

NEW IDEAS NEW GOALS

PROJECT RESULTS MAGAZINE



New Ideas
for New
Opportunities
Network

ARTICLES ON:

Education

Digital Transformation

Social Entrepreneurship

Environment and Fight
against Climate Change

Social Inclusion

Agriculture

Justice

VET

ISSUE 4 | NOVEMBER 2022

creating a sustainable and inclusive
Europe



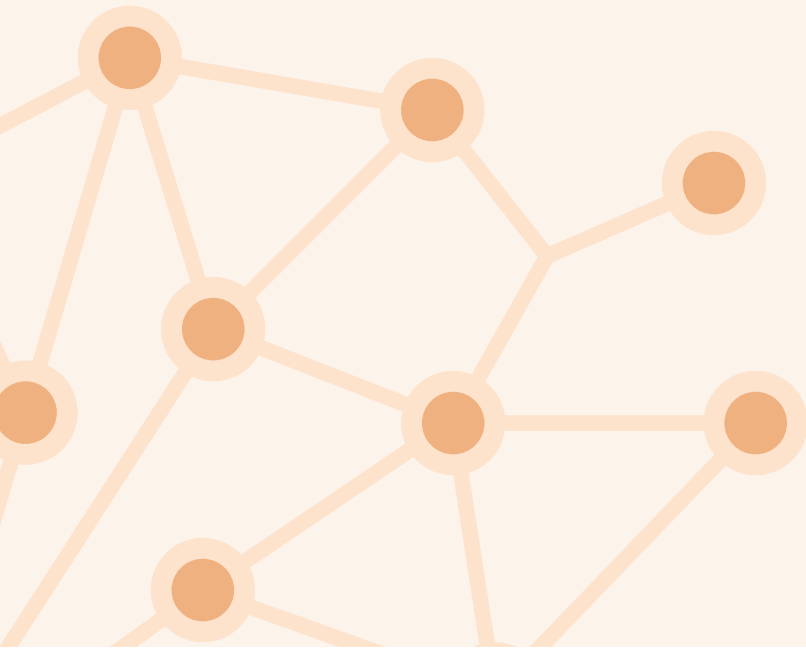
NEW IDEAS, NEW GOALS MAGAZINE

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 fourth issue.

The magazine is available both online and in hardcopy.



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New Ideas for New Opportunities

“New Ideas for New Opportunities” is a networking platform, operating with leadership from CPIP since 2015. In the modern collaborative economy, networking is an especially efficient method to develop new projects, meaning that this established European community is more important than ever. It is a shared space for organisations seeking to create lasting relationships, gain insight from a diverse group of experts and discuss their European Commission project submissions together. The network comprises professionals from both the public and private sector, for and non profit, independent of any political affiliation.

This year, EProjectConsult will continue to manage the network’s communications and it’s promotional material, including creating a short documentary film of the “New Ideas New Opportunities” event to use in further dissemination.

The “New Ideas New Opportunities” event has taken place every year for the past 7 years, leading to the implementation of successful projects across Europe.

The event will take place this year from 29th November to 1st December 2022 and will include members from 50 different transnational organisations who will be submitting many project ideas to be discussed in a series of roundtable discussions.



**New Ideas
for New
Opportunities
Network**

7 YEARS AND COUNTING!

CPIP is ready to start the preparatory actions for our annual networking event. As this is a team effort, we need your input to move forward. Even if the pre-registration period is closed, should you still wish to join us and have a contribution to our meeting, please

contact Daiana HUBER over the e-mail daiana.huber@cpip.ro

This year, EProjectConsult will continue to manage the network's communications and it's promotional material, including creating a short documentary film of the "New Ideas New Opportunities" event to use in further dissemination.

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The Network's Course of Cooperation

The New Ideas for New Opportunities network gives us an opportunity to work together, overcoming challenges, and creating a better future. With our transnational cooperation projects, we are striving to find new and innovative ways of working in areas which need crucial attention, including education, diversity, agriculture, the fight against climate change, social entrepreneurship and inclusion, and finally, digital transformation . In this Third Issue of New Ideas for New Goals, partners tell us more about these exciting ongoing projects that will contribute to the creation of a more sustainable and inclusive post-pandemic Europe.



ARTICLES ON

EDUCATION



CAREER GUIDANCE AT SCHOOL

AN ARTICLE BY **KNOW AND CAN ASSOCIATION**

KNOW AND CAN ASS.



RUMYSHALAMANOVA@GMAIL.COM

KNOW AND CAN is founded in 2007 in Sofia. It works on national and European projects, vocational guidance and career counseling and is developing programs, courses and activities in the sphere of non-formal and informal education and trainings. The Association has ISO9001 certificate for quality in education and is a licensed Center for Career Guidance and Information. Know and Can Ltd. is recognized by the Bulgarian Ministry of education as a training provider for boosting qualifications of educational staff and is accredited as an individual organisation in adult education. K&C has interests in education, rights, employability, culture, mediation and tourism.

The main goals of the Association are: to develop and run European projects for educational purposes; to elaborate and apply specialized programs for developing social, soft and civil skills; to apply modern methods and technologies for development of non-formal education; to train specialists in the sphere of education

Making a wrong choice to continue secondary education is not an isolated case. The reasons are both 'pressure' from parents, friends and surroundings, and ignorance of professions, especially those identified as professions of the future.

Unfortunately, according to many studies, the high levels of youth unemployment in Europe in 32% of cases are due to a wrong choice of education and subsequent training. That is not only 4 or 5 years lost, but also a lost of educational and human resources and energy. Early career counselling and guidance (before the secondary phase) is still at a low level in formal education programmes. As a process, it is laborious and time-consuming and possibly for this reason rarely practiced.



PROJECT: THE C GAME



Determining the area of interest through Holland's cleverly disguised in-game test, verifying it through a supplementary pictorial test, and a simplified form of the result is an aid for career counselors and a topic for reflection by the student and his or her environment.

The best criteria are the live testing, the feedback received and the quick implementation back. All the partners did their best to test all levels and elements of the game to remove the shortcomings, both from the professional facilitators and from the students participating in the tests. Now that the project has received its first award from the National Agency of Slovakia and is on the list of contenders of NA in the Czech Republic. The partnership thinks we have done well. The game is designed in such a way that adding an additional language is easy and fast to implement.

Career guidance game in a city full of occupations (2019-1-CZ01-KA201- 061204)

The project developed a C-Game for pupils aged 12-14 to introduce occupations that might be of interest to them, broaden their labour market horizons and encourage them to start their career orientation at an early age in order to be able to choose the relevant educational path. The C-Game is not designed to replace career guidance, but it helps pupils to become aware of their professional orientation through a play. The game is set in a virtual city where students complete tasks according to one of the six scenarios they can choose. The professions are housed in buildings(www.play.c-game.eu).

During gaming the pupil undertakes interest self-assessment based on collecting a set of objects that represent working tools, gadgets, working environment, working activities, etc. System remembers pupils' activities and after sufficient information offers him occupations corresponding to the detected pupils' profile.

INTELLECTUAL OUTPUTS

The main outputs are:

- Inspirational guidelines for career guidance games development
- Contemporary occupational profiles
- Online C-Game
- Users' C-game handbooks

ENHANCING PARENTING ON CHILDREN'S DIGITAL BEHAVIOUR

AN ARTICLE BY **ATHENS LIFELONG LEARNING INSTITUTE**

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**ATHENS LIFELONG
LEARNING INSTITUTE**



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LEARNING
INSTITUTE**

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The Athens Lifelong Learning Institute is a research and education institute, based in Athens, Greece. It has the mission to foster and enhance innovation processes mainly in the areas of education and lifelong learning, human capital development, knowledge society and social inclusion. The Institute exhibits an active interest in a number of social issues such as social exclusion, discrimination and suppression of human rights and has attempted through the implementation of innovative learning methodologies to moderate their impact. It contributes to the education ecosystem through R&D activities, creating open education programmes, collaborating and promoting collaboration with advanced scientific organisations. It has a long experience in the development of educational curricula and programmes that keep abreast to the new developments, social demands and European priorities and endorses a firm belief that real-world problem-based learning and innovative teaching methods.



Internet provides many opportunities for communication and collaboration, although there are also various risks to take into consideration. Children might be digital natives, but they need assistance in order to discover the right and efficient way to use the internet. Parents are highly concerned and seek the way to support their children (Young, 2014). The digital footprint they leave online exposes personal information they might don't want to share. Even if someone believes that they have deleted something uploaded online, it could remain there and could be copied, pasted and shared to thousands of people almost instantly. It might be also retrieved years later by classmates, teachers, colleagues, friends, employers and cause unexpected inconvenience (Martin et al, 2018). Phishing is one of the most frequent types of fraud and a significant concern while many users fall victims to it. Users usually receive a link, mainly through e-mail, which seems trustworthy and attracts them to click on it and submit their personal information (Alkhalil, 2021). Cyberbullying, invasion of privacy, inappropriate posting, hackers, stalkers are also some of the risks children face online. (Mishna et al., 2009). As the use of internet by children increases, parents try to control the time they spend online, the information they are sharing and accessing, the friends they are connecting with (Martin et al., 2018).

Parental concerns are justified considering the widespread use of the internet by children and young people, but it may lead to panic and pervasive behaviour if they are not aware of how to reach the issue. Parents want to protect their children from possible risks without taking into account that their uncontrollable actions may cause even more harm to them (Boyd, & Hargittai, 2013). Intensive parenting is quite common nowadays and may lead to over-parenting creating negative consequences considering children's mental health. Parents' concerns result in tight monitoring of children's everyday lives and may also violate their right to privacy (Bernstein, & Triger, 2010).

Parents try to adopt a parenting style that would help them to handle the situation. Parenting style is a significant factor considering children's behaviour and plays a vital role in their development (Kuppens, & Ceulemans, 2019; Spera, 2005). In general, parenting consists of two main dimensions, namely parental support and parental control. Considering support, it is related to the relationship between parents and children, the acceptance, availability and it may be responsible for positive behaviour patterns of children. On the other hand, control may also be linked to positive effects when it is delivered in a reasonable way, but excessive behavioural control may result in a series of unwanted behavioural and psychological issues (Kuppens, & Ceulemans, 2019). Intensive parenting is quite common nowadays creating negative consequences considering children's mental health. Parents' concerns result in tight monitoring of children's everyday lives and may also violate their right to privacy. Parents should develop knowledge and skills, delivered by qualified professionals so as to effectively support and control their children considering their digital behaviour without adopting harmful over-parenting (Bernstein, & Triger, 2010).

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PROJECT: ESOI

The main focus of the European SafeOnline Initiative is the improvement of media literacy levels of children through the extensive media literacy education of their parents. Instead of attempting the development of a pilot experimentation project, the project proposes the scaling up one of the most successful practices in the field of parental media literacy in Europe, the Flemish SafeOnline. The practice is being replicated in five (5) national/regional contexts, while two thousand five hundred (2.500) parents are expected to participate in the relevant training activities. Following an investigation of parents' and children's needs regarding new media and the risks of the internet, training sessions for parents has been designed, focusing on understanding the dangers of digital environments and developing skills to avoid them, using educational material designed exclusively for the project.

INTELLECTUAL OUTPUTS

The ESOI project achieved to overpass national borders and travel across Europe, transferring knowledge and skills to 2.500 parents considering their children's safety online. A series of seminars took place in each partner-country, using educational material designed exclusively for the needs of the project. This consists the main output of the project but also a great educational achievement.

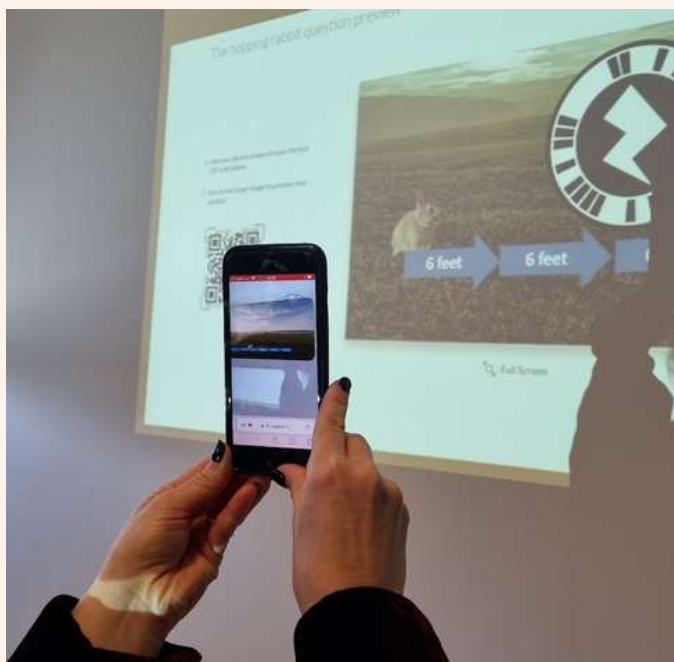
Other outputs:

- A guide for adapting and implementing the project in other countries.
- Training material for teachers and parents on thematic fields such as cyberbullying, privacy and social media.
- A book detailing the project approach..

AUGMENTED REALITY IN SCIENCE AND MATHEMATICS EDUCATION

AN ARTICLE BY **ATHENS LIFELONG LEARNING INSTITUTE**

WWW.AUGMENTED-ASSESSMENT.EU



Regarding Science Education, one of the main affordances of Augmented Reality is that through its applications, various virtual objects can be adapted to scale. This allows students to understand - through 'interaction' and object handling - the properties and relationships of objects, which would be either too small or too large to be effectively addressed in students' daily lives. For example, in Chemistry, there are concepts of the microcosm that students cannot always easily understand (e.g. atoms, molecules, chemical compounds). Students need to create images and visualise the above elements of the microcosm with their imagination. In these cases, the combination of Augmented Reality and 3D models positively affects the understanding of these concepts. Using Augmented Reality applications, students can interpret three-dimensional structures of molecules and crystals. With 3D models, students can also look closely at the structure of molecules and see them from different angles.

For instance, researchers used Augmented Reality to display crystal structures in 3D and to examine molecular structures, compared Augmented Reality models and other models, and determined the interactions with each other. Their results showed that Augmented Reality in education helped students enjoy the lesson and learn more by tending to view Augmented Reality as a real object in interactions with Augmented Reality.

In Physics, researchers compared traditional methods and Augmented Reality technology in terms of laboratory skills and attitudes towards laboratories. According to their results, Augmented Reality technology improved students' laboratory skills and contributed to cultivating positive attitudes towards physics laboratories. In Biology, Augmented Reality content was developed (augmented butterfly garden), and subsequently, the researchers examined students' academic achievements. According to their results, the use of AR could effectively improve students' learning.

In the field of mathematics/geometry, the researchers presented complex three-dimensional mathematical structures in the StudierStube project, developed a mobile Augmented Reality application for geometry education and studied collaborative learning in geometry. Their results showed that the use of Augmented Reality in geometry encouraged students to explore geometrical concepts and also to develop their spatial skills. More recent research in the geometry sub-field also yielded similar promising results. Cai, Liu, Yang, & Liang (2019) explored AR applications within mathematics lessons focusing on probabilities with junior high school students, and their findings indicated that AR-based applications are useful for enhancing students' understanding in the topic of probability.

Augmented Reality can be used in the context of discovery-based learning (and/or inquiry-based learning) for a variety of reasons such as achieving cognitive goals, contributing to students' understanding of specific concepts (conceptual understandings), developing students' metacognitive and collaboration skills. Research by Chiang, Yang, & Hwang (2014) employing AR within discovery-based learning indicated that students were able to immerse themselves in the learning process. Additionally, the EL-STEM (Enlived Laboratories in STEM) project, which brought together inquiry-based STEM learning approaches and Augmented Reality, focused on training secondary school teachers from Cyprus and Greece with encouraging results regarding students' engagement with STEM topics and enhancing their 21st-century skills. Concluding, the use of Augmented Reality in Science and Mathematics education has proved to be highly beneficial for school students.

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PROJECT: AUGMENTED ASSESSMENT PROJECT

The AUGMENTED ASSESSMENT PROJECT aims to address the gap in assessing newly arrived migrant students' prior knowledge in the fields of Science and Mathematics, by utilising augmented reality for assessment. Due to the existing monolingual educational policies and practices, students' assessment in subjects in which knowledge is not connected with the language is not adequate with negative effects on students' motivation, participation and inclusion. To address this gap, the project will develop and pilot an innovative augmented toolkit in the form of an online library containing tools, activities and exercises, developed using augmented reality, so that student's prior knowledge is adequately assessed without the use of the language. Moreover, the project will develop a training course for teachers that will equip them with the necessary theoretical and practical knowledge for assessing newly arrived migrant students' prior knowledge with the use of augmented reality tools.

INTELLECTUAL OUTPUTS

Project partners, after developing a common framework for all participating countries regarding students' prior knowledge in Science and Mathematics from the 4th to the 9th grade, proceeded to the production of assessment materials with the use of augmented reality applications and their introduction to the project's Augmented Library. Partners also developed the Augmented Assessment curriculum for teachers who will be trained to develop more augmented assessment materials and apply them in their classes. The experiences of all people involved in the project will be included in a book for any potential user who wishes to replicate the project's approach.

RELEASING MATHS ANXIETY WITH THE USE OF ROBOTICS

AN ARTICLE BY **BALTIC EDUCATION TECHNOLOGY INSTITUTE**

WWW.BETI.LT

**BALTIC EDUCATION
TECHNOLOGY INSTITUTE (BETI)**



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BETI was founded in 2003 by a team of professionals who have been working in the field of ICT and education technologies for more than 15 years. While implementing different activities in higher education and vocational training sectors, rich experience, knowledge, and skills were accumulated in the field of ICT, including enhanced training, distance education methodology, learning technologies, multimedia production, development of web applications, etc. The main aims of the Institute are to apply scientific, methodological, and practical activities to encourage ICT-based training and learning; to seek the development of democratic, wide-accessed, and self-dependent training conditions while implementing a lifelong learning paradigm; to develop distance learning initiatives and create information systems; and to support IT-based projects and process management, in cooperation with organizations and individuals seeking to ensure effectiveness and quality of implemented activities.

As stated in the EU report "The Teacher Education for Inclusion", good teaching and the ability to stimulate all children to achieve their very best can have a lasting positive impact on children's futures. An inspiring and equipped teacher has a key role to play in student achievement; so concentrating on undergraduate students (as prospective teachers) teaching skills are of essential importance. Undergraduate students and their lecturers are key actors in improving the quality of teaching. It is crucial to put much emphasis on the educational needs of children to realize their true potential and become more resilient and comfortable during class activities. Mathematics Anxiety (MA) refers to the syndrome of negative emotions that many children experience when engaging in tasks demanding numerical or mathematical skills and it is a widely experienced phenomenon, estimated to affect about one in five people as they carry out numerical and mathematical tasks, both in school and in day-to-day life.

