth Industrial Revolution. Success in this new era will, therefore, require managing teams of highly specialized technical experts: “knowledge workers” such as scientists, engineers, data analysts... In parallel, the world’s increasing interconnectivity is giving us a new form of globalization, in which ever more diverse teams of people are working together.

Managing these teams requires a very different mindset to “standard” leadership and motivational models. It needs an approach that recognizes the heterogeneity, ambition and sophistication of such staff integrating new and relevant skills. In this line, ‘The Future of Jobs’ report, highlighted that “current shifts underway in the workforce will displace some workers while at the same time create new opportunities for others,” the Forum’s report said talking about a “growing skills instability” where technology changes the profiles of many current jobs and different competencies are required”. It estimates that more than half of all employees will require significant re- and upskilling in the coming years, a context where it is easy to accept that the role of the leader and his kind of leadership needs to adapt to the new scenario.

INTELLECTUAL OUTPUTS

To achieve the objectives of the project three Intellectual Outputs will be developed, tested and multiplied: the ‘HEXAGONAL TRAINING’ is a training system for leaders in the new skills demanded by the labour context in the Fourth Industrial Revolution, which will be supplemented by ‘THLE’ (O2), a best practice case study. These will be the umbrella for ‘HEXAWORKERS’ (O3), a self-leadership kit with training tools for employees. All outputs produced will be freely accessible for the public within and beyond the project’s lifetime. THL is likely to have sustainable direct impacts within and beyond the project lifetime on three target groups: 1) entrepreneurs and managers, 2) employees 3) Companies and organizations active in the field of training and advisory services.

ENTREPRENEURSHIP FOR EVERYONE



EFE - Entrepreneurship for Everyone - According to Eurostat, more of 30% of employment in the EU is concentrated in micro-companies; fewer than 10 workers. In fact, 90% of EU companies share this size-, a figure that in countries such as Spain goes to 41%. The problem of this kind of SMEs or small entrepreneurs is their sustainability and, therefore, employability. According to the same stats, the survival of this kind of small business in the first five years does not reach an average of 50%, with figures which go from 48% in France to 54% in Italy, 58% in the United Kingdom or 61% in Spain. Five years of work, money, effort and hope... and it all just disappears. Why? This is the key question. There's a particular reason for every entrepreneurial failure, but here's one reason we rarely hear: The entrepreneur just didn't have the talent for the job, and it does not mean that he/she does not have the intelligence or the knowledge of his/her sector, but many other concepts which have nothing to do with cognitive factors. So, one thing that's missing in this discussion is the attributes of the individual, the person who is at the center of a company, making day-to-day decisions for running the business in highly uncertain circumstances.

INTELLECTUAL OUTPUTS

To achieve the objectives of the project three Intellectual Outputs will be developed, tested and multiplied: **THE FIRST FIVE YEARS ENEMIES (O1)** will analyze inner difficulties in first five years of business for entrepreneurs, acting as an umbrella for **COACHING FOR SUCCESS (O2)**, proposing a training system and manual for coaches on entrepreneurship; finally, **COACHES FOR ENTREPRENEURSHIP** will develop a train-the-trainers manual for managers and entrepreneurs to become coaches in their companies. The online system will also feature a platform for interactions between learners, facilitators, mentors and mentees, and other stakeholders. All outputs produced will be freely accessible for the public within and beyond the project's lifetime. EFE is likely to have sustainable direct impacts within and beyond the project lifetime on three target groups: 1) coaches and facilitators 2) entrepreneurs and managers 3) Companies and organizations active in the field of training and advisory services.



INSTITUTE FOR RURAL DEVELOPMENT RESEARCH

📍 GERMANY

🌐 WWW.IFLS.DE

#SUSTAINABILITY #RESEARCH #PROJECTMANAGEMENT

SUMMARY

IfLS is an independent non-profit research institute at the Goethe University in Frankfurt am Main. It was established in 1956. Since then, it has been addressing issues in the field of agriculture and rural regions in Germany and Europe. With a long record of projects focusing on sustainable land use and sustainable regional development, IfLS has been working closely with protected areas such as national parks, UNESCO biosphere reserves, nature parks or UNESCO global geoparks. A team of around 12 researchers and advisors supported by project assistants and administrative staff are currently managing and implementing around 20 projects.



TEAM COMPOSITION

In the last five years the Institute employed an average of twelve scientific staff members. The specialists are distributed across various sub-disciplines of the IfLS: Agricultural Sciences, Geography, Geoecology, spatial planning, Sociology and Cultural Anthropology. Their professional experience ranges from 4 to 20 years. The professional competencies go beyond the study-related focal points in regional marketing, moderation, organizational development and communication. The willingness to work together across disciplines is of central importance to us. All staff members are involved in a large number of networks and associations in the fields of sustainable development, environment and nature conservation as well as agriculture on a national and partly also on an international level.

PROJECTS

DECISION-MAKING SUPPORT SYSTEM FOR IMPLEMENTING THE GOALS FOR SUSTAINABLE DEVELOPMENT IN PROTECTED AREAS

Decision-making support system for implementing the goals for sustainable development in protected areas – SDG.imp

The Agenda 2030 stands for humane living conditions worldwide and implementing the model of sustainable development. In 2015 the international community adopted the Agenda 2030 and its 17 Sustainable Development Goals (SDGs). Their implementation at a regional level is the central challenge.

The project “Decision-making support system for implementing the goals for sustainable development in protected areas – SDG.imp” addresses this issue. The aim is to present the SDGs and show approaches of how to implement SDGs in protected areas. For this purpose, a learning platform and supplementary materials for the implementation of the SDGs in practice will be developed.

Among the target groups of the project are the administrations of protected areas, which are to use and apply the materials to contribute to the SDGs together with their partners from politics and economy in joint activities. In addition, the materials are aimed at local administrations in protected areas, which wish to live up to their role model function, as well as at economic partners from agriculture and forestry, trade and industry, tourism and other service sectors, and identify with their protected area and wish to contribute to its, and their own sustainable development.



INTELLECTUAL OUTPUTS

The project “Decision-making support system for implementing the goals for sustainable development in protected areas – SDG.imp” presents the SDGs and shows approaches of how to implement SDGs in protected areas. A learning platform and supplementary materials for the implementation of the SDGs in practice will be developed.

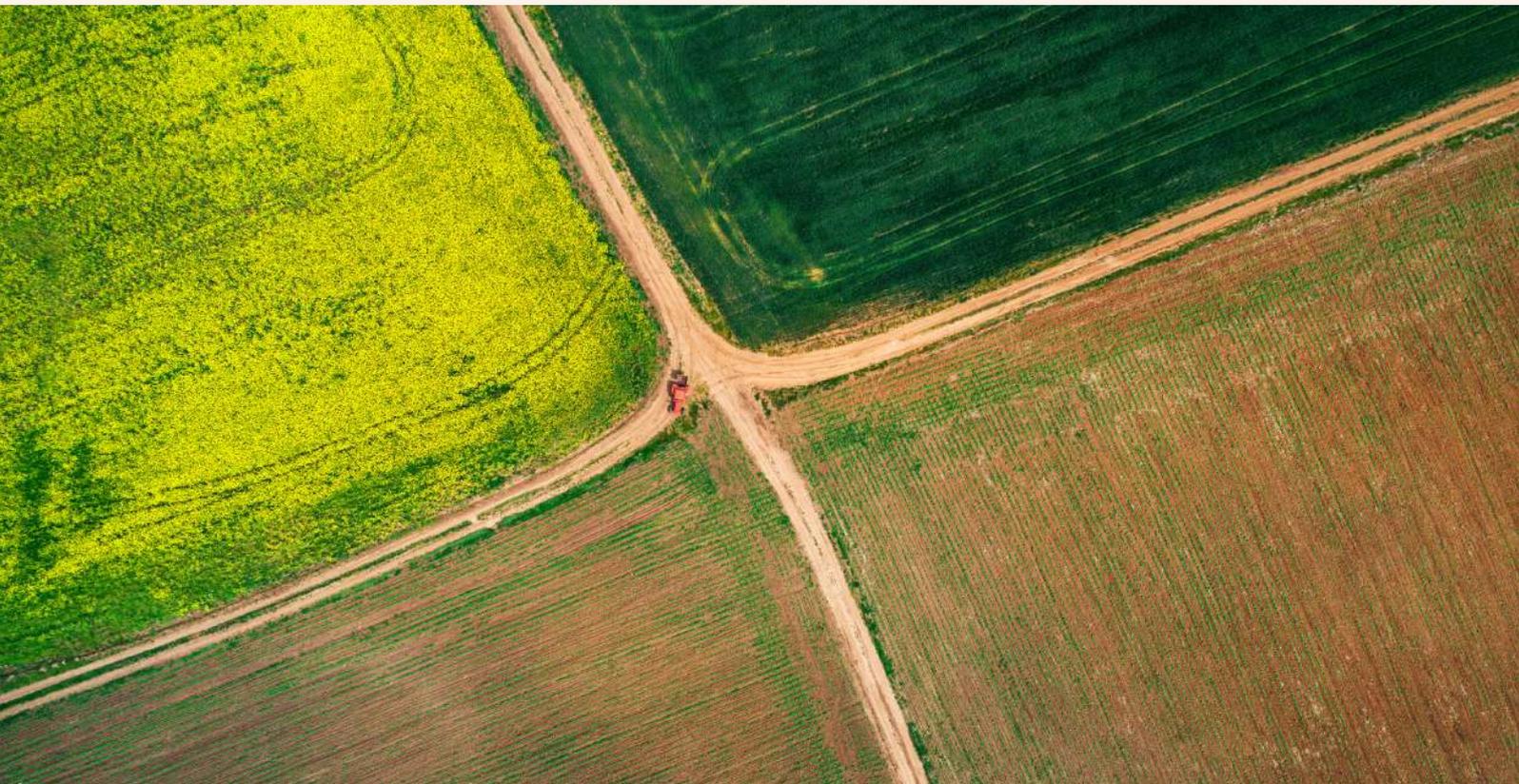
Target groups of the project are the administrations of protected areas, their partners from politics and economy, like local administrations, economic partners from agriculture and forestry, trade and industry, tourism and other service sectors.