The earliest studies on math anxiety began in the 1950s with Gough's (1954) research. Gough (1954) was a teacher in primary school who investigated students' negative emotional reactions during learning mathematical tasks and used the term "mathemaphobia" for these negative emotional reactions. MA is common and worthy of serious instructional attention in regular classes. Students may respond to challenges with passive behaviors, withdrawal of effort, lower self-esteem, and panic. Significant math anxiety can have serious consequences on everyday life as well as on job prospects and promotion.

Future impacts of under-achievement such as dropouts, social exclusion, or unemployment should be handled carefully because today about 14 million young people are not in education and employment in Europe and a considerable number of this young generation is likely to suffer from MA. It is stated that mathematics anxiety, which is disturbing for students, causes the student to be afraid of the lesson and not to participate in the activities in the lesson. In addition, it is stated that it causes students to hate mathematics with increasing failure and a decrease in learning rate. The use of robotics in education has been on the agenda of primary and secondary school education providers for more than two decades in Europe and studies show that robots have a big potential to raise success and upskill in math.

Robotic technologies can be considered mind tools that students use modern technologies to solve problems. These technologies encourage students to work collaboratively. While students are learning with robotic technologies, they try to cope with a number of problems and participate in academic discussions with their peers to find a solution to these problems. In this way, robotic technologies encourage students to collaborate. Robotics is occasionally used in classroom settings and this practice started to gain importance together with the introduction of coding education. There aren't many curricula focusing on how to teach math in primary schools by using robotics and releasing math anxiety.

Hereby, the purpose of this project was specified as closing skills gaps of undergraduate students, who work at primary schools, in solution processes of possible challenges related to students with MA by developing the specified intellectual outputs: curriculum, virtual video library, and e-book.

PROJECT: FETRA

With the increasing importance given to educational software, block-based programs and robotic kits enable young students to meet technology and engineering. Science, technology, and engineering education are tried to be taught from an early age with coding and robotics. In this way, it is tried to create a qualified workforce. Elaboration of the multidisciplinary modular curriculum enables undergraduate students to gain high-quality professional knowledge and skills, while the introduction of blended learning and robotics into educational practice will enable students to improve their soft skills and will make the teaching processes more attractive. This project plans to enhance the expertise of undergraduate students who are enrolled in primary teacher education programs. The project help pre-service primary school teachers and primary school teachers, develop strategies in their work with students with high levels of math anxiety.

INTELLECTUAL OUTPUTS

- A modular curriculum designed with a blended learning approach including step-by-step hands-on learning practices and the use of online learning materials in primary schools
- A virtual video library including scenario-based learning/teaching activities for the use of robotics in mathematics education in primary schools
- E-Book on applying robotics application on math education through blended education



GROWING UP TO BE*

AN ARTICLE BY **APLOAD LDA**

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APLOAD is a double-sided company structured into two independent Departments, currently offering services in Evaluation and Social Planning (ESP) and in Landscape Architecture (LA). Despite their strong cooperation and commitment with regards to the company's quality outcome, each department has its own scope, objectives, provision for specific services, own dedicated professionals and specific clients and partners. The Department of ESP, running the EU projects, provides services under Education Research and Social Research, Evaluation of Projects, Project Design & Innovation and Other Education related services (VET, School Education, Higher Education and Adult Education). This Department is currently involved with European Projects assuming the role of Coordinator in some cases, the role of Partner in other cases and being a service provider (External Evaluation and Project Management) in other cases. APLOAD has currently clients and partners in more than 20 countries worldwide.

The choice of a profession is the result of a challenging process in which youngsters get involved, often guided by school psychologists, within the scope of vocational and career guidance work. It is a demanding process, as it implies exploration and commitment, much like what happens in other dynamics of identity construction, typical of adolescence. Not being, therefore, a new situation, the choice of a profession requires, even so, an update on the part of school psychologists regarding the emergence of new professions and the mutability and uncertainty of the current labour market.



Even if the definitive choice of a profession is projected towards early adulthood, the truth is that pupils in basic upper education cycles (especially these) face choices in terms of areas of education and training or optional subjects, which puts them face to face with questions whose answers do not seem to be liquid and immediate. It is not surprising, then, that such students, commonly aged between 12 and 16, wonder about the usefulness of subjects that are part of their school curriculum. They pose questions such as: "If I want to study art, why do I need mathematics?" "If I want to be an engineer, what do I need philosophy for?" "What good are history or geography subjects if I really want to be a Chef?" These questions, taken together, are the harbinger of the assumption of absolute instrumentality, which becomes more acute for those later attending Higher Education and which translates into the question: What is the use of this course unit for the exercise of that particular occupation? The underlying logic is that everything that is learnt, in this case in a formal context, has to be of immediate use.

Therefore, besides the already mentioned instrumentality, immediacy is another sensitive point regarding the education of new generations. In fact, the focus on learning of a more technical nature clashes with what companies and other employing organisations seek in their workers: transversal skills, already widely explored by several authors (Fullan & Scott, 2014; Fullan & Langworthy, 2013). Called skills for the 21st century, they are citizenship, collaboration and teamwork, communication, critical thinking, problem solving, and creativity and imagination. It will be a case to think not only about what is learnt (contents), but how it is learnt (pedagogical processes and practices). It would therefore be interesting to return to the questions posed by young people and try to find possible answers which would enable them to understand the (sometimes less obvious) role of a particular subject in their training and its impact in terms of future professional practice. This concern is in the basis of UP2B project - Boosting Up School Education towards European Citizenship and Labour Market Inclusion (<https://up2b.eu/>), a strategic partnership in the area of school education, under Erasmus + (Contract no. 2019-1-PT01-KA201-061346), which includes a school, universities, companies, associations and non-governmental organizations and local education authorities from 6 European countries (Portugal, Spain, Turkey, Bulgaria, Denmark and Latvia).

*This article was written by Rita Barros, Psychologist. It has been originally published in Portuguese here: https://www.psicologia.pt/artigos/ver_opiniao.php?crescer-para-ser-a-proposta-do-projeto-up2b&codigo=AOP0513



PROJECT: UP2B

UP2B stands for the idea of 'getting up to make a difference', 'raise hands to be a citizen, a rights' owner and a duties' committed person'. It stands up for social and labour market inclusion through Education. The 1st step to promote students' inclusion and fight for their future is to involve and to motivate them at school, preventing early school leaving. To do so, UP2B adopted the EU saying: "Schools cannot effectively work alone. They need to move from isolated and short-term actions, engaging in a more holistic and systemic initiatives" (shorturl.at/bIJS0), involving 1 school and 8 other stakeholders to jointly develop "school-based solutions" reified into motivational activities, e-activities and networking practices. UP2B objectives intend to enhance school attractiveness; to facilitate its relationship with the Labour Market; to increase students' EU citizenship, raising awareness on its Inclusive values concerning Gender, Minorities, Human Rights, Environment,...

INTELLECTUAL OUTPUTS

- (IO1) 'School & Job' Community of Practice (CoP) and Active Repository of Tools: a networking platform also in use by other Education stakeholders, standing for peer support and tools sharing.
- (IO2) School & Job' Matching Handbook: covering a wide range of school subjects facilitating students to understand the applicability of each subject in real life context, NOT losing sight of the philosophical importance of knowledge for the sake of knowledge!
- (IO3) 'Boost Up Your Class' - Citizenship & Job Pills Activities and
- (IO4) e-Pills Activities: ready-made solutions to illustrate but, above all, to invigorate the subjects being taught in class in due respect for horizontal domains of EU Citizenship and also for the possible labour market applicability.

The project's transnational partnership meeting that took place in October/22 in Riga, Latvia, hosted by the UP2B partner School, Rigas Pardaugavas Pamatskola, was a moment of unexpected emotions.

In fact, allied with the sharing dimension of the Project, that one might argue to be of a common ground in Erasmus+ projects, it has been added by an effective participation of the school's pupils, allowing their interaction with the project's participants. This started with the welcoming of partners by the school's youngest pupils, showing singing and dancing acts, and proceed with the presentation of the school by the older students! Besides their oral presentation in a good English language domain, they also performed a tour around the School, where they definitely showed to the participants their pride on their own school and teachers. At the meeting's closure moment, when cultural activities took place, again the students accompanied the meeting's participants in a city tour and had a lunch together.



Regardless of how irrelevant this might seem, the fact is that we could testify the happiness on those students faces for having been so deeply involved, for having been able to show their school, to present their city (and talk about their country) to a group of foreigners and to be able to communicate with them without major barriers, asking also questions about our home countries and cultures! And this is after all what EU citizenship is about: sharing and respecting, growing interculturality beyond multiculturalism! At the end, everyone agreed that the School's decision of involving their students in the meeting (and involving the participants in the classes as well!), turned to be extremely interesting for everyone, gaining special relevance for the fact that such participants do not represent schools, rather different Organizations deeply concerned with Education and Schools' activities!.

APLOAD Lda

IMMIJOBS: NEW FRONTIER AND TOOLS TO SUPPORT INTEGRATION OF TCNS INTO NATIONAL LABOUR MARKETS.

AN ARTICLE BY **CEIPES - CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO**

[HTTPS://WISE-PROJECT.WEBNODE.ES](https://wise-project.webnode.es)

CEIPES

CEIPES • CENTRO INTERNAZIONALE
• PER LA PROMOZIONE
• DELL'EDUCAZIONE
• E LO SVILUPPO

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CEIPES is an International non-profit association founded in Palermo in 2007. The vision of CEIPES is to empower people, organisations, and communities and develop their potential through education work and experience. 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, unemployed.

The Immijobs project (IMMIJOBS-AMIF-2017-AG-INTE) involved the strategic partnership of four countries: Italy, Greece, Sweden, and Bulgaria. The project aims at integrating migrants and refugees into national labour markets. The main objectives of the project were:

1. Increasing the labour market integration of newly arrived migrants in sustainable employment positions and building the capacity of intermediary organisations to support labour market integration of newly arrived migrants and refugees.
2. Increasing the engagement of employers in the process.
3. Developing work-based learning for refugees, through the organisation of training for refugees and newly arrived migrants.
4. Structuring the awareness of the existing EU tools among the employers.

For these purposes, and because of previous field analysis, it was necessary to work on training needs, not only for the target group of the project, but also for intermediary organisations (IOs) and for SMEs. This was necessary because to achieve working integration, the whole system from IOs to SMEs needs to change and develop new knowledge and tools to create integration and employment opportunities. Indeed, the principal milestones of the project were the following. Training for IOs and future trainers to deepen their knowledge about juridical status, rights and duties of the target group and preconditions to work on a national level. Also, in this training was possible to share best practices and European instruments to assess the current skill level of TCNs.



Training and workshop activities for SMEs introducing diversity management methodologies to support the integration process of the target group within many and different working environments. The selected participants were chosen also considering industries that normally do not employ migrants to show them how their diversity can be an added value for their companies. Also, many incentives were presented for hiring the target group such as European active labour market policies that are implemented on a national level. Apprenticeship for migrants and refugees about the use of 3D printing to support the development of a set of hard skills that can be used and performed in additive manufacturing working processes as economic literature address this field as an evolving trend. Furthermore, this training opportunity resulted in some cases in collaboration and working experiences, also thanks to active labour market policies. Setting best practices working with the target group and supporting them to find a new job by creating a resumé using the Europass model and the EU Skill Profile Tool for Third Country Nationals. At last, one very important achievement was for all partners to share best practices, knowledge and the main tools that can support migrants, refugees and TCNs in general for their own integration. Indeed, on Immijobs' website (<http://immijobs.eu/it/front-page-it/>) a toolbox shall be created with the contribution of each nation partner. For this specific activity CEIPES shared an online platform to design diversity management plans and monitor their implementation and an app that supports migrants to have easier access to local services, both in the labour market and in daily life.

PROJECT: ENFEM

The project Enfem - Female TCNs Integration in Local Communities through Employability and Entrepreneurship Local Oriented Strategies (101038287-ENFEM-AMIF-2020-AG) - is financed by the AMIF program. Many European studies highlighted that women Third Country Nationals (TCNs) are one of the most vulnerable population groups in the EU. Most of them struggle to find a place in their host country's educational system and labour market, despite they might have valuable skills and knowledge. The project aims at the creation of local multi-stakeholder networks, composed of local authorities, market actors, NGOs and TCNs-based and women-led organizations, in 10 countries. The networks develops local strategies to facilitate women TCNs socioeconomic integration through employability and entrepreneurship, and empower their members through knowledge transfer and good practices exchange in addressing integration challenges for Women TCNs, considering the needs of local societies.

INTELLECTUAL OUTPUTS

The first output of the project is the creation of needs-oriented local strategies using qualitative and quantitative methodological tools, to understand the local labour market for women TCNs. Then, the Consortium develops two Training Packages, the first one is for migrant women in the fields of language and cultural learning, labour law and entrepreneurship skills, and the other one addresses the local actors to develop skills in inclusion and employability. Lastly, the Partners support the placement of 30 migrant women per partner country for 1 month in different organizations that will enable the participants' direct access to the local market.



The experience of Maria Iole Volpi, Italian football coach in Uruguay for the ONE GOAL project

Maria Iole Volpi Italian female football coach, representing CEIPES, took part in the Woman Football Campaign WFC in Montevideo (Uruguay) in February 2022. One Goal project - EMS – Exchanges and Mobility in Sport EAC-2020-0605 - aims to enhance skills of women football coaches and to create a methodology based psychological aspects to be used by interested sport staff. We discover the coach experience starting from her words:

"Would you like to go to Uruguay? It is about empowerment of women in the football world..."

- Yes!
- Ok then I will tell you what the project is all about...
- This is not necessary"

She shared her thoughts about this experience saying: "after so many years on football pitches, from player first to coach then, I just needed to know that I could go to a place where football is life for many, home of football as, to have the conviction of living a training experience at 360 degrees. If we add to this the good fortune of meeting other people, girls and coaches, from various parts of the world, to talk about their experience, we really hit the GOAL!

The meeting with the girls of one of the two most important national realities, the Penarol women team, was the thing that struck me the most: in Uruguay they are living a period just ended here in Italy, started with the protests/requests from the women's culminated with the advent of professionalism this season. Having the possibility to confront other realities, can only increase the individual and cultural awareness of each of the participants.

From the Mère tradition to practice with local girls, with smiles and the infinite availability of the Uruguayans, the time zone that divides us has turned into a time jump in a reality where it was beautiful and exciting to talk about the football experience in Italy and how through a simple ball can be possible to unite people culturally distant. It is the greatness of this sport; it is the grandeur of this kind of experience!"

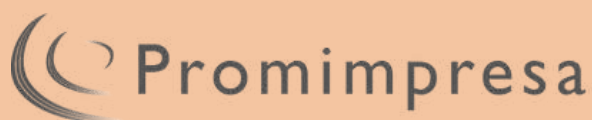
CEIPES

STRANDS PROJECT- TRANSFORMING SCHOOL IN THE DIGITAL ERA

AN ARTICLE BY **PROMIMPRESA SOCIETÀ BENEFIT SRL**

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**PROMIMPRESA SOCIETÀ
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Promimpresa Società Benefit S.R.L. is a VET provider committed to the strengthening of the socio-economic inclusion of vulnerable target groups. Promimpresa provides tailored upskilling training and job counseling paths, search and recruitment activities, placement, qualified assistance services targeting unemployed people (NEETs, Adults, migrants, offenders). Promimpresa promotes local cultural, economic, and social development, the internationalization of local industries and working environments development, it aims to promote change through lifelong learning and to satisfy the ever-increasing demand for qualified and motivated professional figures. Promimpresa also provides support and training for new opportunities in learning mobility for school staff, students and youth workers aiming to improve professional competences, good practices exchanges, internationalization of education, global education, new projects and connections between the formal, non-formal and informal sectors.

As technology marches forward, digital skills become more and more important. This process is driven by the general digitalisation of society and further accelerated by global events such as the passing of the Covid-19 pandemic. This is to say that digitalisation is not to be treated as a means to its own, but rather as a building block that serves as a stepping stone in humanity's progress. Such is the case with education as well - developing the necessary digital skills for both teachers and students comes with a multi-dimensional purpose. First, it gives teachers opportunities to become more effective in their delivery of material and focus on things that bring practical, real-world value. Second, it also gives students opportunities to become more efficient and independent in their approaches to learning at studying. Third, it invites you to be more flexible and better prepared for situations that may require you to be - this, again, applies with equal strength for both teachers and students.

A reality check

The STRANDS project is for both teachers and students. This is important to point out, as it is often assumed that only teachers need to develop their digital abilities, while students have the necessary digital skills already. Students have a strong, inherent ability to learn and they may be able to orient themselves faster in using digital tools - simply because they spend more time on various devices. However, this doesn't mean that they do not and would not benefit from proper digital training. A study from 2021 shows several interesting findings:

1. When asked to rate their own digital skills with word-processing and spreadsheet solutions, more than 50% of students (128 total) rate their knowledge as high or very high.
2. However, in the case of real assessment of digital competencies, less than 20% reached the bare minimum for passing the set test. This is to say that there's a big disconnect between the students' perception of their digital literacy and their actual such.

On the other hand, a 2022 review of the research literature on digital competencies in higher education shows that teachers have a more grounded understanding of their digital shortcomings, as well as the lack of certain competencies, especially related to the evaluation of educational practice. This is to say that educational solutions are on demand, and developing the appropriate digital competencies may have a positive impact on education in its entirety.

And this is where the STRANDS project comes into play. Instructors need to guide students in their digital development. In order to successfully do so, they need to be the first to recognize, understand, and manage the most fundamental digital skills. And we recognize as such core skills the following:

1. Using digital technology safely By teaching online safety, you are not only assisting your students in becoming more alert about their personal safety, but you are also assisting them in becoming better internet users.
2. Finding, organizing and storing information We already have vast amounts of information literally at our fingertips. Because of that, there's no moment more important than now to learn tools and techniques that guide students on how to find, organize and store information effectively.
3. Creating digital content Modern educational standards already have certain aspects of digital literacy as part of their requirements for students to be considered capable and competent. This is why the classroom becomes an important place for students to learn the skills to create and communicate content through the means of digital technology.
4. Virtual communication While online learning is different from the in-class experience, it can still offer a lot and sometimes unique benefits. This is why it is absolutely crucial to learn how to successfully translate live face-to-face training into live-virtual or asynchronous online experiences that may be just as successful.

Just like any other change, digital transitions can prove challenging – however, this doesn't mean that they have to be difficult.

PROJECT: STRANDS

Promimpresa Società Benefit srl is the project coordinator of the Erasmus+ project "STRANDS – Schools in Transformation with Readiness, Adaptations and Nurturing Digital Skills. Partnering with ICEP s.r.o. (Slovakia), Redial Partnership CLG (Ireland), EDUPUNTOZERO SRL (Italy), A & A Emphasys Interactive Solutions Ltd (Cyprus), the project aims to ease the transition into blended learning and distance learning of educators and learners, by supporting them in embracing digital methodologies into learning practices, while building emotional bonds between educators and learners, and among learners. Specifically, the project focuses on the enhancement of methodological and pedagogical capacities in teachers and educators, to enable them to use digital technologies and to increase their digital mindset. Also, it contributes to supporting learners in the transition into distance learning and in the integration of digital means into their lives.

INTELLECTUAL OUTPUTS

The project sets out to produce 5 Results :

1. Teachers-led ICT Online Community Platform
2. Guidelines for Technical Tips for an Inclusive Digital Learning
3. Interactive Virtual Classes Toolkit
4. E-Safety Manual for Families and Students
5. Protocol for the Certification of Competence



Having the right tools and approaches at our disposal can allow us to turn difficulty into an experience of personal and social value, where teachers and students grow together.

8 WAYS TO EAT TO SAVE THE PLANET

SCHOOL EDUCATION PROJECT CONTRIBUTING TO GLOBAL SHIFT TO A HEALTHIER DIET IS ONE OF THE ACTIONS THAT MUST BE TAKEN TO AVOID DANGEROUS CLIMATE CHANGE.

AN ARTICLE BY **BRAINLOG**

BRAINLOG



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BrainLog is a non-profit organization developing and managing national and international funded projects focusing on innovation and education within business development, web and mobile applications, entrepreneurship, sport and wellbeing, non-formal education, and social inclusion in Denmark. We are involved in a number of Transnational European Projects and have established a network of reliable national and international partners.



One of the innovative elements of the project is the methodology to be applied, i.e. we want to awaken in the students a critical and global thinking, to make them understand that their participation in global issues such as the environment is crucial for the future. Furthermore, the exercise of theatre allows for the evolution of the person towards an improvement of his or her personal qualities. In this sense, our project is not new, since theatre is ancient practice, but from the perspective of solving situations of changing behavior to help the planet, we understand that our project is innovative. Reaching this objective through a theatrical improvisation experience makes it even more innovative and attractive.



To answer the question why theatre as an activity: Because there are many benefits of improvisation:

- It helps develop creativity and imagination
 - Helps develop self-esteem
 - Helps to solve everyday problems
 - It gives us self-confidence and reinforces that of others.
 - Helps to work in a team
 - Helps to increase mental agility and lateral thinking.
- Finally, there are also many benefits of learning to cook as a child:
- Cooking will help to develop the creativity and keep it active into adulthood.

- At times when you have to share tasks with others, you should strive to develop your teamwork skills, empathy and overall emotional intelligence.
- Learning to follow a recipe or obey a chef's orders will help improve your ability to concentrate and your attention span.
- Learning to cook will improve their knowledge about the properties of food and they will be able to assimilate the benefits of a healthy diet from an early age. This knowledge about nutrition is important to prevent childhood obesity and also to prevent other eating disorders, such as anorexia or bulimia.
- They will learn how to use the different tools and appliances that can be found in a kitchen, which will help improve their manual and mental skills

BrainLog is excited to collaborate with all partners organizations in the pursuit of boosting the learning and education of students who can benefit from innovative approaches within the education sector. We would like to express our gratitude to our partners from Spain - FORUM who have made the project possible. Because of their efforts and expertise over the project concept and writing the application the approval evaluation was with excellent results.



PROJECT: 8 WAYS TO EAT TO SAVE THE PLANET

Approved by the Danish Agency for Higher Education, 8 WAYS TO EAT TO SAVE THE PLANET project utilizes digital tools such as Canva and Teamwork while also organizing situations of an educational character such as plays for students to participate in, with an emphasis on vulnerable students. Two main goals drive the project: 1) a preliminary study aimed at finding out which foods are most harmful to the planet while clarifying the degree of healthy eating habits in children today, 2) the conduction of theatre improvisation techniques for students which boosts the learning process for students through emphasizing talents such as motivation and creativity.

Project Partners:

- FORUM PARA LA EDUCACIÓN Y EL DESARROLLO (Spain)
- I AND F EDUCATION AND DEVELOPMENT (Ireland)
- Korup School (Denmark)
- MERIDAUNIA (Italy)
- ARDMORE EDUCATION AND DEVELOPMENT (Ireland)
- RIBAMAR S.A (Spain)
- Istituto Omnicomprensivo dei "Monti Dauni" (Italy)

INTELLECTUAL OUTPUTS

Result 1 - Manual for teachers and educators - The aim of this work package will be the creation of a manual for teachers which will be divided into two main parts:

- Preliminary study to find out which foods are the most harmful to the planet, as well as to find out the real eating and healthy habits of children today.
- Development of improvisation theatre techniques.

Result 2 - Theatre Plays - The intervention proposal is presented as a series of workshops which will allow students to explore different forms of improvisation theatre expression.

Result 3 - Recipe Online Tool - Students to be able to share with other students and teachers, an online healthy recipe book in which they can upload healthy recipes prepared by themselves

**EDUCATION IS THE
PASSPORT TO THE
FUTURE,
FOR TOMORROW
BELONGS TO THOSE
WHO PREPARE FOR
IT TODAY**

Malcolm X

SUPPORT INCLUSION OF YOUNG PEOPLE IN PRECARIOUS OR MIGRATORY SITUATIONS

AN ARTICLE BY **CENTER FOR PROMOTING LIFELONG LEARNING - CPIP**

WWW.EDUKINO.ASSOC.RO

**CENTER FOR PROMOTING
LIFELONG LEARNING –
CPIP**



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The Center for promoting lifelong learning – CPIP is a non-governmental, non-profit institution active in the educational and social field. Our vision is a European one. Education overcomes the borders of scholarly age and training is a lifestyle that goes beyond the walls of a specialized institution. With this in mind, the CPIP team promotes a fundamental concept for our existence as specialists active in European construction: lifelong learning. Our mission is to bring forward the concept of lifelong learning and make it accessible to the communities with which we come into contact. In this way, we can contribute to the development and implementation of coherent policies in the field of education and professional training starting from data based on practical evidence.



The EduKino project has been funded by the European Commission through the Erasmus Plus program under the collaboration of seven organisations from four corners of Europe: AFEJI (Project coordinator), Cinélique and L'Univers Cité from France; APROXIMAR-COOPERATIVA DE SOLIDARIEDADE SOCIAL from Portugal; No Place Productions from the United Kingdom; Asociatia Profesionala Neguvernamentala de Asistenta Sociala ASSOC and Centrul pentru Promovarea Invatarii Permanente from Romania.

The main core of the first short-term training event of the Edukino project was defined by spotting strategies on how to build a model of cooperation in cultural projects with vulnerable children.

On the first day of the event we went to Gravelines, where the project partners had the opportunity to visit the first Afeji establishment, namely MECS (a children's home). We learned more about Cinélique and, thanks to the participation of specialised educators and experts in the field of image education, we all had the chance to interact in image education workshops. Moreover, the first day was concluded with a screening of the audio-visual productions of children (pixilation workshop) & short movies on games and video games selected by teenagers (programming workshop).

In the second day of the training event, the activities took place at Cinéma l'Univers where presentations of successful cooperation projects were highlighted, between social support structures and cultural establishments with Alefpa, Latitudes contemporaines and the Judicial Protection of Minors (PJJ). Interprofessional success stories with Forum des Sciences, MECS de Mérignies, CMP Lomme have been brought to our attention. The inter-professional roundtable was essential to gain experts' perspective on how to use culture as an educative tool to include vulnerable children in the society. At the end of the day, we had a debate with producer Oliver Pagani, after the screening of the movie 'Romani street view'.

The last day of the training event, has been also hosted by Cinéma l'Univers. The activities focused on highly interactive workshops and the description of the methodology and concrete tools for the future steps of implementing the experience gained during the three days of the event at each national level of the project partners.



PROJECT: EDUKINO

EDUKINO - Promote image education as a tool for the inclusion of children in precarious and migratory situations 2020-1-FR01-KA227-SCH-095474

EduKino is an Erasmus+ project that operates in the field of school education. It aims at promoting image education as a tool for the inclusion of children in precarious and migratory situations.

Throughout the implementation period, EduKino will try to achieve two objectives: -facilitate the social inclusion of youth in situation of precariousness and/or of migration; -promote active citizenship through artistic and cultural activities, precisely through image education

To do that, EduKino will promote the pooling of skills through networking and cooperation between professionals, in order to develop new knowledge, methodologies and abilities adapted to the difficulties faced by young people in vulnerable situations.

INTELLECTUAL OUTPUTS

The expected results are:

- Production of reusable and replicable tools in the field of image education
- Professionals will acquire knowledge and skills in image education and intersectoral cooperation
- Children will develop life-lasting skills in image education and related fields
- Children will develop a sense of belonging and active citizenship, which will foster their social integration

The results will be achieved through:

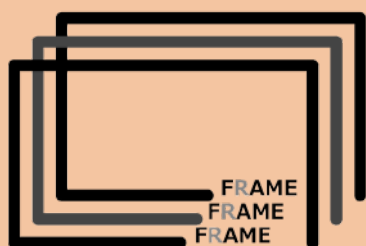
- Intellectual Output 1: Intersectoral cooperation methodology
- Intellectual Output 2: Image education program
- Intellectual Output 3: Training for education professionals
- Intellectual Output 4: Awareness raising campaigns

THE IMPORTANCE OF MUSIC IN THE LEARNING PROCESS

AN ARTICLE BY FOUNDATION FOR THE DEVELOPMENT OF
INTERNATIONAL AND EDUCATIONAL ACTIVITY - FRAME

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FRAME



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FRAME aims to develop and promote international cooperation of local communities supporting education, professional activity and the wellbeing of citizens. Many of our activities are based on close collaboration with stakeholders of educational and business sector present in our region. The members of the foundation have vast educational, consulting and training experience, many of which with international dimension. Knowing the needs and expectations of our target groups, we design and implement activities aimed at social and vocational activation and broadly understood promotion of the civil society. Our beneficiaries represent diversified target groups: trainers, teachers, entrepreneurs, persons with migrational background, young people in need and other defavourised groups. We have large experience in international cooperation, working on innovative solutions in the field of selected social problems and assuring transversal functions like quality evaluation or dissemination.



Around the world and especially in Europe, the last decade, cultural diversity in the classroom from children from national or ethnic, religious and linguistic minorities is on the rise. In our increasingly diverse and multicultural society, it's more important than ever for teachers to incorporate inclusive teaching in the classroom - whether the level of education they are teaching. However it proves to be more crucial at the early stages of education, at pre primary and primary education because at this stage students need to feel an active part of the school community. For this reason the intercultural competence and readiness of the teachers is a challenge for the institutions responsible for their education.

One of the highest priorities is to help teachers in acquiring new attitudes, knowledge, and skills, to work effectively with culturally diverse students, to promote equal opportunities for minority groups at risk of social exclusion. Students from minority groups (ethnic, religion, linguistic etc) have high rates of absenteeism, dropout, and school failure in almost all EU countries for which data is available (EC 2019).



The COVID-19 outbreak affected negatively particularly those students, coming from vulnerable backgrounds, especially Roma and migrant children, whose already difficult circumstances were further exacerbated by the crisis (Council of Europe, 2020). In addition to that, research has proven that there are positive effects on students' well-being and performance in schools if cultural and linguistic realities are taken into consideration (Salgado-Orellana, 2019). On the other hand, music is an inclusive didactic and pedagogical tool to promote intercultural education (Burnard, 2008), a universal language that unites people from different cultural backgrounds, builds bridges for effective communication, crosses cultural barriers and supports cultural acceptance and integration. Research has shown that music is an effective educational tool to promote well-being, to increase positive classroom atmosphere and to improve learning (Eerola & Eerola, 2013). Additionally it promotes friendships, social skills, teamwork and cooperation, commitment, mutual support, bonding to meet group goals, a sense of accomplishment and belonging, self-confidence, self-discipline, responsibility, increased concentration and provides an outlet for relaxation. (Hallam, 2010). Students who are able to manage their emotions in a positive way, are able to enhance their learning potential (Foran, 2009). SMILE introduces music as an effective tool to inclusive teaching methods.

PROJECT: SMILE

SMILE - Share the Music for Inclusive Education
2021-1-EL01-KA220-SCH-000032762

SMILE project aims to provide teachers with a practical framework and examples of best practice to assist them in meeting the challenges of inclusion and diversity in education. The main goal of this project is to provide teachers of preprimary/ primary schools new knowledge, key competences and ready to use educational material to effectively use music as a didactic and pedagogical tool for inclusive education. Further, teachers will develop social skills and digital skills by using the repository and the online training. Although, SMILE project is proposed for the teachers, its real beneficiaries will be students, who's well-being and performance in schools is expected to be improved.

INTELLECTUAL OUTPUTS

- **Need Analysis Report** - A transnational research concerning teachers' attitude towards the use of music as a tool for inclusive education and the classification of the needs for the material developed during the project.
- **Digital Repository** - A digital repository of songs, activities, methods and examples that can be used as an educational tool for inclusive education.
- **Teachers Guide** - guide that will include research for the relevance and importance of music in intercultural learning and inclusive education.
- **MOOC training** on how to use music in teachers' multicultural classes, in terms of inclusive education.





“

During the first Transnational Project Meeting in the SMILE project, I had an opportunity to visit the Swedish primary school. The school is small, located in a small community, so it is easy to introduce certain rules, but it seems that the most important solutions that would be worth showing and applying in my country are the systemic ones.

Well, we were surprised to see that both the benches and chairs of the younger children were in safe way elevated up so that teachers do not have to bend down while helping children with their writings. Similarly, in the school canteen, chairs are arranged under the countertops to make it easy to keep clean. The important role in maintaining it is the role of the children themselves, who clean up after a meal, including wiping the table.

These are small solutions which, in my opinion, are revolutionary for shaping responsibility and independence in younger school-age children. Importantly, I could see not only educational but also social life in a small town. Usually partner meetings are held in large cities that are cosmopolitan in nature.

However, only getting to know the environments in small towns allows you to fully see another culture and learn about the mechanisms that take place in it. This allows you to draw conclusions that can be implemented in your own home. Starting from the closest environment: own family, school, local community.

”

Adam Gogacz

Educational expert in Foundation for the Development of
International and Educational Activity

FRAME

THE AMELIE PROJECT AND ROLE OF SCHOOLS IN PROMOTING COUNTER-NARRATIVE TO ONLINE HATE SPEECH

AN ARTICLE BY **EGINA SRL**

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European Grants International Academy (EGInA) is a training agency accredited at the Umbria Region, Italy, for the release of VET certificates and qualifications. It is an adult education centre for teachers, NEETs, unemployed and seniors. Our aim is to promote EU transnational mobility by defining the best possible learning experience for each learner, by organising courses for school teachers and trainers of adults and by offering a portal with tools and stories for EU mobility. We are cooperating internationally with different partners in more than 40 ongoing projects.

The main goal of the AMeLiE - Advanced Media Literacy Education to counter online hate-speech, project n. 2020-1-IT02-KA201-079108, is to provide teachers of all levels and representatives of school communities (including families) with an innovative methodology and approach to counter the phenomenon of online hate speech, focusing on the acquisition of advanced media literacy skills for those in educational roles.

The project is intended to do this by:

- Promoting the exchange at the European level of good practices in schools in the field of the fight against online hate speech
- Producing a training course for school education professionals by adapting and combining the different existing good practices with the further development of advanced online learning approaches
- Creating a platform for peer learning and crowdsourcing, through which participating schools will be able to address the issue with the help of learning materials created by experts, discuss relevant cases, carry out bottom-up initiatives.





There are 3 expected project outcomes

- An Online Course on Countering Online Hate Speech
- A Virtual School Network against Online Hate Speech
- Policy Recommendations based on the target group experiences of the project methodology

So far, 10 trainers has been trained on the AMeliE methodology, 25 teachers and school community representatives have been involved in the methodology through the online course and the use of the project's interactive platform and have contributed to the enlargement of the virtual network by inviting other schools to join it and apply the methodology with their students and innovative training materials and a project platform have been developed.

In addition, schools that are part of the AMeliE network carried out awareness campaigns involving students to promote counter-narratives to hate speech, one teacher per country has been awarded for the best national communication campaign by participating in an international award ceremony.

Countering the phenomenon of online hate speech requires education in kindness, understanding and respect for others, as well as a certain degree of awareness about how to use digital communication tools, and schools have a crucial role to play in this process of change.

All schools interested in the project topic are invited to join the AMeliE network, in the platform they will also find formative materials tailored on students of different age groups and have the opportunity to exchange personal experiences, articles, materials and best practices with teachers from all over Europe!

PROJECT: AMELIE

The main goal of the AMeliE - Advanced Media Literacy Education to counter online hate-speech, project n. 2020-1-IT02-KA201-079108, is to provide teachers of all levels and representatives of school communities (including families) with an innovative methodology and approach to counter the phenomenon of online hate speech, focusing on the acquisition of advanced media literacy skills for those in educational roles.

The project is intended to do this by:

- Promoting the exchange at the European level of good practices in schools in the field of the fight against online hate speech
- Producing a training course for school education professionals by adapting and combining the different existing good practices
- Creating a platform for peer learning and crowdsourcing, through which participating schools will be able to address the issue with the help of learning materials created by experts, discuss relevant cases, carry out bottom-up initiatives.

INTELLECTUAL OUTPUTS

IO1: Online Course on Countering Online Hate Speech

- 10 trainers has been trained on the AMeliE methodology
- - innovative training materials and a project platform have been developed
- 25 teachers and school community representatives have been involved in the methodology through the online course and the use of the project's interactive platform.

IO2: Virtual School Network against Online Hate Speech

IO3: Policy Recommendations

In addition, schools that are part of the AMeliE network carried out awareness campaigns involving students to promote counter-narratives to hate speech, one teacher per country was awarded for the best national communication campaign by participating in an international award ceremony

PROMOTING WOMEN'S EMPLOYMENT: THE CHALLENGE OF ENTREPRENEURSHIP

AN ARTICLE BY **ASOCIACIÓN VALENCIA INNOHUB**

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Innohub is a Spanish non-profit organization born with the objective of putting together talent, technology, as well as personal and professional development. The NGO aims is to promote entrepreneurship, innovation and training actions, supporting the local entrepreneurial ecosystem and employment market. Together with a special focus on disadvantaged society groups and their economic and social inclusion, innohub believes in the necessity of change in the economic model in order to create a more competitive and value-adding economy, facilitating the necessary tools for our companies and individuals, and in this support of young people to make sure said change is perpetuated in time. By mentoring and training Innohub supports young people, entrepreneurs and individuals from disadvantage groups facing different factors of exclusion: youngsters and adults with educational difficulties, empowering them and building their entrepreneurial and self-employment skills.