SUSTAINABLE ENTREPRENEURSHIP BASED ON MULTIFUNCTIONAL AGRICULTURE

Sustainable Entrepreneurship based on Multifunctional Agriculture - SEMA

“SEMA” stands for Sustainable Entrepreneurship based on Multifunctional Agriculture. It is a transnational research project supported by the European Commission and funding bodies in five countries under the umbrella of ERASMUS+.

The key concept for sustainable agricultural and rural development is multifunctional agriculture. It cannot be achieved only by applying agricultural knowledge; it also relies on economic, organizational and entrepreneurial skills. Using ICT, SEMA is providing high-quality learning opportunities targeted at young farmers and family farm managers. Online training material, good-practice examples and a mentoring network are a combination of innovative approaches.



INTELLECTUAL OUTPUTS

Aim of the SEMA project is to provide training and capacity building opportunities according to the needs for qualification of European farmers beyond formal vocational training and additional case studies. Its mission is to promote and support rural entrepreneurship and improve viability of farming in multifunctional agriculture.



INSTITUT SAUMUROIS DE LA COMMUNICATION

FRANCE

WWW.ISC-FORMATION.ORG

#EDUCATION #COMMUNITYBUILDING #SOCIALINCLUSION

SUMMARY

Institut Saumurois de La Communication (ISC) has operated as a training course center since 1994. Our company has three departments: Training courses:

Our service aims at identifying and supporting marginalized and disadvantaged "hard-to-reach" adults, and young people with long-term unemployment, with varying difficulties within different community settings and different educational needs, with an outcome of improving quality of life, hence improves employability status.

1. We teach literacy and numeracy to persons (French and foreigners) already employed in companies. We help those persons to improve their knowledge but also to know and understand their rights and duties in our country, to live a better insertion.
2. As we are certified by the Project Management Institute (PMI) s, we also teach project management to managers.
3. Consultancy

European projects: ISC has been involved and has led several projects.

TEAM COMPOSITION

Françoise SALESSE : Occupational psychologist. Manager and team leader. She teaches literacy and numeracy and is focused on the professional orientation of unemployed persons. She has the capacity to manage and coordinate a team, organize seminars, meetings, conferences, plan and respect deadlines. She is a good negotiator. Project management consultant and certified PMI. Fluent in English.

Michel SCHAILLEE : Coming from Flanders, he is a graduate in economics and financial sciences, working in the adult education field and in project management. Since 2012 is involved in European projects. He teaches Project Management. He is also a counselor in Project Management for some companies in Belgium, Luxembourg and Switzerland. Fluent in English, Dutch and French .

Jérôme TAFANI : Computing engineer, responsible for the implementation of computer activities. He manages computer projects and teaches numeracy using computers. He is fluent in English and Spanish.

PROJECTS

EESPIP

Instead of wasting time and getting demoralized during incarceration this project envisions prison staff to stimulate convicts to enhance their skills and be better prepared to tackle professional challenges when they have done their time. Prison staff represent an essential link between the static conditions of imprisonment and the challenging and volatile conditions of the labor market.

Prison staff and volunteers reaching out for those groups need to reinforce their communication skills.

EESPIP project aims to put in the spotlight the potential of a prison officer to interact with female prisoners and minorities in a lifelong learning context, as a "champion" for a learning culture. To achieve this, we have 3 major blocks of activities throughout the 3 years of project development and implementation:

1. We did the research - set the context, the numbers, the connections and understanding the perspectives of all major key players on what the role of a prison officer in the learning process and education of women inmates and minorities is.
2. We developed the content.
3. We will pilot and multiply our developed content to professionals and management of the prison system as to the education environment and adjust it as much as possible to the realities encountered by those professionals.

INTELLECTUAL OUTPUTS

The module was constructed following the ECVET concepts, so that:

- any participant can build them later into the own lifelong learning process
- any training institution or HR department within the prison system can understand and integrate into its own training offer, regardless of being in the project partnership or not. In this common introductory module, we set the tone about the extent of prison education, how it impacts daily activities, what it does and what it does not. We will also introduce concepts from the theory of education, so as one can understand where prison education can be situated.

The module is constructed following the ECVET concepts, so that:

- any participant can build them later into the own lifelong learning process
- any training institution or HR department within the prison system can understand and integrate in its own training offer, regardless of being in the project partnership or not.

SUSTAINABILITY IN EUROPEAN PROJECTS



AN ARTICLE BY **JAVIER MORALES**
PROJECT COORDINATOR AT **GROWTHCOOP**

In 1990 I started my professional relationship with European projects in a somewhat accidental way. Since my first international meeting in December 1990 in Bologna, my professional life started to change.

Although I studied Law, my interest in the legal world was never very strong. At the end of my studies, I did a Master in Human Resources Management and in my first job I was in charge of a Training Department. Since then my relationship with the world of education and training has always been very intense and it is something that after so many years I am passionate about.

During these years I have combined my work as a trainer and coach with the responsibility of working on dozens of European projects related to education and training.

The concept of "Sustainability" has always been present in the development of European projects, although for many years there was no concrete Sustainability plan. I think this is due to a change in the way we think and work in our society. Years ago it was taken for granted that everything would remain in time. In our world, for years we have been living only in the present and we look very little to the past and the future. Everything tends to go out of fashion very quickly, we live in the society of the immediate.

Taking into account these tendencies of our present society, the European Commission has been insisting for many years on the concept of sustainability of projects. To put it simply, we could say that the European Commission is increasingly interested in ensuring that the projects developed through the various Europ-

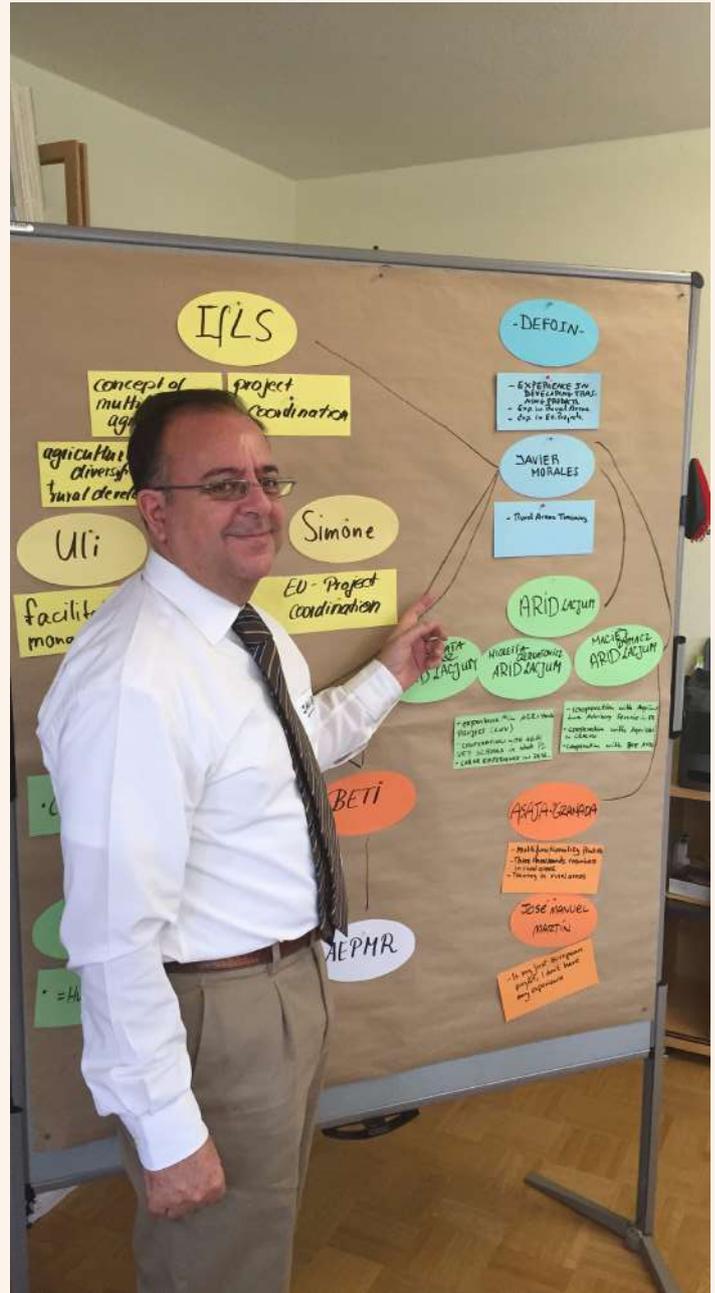


-ean programs are sustainable over time and do not only have immediate and fleeting use.

This interest and concern on the part of the European Commission is very logical, as the expenditure on these projects is very significant and the aim is for them to last as long as possible.

Sustainability must be addressed at the root of the project, not as a parallel task, i.e. the products have to be sustainable in themselves, they do not have to be sustainable because there is a plan to make them sustainable. I think this is a very common mistake when dealing with sustainability.

Finally, I would like to stress a really important idea, the ethical commitment to sustainability. By this, I want to stress the idea that those of us who work with public funds for the good of others have a double ethical commitment. One is to respect those funds, since they come from the taxes of all citizens, and the other is to respect the ultimate beneficiaries of those funds so that they receive their benefits in a concrete way and over time.





KMOP SOCIAL ACTION AND INNOVATION CENTRE

 GREECE

 WWW.KMOP.EU

#SUSTAINABILITY #RESEARCH #COMMUNITYBUILDING #SOCIALINCLUSION

SUMMARY



KMOP is a non-profit organisation based in Athens, Greece, with more than 40 years of experience in sustainable development, social growth, human rights protection, social inclusion and policy research. The organisation focuses on building people's resilience, combatting poverty and inequalities of income and opportunity and supporting inclusive and sustainable growth by developing and implementing a variety of innovative tools, programmes and policies.

KMOP as a leading Social Action and Innovation Centre has established presence and partnerships at an international level, working with major actors in the public and private sectors, as well as with civil society to drive solution-oriented, knowledge-based interventions that are essential for fostering resilience. In the past decades, KMOP has coordinated and/or participated in more than 100 EU funded projects, such as FP7, REC, AMIF, COSME, Erasmus+, Justice programmes etc.