Promoting employment of women is not only important for equality of gender but also important to boost economy and a better business performance. According to EC, one of the Europe 2020 headline target is increasing labour force participation and improving employment of women. However, in all member states, the employment rates of women are still lower than those for men, especially in Cyprus, Greece, Romania, Poland and Spain there is a big difference between female and male employment rate. And in overall Europe, average hours of women and men in paid and unpaid work highlights the big difference. While men work 76% of their total working hour in paid work, women only account 53%.

In order to demonstrate these needs, the following research has been carried out: As Alcañiz Moscardó, M. (2017) argues that is paradoxical that in a society that takes into account above all education, training and qualification, women suffer the polarisation of employment by productive branches and occupations and the deterioration of working conditions in new contracts to a greater extent than men. Furthermore, the report "Digital Key to Professional Future. Women in the Labour Market in the Context of the Economic Crisis" claims that women's ICT skills, trend and digital competencies remain low, regardless of education.

On these basics, 5 organizations from Spain, Romania, Cyprus, Poland and Greece have joined in an Erasmus KA2 project called 'BLOSSOM'. The main objective of BLOSSOM project is to improve learning opportunities of adult women with low qualifications by strengthening their basic competences as literacy, numeracy and digital skills focused on business development.

The Spanish entrepreneurs represent only 4.5% of the Spanish entrepreneurial ecosystem, compared to 11% worldwide (ICEX, 2020). The Spanish Government is supporting initiatives and programmes to empower women and reduce gender inequality. Valencia InnoHub works with different social groups developing workshops, training, seminars especially on innovation & new technologies, career guidance, entrepreneurship, business models and financing. As Thorton research (2019) in Greece, regarding the labour situation, in 2019 the 22% of senior management position was fitted. By women. Only the 1% of Greek women answer that the company in which they work ensures equal access to professional development opportunities and only 4% of those who participated in the survey answer that the company in which they work offers the possibility of flexible work. According to the same research, the No. 1 factor that keeps women away from high positions is family responsibilities (17%) and then the lack of time (13%) for other professional development activities. Inequality in labor market participation and equal opportunities between women and men is a long-standing issue, but today, a year after the pandemic spread, it is becoming relevant, as the crisis may have worsened labor market conditions, especially for low-skilled women (Alpha Bank, 2021). Regarding the needs in Cyprus, recent studies show that men were more likely than women to be self employed in 2017 (13.8% vs 8.9%). An important barrier to business creation is a lack of entrepreneurship skills. Among the targeted social groups, men (59%) were the most confident about their entrepreneurial skills, and women the least (40.3%).

Therefore, it is concluded that the impact of projects like BLOSSOM are very useful for those who are in charge of teaching teachers/trainers about the skills needed to compose a successful business and will boost women employment in fast changing market.

PROJECT: BLOSSOM

BLOSSOM - Basic competences as literacy, numeracy & digital skills focused on business development cooperation partnerships in adult education. (No. 2021-1-ES01-KA220-ADU-000035128)

BLOSSOM aims to enhance women adults' individual scope of action in the labour market and other areas of life by providing the full, interactive and innovative training approach together with assessment tool which will provide the necessary feedback on needs and new skills and competencies acquired. Our focus is the acquisition or improvement of business literacy, numeracy and digital skills of adult low-qualified women. In particular, the challenge of massive unemployment that forces the target to be more entrepreneurial and better skilled to find appropriate work or start their own business.

INTELLECTUAL OUTPUTS

- Result 1. Design and development of core skills and key competencies model needed to up-skill adult women with reference to empower women motivation for professional development and business literacy, numeracy & digital skills.
- Result 2. Plan and design program for women professional growth & business Literacy, Numeracy and Digital skills training for low-qualified adult women in form of TOOLKIT
- Result 3. E-Learning Platform for "BLOSSOM" training program and on-line self-assessment tool.
- Result 4. Self- Assessment Tool for BLOSSOM

ROBOTICS VERSUS BULLYING

AN ARTICLE BY **ASSOCIATION ARID**

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Association ARID was established in August 2009 in Krakow. Since its founding goal of the Association to promote the development of regions, including in particular the development of open attitudes towards knowledge and innovation, and dissemination of modern information technologies. The Association also aims at facilitating the flow of information about the latest developments in science and technology applicable to adults in lifelong learning.



The Robotics versus Bullying (RoBy) Project promotes a holistic approach to learning through the use of robots, and peer cooperation as a tool to prevent bullying and promote social inclusion. This goal is achieved using robotics and digital tools. In addition, thanks to non-formal teaching and game-based activities, students aged 6 to 12 will improve their digital skills and modify their approaches to STEAM.

The educational robotics activities proposed by the RoBy project focus on the prevention of the bullying phenomenon. The robot is suggested as a tool to be used in groups, in order to improve social and communication skills in a creative, engaging, and non-judgmental environment. Working together, in a peer-collaboration, favours the development of a social environment in which bullying actions hardly find space, since the entire group of peers learn an attitude of care and protection towards all its members. The use of simple educational robots also proved useful in facilitating the inclusion of children with cognitive or behavioural difficulties and special educational needs in general.



Bullying can be seen in many situations at school and in group contexts and it is often difficult for an educator to get the people involved to bring out their experiences, or to find a way to deal with the subject using a language appropriate to the age of their students. The RoBy project partners developed the bullying prevention game as a tool for teachers to use in the classroom in order to develop pupils' awareness of what bullying is and, experiencing its dynamics firsthand, engage the students in a series of behaviors as an antidote to these social dynamics.

The main objective of the game, therefore, is to allow each pupil to understand what are the attitudes of predominance and exclusion that generate marginalization and suffering in classmates, while promoting emotional education and the ability to ask for help or to identify their strengths or weaknesses.

Through the playful activities of educational robotics, with its rules and dynamics of proximal learning space, cooperative learning, peer education, and inclusiveness, children can freely express their emotions in a "healthy" educational context and develop their own creativity by finding concrete collective and individual solutions to problems. In the process of interaction, children often develop emotions which in most cases result in conflicts and prevarications.

The game has been designed for the educational Clementoni talking robot "Sapientino SuperDOC" (it can also be used with the robots Sapientino DOC and MIND Designer). The choice of this tool is due to the fact that this product does not have a gender characterization and is well received both by males and females, especially for the age group between 4 and 8 (but also for older children at their first experiences with educational robotics). The colours are lively and cheerful, the colored lights, the music, and the friendly voice involve children and keep their attention focused on the activity. The SuperDOC robot is programmable with the arrows above its head in a simple and intuitive way.

PROJECT: ROBOTICS VS BULLYING

Robotics versus Bullying is an Erasmus+ Project KA3 – Support for Policy Reform 612872-EPP-1-2019-1-IT-EPPKA3-PI-FORWARD approved by the European commission and It has the objective of preventing bullying since the early school years through the use of innovative pedagogical educational strategies, based on the use of robotics in a cooperative way in a co-constructivist environment.

INTELLECTUAL OUTPUTS

Good practices Educational Activity Toolkit "Robotics vs. bullying" for teachers Training on robotics as prevention of bullying



ARTICLES ON

DIGITAL TRANSFORMATION



AROUND EU

AN ARTICLE BY **EPROJECTCONSULT - ISTITUTO EUROPEO FORMAZIONE E RICERCA**
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AROCCA



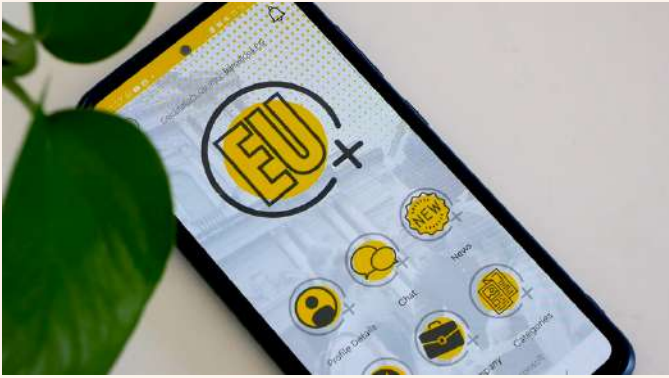
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"EProjectConsult. Istituto Europeo Formazione e Ricerca" is an Italian NGO established in 2009 that organizes traineeships for around 500 young people a year (both students, teachers and professionals). We are an upcoming and enthusiastic staff, highly committed to spread innovative ideas, creativity and self-development.

EProjectConsult aims to help people to acquire the means to build their own destiny through the almost endless possibilities the framework of the European Union projects (Erasmus+, Creative Europe, Youth on the Move, etc.). EProjectConsult is mostly specialized in the Evaluation (Assessment) and Dissemination of projects, nevertheless have huge experience in the other areas of the project cycle as well.



The EProjectConsult Group has been working on a very special project, a flagship initiative that truly embraces the digitalisation narrative set by the European Commission. The project started in the middle of 2021 and blossomed in the middle of 2022. The Around EU smart device application is a project designed, developed and financed by the EProjectConsult Group. The overall objective of the APP is to fully digitalise the VET mobility experience and become the leading EU VET mobility tool. By digitalising the VET mobility experience and through that, a major part of the VET Mobility process, the APP is bringing a green component to the overall digital narrative. Currently the APP is being used by around 2000 number of registered users and include the VET mobility maps of three cities in Sicily, Barcellona Pozzo di Gotto, Milazzo and Catania.



What can the APP do?

- **Provide information:** Provide info about the VET mobility to both students and educators. The application interface is designed to be easy and intuitive and provide the best user experience. The registered users could find every information concerning their mobility, the place, the company, the working hours, and the direct contacts from the responsible person in every company. The App is fully interactive allowing the students to also contribute to the experience of others students and enrich the scope of information and the type of information.
- **Enable Communication:** Within the APP, the registered users create their profile which represents their virtual persona during the whole mobility. That extensive data base of virtual personas is clustered into groups. The APP based on the credentials of the user allows direct and group chat across multiple layers of users. For example, the teacher from France has direct communication with the group and the companies. In the same time while being monitored by the person with delegated responsibility for the French group from EPC.

- **Manage a data base of Companies:** The APP at this moment represents also a database of 900 companies in different business and industry sectors based in Sicily. Every company has its own profile with company description and contact person details.
- **Prompt matchmaking between students and companies in real time:** The APP leverages the presence of both profiles representing the virtual persona of the students and profiles representing the virtual persona of the companies on one virtual place. With few simple taps on the touch screen the APP allows direct matchmaking between VET mobility learners and companies supervised by the EPC team.



- **Map the Sicilian lifestyle:** The App includes and interactive, unique, and evolving cultural and fun activities Map of Sicily. It basically allows the users to find everything that they need for the afterwork hours in every city where the mobility taking place.

The vision of the APP is to include and support unlimited number of mobilities in every European city and country. As a piece of Art, the APP is evolving as it grows with time and the EPC team is working on adding new features and capabilities.



SMART FARMING NEEDS TO TAKE INTO ACCOUNT THE POWER OF DATA AND DIGITALIZATION OF THE PRODUCTION PROCESSES

AN ARTICLE BY **CSR INNOVATIVE SOLUTIONS**

CSR INNOVATIVE SOLUTIONS



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CSR Innovative Solutions provides corporate project management for private companies within Corporate Social Responsibility services. For enterprises, we provide important benefits in terms of risk management, cost savings, access to capital, customer relationships, HR management, sustainability of operations, ability to innovate and eventually generating a profit. Our mission is to help our partners to build the future and further grow, using cutting-edge technologies and best practices in software development. We do not shy away from admitting that we are driven by the wide cliché of making the world a better place by providing one solution at a time with our projects. We diligently play our part in making this vision a reality, whether by developing in-house projects or working for our partners, to bring all ideas to life.

The project aims to provide specific and high standing professional skills for farmers, experts, and operators on sustainable smart and digital agriculture. We address to professionals already experts but still missing the capacity to develop a wider approach on sustainability in agriculture using the latest IT technologies for approaching foreign markets for their products. DS-FARM will develop a new professional profile, "Expert in Digital Sustainable Agriculture," and promote transversal skills in agriculture. The project wants also to consolidate the knowledge and the improvement of soft skills necessary for experts and trainers to strengthen a sense of responsibility for the learners, their technical and intellectual skills, upgrade their capacity of planning solutions for practical problems, the realization of significant projects in agriculture. In this context, the project full address and match the priorities: Adapt vocational education and training to the needs of the labour market in the agricultural sector, Increase the flexibility of opportunities in vocational education and training by supporting initiatives that develop flexible and student-centered VET programs, Contribute to the innovation of education and vocational training in the agricultural sector, Increase the attractiveness of VET with teaching and learning activities in smart and digital agriculture and Improvement of quality assurance in vocational education and training.



Through a flexible learning approach, stimulating self-evaluation, the project contributes to bring teaching and learning experience closer to the real contexts of the working environment by designing, piloting, and validating a training pathway based on transversal, formal, and non-formal skills. Innovation stays in its peculiar methodological and technological system, based on the priorities defined in the Communication from the E.C. to the EU Parliament, "Rethinking Education: Investing in Skills for Better Socio-Economic Outcomes," in the EU cooperation in education and training (ET 2020). The trainings, thought to provide concrete answers to these needs, are part of a lifelong learning process for participants involved, being their category the most in need for continuous technical training evolutions, due to the instability and volubility of the sector. The partnership's aim is to create, with the blended learning approach, a multi-level, multi-dimensional, and multi-stakeholder interface between market and learning. The market is changing very fast, and in order to stay in the running behind these quick evolutions, the training provision has to become flexible and able to be continuously updated through a constant transfer of know-how.



PROJECT: DS-FARM

"Smart Agriculture Digital Skills" (DS-Farm) indicates the project's strong focus on developing innovative digital tools which will improve and provide ease of access to individuals within the farming industry.

Project Partners:

To achieve the project goals by 2024, CSR Innovative Solutions will cooperate with the following project partners:

- Trendlog.io ApS from Denmark (Project Coordinator)
- CSR Innovative Solutions from Norway
- Comunitatea Pentru Inventarea Permanenta (CPIP) from Romania
- I & F Education and Development Limited from Ireland
- Betacom Srl from Italy
- The University of National and World Economy from Bulgaria.

INTELLECTUAL OUTPUTS

Result 1 - Design of the training course, Methodology and eLearning Toolkit

Result 2 - Piloting Training, Validation and recognitions and learning outcomes

COMMITMENT TO DIGITALISATION AND THE PROMOTION OF VOCATIONAL TRAINING.

AN ARTICLE BY **DEFOIN**
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DEFOIN is a training company specialized in offering training solutions and consulting services according to the needs of our clients. Defoin started with European Projects in 2014 and has successfully managed over 50 projects since then. Visit our website for more info <https://defoin.es/>



According to the SWOT analysis on the state of Spain's digital transformation published by the Plan España Digital 2025 of the Ministry of Economic Affairs and Digital Transformation, Spain is relatively lagging behind in terms of digital skills. In terms of the main weaknesses mentioned in the report are the basic digital skills of the population, both at basic and employment level, ICT specialists, lack of internet in schools, low capacity to attract talent and lack of use due to lack of interest or lack of knowledge; which is a formidable challenge to redirect young and unemployed people towards those jobs with a growing demand.

E-Learning is mentioned as one of the main opportunities as Spain is the third country in the EU. The development of digital skills is the 9th strategic axis of the new Agenda España Digital 2026, presented on Thursday 8 July 2022. The challenge for 2026, among others, is to reinforce the digital skills of the workforce and of citizens as a whole, reducing digital divides; to complete the digital transformation of education; to guarantee training in digital skills throughout working life.



To this end, investments are being made at national level in collaboration with the Autonomous Communities to strengthen the digital skills of teachers and students, as well as educational resources with programmes such as:

- Educa en Digital Plan: 150 million euros.
- Interactive Digital Classrooms: 827 million euros.
- Interactive Digital Systems (SDI): 31 million euros.
- Training of VET teachers in digitalisation: 2.5 million euros.
- Educational activity in Ceuta and Melilla: 225 million euros.
- Educational action abroad: 119 million euros.
- In-service teacher training: 3.8 million euros.

From the European Project WeROpen we have created a digital toolkit for VET and VET teachers, which aims to train and provide resources to improve digital innovation in education, with completely free and open access thanks to the co-financing of the European Commission.

For more information: <https://weropen-project.eu/>
Toolkit: <https://toolkit.weropen-project.eu/>

PROJECT: WE-R-OPEN

The central aim of this project is to contribute to the digital transformation of VET services in order to cope with unprecedented needs created by the COVID-19 pandemic. We-R-Open will achieve this aim by developing an online set of learning resources to support the digital transformation of VET courses as well as a training course for VET administrative/support and back office staff to help them develop digital skills for communicating with students, companies, training staff, parents. This will be accomplished through joining deep knowledge and expertise of 6 institutions coming from 5 European countries.

INTELLECTUAL OUTPUTS

- IO1: Online VET classroom Toolkit
- IO2: E-Learning Course for Administrative/Support and back Office Staff



USING TECHNOLOGY FOR ENTERTAINMENT AND DAY-TO- DAY LIVING

AN ARTICLE BY DEFOIN

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Older adults constitute a part of the population with the lowest level of Internet use (“the digital divide”). Internet access and use among older adults is progressively increasing in Europe and worldwide. A continuous increase of the internet use worldwide can be expected not only because of marketing coverage, but also because of the current young adults using the internet will constitute the older users in the future.

Younger adults tend to be more likely than seniors to be earlier adopters of innovations. There are still notable differences in tech use between adults under 30 and those over 65. But on several fronts, adoption of key technologies by seniors has grown markedly since about a decade ago, and the gap between the oldest and youngest adults has narrowed.

Despite the year bringing a return to some level of normalcy for many people – with in-person socializing increasing, holiday gatherings resuming, and restaurants welcoming returning customers – seniors use of technology to help them stay connected with others remained a cornerstone of social interaction in 2021 and 2022. Three out of four people over 65 say they rely on technology to stay connected. Overall, older adults continue to reach for their devices. The significant rise in the use of smartphones and tablets recorded in 2020 for such activities as making online shopping, ordering food, banking and engaging health care continued in 2021, as did the increased use of a multitude of apps.



PROJECT: DIGITAL GENERATIONS

The Digital Generations project aims to provide the elderly with digital skills that will enable them to be active on the web and communicate with their loved ones. To this end, Digital Generations believes that the best teachers for this are young people, who are highly active on social media and have a great knowledge of digital tools. Thus, the project aims, through an intergenerational experience between the elderly and the youth, to empower the elders in the use of the internet, with the main objective of improving their quality of life. To this end, the project is working on the development of various manuals and guides to support young people in this process of teaching the elderly, and to help them recognise the competences that need to be reinforced and the tools that can be used to do so.

INTELLECTUAL OUTPUTS

State of the art research & good practices collection (R1)
 Digital tools handbook (R2)
 Training and mentoring methodologies (R3 & R4)
 Guidelines for other municipalities and interested organizations across Europe.(R5)

In addition to wanting to stay connected – which was the primary motivator for all older adults aged 50 to 70-plus – they have turned to technology to for entertainment and day-to- day management, among other motivations.

For the 50-plus, 66% use technology to connect with others, 59% use it for entertainment and 47% find it helpful to manage responsibilities.

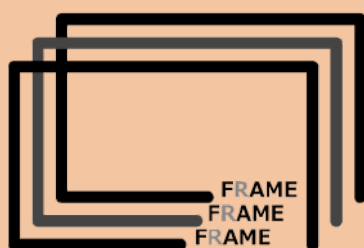
Many also use technology to stay healthy (43%), to learn a new skill (38%), or to pursue a passion (36%). Unsurprisingly, embracing technology to maintain personal independence

ELDERS AND FAKE NEWS

AN ARTICLE BY FOUNDATION FOR THE DEVELOPMENT OF
INTERNATIONAL AND EDUCATIONAL ACTIVITY - FRAME

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FRAME



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FRAME is a Polish NGO, aiming to develop and promote international cooperation of local communities supporting education, professional activity and the wellbeing of citizens. Many of our activities are based on close collaboration with stakeholders of the educational and business sector. The members of the foundation have vast educational, consulting and training experience, many of which with international dimension. Knowing the needs and expectations of our target groups, we design and implement activities aimed at broadly understood promotion of the civil society. Our beneficiaries represent diversified target groups: trainers, teachers, entrepreneurs, persons with migrational background, young people in need and other defavourised groups.

We have large experience in international cooperation, working on innovative solutions in the field of selected social problems, important for the EU countries as well as assuring transversal functions like quality evaluation or dissemination



Currently, there are numerous changes in the socio-economic environment. One of the phenomena permanently imprinting on the society is its aging. Europe has the highest proportion of seniors in their populations, where 18% of the population is over the age of 65. In the year 2050, it is estimated that 25% of the population will be 65 years of age or older (United Nations, 2019). Older people are often at risk of digital exclusion and digital divide (Friemel 2016, Millward 2003, Rainie 2015), especially in rural areas. Digital divide prevents elders from accessing important societal information and community services related to science and technology that can offer benefits for autonomy, well-being, and social participation (Quan-Haase et al., 2018; Siren & Knudsen 2017). In 2020, the Office of Electronic Communications studied that only 30% of seniors (60+) use the Internet. Additionally, digitization and access to high-speed internet is increasing.

Social media are becoming more and more important. They are democratic but at the same time they are a place of disinformation and misinformation. Fake news spreads freely and quickly (sharing), additionally there are controlled campaigns on the Internet - trolls or bots spread false information, manipulating the recipients.



In the post-truth era, anyone can "sell" pseudo-truths by pretending they are facts and research findings. Fake news poses a threat to the public, it can change people's perceptions (Balmas 2014, Holton and Lewis 2011), affect trust (Baumpatner and Morris 2006, Tsfati et al. 2009), shape one's perception of others (Lee 2014, Moy et al. 2006), and influence opinions about serious news (Landreville et al. 2010). The themes of the project fit directly into critical thinking and media literacy education priority, especially with the growing importance of social media. It is social media that is highly "infodemic" and exposes citizens to fake news and pseudoscience. In addition, in an indirect way, the course itself and other project activities will foster the development of social and intercultural competencies of direct and indirect beneficiaries. The FakeNews&Elders project promotes the social inclusion of elders as people with fewer opportunities, often digitally and educationally excluded. The specific nature of this target group exposes them to age discrimination and can cause deepening of exclusion. The project aims to help overcome barriers faced by elders in everyday life. Barriers stem from a lack of awareness of how the modern digital world works, including social media, an inability to distinguish false information, succumbing to manipulation, and believing in post-truth. The project activities are addressed to local educational and learning environments - educators, libraries, trainers, consultants or NGOs. A special place in FakeNews&Elders project is given to libraries and Universities of Third Age, providing physical space close to the place of residence of people in old age. In rural areas, rural housewives' associations are such stakeholders. Other stakeholders also create micro learning environments and integrate the local community. By equipping participants with scientific and critical thinking skills, the course topics will improve their ability to cope with ever present misinformation and miscommunication in the media.

PROJECT: FAKE NEWS&ELDERS

FakeNews&Elders - Elders in the Times of Fake News and Information Overload
2021-1-PL01-KA220-ADU-000028417 (Erasmus+).

As people grow older, the risk of exclusion increases, especially in rural areas, especially digital exclusion. The negative consequences of this condition include limited use of online public services or social and civic exclusion. Marginalization makes it difficult for older adults to access important social information and science and technology-related services that can benefit their independence and well-being. Additionally, fake news spreads quickly and freely, posing a threat to society. The FakeNews&Elders project promotes the inclusion of older adults as people with fewer opportunities, often digitally and educationally excluded.

INTELLECTUAL OUTPUTS

1. The first result of the project will be to study the phenomenon of disinformation and fake news and to create a handbook that will explain to seniors what they are, how they are created and how they are disseminated.
2. On this basis, a practical course for seniors will be developed that will focus on a critical approach to media with regard to fake news, media literacy, but also the dynamics of social networks.
3. The third result of the project will serve as a methodological guide for social workers and lecturers to work with seniors to improve their digital skills.
4. The fourth result is the educational boards on disinformation prepared for libraries, Third Age Universities, retirement homes and other institutions gathering mature people.



At the beginning of the project partners established FakeNews&Elders Expert's Board with the aim to involve the target group into the project. The Expert's Board consists of elders and persons working directly with elders (from each partner country) and they will serve as opinion providers whenever materials are ready to consult. So far every partner collected 2-3 persons from the target group who are interested in our project and in providing feedback, but the board is growing constantly. As the project promotes the social inclusion of older people as people with fewer opportunities, often digitally and educationally excluded, in the Experts' Board we also included seniors from all age groups.

Main tasks of the FakeNews&Elders Expert's Board

- providing feedback on the guide to understand how mass communication works
- participating in mini focus groups
- providing feedback on a practical course for elders on how to use media communication in a critical way
- promoting the project idea in their local communities

Appointment to the FAKENEWS&ELDERS Experts' Board is voluntary and free of charge. It does not involve any obligations, but rather the willingness to convey your own feelings and comments on the developed materials. Board members are not required to commit a specific period of time to project activities - they provide support and advice when time permits.

In return, we offer the opportunity to meet people from Poland, Greece, Czech, Italy, Spain and France, who will be members of the Experts' Board in their countries. It is a chance to establish interesting contacts and perhaps create new joint activities for seniors.

It is possible to join the Senior Experts' Board at any time! You are more than welcome!

FRAME

Foundation for the Development of
International and Educational Activity

FIT4DIGILINE: EMPOWERING LANGUAGE EDUCATORS FOR THE ONLINE WORLD

AN ARTICLE BY **EGINA SRL**

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European Grants International Academy (EGInA) is a training agency accredited at the Umbria Region, Italy, for the release of VET certificates and qualifications. It is an adult education centre for teachers, NEETs, unemployed and seniors. Our aim is to promote EU transnational mobility by defining the best possible learning experience for each learner, by organising courses for school teachers and trainers of adults and by offering a portal with tools and stories for EU mobility. We are cooperating internationally with different partners in more than 40 ongoing projects.

Despite all the various obstacles posed by the Covid pandemic, we are happy to say that the first phase of the Fit4DigiLinE project has been brought to a successful conclusion, and all of our outputs are now available online. The results can be downloaded from the resources section of this website, or accessed online at: https://drive.google.com/drive/folders/1Oeu2kN6vMMJJ4HENy_fyzR3F7UjoquF

The first months of the project were spent gathering detailed information from language teachers and managers across Europe about their views on digital language teaching; first through a survey, and then through interviews and focus groups. An interview and focus group guide is available in all the project languages. Thanks to Covid, all our interactions had to take place online, which provided project partners with hands-on experience of the challenges and benefits of working with others remotely. We are really grateful to everyone who took part and shared their views and insights so generously

Based on the recommendations of our contributors above, the next project output was a set of 21 Good practices and useful resources cards – a quick introduction to some digital tools that have proved useful for language teaching, and to some innovative teaching methods used by various organisations to inspire and motivate language learners. Each card features a useful tool or practice, along with links to online resources, and hints for how to make the most of them in the language classroom. It's an excellent way for language teachers to find useful resources and to take them into use with minimum effort. We hope that it will prove helpful to many.





The final product was the development of the transnational report about the motivation and limitations for digital teaching of languages, digital tools used and good practices within language education, which summarises our findings so far. The report is available in its full detailed form, and also in a handy seven-page summary.

The next stage of the project is to create an online training course you will have the opportunity to get to know different information and tools within 10 learning units in order to carry out the best possible language teaching in a digital environment.

Below you can see the primary subjects of the learning units. These learning modules can be worked through one after the other, but it is also possible to look at individual modules, if one wishes, as each module stands on its own.

- Digital Basic
- Teaching online
- Digital Learning Materials
- Digital and Online Tools
- Teaching languages with digital tools
- E-Moderation: Dealing with Learners when Teaching Online
- Evaluation of the Learners' Learning Progress/Assessment
- Taking Care of yourself as a digital language educator
- IT Security and Legislation
- Useful Hints for Troubleshooting

The course is available in English, German, Italian, Spanish and Finnish. You can register at this link: <https://www.bit-academy.eu/group/1924/?wt=a8e231a6-d5a6-40a0-8da9-936c1f2ae67c>

PROJECT: FIT4DIGILINE

The Erasmus+ project "Fit 4 Digital Linguistic Education" aims at 1) creating a European knowledge of digital competences for language educators and 2) providing the European adult educational landscape with a newly developed online assessment tool.

The main objectives of the project are the following:

- Increasing competence in digital language education and encouraging the use of digital learning and assessment tools by language teachers;
- Developing a European wide knowledge base of digital competence connected to personal and social competence;
- Ensuring the employability and further development of language educators in a digitalised world;

Supporting the monitoring of competence for individuals as well as for education providers. To do so, the partnership cooperating to boost the teaching skills of the target groups with a focus on the specific digital, social and personal competences that language educators should be proficient in.

INTELLECTUAL OUTPUTS

- IO1: CROSS NATIONAL REPORT about motivation and limitations for digital transfer of languages as well as used digital tools within the language education. In addition, this report includes a collection of best practice examples in that area (https://drive.google.com/drive/folders/1Oeu2kN6vMMJJ4HENy_fyzR3F7UjoqouF)
- IO2: E-LEARNING COURSE on digital, social and personal skills to get to know different information and tools within 10 learning units in order to carry out the best possible language teaching in a digital environment (Register here: <https://www.bit-academy.eu/group/1924/?wt=a8e231a6-d5a6-40a0-8da9-936c1f2ae67c>)
- IO3: ONLINE ASSESSMENT TOOL where the digital, social and personal competences gained in the E-Learning course can be assessed by the language teachers
- IO4: GUIDE FOR THE ASSESSMENT TOOL
- IO5: MOOC with different practical units about digital, personal and social competences

A SHORT OVERVIEW OF THE DIGITAL ENTREPRENEURSHIP IN EUROPE

AN ARTICLE BY **ASOCIACIÓN VALENCIA INNOHUB**

[WWW.FACEBOOK.COM/ERASMUSGAMEON](https://www.facebook.com/ERASMUSGAMEON)

**ASOCIACIÓN VALENCIA
INNOHUB**



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Innohub is a Spanish non-profit organization born with the objective of putting together talent, technology, as well as personal and professional development. The NGO aims is to promote entrepreneurship, innovation and training actions, supporting the local entrepreneurial ecosystem and employment market. Together with a special focus on disadvantaged society groups and their economic and social inclusion, innohub believes in the necessity of change in the economic model in order to create a more competitive and value-adding economy, facilitating the necessary tools for our companies and individuals, and in this support of young people to make sure said change is perpetuated in time. By mentoring and training Innohub supports young people, entrepreneurs and individuals from disadvantage groups facing different factors of exclusion: youngsters and adults with educational difficulties, empowering them and building their entrepreneurial and self-employment skills.

Talent in Europe is in surplus among young people, as they are highly educated and have a great capacity to develop different tasks and functions within the labour market. But they face a big challenge: finding a stable job and gaining the economic freedom that will allow them to become independent and sustain themselves over the long term. The current economic recession has led to a lower demand for workers, which makes the situation even more difficult for them.

The most complex thing for young people is often the transition from education to work, as it is a complicated situation for them because it is often a rather complex and lengthy process, with backward and forward movements, interruptions and periods of overlap between these types of activity.

This is why young people are increasingly opting for entrepreneurship at an early age compared to other periods, although the data is still changing slowly. For example, in Spain, according to the Global Entrepreneurship Monitor (GEM) report for 2017, the average age of the Spanish entrepreneur in the start-up phase is 40 years old, although it is stated that this age will decrease over time to 25 years old. This report sets the average age of potential entrepreneurs at 38.4 years, that of start-up entrepreneurs at 40.0 years and that of consolidated entrepreneurs at 49.7 years; this leaves a somewhat discouraging picture for young people.





It is more than evident that there is a need to increase youth entrepreneurship and employment among young people, overcoming the obstacles and achieving the objectives that are framed in European programmes such as the “Youth Guarantee”, which is financed by the European Commission, or other national programmes such as the Youth Employment programmes that each State or private entity finances. Public and private entities at national and European level are aware of the need for entrepreneurship and the importance of the internet in this regard among young people.

It is because of this need that projects like GameON are necessary. This project, co-financed by the European Union, aims to provide young people with the necessary tools and mechanisms to develop a digital business from scratch, with different levels that are adapted to the knowledge of each of the students who will use the course materials.

<https://www.accioncontraelhambre.org/es/te-contamos/actualidad/la-incorporacion-de-los-jovenes-al-mercado-laboral-clave-para-salir-de-la-crisis-socioeconomica>

http://www.injuve.es/sites/default/files/2018/29/publicaciones/4._en_que_emprende_la_juventud_espanola.pdf

http://www.injuve.es/sites/default/files/2017/46/publicaciones/revista99_capitulo13.pdf

PROJECT: GAMEON

GameON (2021-1-ES02-KA220-YOU-00002854) help young people to overcome unemployment providing them the skills and knowledge to become entrepreneurs in the digital sector. Is addressed to the EU youngers, which are one of the sectors at higher risk of unemployment due to COVID-19. Entrepreneurship is a key tool in the fight towards unemployment, as it serves as a double weapon. On one hand, the person becomes an entrepreneur is no longer unemployed. On the other hand, a successful entrepreneur can even be able to hire employees, facilitating the access to employment for other citizens in need. However, sometimes youngers don't believe entrepreneurship to be a path they can take, as they find obstacles towards the successful starting of a business. GameON aims to help to overcome these issues and learn how to become entrepreneurs, focusing on digital entrepreneurship as it's an area where youngers have a competitive advantage, being born in a digital environment.

INTELLECTUAL OUTPUTS

The GameON Project will produce 2 intellectual outputs:

GameON: Simulation game for digital entrepreneurship: In order to engage the main target of this project, which are young unemployed, GameON partnership will create a simulation game, fully interactive and focused on promoting entrepreneurship and digital business among our target group. Offering 4 different scenarios, this game will allow the users to develop the following skills: Entrepreneurial Mindset; Innovation and Entrepreneurship core; Business Models, Business Canvas, Business Model You for Digital Entrepreneurs; and Digital Marketing.

Digital Entrepreneurship Guidelines: A set of guidelines whose main objective is to provide end users with relevant information and explanation of all the concepts and tools that would be necessary for them to become digital entrepreneurs.

THE FREELANCE ECONOMY AND ITS NEAR FUTURE

AN ARTICLE BY **FYG CONSULTORES**

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Instalofi Levante S.L. - FyG Consultores (FYG) is a private, high-level training enterprise, pioneers in co-creation with companies, adults and young people in the training on innovative concepts, business creation, employability basic skills, literacy and numeracy skills, entrepreneurship and soft & hard skills training.

FyG acts actively as an education and training company promoting and enhancing the development of adults seeking for new opportunities and helping them to become more employable, facing different factors of exclusion: youngsters and adults with educational difficulties, unemployed with economic or social obstacles. FyG has experience in running a wide range of trainings courses and mentoring programmes for companies, entrepreneurs,

Start-Ups, also with individuals from disadvantaged groups.

The Freelance Economy is a trend that is gaining increasing importance in the world of work and business enabled by new technologies and social change. The term 'freelance' dates back to the 1800s and, as is often the case, derives from the name given to mercenary soldiers in military jargon. Although people have been talking about freelancing in the business world since the 1970s, it is only in the last two decades that the phenomenon has taken on major proportions, thanks to the rapidly growing potential of the Internet and of the advantages that companies gain from working with 'on-demand talent'.

The 2008 financial crisis marked the introduction of this new type of 'service provider' onto the market. The pandemic of the Corona Virus and the subsequent Big Quit phenomenon has turned or will turn many employees into freelancers. While digital professions have, since their inception, found their natural outlet in the formula of freelance work, it is true that there is an emerging trend whereby freelancers are being created in every field of service, whether craft or intellectual.

The number of freelancers is growing steadily in Europe and worldwide, but neither the policies to support and protect the category nor the training opportunities aimed at increasing not only their number but also their quality in terms of entrepreneurial skills are growing at the same rate.

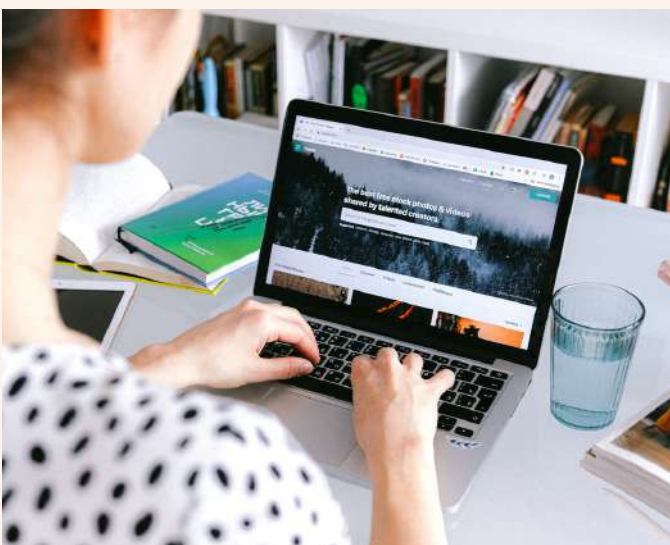


According to the I-WIRE survey (more on this later), Italian and European freelancers “suffer” from:

- a high tax burden
- lack of real protection
- problems related to remuneration (low and paid with delays and difficulties)
- increasing competition
- problems related to training and the loneliness of freelance work

The training proposal addressed to freelancers is limited, often borrowed from training for companies or start-ups and does not consider all the needs of freelancers.