TEAM COMPOSITION

KMOP employs more than 100 in-house professionals with advanced degrees and several years of professional experience in the field. Our staff comes from diverse educational backgrounds and disciplines and thus constitutes a rich mix of sociologists, socio-political scientists, and social policy analysts, specialists in the field of mental health, education, employment, human rights and psychologists, economists and lawyers. In addition to our permanent staff, KMOP has a wide network of international experts as well as partnerships with first-class institutions with expertise in the fields of: health, employment, social policy, public administration, economics, education and migration. KMOP is a learning organization, where individual/collective reflection and learning lead to improved ways of working, achieving goals and innovation.

PROJECTS

ARCHIMEDES: TOOL FOR MEASURING SOCIAL IMPACT

The project "Archimedes: Tool for measuring social impact" is being implemented under the Active citizens' fund in Greece by KMOP. The Active Citizens Fund in Greece is supported through a €12m grant from Iceland, Liechtenstein and Norway as part of the EEA Grants 2014 – 2021. The program aims to develop the sustainability and capacity of the civil society sector in Greece, and to strengthen its role in promoting and safeguarding democratic procedures, active citizenship and human rights. The project aims to develop a comprehensive database that combines micro and macro level data in order to develop a multilevel approach for the evaluation of the social impact of policies/programs/actions. The tool will use and present a broad spectrum of data across different domains of life aiming to provide a context-specific definition of what is beneficial to society.



INTELLECTUAL OUTPUTS

KMOP will develop a digital tool, that uses multilevel novel data in order to deliver context-specific elasticities of different social fabrics in relation to different policies/programs. These elasticities are the pillars of a comprehensive impact evaluation methodology. KMOP will pilot test the digital tool in 10 projects, implemented by public authorities or enterprises. The results of the pilot test will be used for the development of a Guide. A Capacity Building Program for civil society employees and/or volunteers with the aim of developing their skills in applying the digital evaluation tool, reporting and presenting the results and using the data for the implementation of evidence-based advocacy. Training workshops will be held. Ten (10) Civil Society Organizations will implement the digital tool in topics related to the social impact of projects/actions undertaken by public authorities or enterprises. The results will be used for the implementation of advocacy campaigns.

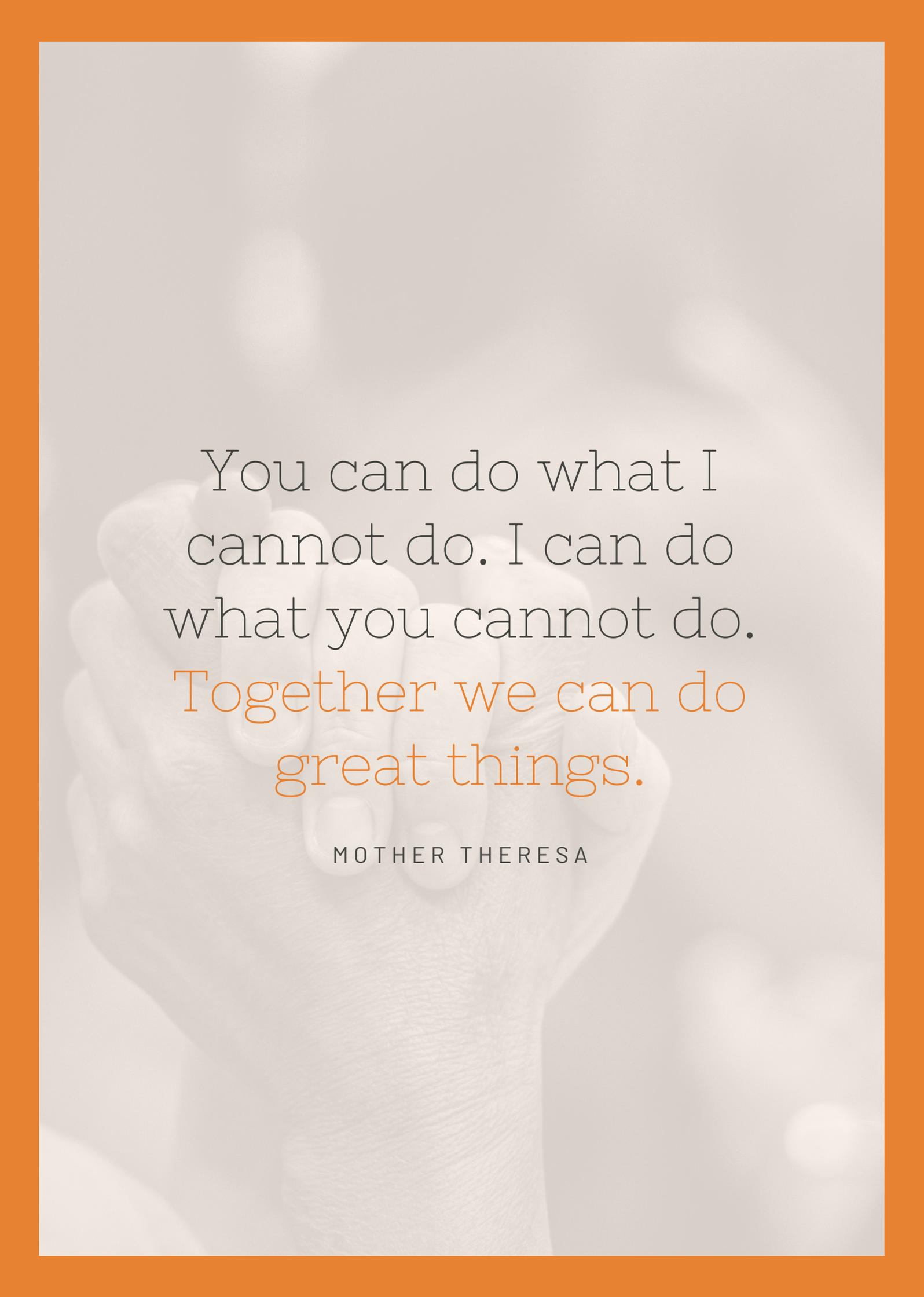
TEAMWORK - COMBAT SEXUAL HARASSMENT IN THE WORKPLACE

"TEAMWORK – Combat sexual harassment in the WORKplace" EU-funded project (Rights Equal Citizenship Programme) aims at strengthening the combat against sexual harassment in the workplace. TEAMWORK focuses on strengthening the combat against sexual harassment in the workplace with the aim to create a culture of zero tolerance. By developing guidelines for Human Resources professionals to revise staff policies, the project is aiming to empower their capacity to prevent and tackle sexual harassment at the workplace, as well as to introduce measures to protect the victims-employees regardless of their gender and job level.

INTELLECTUAL OUTPUTS

KMOP will develop Guidelines for Human Resources professionals and senior managers.

The guidelines will include laws, definitions and recommendations to reform staff policies in order to prevent sexual harassment and empower the victims. Two capacity-building seminars for HR professionals will be organized to enhance their skills and competencies for the prevention of sexual harassment and the establishment of clear and safe paths to provide support to victims. One rights/obligations awareness training will be organized to illustrate the legal framework, the rights and obligations of the employees, also to establish the pathways for reporting such acts and ways to support colleagues. The online tool will enable the companies to self-assess their readiness in terms of recognition, prevention and protection policies. The online platform will gather vital information—legal procedures, good practices, support services—for survivors of sexual harassment in the workplace.



You can do what I
cannot do. I can do
what you cannot do.
Together we can do
great things.

MOTHER THERESA



KNOW AND CAN ASSOCIATION

 BULGARIA

 WWW.KNOWANDCAN.COM

#EDUCATION #COMMUNITYBUILDING #SOCIALINCLUSION

SUMMARY

Know & Can Association is a NGO established in March 2007 in Sofia, Bulgaria. It works mainly in the field of non-formal education and on European projects and programs in education, rights, justice, citizenship and mobility. It is a licensed center for career counseling and a training provider. It has partners in all EU countries, Latin America, Turkey, Albania, Macedonia and Serbia. Know and Can expertise is in non-formal education; elaboration and management of projects and educational programs; training; delivering and implementation of educational programs for acquiring new knowledge and skills; applying modern methods and techniques for the development of non-formal and informal education; cooperation with organizations and institutions working in the field of education and educational services; soft, civic and working skills training; training programs to promote the enhancement of qualification of pedagogical staff.



TEAM COMPOSITION

KNOW AND CAN team includes 9 people who are specialists in the following spheres – formal, informal and non-formal education of youths and adults, finances and economics, pedagogy and psychology, public administration, career counseling, the law of the European Union, marketing, language teaching, sociology, journalism and media. The members of the Know and Can team are enthusiastic, ambitious, educated and well-trained with interests in many fields. They are hard-working, punctual, tolerant and used to working in international teams and with people from different social groups and various backgrounds. All of the members of the staff have attended specialized training in Bulgaria and different parts of the world. The members of the staff have attended training in multicultural environments connected with soft skills, civil education, social-psychological training, developing educational programs, entrepreneurship, leadership, and others connected with non-formal education and trainings.

PROJECTS

SOCIAL ENTREPRENEURSHIP



Social entrepreneurship is not a new concept, but during the past years, it gained wider popularity among the social, business and academic spheres. The term encompasses the recognition of social, cultural, or environmental issues and finding suitable approaches to resolve them or improve the circumstances that led to particular problems.

Social entrepreneurship is connected with social inclusion, inclusive growth and involvement of young people with low basic skills. The “Social Entrepreneurship and Innovative Solutions” (SEIS) project gathers together eight organizations from Europe (Bulgaria, Belgium, Spain) and Latin America (Argentina, Chile, Paraguay, Uruguay) and focuses on providing capacity building for youth workers in the field of social entrepreneurship in order to equip them with skills, knowledge and tools for working with young people on this topic using non-formal education methods. It intends to make a contribution to Europe’s 2020 Strategy for smart, sustainable and inclusive growth by focusing on social entrepreneurship as a means for contributing to solving the issue of youth unemployment, for involving and empowering marginalized youth, for promoting innovation and social inclusion in Europe and Latin America. In the broader and long-term aspect, the project aims to contribute to solving the issues related to the unemployment of young people and the marginalization of certain groups who face difficulties in integrating with the labor market.