DigiFreeLance wants to create a reference model to provide adequate entrepreneurial and digital training to freelancers so that they can start or manage a continuous and valuable professional activity, considering that the population of new freelancers is mainly made up of women, young people at their first experience and over 50s facing their second professional life. Strengthening the freelance segment would make it possible to promote a work style with a better work-life balance and to reduce the dissatisfaction rate of workers, who would be engaged in a job that they are passionate about and allows them to use their talents.



PROJECT: DIGIFREELANCE

DigiFreeLance wants to create a reference model to provide adequate entrepreneurial and digital training to freelancers so that they can start or manage a continuous and valuable professional activity, considering that the population of new freelancers is mainly made up of women, young people at their first experience and over 50s facing their second professional life. The aim of this project is the creation of a virtual incubator for freelancers that can be the reference for all consultancy or training needs related to individual business development, not least the acquisition of those digital skills that represent the success factor in an open and digital market.

INTELLECTUAL OUTPUTS

- WP1- PROJECT MANAGEMENT
- WP2- OVERVIEW OF THE FREELANCE WORLD IN EUROPE AND SURVEY ON OPPORTUNITIES/DISADVANTAGES OF THE FREELANCE ECONOMY
- WP3- DEFINING A METHODOLOGY FOR THE ENTREPRENEURIAL TRAINING OF FREELANCERS
- WP4- IMPLEMENTATION OF A DIGITAL INCUBATOR FOR FREELANCERS
- WP5- PROMOTING AND SHARING

PHOTOVOICE - PARTICIPATION & EMPOWERMENT IN YOUTH WORK

AN ARTICLE BY ÖJAB - ÖSTERREICHISCHE JUNGARBEITERBEWEGUNG

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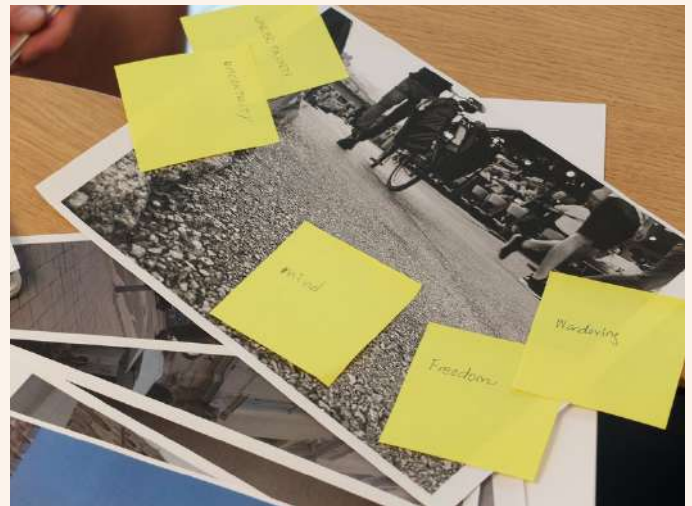
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ÖJAB (Österreichische JungArbeiterBewegung / Austrian Young Workers Movement) is a nonprofit organization that provides students and other young people with a home near their places of education, offers inpatient and mobile care, and pursues projects in the fields of education, integration, refugee relief, and development cooperation.

Additionally, each year sees ÖJAB support 1,600 young people and adults (for the most part from socially underprivileged backgrounds) in acquiring education as well as training that qualifies them for the job market. ÖJAB also participates in Europe-wide educational projects. Asylum seekers and refugees are provided for at ÖJAB facilities and can take part in ÖJAB training programs. ÖJAB also pursues development cooperation projects in Burkina Faso (West Africa).



VOICE – Participation & Empowerment in Youth Work (Grant Agreement No. 2020-1-DE04-KA227-YOU-020846) is a Strategic Partnership for Creativity funded by the Erasmus+ programme, and coordinated by the YES Forum in 2021-2023.

The project was born from the shared observation that the participatory research and empowerment method Photovoice has a lot of untapped potential.

To unleash this potential for social & youth work across Europe, the VOICE project has supported its development in this field while tailoring the Photovoice method to the needs of European youth & social workers.

As part of these efforts, VOICE has trained about 80 social work students as well as young social & youth workers from Austria, Bulgaria, Germany, Italy and the Netherlands through several Trainings held in May and July 2022.

Through a combination of theoretical input and “hands-in” practical learning, these participants learned how to use the Photovoice method so that they can, in their future activities, work towards more inclusive societies by empowering local communities thanks to this innovative and creative tool for individual and collective expression. These new “PhotoVOICE facilitators” will also become ambassadors of the method long after the project’s official conclusion!

VOICE will also produce diverse creative results to promote the Photovoice method through various channels while providing ready-to-use resources to make this tool even easier to handle for youth and social workers, whether they are experienced or starting their career!



PROJECT: VOICE

VOICE | PhotoVoice - Participation & Empowerment in Youth Work Code: 2020-1-DE04-KA227-YOU-020846

The VOICE project aims at promoting the method of Photovoice in youth work, to make it more recognised as a creative tool which future and current youth workers can use to promote social inclusion, engagement and active citizenship of young people.

INTELLECTUAL OUTPUTS

The results will include:

- A creative Video-tutorial promoting the Photovoice method while providing basic knowledge on how to use it;
- An online Photovoice Exhibition showcasing the results of Photovoice implementations in diverse international and local environments;
- A Photovoice Guide, tailored to the needs of social work students in Europe, providing both an overview of the theory behind Photovoice and ready-to-use material
- Policy Recommendations on why policy-makers should support the implementation of Photovoice in diverse contexts and how they can do so.

Regular updates will showcase results as they are produced in 2022 and 2023 so... Stay tuned!

ARTICLES ON

SOCIAL ENTREPRENEURSHIP



STAY AFLOAT: HELPING ENTREPRENEURS DURING THE FIRST FIVE YEARS OF A NEW COMPANY TO OVERCOME THE MOST IMPORTANT CHALLENGES BY USING COACHING AND EMOTIONAL INTELLIGENCE SKILLS AND TOOLS

AN ARTICLE BY **CSR INNOVATIVE SOLUTIONS**

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CSR Innovative Solutions provides corporate project management for private companies within Corporate Social Responsibility services. For enterprises, we provide important benefits in terms of risk management, cost savings, access to capital, customer relationships, HR management, sustainability of operations, ability to innovate and eventually generating a profit. Our mission is to help our partners to build the future and further grow, using cutting-edge technologies and best practices in software development. We do not shy away from admitting that we are driven by the wide cliché of making the world a better place by providing one solution at a time with our projects. We diligently play our part in making this vision a reality, whether by developing in-house projects or working for our partners, to bring all ideas to life.

SMEs have undisputed significance in driving Europe's economic growth, accounting for 85% of new jobs and 66% of private-sector employment. As such, the quality and relevance of entrepreneurship education provided for new and existing entrepreneurs play a key role in achieving the 2020 goals of smart, sustainable, and inclusive growth. Statistics show that more than half of European businesses will not survive past the 5-year mark. As such, business failure is recognized as an important topic. But to date, the emphasis has been placed on accepting failure, helping entrepreneurs learn from the experience, and starting over again. But this overlooks the huge economic, societal, and personal consequences of business failure. STAY AFLOAT aims at supporting individuals in acquiring and developing basic skills and key competences, especially after the recent 2018 proposal for a Council recommendation on key competences for lifelong learning that replaces the 2006 recommendation with eight competences, which include "entrepreneurship competence," a concept "aligned with the JRC Entrepreneurship Competence Framework." In addition, creativity and the ability to plan and manage processes are highlighted as essential dimensions of an entrepreneurial mindset".

Under this priority, the project will act in order to foster employability and socio-educational and personal development, as well as participation in civic and social life; in a fast-changing world, this includes an entrepreneurial mind-set, critical thinking, and creativity, as well as forward-looking skills in fields that are strategic for smart economic and social development.

This priority will include actions to develop businesses and intermediary bodies; support work-based learning, improve the quality and effectiveness of learning mobility experiences, and the development of national and cross-country sectoral skills strategies. This can contribute to a higher quality of education and training and support permeability between the different education and training pathways, because the project will work on several attitudes, knowledge, and skills that are never taught to entrepreneurs or managers. Thus, the project works to improve entrepreneurship, employability, and productivity by giving entrepreneurs and their teams a set of extra skills and weapons for their performance thanks to the contact with emotional intelligence. As a direct consequence, the whole team of a company will benefit from those skills, generating better professional skills and thus, reinforcing the results and sustainability of companies for a productive and sound European society.

Furthermore, STAY AFLOAT will increase demand and take-up through effective outreach, guidance, and motivation strategies that encourage low-qualified adults (in this case, those entrepreneurs without adequate training or formation in this field) to develop and upgrade their entrepreneurial competences toward higher qualifications. The project's training methodology is based on the open educational resources (OER) approach and online learning, thus developing digital and physical training materials that will be available under a creative commons license, allowing their use and distribution free of charge. The OER material will be made available in English and all project languages. The project was possible as a result of the great collaboration between CSR Innovative Solutions and the I&F company from Ireland, which actually created the project.

PROJECT: STAY AFLOAT

STAY AFLOAT project aims to "Identify and interpret the early warning signs of a business crisis", as an essential aspect of businesses success. The project is approved in Norway. STAY AFLOAT project is designed to help entrepreneurs and SMEs identify and interpret early warning signs of a business crisis. It aims to increase the number of business advisors (coaches) who are incorporating early-stage warning signals of business crisis and intervention strategies into their training programmes. By improving the skills and attitude of business advisors, the effectiveness of entrepreneurship training will be increased, and waves of change will be made through entrepreneurship teaching.

INTELLECTUAL OUTPUTS

The three key outcomes / results of the programme are:

- Stay Afloat Framework - a digital document containing up
- Stay Afloat Curriculum and Open Educational Resources (OERs) - a complete toolkit for business advisors for teaching early-stage intervention skills to entrepreneurs as part of their business development programmes.
- Stay Afloat Online Course - based on the OERs and optimised for digital delivery, enabling SMEs and entrepreneurs to develop and test their skills.



BEING A FEMALE ENTREPRENEUR: REIMAGINE YOUR PROFESSIONAL-SELF THROUGH CULTURE

AN ARTICLE BY CÁMARA DE COMERCIO ITALIANA EN MADRID
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The Italian Chamber of Commerce for Spain in Madrid (CCIS) is a private, non-profit organization that promotes bilateral relations between the Italian markets and Spanish. CCIS is an important member of Assocamerestero, a network of 78 Chambers of Commerce located in 54 countries around the world that includes 18,000 members and 300,000 affiliates, with 140 points of assistance. The extensive network of CCIS contacts covers all sectors of activity (i.e. consultancy, publishing, gastronomy, insurance, construction, training, finance, transport). CCIS contributes to several areas of European policies and programmes, counting in its institutional organization a department specialized in European projects supported by the departments responsible for the execution of the project, such as the training department, the tourist office, the communication department and the department of event management.

The Italian Chamber of Commerce and Industry for Spain (CCIS) is the coordinating entity of the European project "Being a female Entrepreneur: Reimagine your Professional-self through Culture" that is part of the Erasmus + program.

The project aims to provide new professional skills to young entrepreneurial women living in a disadvantaged socio-economic situation (rural areas, immigration, single mothers) to support them in their entrepreneurial journey in the culture sector.





For this, the project foresees the development of four activities from October 2020 in the next 30 months:

- the definition of a map of cultural entrepreneurship in Europe, which will become an educational resource for the target group, and through which it will be possible to access the main data on current legislation and good practices in the field of the European cultural industry .
- The definition of a digital tool for the evaluation of the entrepreneurial competences of the participants.
- A soft-skills evaluation phase.
- Online training aimed at young women and potential entrepreneurs who are part of the target group.

The project is led by the CCIS and has the collaboration of 7 other associations and training centers based in the following countries: Spain, Cyprus, Greece, Croatia, Romania and Belgium.



PROJECT: BEING A FEMALE ENTREPRENEUR: REIMAGINE YOUR PROFESSIONAL-SELF THROUGH CULTURE

The project provide both women entrepreneurs from disadvantaged backgrounds and educators working with them with attractive and high quality learning opportunities, to support them in the acquisition of soft skills and entrepreneurial competences and to ensure and maintain their participation in the entrepreneurial environment with a special focus on creative and cultural industries. The partnership provide a cross-sectorial open platform (merging concepts of cultural and creative sectors, adult education, entrepreneurship addressed to women) in an innovative and attractive educational project that will empower them set up their own businesses.

INTELLECTUAL OUTPUTS

This project envisages the development of four main Intellectual Outputs:

- IO1. Cultural Entrepreneurship Map of Europe: creation of an open education resource with a database of legislation, standards, best practices in cultural entrepreneurship within the EU;
- IO2. ICT Tool for (cultural) entrepreneurship competences assessment;
- IO3. Self- Assessment Tool of Soft Skills;
- IO4. Online course targeting women: young and would-be cultural entrepreneurs



In the next few months, FEMALE ENTREPRENEUR project partnership will spend time working on the development of the Social Skill Self-Evaluation Tool. This tool has two initiatives: • First, it will allow women entrepreneurs to diagnose and identify their own social skills (as well as those missing) which they need to be competent cultural businesswomen • Second, this tool will be self-evaluation and a personalized approach of its structure and design.



Thanks to the easy and attractive virtual environment of the tool, anyone can access it from anywhere and make the evaluation process at their own path.

In the long term, the self-evaluation tool is expected to increase the sense of initiative and leadership in women, make them more involved in their own learning process in their lives and contribute to improving their digital and entrepreneurship skills, creating greater capacity to establish and manage a business in creative and cultural industries.

The final phase of the ICT tool for (cultural) business evaluation will be an exterior pilot testing and its modification and improvement.

More exact, the last activity of second result (ICT Tool for (Cultural) Business Evaluation) will be to collect 10 women entrepreneurs per partner to evaluate and test the tool. Not only were the contents evaluated, but the technical and design aspects, as well. 10 representative aspirants or new businesswomen from each partner organisation tested the tool and filled out a feedback questionnaire / evaluation form.

Get in contact with CCIS to be involved! eudesk@italcamara-es.com.

CCIS - Cámara de Comercio italiana en Madrid

DISCOVER THE INNOVATIVE SEHUBS MODEL OF SOCIAL ENTERPRISE CO-CREATION HUBS

AN ARTICLE BY **UNIVERSITY OF LODZ**
WWW.UNI.LODZ.PL/EN | WWW.SE-HUBS.EU

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UNIVERSITY OF LODZ in Poland, is one of the leading institutions of higher education in Poland, ranked among the top higher education institutions in the country. Currently, around 28000 students of all levels attend the University of Lodz, including 3,000 from abroad. The University of Lodz is also involved in numerous EU and national projects and initiatives supporting Entrepreneurship. The Faculty of Management, which is involved in this project, has ten departments and over 5000 students. It is our strongly held belief that education has a transformative capacity and our role as a university is to equip and train the next generation of students with the requisite mindsets and skills essential for success in a changing world. Department of Entrepreneurship and Industrial Policy carries out research in management- related sciences, including the area of social entrepreneurship. Another faculty contributing to this project is the Faculty of Economics and Sociology.

The innovative SEHUBS model is designed to build a vision for social enterprise co-creation hubs that will provide comprehensive business support, know-how and training to social enterprises in Poland, Bulgaria, Greece, and Italy. The SEHUBS methodology uses a co-creation process that combines capacity building of social enterprises, the need to share expertise and integrate training to improve skills of social enterprise staff, and the need to gain social recognition and trust for social enterprise activities. The complexity of the objectives implies the interpenetration of research and application aspects. The long research phase, which lasted nearly ten months, consisted of several steps. In the first phase of the project, the following was done: the identification of needs and challenges facing social enterprises in the project partner countries: Poland, Bulgaria, Greece, Italy, and in the European Union (EU), as well and internationally, and the diagnosis of the legal conditions for the functioning of social enterprises in the project partner countries and in the EU. Moreover, the current support system for social enterprises in the project partner countries and the EU, with particular emphasis on the following three areas was identified and described: (1) recruitment process, retention and internal training (2) management of training facilities and expertise, and (3) distribution of products and services offered by social enterprises. It was followed by the selection and presentation of the best system and tool practices for operating and supporting social enterprises in the project partner countries: Poland, Bulgaria, Greece, Italy with a focus on the three mentioned above areas. Another element was the selection and presentation of the best role models in these areas in the four countries.

In-depth interviews were an important activity in the research phase. Stakeholders were interviewed in Poland, Bulgaria, Greece, and Italy. Based on the interviews and material gathered in the previous stages, case studies were prepared.

On this basis, the SEHUBS model (version 1.0) was created. It was discussed during the meeting in Poland, which took place in Lodz in November 2021. The resulting SEHUBS model 2.0 includes, among the key areas of support for an inclusive approach, more outward-looking practices, i.e. community, and more inward-looking practices.



At this stage, there was a transition from the research phase to the analysis phase. The model as it stands will be tested through a process of training, shadowing and fellowships. Based on that, adjustments will be made if necessary. The implementation phase will test the obtained model and will contribute to the final version of the SEHUBS model.

The activity of social enterprises takes place in an environment in which one can distinguish political, economic, social, technical and technological, as well as ecological aspects.

Main project outcomes are presented on the website: www.se-hubs.eu/resources.

PROJECT: SEHUBS

Co-creating Hubs for Social Enterprises (SEHUBS); Project no 621421-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN

SEHUBS project puts into practice innovative SE Co-Creation Hub model providing comprehensive package of innovative trainings and operational practices and serving as a generator for stronger and viable SEs' communities.

SEHUBS support successful development of operational and training practices that will be further applied within the SEs' training and educational services. SE Hubs helps and provide methods on how to incorporate tools for inclusive education and training of their own personnel and target groups in the day-to-day management and operation.

SEHUBS model, tested in Italy, Poland, Bulgaria and Greece will provide:

- Inclusive training programme for staff management of social enterprises
- Inclusive fellowship training programs for social enterprise staff
- Community-based physical spaces that are shared among local social enterprises and help them access the community

INTELLECTUAL OUTPUTS

The specific innovations of the SEHUBS project include:

- inclusive training programme for SEs' staff management;
- inclusive fellowship training programmes for SE staff;
- community-based physical spaces that are shared among local SEs and help them access the community.

Additional results of the project are:

- selection of best practices of functioning and supporting social enterprises in partner countries implementing the project and in EU
- selection and presentation of case studies and role models
- formulation of recommendations on mechanisms to activate and develop cooperation of stakeholders involved in the processes of supporting development of social enterprises in partner countries and in the EU.