INTELLECTUAL OUTPUTS

SEIS Project is focused on entrepreneurship education for youth, with special emphasis on social entrepreneurship, non-formal and experiential learning alongside specific knowledge, using ICTs which ensures a holistic approach to the personal development of young people, including young people with fewer opportunities. Main project outcomes:

- An innovative web platform with training materials and additional information on working with young people on social entrepreneurship (E-resource hub);
- A mobile application for social entrepreneurs;
- An inspirational collection of video success stories of social entrepreneurs;
- Training for youth workers on youth empowerment through social entrepreneurship;
- 2 phases of job shadowing for youth workers from Europe and Latin America;
- Local national training courses for young people;
- Transnational youth exchange of 40 participants, with a focus on social entrepreneurship.

UPTHEM TRAINING PROGRAM



Nowadays more than 15% of the EU population aged 15-29 falls in the group of NEETs. One of the top priorities of the EU is at least 75% of the 20-64 year-olds to be employed, therefore in recent years, all member states launched various national programs for continuous training of long-term unemployed citizens to raise their qualifications and employability. “Upskilling Pathways for Employability” (UPthEM) is an Erasmus+ project combining the efforts of six EU organizations from Bulgaria, Poland, Spain, Romania and Greece towards the creation of an innovative training program aiming to empower employability and raise the employment prospects of disadvantaged people from four different groups: people facing socio-cultural (gender, ethnicity or religion-related), economic (related to unemployment and poverty), geographical disadvantages (living in remote and rural areas with limited employment opportunities and higher, in relation to other regions, rate of long-term unemployment) and the group of people with disabilities. UPthEM project will offer a strong evidence base for national and European policymakers, designing policy measures to alleviate the negative effects of social exclusion and to find sustainable solutions to unemployment for adults with disadvantaged backgrounds. The findings of UPthEM project can serve as policy guidelines and contribute to the development of national employment programs and add momentum to initiatives led by the European networks.

INTELLECTUAL OUTPUTS

The UPthEM training program combines entrepreneurship and employability training curricula with role-play simulation exercises and is an innovative resource for adults with disadvantaged backgrounds, which will empower them to take on an active position in life and be either successfully employed or engaged in an autonomous entrepreneurship and on the other hand will develop the competencies of adult educators who work with disadvantaged adults. The program design entails four modules, considered key to a successful career:

- Green Entrepreneurship and Sustainable Development
- Social empowerment
- Creative Thinking
- Building self-esteem
- A collection of 40 video stories presenting successful entrepreneurial examples. The video collection offers short inspirational stories of people who share what inspired them to start their own business, what were the difficulties and obstacles on their professional path and how they managed to overcome them.



KOCAELI BEUFA

 TURKEY

 WWW.KOCAELI.GOV.TR

#EDUCATION #COMMUNITYDEVELOPMENT #SUSTAINABILITY #COOPERATION

SUMMARY

Kocaeli BEUFA is the sub-unit of the Governorship of Kocaeli, being responsible for developing and implementing socio-cultural and educational projects on behalf of the Governorship. Its main aim is to contribute to the acceleration of Turkey's accession and adaptation to EU Acquisition and to enable Kocaeli province to get the full benefit from EU programs. Universities, National Directorates, Municipalities, NGO's and all the other legal institutions in Kocaeli are included in our local/regional network.

The Governorship is the highest local public authority in the province, which means that all kinds of public bodies in Kocaeli are in the jurisdiction of our Governorship. This enables BEUFA to have a wide range of networks and cooperation on different disciplines from education to health, social policies to youth, culture to art, and so on. Entrepreneurship (precisely young entrepreneurship) is one of the main concerns of BEUFA.



TEAM COMPOSITION

The Governorship has a lot of staff in different departments, yet the key staff for BEUFA are three people:

Mustafa Ginesar - Head of Department, Senior Project Manager.

Mine K. Yılmaz - Project Assistant responsible for EU project works

Zeynep Dogan - Administrative staff responsible for budget management and office works of EU projects.

PROJECTS

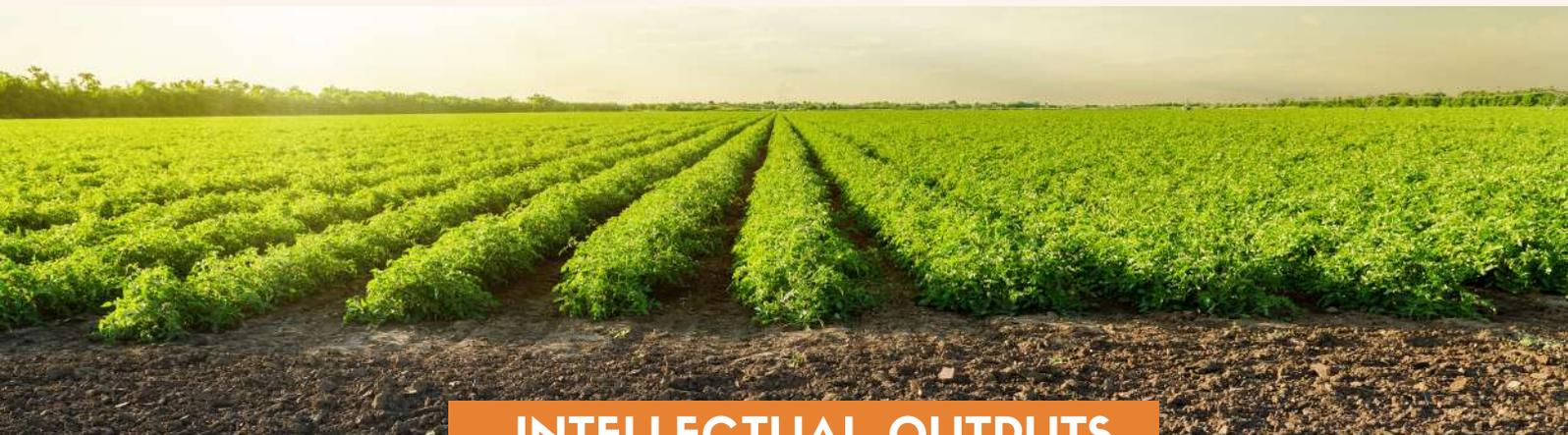
INNO-FARMING

Inno-Farming - Innovative Indoor Farming Applications for Future Urban Farmers. 2019-1-FR01-KA202-062337

Description: EU population is getting older and by 2050, the world's population will approach 10 billion. Considering the food demand of this aging and urbanising population "Urban Agriculture" (UA) has become of great interest in finding new answers for how cities can master recent agricultural, social, economic, and ecological challenges.

While the general aim is to contribute to the EU and its citizens' lives through practical VET solutions for future "Urban-Farmers", specific objectives include:

- Bringing together existing knowledge in UA (growing technologies and sustainability elements social, economic and environmental)
- Supporting the educational processes of agricultural students and new-comers in UA by equipping them with future skills while developing their entrepreneurial spirits in UA
- Developing the teaching skills of agricultural VET actors in UA while developing VET skills of related stakeholders as regards to the innovative UA sector
- Creating a sustainable VET environment and network for local, regional, national and European stakeholders' interaction, exchange of ideas, experiences and good practices.



INTELLECTUAL OUTPUTS

- ✿ IO-1: A training methodology and supporting tools (a methodological framework to train agricultural students and project managers including new incomers in the field of agriculture wishing to develop vertical indoor farms);
- ✿ IO-2: An E-course platform based on the developed methodology (A European and multidisciplinary E-training tools-kit to support the training activities of the stakeholders but also usable in autonomy by the target groups: students, promoters of agricultural projects, urban citizens and organizations);



INDEED

INDEED – “INnovative tools for Diets oriented to Education and hEalth improvement in Dysphagia condition” 2020-1-ES01-KA204-083288

INDEED project targets people suffering from dysphagia, which is estimated to affect 8% of the world's population. Dysphagia, or swallowing impairment, is frequently linked to dehydration and malnutrition, and has negative consequences for quality of life and participation in social activities involving eating and drinking.

The main objective of the INDEED project is to improve the dietetic management of oropharyngeal dysphagia by offering innovative learning methods. INDEED project target groups are people with dysphagia, families and caregivers, on the other hand, adults educators who support families, caregivers and people with dysphagia from a multidisciplinary point of view (speech therapists, kitchen staff, dieticians, students).

The specific objectives: Investigating the overall situation about dysphagia management in partner countries; increasing the public awareness on dysphagia condition and bringing it up in the agenda of national policy makers; creating innovative and user-friendly tools both for caregivers and for adults in charge of dysphagia patients; and creating an innovative, international and multidisciplinary network that engages professionals from different areas. All the objectives have been designed to facilitate effective tools that improve eating inclusion of dysphagia patients.

INTELLECTUAL OUTPUTS

- 

IO-1: a pedagogical methodology, with specific contents and tools on different aspects of dysphagia for professionals and/or adult educators to promote empowerment and competency among professionals for the better undertaking of their tasks. This training should enhance the technical capacity and quality of services, leading to innovation.
- 

IO-2: a methodology, tools and knowledge, with accessible and adaptable content. The contents for IO2 will be developed by an international multidisciplinary team. Target group for IO2 are caregivers, families and people with chewing and swallowing difficulties (with or without diagnosed dysphagia).
- 

IO-3: e-learning course with the objective of developing the knowledge related to recipe development for food service communities and individual homes. The course will contain theoretical and practical information and will present recipes and other tools which can be applied to people with dysphagia.



LITHUANIAN WOMEN'S LOBBY ORGANIZATION

📍 LITHUANI

🌐 [WWW.LMLO.LT](http://www.lmlo.lt)

#SOCIALINVOLVEMENT #EDUCATION #WOMENSRIGHTS

SUMMARY



Lithuanian Women Lobby Organization (LWLO; www.lmlo.lt) was founded to support the lobbying of women in Lithuania. Currently, LWLO unites 44 Lithuanian women NGOs working in the sphere of gender equality and it is a member of the European Women's Lobby Organization (EWLO).

LWLO as an association started its non-formal activities in 2007 and the same year LWLO joined the EWLO, which is the largest umbrella organization of women's associations in the European Union, gathering over 2000 women's associations in 31 countries. LWLO was registered as the official association in the year 2013. In the year 2017, European Parliament gave the Citizens Prize to LWLO, for its active work in the field of gender equality at national and European levels. The mission of LWLO is to promote the active involvement of women's NGOs in the preparation processes of policies and legislation with regard to gender equality de facto and decision-making in Lithuania and Europe.