BALKAN WOMEN COALITION VOL. II – SOCIAL START-UP BOOSTER FOR SUPPORTING FEMALE ENTREPRENEURSHIP IN BALKANS

AN ARTICLE BY **SEGE - GREEK ASSOCIATION OF WOMEN ENTREPRENEURS**

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SEGE



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SEGE is an association with a Pan-Hellenic, non-profit nature and regards women engaged in business activities in Greece. SEGE provides to women entrepreneurs of Greece the environment to develop their businesses and themselves. Promotes youth entrepreneurship, improves recognition of their achievements and supports the growth of women-owned businesses through research and information. SEGE promotes ethics and morality in female entrepreneurship, while taking initiatives that demonstrate a sense of social responsibility.

SEGE is active all over Europe and especially in the Mediterranean and Balkan area through its participation in international and European projects. SEGE is active in improving and increasing the involvement of women in business activity by providing to them all the information and assistance that is needed to ease their career. SEGE has played a vital role in eliminating gender discriminations in the financial sector by promoting female entrepreneurial activity.

In a difficult economic climate that affects almost the entire business world, especially women entrepreneurs, the Greek Association of Women Entrepreneurs Association (SEGE) has secured a second funding package to support Women's Social Entrepreneurship in the Balkan region.

The funding is available through the European programme Erasmus+ 2020 -under Key Action 2, "Strategic Partnerships, Adult Education Sector" for the project "Balkan Women Coalition vol. II - Social Start-Up Booster for Supporting Female entrepreneurship in Balkans".

The lead partner of the project is SEGE (Greece) and the participating partners are:

- Association of Businesswomen Skopje (North Macedonia)
- Association of Women Entrepreneurs in Bulgaria "Vselena" (Bulgaria)
- Türkiye Kadın Girişimciler Derneği (Turkey).
- Shoqata Shqiptare e Ambientalisteve Industriale (Albania)
- Asocijacijaposlavnihzena Crne Gore (Montenegro)
- Association of Businesswomen in B&H (Bosnia and Herzegovina)



An initiative of SEGE - The Balkan Women Coalition was established as an initiative of SEGE, through the implementation of a previous European project successfully implemented in the period 2012 - 2014. With the support of the first Balkan Women Coalition project, a stable and multinational network of organisations and institutions from the Balkan region was created, which remained active throughout the following years, with its own resources, supporting transnational cooperation between Women Entrepreneurship Support Organisations in the Balkans, as well as economic and social development based on common sources of development.

Balkan Women Coalition vol.II project supports the engagement of women entrepreneurs in Social Entrepreneurship, with the aim of becoming a tool for the development of social cohesion and economic development of women. Particular emphasis is given to women who face multiple challenges either as long-term unemployed, women who are members of minority groups or reside in hard-to-reach areas, etc. The total budget of the project is 249,091 Euros and its duration is two years (November 2020 - October 2022).

Women's networking

"Our aim is to help develop the skills of women, to help them to make investments and to get in touch with tools that will contribute to the development of their business", underlines the President of SEGE, Lina Tstaltampasi. She adds: "Networking and co-development of women in the Balkans are key points of interest of the project, which take on particular importance in conditions of unprecedented crisis such as the one we are going through due to the coronavirus pandemic".

Ένα Δίκτυο με πολλές Δράσεις

A network with many actions

Our Network with the Balkan entrepreneurs since its inception has provided many opportunities not only in training, but also in meaningful synergies for partnerships. In this context, the Balkan Women Coalition will continue its activities, bringing even more women closer to entrepreneurship.

PROJECT: BALKAN WOMEN COALITION VOL. II

The "Balkan Women Coalition vol. II - Social Start-Up Booster for Supporting Female entrepreneurship in Balkans" project sets out to establish how well social entrepreneurship addresses gender inequality and women's empowerment in particular. The project's main aim is to close the continuous entrepreneurial skills gap and lack of knowledge about social entrepreneurship among women, through an innovative approach that brings together women, social entrepreneurship and angel investment in a unique programme that will increase the number of successful social enterprises across Europe, improve gender equality and raise awareness of the importance of self-employment initiatives that focus on the support of social, cultural, or environmental issues.

INTELLECTUAL OUTPUTS

- Output 1 - "Development of a skills assessment framework for social entrepreneurship"
- Output 2 - "Social Enterprise Booster Circle Methodology"
- Output 3 - "Social Enterprise Booster Circle for Women - A Comprehensive Training Programme"
- Output 4 - "Boost Your Social Enterprise - Building a sustainable network of business angels"

The partnership will address and combine the areas of social entrepreneurship and female entrepreneurship, as these are both under-recognised and under-represented in the EU, in order to equip women who are currently running a social enterprise or are thinking of setting up a social enterprise with the skills, knowledge, best practices and latest community - based funding opportunities to set up and develop their ideas.

ARTICLES ON

ENVIRONMENT
AND FIGHT AGAINST
CLIMATE
CHANGE



THE IMPORTANCE OF INTERGENERATIONAL LEARNING COMMUNITIES FOR ENVIRONMENTAL SUSTAINABILITY

AN ARTICLE BY REDIAL

REDIAL



Research | Enterprise | Development | Inclusion | Arts | Learning

ADAMJAMESLAMBE@GMAIL.COM

Redial is an innovative community sector organisation working in the field of social inclusion based in Dublin and working within different communities in Ireland. REDIAL is a collective of practitioners who have come together to share their wealth of experience, utilise their skills to develop, implement and evaluate projects within learning, employability, entrepreneurship, active citizenship, migration, community development and social cohesion. Our expert team engage and support individuals to develop skills and realise their potential and support organisations to build their capacity, continuously improve their practice, and open up new income streams from grassroots to European level. Our team is drawn from a diverse background and includes careers and employment advice, community education, training, health and wellbeing, social workers, psychologists, sociologists, business start-up and the private sector and equality and diversity.

It is no secret that the state of the environment is deteriorating at an alarming rate. Climate change, air pollution, water shortages, and mass extinctions are just some of the environmental issues we are facing today. And while it may seem daunting to try to solve these problems, people are working towards sustainability every day. One way we can move towards environmental sustainability is by creating intergenerational learning communities. In these communities, older generations share their traditional knowledge about sustainable land management practices for instance, with youth, who in turn share their modern skills and perspectives. This exchange of knowledge creates a more holistic view of environmental stewardship and encourages sustainable practices. ILCs can also help build social cohesion and promote intergenerational understanding and respect. When different generations come together to learn from each other, they can develop a deeper understanding of each other's perspectives and experiences



Intergenerational Learning Communities towards Environmental Sustainability (ILCES) is a project aimed at integrating sustainable learning into adult education and community education. When we think of learning about environmental sustainability we often focus on schools and young people, but to achieve a sustainable future in Europe we must include everyone in the community in this transition. Europe is the first continent to declare a climate and environmental emergency. Part of the priorities mentioned in the European Green Deal is activating education and training to engage students, parents and the community in the changes needed.

To reach the proposed climate neutrality there is a need for new, innovative learning approaches to educating all community members on environmental and sustainability issues. Thus far in our project, Redial have brought our partners to Dublin, Ireland where we learned more about the current challenges in adult learning at Dublin Adult Learning Centre. We learned more about sustainable and circular economy practices at both Dublin City Farm and Ballymun Rediscovery Centre. The wealth of experience these people had in practising the sustainable approaches we should all adopt is commendable. For example, the Rediscovery Centre uses rainwater for all the sewage in the building and they use the solid waste from the building as fertiliser for their garden. These practices not only reduce the centre's carbon footprint they also make use of otherwise unused waste. This idea of not letting things go to waste is core to a sustainable future and oftentimes this is the principle under which the older generations were raised.

Particularly in Ireland, there is a culture amongst the older generations of reusing and repairing belongings. This tradition of not only shopping second-hand but also patching and repairing belongings is rooted in Ireland's culture, however, in recent times this is becoming more and more lost. This is in part due to the rise of fast fashion and the global shopping economy, with trend cycles becoming shorter and clothes giants such as Primark and H&M taking over shopping centres across the country it is far cheaper to buy new clothes and throw out your old clothes than ever before. This issue is exacerbated by cheap online stores such as Shien and Aliexpress. As these companies grow there seems to be less hope of regaining our tradition of repairing and reusing.

However, we believe that by engaging the community with intergenerational education about environmental sustainability we can renew our sustainable practices and transition to a circular economy together as a community.

PROJECT: LCES

LCES project aims to strengthen intergenerational learning within community to promote environmental awareness and change of behaviour towards environmental sustainability through 6 R's of sustainability: rethinking, refusing, reducing, reusing, repairing, recycling. We will achieve the project objective through creating a set of activities to challenge local communities to learn, discuss and understand the importance of behavioural change regarding environmental sustainability using e-learning platform.

INTELLECTUAL OUTPUTS

There are three tangible results in the ILCES project:

1. Impulse handbook for intergenerational learning consists of 6 learning units following 6 R's of sustainability: rethinking, refusing, reducing, reusing, repairing, recycling.
2. Recommendation and guidelines for forward-looking community learning centres.
3. E-learning platform dedicated to the implementation of the cloud technological infrastructure for e-learning of adult intergenerational learning groups.



SIGWAY - SPORTS IN GREENWAYS - GOES LOCAL

AN ARTICLE BY **DEFOIN**
WWW.SIGWAY.EU

DEFOIN

Defoin

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DEFOIN is a training company specialized in offering training solutions and consulting services according to the needs of our clients. Defoin started with European Projects in 2014 and has successfully managed over 50 projects since then. Visit our website for more info <https://defoin.es/>



In October the 3rd, the presentation of SIGWAY - Sports in Greenways project took place in Morata de Tajuña (Madrid, Spain).

The meeting was organized by Defoin, coordinator of the project and representative of Spain. Multitude of organizations and institutions from the area attended to the event, including municipalities and the Sports Council of the Community of Madrid, deeply involved in the project since its very beginning. We also counted with the key participation of the representative of Greenways from the Spanish Railway Foundation, and the director of the European Association of Greenways, this one, active partner of the project. The session was based in the active dialogue among local agents, who had the opportunity to express their concerns, as well as the sports opportunities that the Greenway could present to the area.



SIGWAY seeks to promote sports in Greenways, developing specific sports programmes for different groups. In addition, within the project a virtual map with potential Greenways will be designed, as well as a strategy addressed to municipalities to recover or reinforce old, abandoned Greenways, based on best practices of the participant countries.

By definition, Greenways are “old disused railway lines reused as non-motorized itineraries to be traveled on foot and by bicycle and are accessible to people with disabilities”. These routes present a unique opportunity for the development of sporting activities, both due to their accessibility and their environmental value, hosting activities with minimal ecological impact.

The Spanish Tajjuña Greenway has been chosen as a key place to develop the activities that take place within the framework of SIGWAY. This Greenway is characterized by great environmental and cultural value, and runs along 49 kilometers through different municipalities of the Community of Madrid.

The project consortium includes seven partner organizations from seven countries: Defoin (Spain), European Association of Greenways (Belgium), ADCS (Portugal), OTI (Slovakia), Trekkify (Italy), IEC (Austria) and Ance (Greece) are the organizations actively working on the development of the project.

Finally, this project is possible thanks to the Erasmus Sports program of the European Commission. For more information, we invite you to visit the SIGWAY website.



PROJECT: SIGWAY

The SIGWAY project, co-financed by the Erasmus Sports program of the European Commission, was born with the aim of developing a strategy at European level to promote a diversified sports offer of the Greenways in the rural areas of the participating countries.

INTELLECTUAL OUTPUTS

- Research on the existing sports offer in Greenways and interactive map of potential Greenways;
- Program of Sports Activities and Sports Training of Trainers based on Greenways;
- Development of a strategy aimed at institutions, public and private entities, to favour or create new Greenways;



The Sigway project is a very special project to me. It's an example of teamwork and good collaboration, both in my working team and with the partner organizations. My colleague Ohiane and I worked hand in hand in the writing process of the project, with attention, care and lots of analysis. It is the first project we coordinate in Defoin, and it's being a great journey so far. I am sure that, based on the commitment and good job of all the people involved, this project will have a very positive impact both, at European and at local level.

Defoin

EU GREEN DEAL POPS UP IN FUTURE GENERATIONS NEWSFEED - THE U.PIN PROJECT

AN ARTICLE BY ÖJAB

WWW.

ÖJAB



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ÖJAB (Österreichische JungArbeiterBewegung / Austrian Young Workers Movement) is a nonprofit organization that provides students and other young people with a home near their places of education, offers inpatient and mobile care, and pursues projects in the fields of education, integration, refugee relief, and development cooperation.



ÖJAB coordinates the Erasmus+ funded project U.Pin that started in April 2022. U.Pin aims at raising young people's awareness of climate change and promotes understanding of how the EU works by translating the content of the EU Green Deal in language and formats that appeal young people. To pick them up and reach them in the reality of their lives, new social media will be used for the dissemination.

PROJECT OBJECTIVES

The aims of the project are the following:

- empowering young people to understand political content and become informed participants of a public discussion
- reaching also deprived youth with information about climate change
- translation of the Green Deal in language understandable for youth
- producing and the disseminating information in an attractive way for young people
- raising media literacy of youth



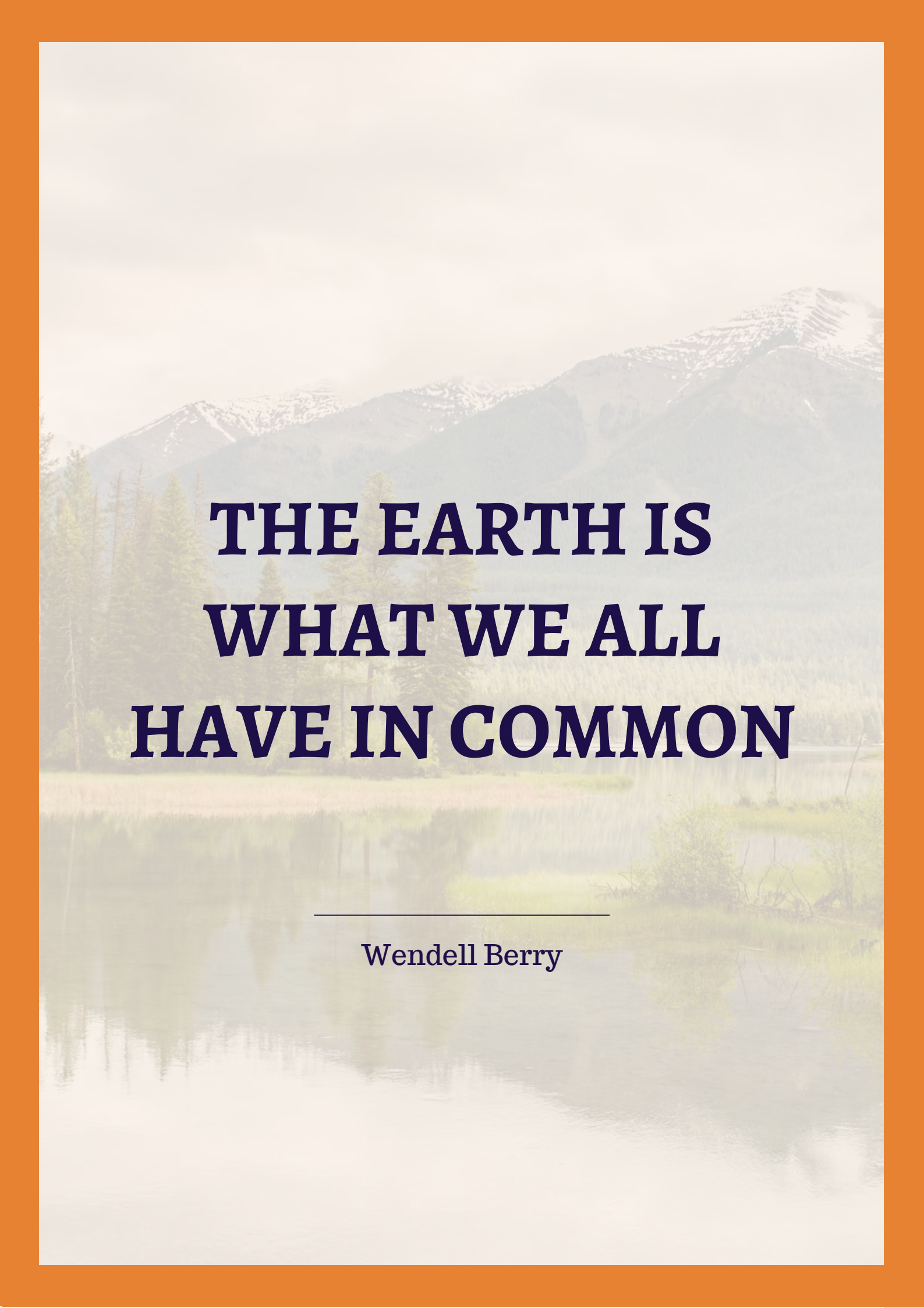
PROJECT: U.PIN

With U.Pin, we want to raise awareness on climate change among young people, inform about solutions on different levels and empower to become active in the fight against climate change. For this purpose, appealing, contextualised and applicable information on climate change and the EU Green Deal in innovative formats will be designed. To pick them up and reach them in the reality of their lives, new social media will be used for the dissemination (TikTok, Instagram and YouTube). But we don't just want to develop and design this content for them, but also with them.

INTELLECTUAL OUTPUTS

U.Pin has 3 projects results:

1. Translation of the EU Green Deal in a language and format that is appealing to youth
2. Videos about the EU Green Deal
3. Trainers manual on how to use Project Result 1 and 2 in trainings

A misty mountain landscape with a lake and forest. The scene is hazy, with snow-capped mountains in the background and a calm lake in the foreground reflecting the surrounding greenery and mist. The text is overlaid on this background.

THE EARTH IS WHAT WE ALL HAVE IN COMMON

Wendell Berry

REBUILT: DEVELOP SKILLS STRATEGY AND A LOW CARBON TRANSITION ACTION PLAN TO ASSIST BUSINESSES TO ADAPT TO CLIMATE AND ENVIRONMENTAL CHANGE

AN ARTICLE BY READLAB
WWW.REBUILT-PROJECT.EU

READLAB



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ReadLab is a Greece-based research institution that aims to generate positive social and sustainable impact through innovation.

Drawing on the diverse experience and expertise of its staff, the organization provides, among other, research studies, reports and analyses, technology-enhanced learning solutions (e-learning platforms, Virtual Learning Environment development, education apps etc.), quality management in education, target group needs-tailored lifelong and adult learning programmes, design and development of training material in a range of fields and sectors, as well as mentoring and support services.