TEAM COMPOSITION

LWLO acts at EU and national level and employs around 20 of its members on a part-time work basis. Most of them are experts on gender equality, have experience in adult education, training. As LWLO unities 44 NGO's, it has members with different educational backgrounds: sociologists, psychologists, layers, educators, ICT specialists, journalists, etc. Audrone Kisieliene is a chairwoman of LWLO. She has experience working as a project manager for more than 25 years. She has vast experience in research and training in the field of gender equality. She has a master's degree in computer science and a master's degree in Sociology. She has excellent skills in ICT, e-learning and adult training, as well as in gender equality and diversity, non-discrimination, and inclusion.

PROJECTS

ENCOURAGE FEMALE EMPLOYMENT

Increasing adult educators' competencies to encourage female employment in the digital sector of the labour market; No. 2019-1-LT01-KA204-060723

Projects seek to encourage recognition of adult educators' competencies to be a coach for motivating disadvantaged women to get employment in the digital sector. Main objectives:

1. To develop adult educators' competencies in motivating disadvantaged women to take part in learning towards employment in the digital sector of the labour market.
2. To improve recognition and support validation of competencies acquired through non-formal training course "Coach on female employment in the digital sector in order to promote gender equality in the labour market" by using the assessment tool and digital badge.
3. To promote gender equality in the access to learning and use of employment in the digital sector by female learners.

The main result of the project is a MOOC which allows organising the flexible e-learning for adult-educators coaches within the flipped learning classroom. Six competencies of adult educators-coaches are developed within 3 modules:

- Gender equality in the learning environment and in the labour market.
- Digital sector – new opportunities for women's progress towards higher qualifications and a better position in the labour market.
- Effective coaching and motivation strategies to increase demand and take up of re-qualifications of disadvantaged women into the digital sector of the labour market. The MOOC is finalised by self-assessment of the coach's competencies, and after the successful fulfilment of it, the learners get the digital badge "Coach on female employment in the digital sector in order to promote gender equality in the labour market". Also, the project targets disadvantaged women and develops OERs, which are used by coaches as a toolkit for the coaching process.

INTELLECTUAL OUTPUTS

To achieve the project's aim and objectives, three intellectual outputs are produced:

-  O1 – Training program for adult educators "Coaching for female employment in the digital sector in order to promote gender equality in the labour market".
-  O2 – Assessment tool to recognize the adult educators-coaches competencies and provide them with the digital badges.
-  O3 – Set of Open Educational Resources for women: "Why re-qualification for employment in the digital sector is important for me?"

Methodology used for the production of the outputs: MOOC, OERs and assessment test.



MERSEYSIDE EXPANDING HORIZONS

📍 UNITED KINGDOM

🌐 WWW.EXPANDINGHORIZONS.CO.UK

#SOCIALINCLUSION #EDUCATION #COMMUNITYDEVELOPMENT

SUMMARY

Merseyside Expanding Horizons Ltd (MEH) is an established NGO working in the field of social inclusion in Merseyside, UK, and is a key stakeholder and influential support body. MEH focus on Social Inclusion through partnership to deliver projects supporting disadvantaged individuals into employment, training and self-employment, and social enterprise development through a wide range of informal learning methodologies, we deliver services to and support a range of excluded groups. MEH are adaptable and are present at both strategic and grassroots level. MEH has established links with associates, public sector organizations and decision makers working within the youth and adult education fields supporting a number of regional initiatives to support excluded individuals into learning and the labour market. At the EU and local level, MEH has a wealth of experience in supporting individuals from disadvantaged backgrounds to participate fully in society through learning.



TEAM COMPOSITION

MEH currently employs 12 core members of staff, within a structure that includes operational and financial management, development, delivery and administration. Staff members have expert experience in EU project and financial management and delivery in various fields such as; non-formal/ informal learning, mentoring, employability and training. Staff members are Prince 2 project management practitioners (www.prince2.com) and PTTLs (City & Guilds Preparing to teach in the lifelong learning Sector) trained MEH also has 6 associated members of staff whom we employ on a project basis who are skilled in teaching, training, entrepreneurship, community development, evaluation and research.

PROJECTS

YOUTH CONNECTIONS

Youth Connections is an Erasmus+ project coordinated by Merseyside Expanding Horizons in collaboration with other 5 EU partner countries (Italy, France, Slovakia, Lithuania, Portugal). The project aims at creating a strong link between young refugees, asylum seekers and immigrants, and EU Youth through creative work and cultural activities aimed at fostering social inclusion. The creation of a bridge between youth living in the EU will enable them to engage in a peer-to-peer intercultural dialogue and be more open-minded, creating a more socially inclusive young society. Youth Connections focuses on raising awareness regarding the current situation of newcomers and social inclusion issues in their home countries as well as in their hosting countries around the EU. At the same time, these creative work and cultural activities will foster social integration in the local environment of the newcomers whilst working on social inclusion for specific themes related to the topics of integration.



INTELLECTUAL OUTPUTS

- ✿ IO1 Youth Connections Methodological framework through action research and teaching modules
- ✿ IO2: Youth Connections Social Inclusion Programme
- ✿ IO3 Youth Connections Charter for social inclusion and quality youth work - achieving the Gold Standard
- ✿ IO4 Youth Connections Protocol for certification of competencies

WISE



WISE is an Erasmus+ project coordinated by Merseyside Expanding Horizons in collaboration with 5 EU partners.

The WISE project aims to create leadership opportunities for women in the field of social entrepreneurship and tackle gender-based segregation in working environments to improve equality. For this, a group of partners from all over Europe has come together to work on different results and activities aimed at the target group and those who work with them.

In general, the WISE project will develop an innovative and collaborative EU wide CPD (Continuing Professional Development) program on skills development, entrepreneurial education and finalization of business ideas empowering adult educators through capacity-building activities aimed to equip them with better tools to address diversity in their sessions and to empower women in particular from a migrant background and work in multicultural settings.

INTELLECTUAL OUTPUTS

- ✿ IO1: Comparative Study on Social Enterprises in EU economies and the role of women within these Social Enterprises
- ✿ IO2: European Training Module
- ✿ IO3: Step by step guide and WISE course manual for adult educators
- ✿ IO4 Training module for peer mentors/educators
- ✿ IO5 Self Directed Training Module and resource Bank for Women Social Entrepreneurs



MISE HERO

 CZECH REPUBLIC

 WWW.MISEHERO.CZ

#EDUCATION #COMMUNITYBUILDING #PROBLEMSOLVING

SUMMARY



Mise HERO utilizes games and game mechanics in Education. Since its beginning in 2012, the aim was to create more effective and enjoyable training programs for adults and young students.

Mise HERO focuses on 3 main areas:

- 1) Developing and executing training or workshops to fix certain problematic aspect that the companies, teams, or students are facing (i.e. soft skills development like leadership, communication, fluctuation prevention, lack of feedback, vision building, corporate values etc.),
- 2) Developing games and implementing gamification to be used to motivate and/or educate the employees/students and finally,
- 3) Developing and executing training or workshops for young students (of all levels starting from elementary through high schools to universities). Our team consists of trainers, coaches, game developers and gamification experts.

TEAM COMPOSITION

The Mise Hero team consists of trainers, coaches, game developers and gamification experts. We also work with external experts on various projects. The core team currently has 8 people.

Key personal:

Ing. Antonín Vacek Antonín is a gamification and game designer, trainer and lecturer. Antonín is leading the execution of the ERASMUS+ projects in Mise HERO and with his team prepares the applications for new innovative projects.

Bc. Ivona Kolínská Ivona is a coach, facilitator and a soft skills trainer. She is the main lecturer for the ERASMUS+ projects,

Mgr. Martina Kolářová, PhD. Martina works as a designer of learning and development programs and as a trainer and facilitator. Martina is the main expert in Mise HERO on the topics of pedagogy.

Bc. Jiří Bréda Jiří is a lecturer, coach and trainer with a focus on leadership and managerial skills. Jiří is the main expert on training methods and leadership.

PROJECTS

SKILLUPGAME

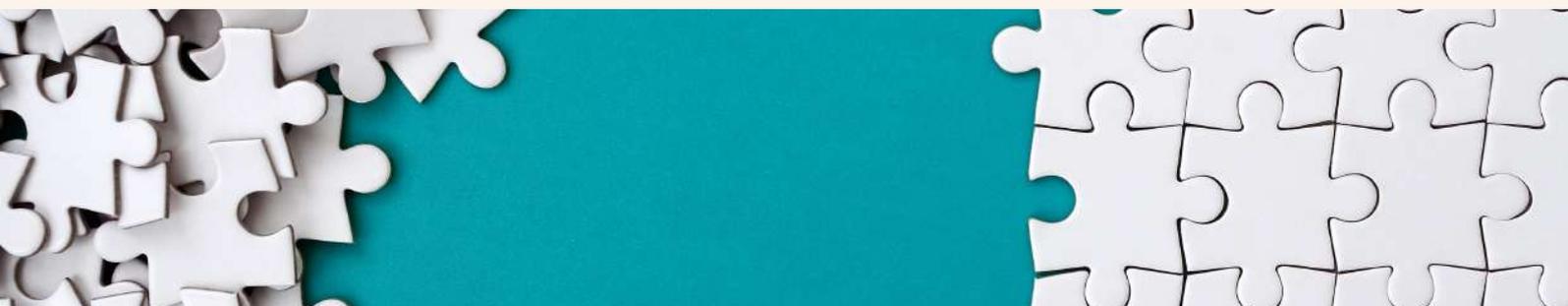
Improving “Problem solving in technology-rich environments” skill of low-skilled adults with gamification, serious games and LARP “skillUPgame” - project No. KA2-AE-3/19 SkillUpGame -

The main aim of the project is to develop/boost “Problem solving in technology-rich environments” skills which the latest PIAAC study has shown to be low among adults.

“Problem solving in technology-rich environments” is defined as the ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks and it is a combination of managing different basic skills: digital, literacy and numeracy in the information society.

The SkillUpGame project aims to prepare methodology and curriculum on the use of gamification, serious games and LARPs as a tool for the low-skilled adult trainers to make their training more efficient, immersive and motivating for the participants. Then converting the methodology into a MOOC to reach a wider audience.

SPECIFIC AIMS: to develop competencies of adult educators/teachers to increase learning opportunities for low-skilled adults to enhance the "Problem solving in technology-rich environments" skill to mainstream and sustain the innovative curriculum and methodology



INTELLECTUAL OUTPUTS

- * IO1: Report on needs assessment on most appropriate gaming methodologies and development of guidelines
- * IO2: Curriculum on use of gamification, serious games and LARP with the development of “Problem solving in technology-rich environments” skill
- * IO3: MOOCs for mentors on using serious games and gamification in basic skills development
- * IO4: Recommendation for implementation and mainstreaming of the curriculum into EU adult education systems

GAMES FOR TOLERANCE



Games for Tolerance (T-games) Project No. 2020-1-BG01-KA201-079206 T-Games project plans to create new educational anti-bullying games and a database with analysis of games and resources for three age groups (4-5, 6-7, 8-10 years old). The main aim of the project is to equip pre and primary school teachers with knowledge and skills for using game methodology. For the achievement of the aim the partnership plans to accomplish the following objectives:

- better-trained teachers and support staff to address bullying in all its forms -better-informed communities, children and their parents' networks to address bullying,
- greater confidence in using games at kindergartens and primary schools in and outside of the classroom to create safe places to discuss bullying and other contentious issues,
- improving the content of anti-bullying programs offered for small children within the compulsory education sector by adopting game methodology as a school anti-bullying approach,
- reducing the disparity in knowledge, skills and understanding between countries in the partnership in regard to bullying and its impact.

INTELLECTUAL OUTPUTS

Three Products will be developed, tested and multiplied within the project:

- 1: Methodology for the elaboration of educational games -Identify tools and resources teachers are using in the classroom while addressing the topic of bullying
- 2: Guide and testing scenarios on game methodology for educators -To prepare complimentary resources for innovative games to be effectively adapted for students.
- 3: Database of games and activities and resources for bullying prevention and facilitation - Collecting the best practices so teachers know more about the topic and what interventions worked in the past. The project will collate resources and innovative tools that have been developed and are used by teachers in practical lessons in classrooms.

PROJECT MANAGEMENT PROCESSES, CYCLES, METHODS AND TOOLS



AN ARTICLE BY **RUMYANA SHALAMANOVA**
CHAIRPERSON AT KNOW AND CAN ASSOCIATION

Project management lies at the core of the project work. And if you think it is simple to supervise the implementation of the activities, to be on time, and to budget, you are completely wrong. To be honest, out of my 15 years of experience in project management I still cannot explain the process with simple words. For sure it is a complex process and comprises several functions - monitoring, consulting, advising, negotiating, expertizing, dealing with risks and hard situations, critical and creative thinking and you name it.

Nowadays we are faced with a lot of EU funding opportunities and more and more organizations tend to participate and be involved in activities under European projects. Most of them think that the project approval and the dreamed of funding is a well-deserved award, so they can simply enjoy it and supervise the project implementation. Unfortunately, the dreamed funding award usually comes after a long process of project dedication and a lot of hard work - finding partners, building trust, providing continuous proofs about your diligence with hard work, making compromises, providing new ideas. That is why, having secured a grant, organizations are often unprepared for the co-

mplexities associated with managing a European project or partnership.

Project management strategies differ from program to program, from country to country, as well as from different funding agencies. It also differs based on the experience among partners involved in the development and implementation of the projects and the personality and working styles of the individuals taking on the role of a project manager in addition to their daily duties. The number of people involved in project management activity is increasing. Yet, relatively few people would profess to have mastered the process, to possessing a critical understanding of the related models and principles, and to having advanced levels of knowledge, skills and competence.



Project management is a complex process that incorporates a series of activities and duties - Project Management Processes, Cycles, Methods and Tools; Planning, Programming and Project Preparation; Scheduling and Time Management; International Partners and Project Teams; Risk Analysis and Conflict Resolution; Stakeholder Management; Monitoring, Evaluation and Assessment; Information and Reporting Systems; Marketing, Publicity and Legacy Issues; Budget Planning and Financial Management. Project management provides an analytical and decision-making framework that works hand in hand with technical and process-related tools to support Quality Assurance - with a focus on relevance, feasibility, effectiveness and sustainability. The project management plan supports good management practice and effective decision-making, from programming to implementation, to evaluation and audit. Quality Assurance often includes project and partner monitoring, external and internal evaluation, stakeholder consultation, peer review, etc.

With a view to securing the delivery of a high-quality partnership project that undertakes all planned actions and activities, successfully achieving all that was planned, including in terms of outputs and outcomes, both on time and to budget, we have to envisage a multi-stage evaluation and quality assurance plan that includes four stages: planning (taking place predominantly at the proposal stage), implementation (taking place throughout the project lifetime), evaluation (taking place at key stages during the project lifetime) and review (taking place at key stages during the project lifetime, reflecting on the results of the implementation and evaluation stages). The four-staged quality assurance and evaluation intervention require input from a range of internal (project management and partners) and external actors (participants and wider stakeholders).





NO PLACE PRODUCTIONS

📍 UNITED KINGDOM

🌐 WWW.NOPLACEPRODUCTIONS.CO.UK

#SOCIALINCLUSION #EDUCATION #COOPERATION

SUMMARY

No Place Productions (NPP) are an established professional theatre company specializing in working with disadvantaged people and socially excluded groups.

We are dedicated to creating and delivering quality drama performances and artistic and digital learning programs as a tool to engage, educate and encourage social inclusion.

NPP's leading practitioners and skilled team of diverse artists have over 60 years of collective experience creating, delivering and managing quality, unique drama programs for socially excluded people – regionally, nationally and internationally.

Specifically, we work with: Adult and young offenders, offenders' families, Ex-offenders, current and recovering substance abusers and people from challenging socioeconomic backgrounds.

We do this through a range of outreach delivery, working within a variety of settings nationally & internationally.

TEAM COMPOSITION

Company Director Rachel Worsley has a BA in Drama and Performing Arts. With over 15 years of experience Rachel works both strategically leading program development, and as a professional actor and workshop facilitator, also works on front-line delivery. Rachel is also an accredited mentor and coach through the European Council of Coaching and Mentoring.

Carl Cockram has a BA in Community Art and has extensive national and international experience in workshop facilitation and performance direction. With over 20 years of experience working with vulnerable adults, Carl has a huge understanding of the issues faced by our participants. Carl supports NPP front-line program delivery and workshop development.

NPP is supported by an experienced team of 10 diverse professional artists including actors, writers, directors, musicians and engineers.

PROJECTS

SCRIPT

SCRIPT 2018-2-UK01-KA205-048387

SCRIPT is a new multimedia drama informal education program for the use of youth work practitioners as an informal learning tool to nurture and develop the learning and emotional needs of socially excluded young people through the creation of Pod Plays.

Beginning in November 2018, SCRIPT was coproduced by 5 organizations in 4 European Countries, all leaders in their field to create a new set of learning resources.

Providing a new, innovative, modern approach to outreach youth work to improve access to learning for disadvantaged young people across Europe, the SCRIPT curriculum and resources are for the use of outreach youth work practitioners working in a variety of settings, including – - young offenders institutions/ prisons - youth and community centers - behavioural units - covid secure settings.

Using a combination of multimedia, drama and performance, SCRIPT provides new, informal learning opportunities for socially excluded young people to develop transferable skills, and improve their emotional and educational readiness to take different pathways into informal learning, education, volunteering and employment.

Lead Organisation –

No Place Productions (UK) Partner Organisations –

Merseyside Expanding Horizons (UK)

Centrul pentru Promovarea Învățării Permanente (Romania)

Taller d' Art Cultura i Creació (Spain) United Societies of Balkans (Greece)

INTELLECTUAL OUTPUTS

The SCRIPT Handbook: a program of interactive drama exercises and multimedia techniques, which will give socially excluded young people the skills and the platform to design, create, perform and produce their own Pod Play

ME: a self-evaluation and skills validation toolkit for the young people who have taken part in the SCRIPT program.

EQUIP: a training module for youth workers, to enrich their practice when delivering the SCRIPT curriculum, including “hints & tips” & situational films; providing support and encouragement at every stage of implementation.

JOURNEY: an impact assessment tool for the use of the youth work practitioners and organizations delivering the SCRIPT program which will allow an analysis of the program's success.



PREDIF

SPAIN

WWW.PREDIF.ORG

#SOCIALINCLUSION #ACCESSIBILITY #PROJECTMANAGEMENT

SUMMARY

PREDIF is a Spanish National, state-approved non-profit organization that runs programs and promotes initiatives on behalf of the 100,000 people with severe physical disabilities it represents.



TEAM COMPOSITION

12 persons are working in Predif, covering the areas in which it is developing its actions. Predif counts with experts in accessibility, accessible tourism, personal assistance and EU projects.

PROJECTS

IPER

Iper - ICT TO PROMOTE CULTURAL HERITAGE 2018-1-ES01-KA202-050246

The project aims to exploit nano-learning methodology in order to update the skills of professionals working in tourism and cultural heritage value chain and to allow them to promote the EU cultural heritage using ICT exploiting the principles of accessible tourism.



INTELLECTUAL OUTPUTS



OUTPUT 1 Title: State of the Art on promotion of cultural heritage and use of digital tools according to accessible tourism principles



OUTPUT 2 Title: Complementary OER Description: This output will be developed during WP2. The main objective of this WP related to this output is: To develop and adapt a set of OER that, together with the case studies, will represent the main contents of the training system.



SOCIAL INNOVATION FUND

 LITHUANI

 WWW.SELF-E.LPF.LT

#SOCIALINCLUSION #COMMUNITYBUILDING #EDUCATION

SUMMARY

Social Innovation Fund is a non-governmental organization, established in 1994 to assist people with fewer opportunities and disadvantaged backgrounds to make positive changes in their lives through the provision of educational opportunities, social support, information and advice.

Since its establishment the SIF works with different socially disadvantaged groups: the long-term unemployed, focusing on women, young people, especially young girls, disabled, single parents, migrants, people in remote areas, women survivors of domestic violence. SIF provides help and assistance to adults and young people having fewer opportunities in society and the labour market, with a special focus on women and girls. It aims to foster their social inclusion, employability and entrepreneurship through training, guiding, coaching and mentoring services as well to contribute to their empowerment and building their capacities to be competent and successful in the labour market and society.



TEAM COMPOSITION

The staff of the Social Innovation Fund are long-term experts in assisting people having fewer opportunities in society and the labour market, aiming to foster their employability and entrepreneurship through training, guiding, coaching and mentoring services contributing to their empowerment and building their skills to be competent and successful in the labour market. They are competent in the implementation of EU-funded projects and have experience in cooperation with educational institutions as well as in research, elaborating innovative training methods and learning programs, using modern tools and methods for adults' education, delivering training on ICT competence development, successfully implementing e-learning methods.

PROJECTS

SELF-E

The main aim of the Erasmus+ project “New pathways of youth to labour market through lifestyle self – employment (SELF-E)”, project No. 2017-3-LT02-KA205-005536, is to promote quality youth work in order to foster self-employment of young people with fewer opportunities, including NEETs. Objectives are:

1. Strengthening the capacity of youth workers to organize innovative non-formal learning on youth self-employment via mentoring.
2. To support youth workers in applying new methods for motivating young people with fewer opportunities, including NEETs to learn and become self-employed (with special emphasis on Lifestyle Entrepreneurship).
3. To foster the transition of young people from youth to adulthood through integration in the labour market by self-employment.
4. To develop youth competence “Sense of initiative and entrepreneurship”.
5. To create opportunities to validate obtained competence “Sense of initiative and entrepreneurship”.

Target groups:

- Youth workers who work with young people with fewer opportunities;
- Young people with fewer opportunities, including NEETs.

3 intellectual outputs were developed within the project: Toolkit for youth workers “How to organize innovative non-formal learning on self-employment for young people via mentoring”; Set of practical exercises/OERs “Pathway to Self-employment”; Assessment tool for validation of competence “Sense of initiative and entrepreneurship”. The general methodology to all 3 intellectual outputs is based on OERs.

INTELLECTUAL OUTPUTS



IO1 - The Toolkit for youth workers provides them with the methodical tools for effective facilitation of the innovative youth training on lifestyle self-employment based on social mentoring. Youth workers should act as managers and mentors in social mentoring for young people with few opportunities, including NEETs, which should be learners in non-formal training course SELF-E. The Toolkit is openly accessible in project’s virtual learning environment in 5 languages of partnership.



IO2 - The set of OERS consists of 24 online practical exercises and 12 digital stories (video or written) prepared as case studies of best practices on Lifestyle Entrepreneurship.



IO3 - Assessment tool for the validation of young learners competence “Sense of initiative and entrepreneurship” has 2 main parts: Learners guide “Why validation is important for me?” and the Test for pre-assessment and post-assessment of skills and knowledge of the competence “Sense of initiative and entrepreneurship”.

M-EASY

The Erasmus+ project "M-EASY: Improving the Integration of Low-Skilled Adults Through Developing Mathematical Skills and Community Support", project No. 2017-1-LT01-KA204-035219, has two aims:

- To supply high-quality ICT-based learning opportunities for improving basic mathematical skills of low-skilled adults, including refugees, asylum seekers and migrants;
- To increase awareness within the local communities about the importance of educational help for low-skilled adults.

The objectives are:

1. To improve the integration of low-skill adults through developing their mathematical skills;
2. To monitor, assess and collect learners' achievements in order to facilitate the validation of obtained basis skills;
3. To extend and develop educators' competencies needed for effective training of the low-skilled; 4. To increase engagement of local communities to foster inclusion and integration of low-skilled adults through education and learning.

Target groups:

- Low-skilled adults;
- Adult educators/facilitators engaged in mathematical skills training of the low-skilled;
- Adult educators/practitioners working in the field of community education.

3 intellectual outputs were produced: Training course for developing of mathematics skills, Toolkit for adult educators "Developing competencies needed for the effective running of 'M-Easy' training course", Training material for local communities' workshop. The general methodology to all 3 intellectual outputs is based on OERs.

INTELLECTUAL OUTPUTS



IO1 - Training course "M-Easy – Mathematics is Easy" is developed as an Open educational resource in two digital media: mobile for mobile application on mobile devices and on-line for virtual web-site based learning environments: 1) Mobile part consists of the developed Mobile Applications (Apps) oriented to train mathematical skills; 2) Online part consists of the Virtual Learning Environment (VLE) where learners can find: a) the Learner's Guide; b) e-Directory (Collection) of the Existing Mobile Apps (games); c) Learner's Support Corner; d) Assessment and Testing Area.



IO2 - Toolkit for adult educators is a set of 5 online methodical materials in order to develop the above-mentioned competencies and promote dialogue, reflection, equity and quality while facilitating 'M-Easy' training course for the low-skilled. Within IO3 - Educational workshop for Local Communities the set of specialised online educational materials and handouts were prepared.



Within IO3 - Educational workshop for Local Communities the set of specialized online educational materials and handouts were prepared.



**Coming
together is a
beginning**

**staying
together is a
progress**

**and working
together is a
success**

TOM FORD



THE EUROPEAN COUNCIL OF YOUNG FARMERS (CEJA)

 BELGIUM

 WWW.CEJA.EU

#SUSTAINABILITY #EDUCATION #SOCIALINCLUSION

SUMMARY

CEJA, the European Council of Young Farmers, is the voice of Europe's next generation of farmers to the European institutions. CEJA was established in Rome (Italy) in 1958 by organizations representing young farmers from the six founding members of the European Coal and Steel Community (ECSC). Today, CEJA represents around 2 million young farmers in Europe from 32 organizations from 23 countries including 2 associate members from UK and Serbia and one observer member from Malta. CEJA's headquarters are in Brussels.

CEJA works to direct the concerns of young farmers towards the European institutions and to shape relevant policymaking. The main focus of CEJA's activities concerns access to land, credit and production rights for young farmers, sustainability, and the strengthening of education and training facilities for young people in rural areas.



TEAM COMPOSITION

CEJA's office, based in Brussels, has a team of 4 people:

- Alessia Musumarra, CEJA Secretary General;
- Marion Picot, CEJA Policy Officer;
- Laurence Castaigne, CEJA Communications Officer;
- Alice Minichini, CEJA Projects Officer.

PROJECTS

FARMIFIN



FARMINFIN. Project no. 2019-1-BE01-KA202-050397

FARMINFIN is an Erasmus+ project, that aims to train farmers with knowledge, skills and competencies to implement innovative financing means tailored adequately for their own farm, entrepreneurial approach and personal circumstances.

FARMINFIN has a Consortium of seven partners: - Conseil Européen des Jeunes Agriculteurs (CEJA) from Belgium; Hof und Leben (HuL) from Germany; On Projects Advising SL (OnP) from Spain; Folkuniversitetet (FU) from Sweden; Agricoltura è Vita (AèV) from Italy, The Association of Private Farming of Czech Republic (APF_CR) and the Union de agricultores y ganaderos - jóvenes agricultores de Jaén (COAG) from Spain.

The project, which will last 24 months, started in November 2019.

INTELLECTUAL OUTPUTS

FARMINFIN main outputs are:

- ✱ Output 1. “Guide about alternative ways of financing in the farming sector: overview and best practices/case studies”. It includes 6 National Guides about the actual situation of innovative financing in family farms, a Summary Guide about the actual situation of innovative financing in family farms and more than 12 case studies of farmers who implemented innovative finance in their farm business.
- ✱ Output 2. “Training curriculum and training modules” about innovative finance in agriculture.
- ✱ Output 3: “Training platform”.

AGRISAFETYNET

AgriSafetyNet Project no. 2019-1-SK01-KA202-060645

AgriSafetyNet is an Erasmus+ project, that aims to increase the knowledge of farmers and practitioners in agriculture on occupational health and safety and agricultural labour risk prevention, using collaborative learning methods.

AgriSafetyNet has a Consortium of seven partners: - The Slovak University of Agriculture in Nitra (SUA) from Slovakia, Comunitatea Pentru Invatarea Permanenta (CPIP) from Romania, The European Council of Young Farmers (CEJA) from Belgium, The Polish Farm Advisory and Training Centre (PFATC) from Poland, Hof und Leben from Germany, Edu Consulting (EUC) from the Czech Republic, Training for Develop and Integration (DEFOIN) from Spain.

This project, which will last around 24 months, started in September 2019.



INTELLECTUAL OUTPUTS

AgriSafetyNet main outputs are:

- ✿ Output 1. “Development of new specific content and program tailoring to national and European characteristic”
- ✿ Output 2: “Training methods – B-LEARNING system”
- ✿ Output 3: "Train the Trainer program for national experts/stakeholders”.



THE POLISH FARM ADVISORY AND TRAINING CENTRE

📍 POLAND

🌐 WWW.FARM-ADVISORY.EU

#SUSTAINABILITY #ENTREPRENEURSHIP #EDUCATION

SUMMARY



We are a private not-for-profit company dedicated to providing farm advisory services to farmers. We aim to enhance and promote the entrepreneurial spirit in rural areas. We are focused on increasing the general public's awareness in the field of agriculture and the environment as well as fostering rural development and rural business start-up. We believe that agriculture is one of the key drivers of economic growth in Poland and thus we want to contribute to the productivity and competitiveness of Polish rural areas. Additionally, the company is engaged in non-formal education projects in the subjects of agriculture and local food production, resource efficiency, renewable energy sources promotion, environment protection and climate change mitigation.

TEAM COMPOSITION

Natalia Truszkowska - Project Manager
Edyta Dzierzgowska - Project Officer
Klaudia Radgowska - Project Officer
Kamila Patoła - Project Officer
Tomasz Targoński - Webmaster

PROJECTS

AGRISAFETYNET

The AgriSafetyNet project (KA202) addresses the issue of health and safety at work in the agricultural sector. Agriculture ranks among the most dangerous sectors with accident rates generally higher than in other professions. In 2014, there were approximately 3.2 million non-fatal accidents and 65,000 fatal accidents of which 14.3% were related to agriculture, forestry and fishing activities.

AgriSafetyNet project aims to decrease the number of work-related accidents and occupational hazards risk in the agricultural sector and increase the critical mass of experts regarding occupational health and safety/agricultural labour risk prevention in order to generate policy change by developing agricultural labour risk prevention education provision, networking and public awareness. Another objective is to provide access to a network of specialized trainers to relevant materials, international experts, and an information centre on Health & Safety and Agricultural Labour Risk Prevention along with fostering organizational development of the stakeholders that through the project have the opportunity to access new knowledge and expertise.



INTELLECTUAL OUTPUTS



The first output adapts the existing training programs to decrease the number of work-related accidents and occupational hazards risk in the agricultural sector and increase the mass of experts regarding occupational health and safety/agricultural labour risk prevention to generate policy change by developing agricultural labour risk prevention education provision, networking and public awareness.



The second output will be transferred in a B-LEARNING system implemented by the previously trained regional agricultural trainers and increase the critical mass of experts regarding occupational health and safety/agricultural labour risk prevention by developing agricultural labour risk prevention education provision, networking and public awareness.



The last, third output, Train the Trainer programme for national rural developers will be implemented by the previously trained regional agricultural trainers and mentored project partners. It is dedicated for national experts and stakeholders.

NURTURE HER



The aim of the Nurture Her (KA202) project is to develop and upskill, Vocational Education and Training (VET) teachers and to equip them with the required knowledge and skills to develop and support the growth of Female Food Entrepreneurs (FFEs). As the Agri-Food sector is one of Europe's largest indigenous industries, innovations in the food business and boosting entrepreneurship are necessary to continue the growth of this sector across Europe and in developing Female Food Entrepreneurs (FFEs).

The project team will do so by developing an innovative pedagogy guide and resource tool for VET teachers that will enable them to develop female-focused entrepreneurial training courses that will be influenced and delivered by food entrepreneurs. In summary, training that will involve Entrepreneurs helping to develop Entrepreneurs. Encouraging the growth of continuing professional development for VET teachers and developing innovative teaching approaches is a key objective of this project.

The promotion of the tool will also support VET providers in encouraging FFEs to engage with training. Furthermore, Female entrepreneurship has been highlighted as a key area for growth across Europe. This project will actively develop the growth of FFEs in Europe thus enhance the sustainability and longevity of the Agri-Food sector by widening participation.

INTELLECTUAL OUTPUTS



The main output of this project is to develop and upskill, Vocational Education and Training (VET) teachers and thus help to sustain FFEs by providing VET institutes with the training guide and resources to deliver new and innovative methods of teaching entrepreneurial training.



The second output, a Resource Tool (hard copy and online), will also support the growth of FFEs as it will be a "one stop" information resource. It will provide them with the knowledge of entrepreneurial courses available, Recognition of Prior Learning (RPL) opportunities, networking, funding streams and nurture ideas with the skills required to foster and develop their food concepts into successful businesses.

GOING GREEN



AN ARTICLE BY **RODICA PANA**
MANAGING DIRECTOR AT **CPIP**

Is your organization implementing a co-financed EU project? No matter if you are an NGO, a company, or a public administration, we all think, look for and work towards responsible project management. We all try to wrap our heads around this new Green approach, taking out the essentials, simplified and adapted to the structure and needs of non-profit projects.

Although the project you are implementing is "not-for-profit", it involves, as well as a "for-profit" project, human, natural and financial resources. Society has a premise that the fact that these resources are of great value for our society and the way they are used should be socially responsible.

Social Responsibility means the application of the principles of sustainable development (environmental equilibrium, social equity, and economic efficiency) and of good governance (transparency, ethical behaviour, stakeholder involvement) in the activities and projects of the organization.

A coherent strategy of "going green" would bring numerous advantages to your organization: better financing opportunities, motivation for the human resources, better chances to attract talented employees and volunteers, improvement of the relationship

and collaboration with your partners, opportunity to diversify your projects, better reputation in the local community.

Last but not least, the actors from civil society should play a leading role in sustainability and social responsibility issues! Therefore, not-for-profit projects must be exemplary both for "for-profit projects" (developed by companies) and for projects in the administrative field (carried out by public actors). Going green is also going with a human approach, in the way we work with our teams, in our projects.



So, in practical terms, what should we think about when setting a human approach to our project?

- Promotion of equal rights, diversity and non-discrimination. Beyond the obvious, we are challenging you to think about 2 concepts. “The glass ceiling”, meaning that invisible, yet impervious ambit, restricts the promotion of certain categories of employees and the “glass wall” which isolates certain categories from activities considered as strategic in an organization.
- Providing equitable and decent working conditions. A suggested course of action? Elaborate a plan for the distribution of advantages, both financial ones (salaries, bonuses, per diem) and in-kind (equipment, study visits) between the members of the board, implementation team and the volunteers involved in the project.
- Ensuring health and safety. At a minimal level, health is defined as “the absence of disease”. At an extended level health refers to the “wellbeing” defined as a complex of physical, mental and psycho-social elements. Security regards the measures undertaken in order to reduce the risks and protect the health of the project team members and beneficiaries. Draw up a “Risk Management Plan”! Identify the potential dangers in a project, the associated risks and the proposed measures for the attenuation and elimination of dangers, especially large ones!
- Promotion of continuous learning as a tool to ensure adaptability in the labour market. The existing learning opportunities must offer to each citizen the possibility to build, at different stages of life, the educational pathway adapted to the personal needs and interests. Elaborate in a participatory manner, together with the project team, a program for abilities and knowledge management, which defines: the training objectives, the knowledge and abilities that need improvement, the internal offer of courses and the conditions for accessing external classes, the length of the learning process, the obligations that issue from participation to the training, ways of evaluation and award!
- Employees and volunteers performance recognition. Performance recognition regards the process through which the criteria for evaluating the team members are defined, the monitoring of the criteria and the awarding for best results. The results of the performance evaluation are useful in outlining and adjusting the career plans of the team members. Use evaluation and feedback forms for the different activities of the project! Are you looking for an original idea for performance recognition? Mention the names of all the people who contributed to the project's results on the promotion materials!

- Respect for private life and protection of personal data. This is the principle according to which every person has the exclusive right in respect to the usage and distribution of his personal data. Personal data refers to the name, image, telephone number, bank account, email address, signature, birth date, eye colour, height and any other information about a person. Outline an internal policy for the collection and management of personal data by including: the principles on which the data collection is made (e.g. good faith, conformity with the law), the types of personal data gathered and the purposes, the recipients, the collection and preservation methods, the responsible persons, confidentiality aspects, complaints management and the custody period.
- Reduce, Reuse, Recycle the materials used in the project The RRR principle encourages the rationalization of consumption in a project, in order to reduce the material and energy flows, which consequently leads to decreases in waste, emissions of greenhouse gases and also costs. So choose wisely the equipment, packaging, stationery items, stalls, tableware that you use in your project! Reduce by avoiding usage of disposable or over-packaged products. Chose instead large format products, bulk products, with recharging devices, equipment with a long life cycle! Reuse by bringing equipment back to life, repair rather than buy or rent. Recycle by taking batteries, printer cartridges, furniture, office equipment, plastics, aluminum, paper to special recycling centers.



- Buy green goods and services. An ecological product is a type of product that has a reduced environmental impact throughout its entire life cycle - the stages of production, transport, distribution, consumption and disposal. The negative environmental impact has numerous causes: pollution of air, water, soil, waste production ... Other factors are less visible, but more severe: the emission of greenhouse gases, water and non-renewable natural resources (energy, rare metals) depletion. Inform the project team about the various meanings of the attribute "green": local, organic, made from recycled materials, eco-labeled, non-toxic! Complete your presentation with a description of the various eco-labels (European flower, Biological Agriculture ...)! Conduct a market research on the green market for each item on your purchase list!
- Rational usage of energy and use of alternative energy sources. Energy is the origin of all natural processes: light, movement, warmth ... and it is also an indispensable resource for your project! Can you imagine a project without energy? It is not possible! Therefore, consume energy only when appropriate and necessary! The rational usage of energy means reducing energy consumption without affecting the quality of the project. Analyse the project's Gantt with a specialist. Identify and optimize the "red" consumption points. Engage your project team in gathering the necessary data (monitoring consumption sources). Caution! While in the office, do not leave equipment on stand by, do not keep the light on in unused rooms, replace conventional bulbs with green ones... While on site, avoid meetings when communication can be done online, use public transportation, promote eco-mobility (the use of bicycle, walking), share cars when traveling ("car pooling").
- Rational and non-polluting use of water. Water pollution is the result of contamination of surface and groundwater through transport activities, agriculture, industrial discharges, waste and sewage ... Rational usage of water involves reducing water consumption and avoiding spills that contaminate sources of water and pollute ecosystems. Make a plan with concrete steps for the systematic management of water resources, especially if your project includes activities involving significant and pollutant consumption (for example, the organization of an event). Avoid spilling! Make a map of sources and check them out permanently. A tap that is (only) dripping means an average loss of 5 litres / hour, or 120 litres / day ... so more than 43,000 litres / year (43 m³). A constantly running toilet tank casts away 600 litres / day!
- Respecting the intellectual property rights, such as music, photos, video, literature, technical content, industrial designs, software ... Inform yourself beforehand concerning the intellectual property rights related to the creations you use in your projects by reading the terms and conditions of use. They may refer to cases such as prohibition of use for commercial purposes, free use but with reference to the author, free use only by certain categories of beneficiaries, use with limited right to change the content etc.. Have you heard of "copyleft"? This right allows free modification of the creation in question (artwork, software etc..), with the condition that the resulting creation also remains free to use and modify. Consequently, the author gives up full ownership and those who "inherit" his/her work have to do it as well, even if we are talking about a derivative work. The best known copyleft project in the world is GNU - General Public License.

C R E D I T S

Art director

Nino Pietrini

Design

Nino Pietrini

Arnau Armengol

Logistics and Data Collection

Lauren McCarthy

Michelle Madden

Photography

Serena Perrdichizzi

Nikhil Induru

Permanent Secretariat of the Network

Center for Promoting Lifelong Learning



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New Ideas New Goals



<https://eunetcpip.eu>



@NewIdeasForNewOpportunities



contact@cpip.ro

EProject Consult



info@eprojectconsult.com