ReadLab delivers high-quality research, training, educational, and ICT services to local, national, European and international levels, adapting a human-centered approach and aiming at the promotion of sustainable development and growth.



The Paris Agreement aims to substantially reduce carbon emissions, thus, limiting the global temperature increase to 1.5°C above pre-industrial levels in this century [1]. At the current progress rate, the world is set to fall short of this significant milestone [2]. However, if current and future business and policy leaders swiftly align on sustainability objectives, then this goal could still be within reach. According to the European Green Deal action plan, the production and use of energy across economic sectors account for more than 75% of the EU's greenhouse gas emissions. Thus, further decarbonizing the energy system of business community is critical to reach climate objectives in 2030 and 2050. Additionally, climate change poses challenges as well as opportunities for business and finance and, broadly speaking, for the entire economy. Businesses will have to provide services or products with less harmful influence on the climate; respond to a changing policy, regulatory, and market environment; and provide new services and products to help address the challenges that will likely result from climate change.

Higher

Education Institutions should respond to this need, fulfilling their civic role to address societal challenges and contribute to sustainable development, in a variety of ways that range from embedding climate related discussions into courses on risk assessment, leadership, regulatory environments, markets, or other key courses, all the way to offering “green” courses that focus on issues related to sustainability. However, there are several obstacles to address climate change in the curriculum. The interdisciplinarity of the issue poses challenges that REBUILT consortium, which has an appropriate mix of participating organisations, can address. Also, little cross-disciplinary work has been undertaken integrating findings from the natural sciences into business thinking (e.g., there are few cross-disciplinary studies on climate adaptation, transformative change, or on building adaptive capacity of socio-ecological systems). There is equally little work in the management literature that assesses or considers the implications and consequences of climate change that firms and industries many need to adapt to. In addition, the Communication on Achieving the European Education Area by 2025 sets out that the green transition requires to increase the number of professionals who work towards a climate-neutral and resource-efficient economy. There is a need to enable a profound change in peoples’ behaviour and skills, starting in the education systems and institutions as catalysts. Echoing from this need the REBUILT project, develops flexible learning pathways and modular courses on firm adaptation to climate change and builds the competence framework required for dealing with this challenge.

The partners of the project include:

UCL University College

Coworking Plus

ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO
ATHINON\

PANEPISTIMIO AIGAIU

RESEARCH INNOVATION AND DEVELOPMENT LAB
PRIVATE COMPANY

GOSPODARSKA ZBORNICA SLOVENIJE

CHAMBER OF COMMERCE AND INDUSTRY VRATSA
SDRUZHENIE

CSI CENTER FOR SOCIAL INNOVATION LTD

CANDIDE INTERNATIONAL

PROJECT: REBUILT

REBUILT is a two-year project co-funded by the European Union in the context of ERASMUS+ KA220-HED – ‘Cooperation partnerships in higher education (Agreement number: 021-1-DK01-KA220-HED-000030127). The overall objective of the REBUILT project is to develop and cultivate an effective innovation ecosystem of Higher Education Institutions, Business Communities, and Research Institutions that contributes towards achieving an urgent environmental turning point.

INTELLECTUAL OUTPUTS

1. REBUILT Learning Program
2. REBUILT Online Campus
3. REBUILT low carbon transition action plan for businesses

ACTIVE YOUTH 4 LIFE, THE PROJECT TO ADDRESS THE KEY COMPETENCES FOR LIFELONG LEARNING

AN ARTICLE BY **ASOCIACIÓN VALENCIA INNOHUB**

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INNOHUB**



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Innohub is a Spanish non-profit organization born with the objective of putting together talent, technology, as well as personal and professional development. The NGO aims to promote entrepreneurship, innovation and training actions, supporting the local entrepreneurial ecosystem and employment market. Together with a special focus on disadvantaged society groups and their economic and social inclusion, innohub believes in the necessity of change in the economic model in order to create a more competitive and value-adding economy, facilitating the necessary tools for our companies and individuals, and in this support of young people to make sure said change is perpetuated in time. By mentoring and training Innohub supports young people, entrepreneurs and individuals from disadvantage groups facing different factors of exclusion: youngsters and adults with educational difficulties, empowering them and building their entrepreneurial and self-employment skills.



In May 2018, the EU Council adopted the revised Recommendation on Key Competences for Lifelong Learning, setting out a core set of skills necessary to work and live in the 21st Century. The aim is that everybody should have the essential set of competences needed for personal development, social inclusion, active citizenship, and employment. Active citizenship is the key that enables youth to unleash their potential and contribute to the development of their societies.

According to EU Youth strategy 2019-27 youths need to: act as agents of change for environmental and sustainable development; know the effect of their actions on environment; become active citizens, agents of solidarity and positive change inspired by the EU values and European identity; develop and strengthen personal, social and civic competencies, develop critical thinking and creativity. Youth workers' needs are related to: support youths' active citizenship and to develop their life skills; create and implement more personalized, participative, and cooperative learner-centered methods in every step of the education process; incorporate methods within informal and non-formal education settings that enable youths' to develop personal skills including critical and analytical thinking, creativity and learning; encourage and equip young people with the necessary resources to become active citizens, agents of solidarity and positive change angels inspired by EU values and EU identity.

ACTIVEYOUTH4Life project meets the abovementioned needs exploiting and developing:

A) The LIFEComp framework (2020): conceptualizes “Personal, Social and Learning to Learn” as a set of competences applying to all life spheres, acquired through all forms of education, which can help youths to thrive in the 21st Century. This set of competences will equip youths with skills that could unleash their dynamic potential, self-regulate their emotions, thoughts, and behaviours, build meaningful lives, and cope with complexity as thriving individuals, responsible social agents, and reflective lifelong learners having as a focal point of how to tackle environmental issues and raising environmental awareness.

B) A socio-emotional educational approach via storytelling and innovative tools such as Filmmaking and Serious gaming. The selection of these two techniques rather than spontaneous is. On the contrary, the fact that in 2020 young people receive much of their education, information and entertainment via still and moving images on screens – on mobile phones, notebooks, iPad, tvs or cinema guides the selection of these tools and methods. Filmmaking can provide a safe and effective way for young people to explore sensitive issues and find their voice on challenges they face. It helps them increase their confidence, build resilience, and work in teams, whilst giving a sense of achievement, pride and confidence that can positively impact other aspects of their lives. Following LIFEComp, specific competences of youths could be cultivated via filmmaking (such as flexibility, well-being, collaboration, communication and empathy) promoting particularly environmental awareness. On the other hand, serious gaming in general and escape rooms in teaching can facilitate youths to cooperate, communicate, and be critical and active learners. As a didactic tool with a motivational purpose they can create memorable learning experiences that cannot be replicated by standard classroom activities. They can inspire learners to seek more knowledge, help them reflect upon learning, develop their intrinsic motivation to learn and explore instead of just responding to extrinsic motivations. Escape rooms could also be the ideal technique for cultivating LIFEComp competences, self-regulation, growth mindset, critical thinking and managing to learn.

PROJECT: ACTIVEYOUTH4LIFE

ACTIVEYOUTH4LIFE. Active Citizenship for youths by enhancing LIFEComp competencies through innovative teaching tools and techniques.

ACTIVEYOUTH4LIFE aims to enhance and cultivate youths’ active citizenship mindset, civic participation and environmental awareness, so as to be able to act as responsible citizens by adopting sustainable lifestyles and taking responsibility for the environment in order to effectively tackle climate change issues through the cultivation of LIFEComp competences. The training methodology will lie upon the principles of active, challenge-based learning and social constructivism. Having a learner centered focus enriched by participatory and digital storytelling it will contain highly motivating and interactive content in an online mode adopting forms of blended learning (face to face, online) Active citizenship and engagement of youth remains as one of the key priorities for EC with a special focus on the environmental and sustainability issues.

INTELLECTUAL OUTPUTS

- R1. ActiveYouth4Life training approach for the up-skilling of youth workers in integrating storytelling (participatory and digital) through the use of two different techniques: filmmaking and digital escape rooms.
- R2. Film – Training handbook for the awareness of youths about climate change and sustainability development. It will entail a training methodology on film-making procedure covering the real fundamentals including the necessary tools and applications, storytelling and how to elaborate on ideas realizing them visually and the training activities to be carried out within its framework.
- R3. Digital escape rooms for fostering active citizenship of youths and cultivating the rest of the competences proposed by LIFEComp framework.
- R4. Training and Virtual Communication platform (TVCP).

ARTICLES ON

SOCIAL INCLUSION



ART AS A TOOL FOR SOCIAL INCLUSION

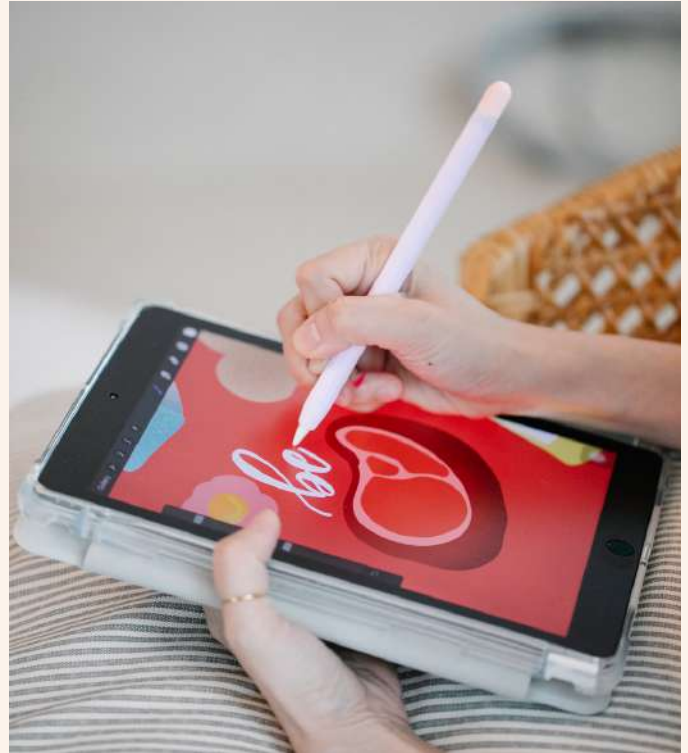
AN ARTICLE BY REDIAL

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Redial is an innovative community sector organisation working in the field of social inclusion based in Dublin and working within different communities in Ireland. REDIAL is a collective of practitioners who have come together to share their wealth of experience, utilise their skills to develop, implement and evaluate projects within learning, employability, entrepreneurship, active citizenship, migration, community development and social cohesion. Our expert team engage and support individuals to develop skills and realise their potential and support organisations to build their capacity, continuously improve their practice, and open up new income streams from grassroots to European level. Our team is drawn from a diverse background and includes careers and employment advice, community education, training, health and wellbeing, social workers, psychologists, sociologists, business start-up and the private sector and equality and diversity.



Art is a tool that many of us rarely use, it brings out our creativity and innovation in so many areas. We need our creativity for everything, if we want to innovate in a project idea or if we want to help someone with a social enterprise. Art impacts almost every part of our life a lot more than we realise, so we have decided to use art to help young people at risk of social exclusion such as migrants and minority youth. These vulnerable groups are among the most negatively affected groups of society by COVID-19. Young minorities and migrants are more socially excluded now due to a lack of physical presence at school and youth work. The youth work sector relied heavily on being in the community and having face-to-face interactions with young people, for two years we lost this and we hope to help regain some momentum with our project.

Engagement and participation is normally a difficult endeavour with young people, however, when you factor in young people with a history of social exclusion and two years of social distancing this issue becomes much worse. Encouraging young people to engage in their communities and actively contribute to society has long been the focus of youth work and we have experimented with many different methods to try and achieve this goal. We believe that art can be very effective in gaining young people's trust and engaging them in a safe and comfortable environment. Participation through art can be an emotional process but often it connects very well with young people, even those who are sceptical. How exactly can one engage a young person through art, well for example music and group song can be a powerful tool to make someone feel a part of a community or group, it has been used as a sort of community cement for millennia, holding together religions, tribes and football teams. We also use art to get young people to participate in urban planning, its common nowadays to see murals or commissioned street art in cities and towns, when young people are a part of building or designing the space they live in they can feel more at home and gain that valuable sense of community. In our community initiatives and activities, we also use art as a reflection tool. After building soft skills or building relationships, participants usually feel many different emotions and have so much new information to process, we sometimes use visual arts as a tool to encourage young people to express those emotions. This can take the form of drawing, collage-making or colouring, it can also include making graphic notes to help you remember and process new information. These are just some of the examples of how important art can be in youth work.

Another way we are looking to include young minorities and migrants is by building soft skills and competencies for social entrepreneurship. This has the power of not only including these groups in the community but also building key transferable skills and competencies for young people.

PROJECT: CIRCULART-E

The main objective of CirculART-e is to use the power of art, creativity and visual education to support the inclusion and active participation of people with migrant, or cultural minority backgrounds into their local communities. The project will promote the accessibility to digital methods in art- based education among young people, youth workers and organisation thanks to the experience-based approach, enabling them to actively participate, be connected and work effectively in and out of physical distancing conditions.

INTELLECTUAL OUTPUTS

1. Empathy map of skills and wishes of young people.
2. Training programme for youth workers and young people. Online and offline visual art education to promote the sense of initiative and entrepreneurship of young people in multicultural settings.
3. CirculART-e Blended Method and Curriculum for youth workers.



DISCOVERING A NEW NECESSARY JOB POSITION

AN ARTICLE BY OECON GROUP

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OECON GROUP



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Founded in 2003 by a group of experts working in the field of business consultancy and management of SMEs, OECON Group is a European management consulting firm and a leading advisor in business strategy, social entrepreneurship, as well as an adult education centre, established in Thessaloniki, Greece. We collaborate with clients and beneficiaries from the private, public, and not-for-profit sectors in all regions to identify their highest-value opportunities, address their most critical challenges, train their personnel and transform their enterprises.

Our customized approach combines deep insight into the dynamics of organizations, companies and markets, with respect to the needs of society and to the respective target groups of our projects.



The importance of project FAST lies on the fact that it has managed to deliver both theoretical contributions in terms of designing the job description of a new position in tourism, as well as practical by defining the learning outcomes, the training methodology, the training curricula and didactic materials that constitute the learning framework of this new position, namely the Accessible Travel Facilitator (ATF).



More specifically, FAST has accomplished to a) design and define a new position in the tourism supply chain which strengthens the integrity and the delivery of a support service for accessible travellers, b) strengthen the positioning of an area, or of a country that included this service, in terms of a preferred destination for accessible tourism, c) add value to VET education by introducing a qualifications framework and a full training package consisted of the training methodology, plans and materials for a newly defined position in tourism, based on EQF standards.

In this direction, the clear job description that specifies the job requirements, job duties, job responsibilities and skills required to perform a role, as well as the job specification that lists qualities of a candidate to qualify for the job, are helping the ATFs gain national and European recognition and adding a missing link to the accessible travel experience.



PROJECT: FAST

Project FAST (Facilitating Accessibility in Support of Tourism) addressed a service need which has been a key barrier to accessible travel. Personal Assistant Services (PAS) are often necessary to accessible travelers but expensive to have, primarily because they are controlled by travel agencies and because the supply of such professionals is low.

In this regard, FAST developed the definition of the individual who offers PAS, in order to give more people the opportunity to become "Accessibility Travel Facilitators" (ATF). Moreover, FAST defined the exact role and duties of the ATF under the new conditions, requirements and respective legislations. Consequently, the definition of the position helped us identify and disseminate the necessary qualifications, experience, and educational requirements for the ATF's training.

INTELLECTUAL OUTPUTS

IO1 - Job Description: The position of the "Accessible Travel Facilitator" is new to the tourism ecosystem. In order to describe this new position, the partnership performed a Job Analysis exercise.

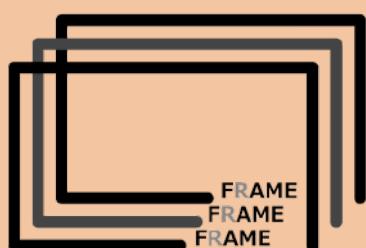
IO2 - Qualification Descriptors: The consortium defined the Levels of the "Sustainability Controller" developing a set of descriptors based on the EQF Levels.

IO3 - Training Methodology & Didactic Materials: Based on the learning outcomes identified, the consortium formulated the training methodology and curricula to be used for the delivery of education. Furthermore, an Assessment Guide was developed to assist the trainers throughout the learning process.

HOW TO PREVENT FROM RETURNING TO CRIME BY STRENGTHENING THE FAMILY BONDS

AN ARTICLE BY FOUNDATION FOR THE DEVELOPMENT OF
INTERNATIONAL AND EDUCATIONAL ACTIVITY - FRAME
WWW.EUFRAME.EU/EN | WWW.GOLDEN-THREAD.EU

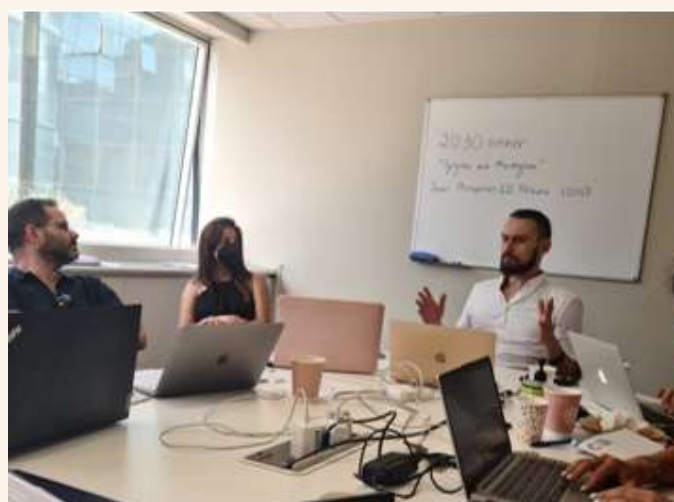
FRAME



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FRAME is a Polish NGO, aiming to develop and promote international cooperation of local communities supporting education, professional activity and the wellbeing of citizens. Many of our activities are based on close collaboration with stakeholders of the educational and business sector. The members of the foundation have vast educational, consulting and training experience, many of which with international dimension. Knowing the needs and expectations of our target groups, we design and implement activities aimed at broadly understood promotion of the civil society. Our beneficiaries represent diversified target groups: trainers, teachers, entrepreneurs, persons with migrational background, young people in need and other defavourised groups.

We have large experience in international cooperation, working on innovative solutions in the field of selected social problems, important for the EU countries as well as assuring transversal functions like quality evaluation or dissemination.



With more than half million people behind bars in Europe, prisoner rehabilitation has grown to become one of the most prominent features of European penal policy. International law stipulates that imprisonment should not be limited to the deprivation of liberty alone. It should include opportunities for prisoners to obtain knowledge and skills that can assist them in their successful reintegration upon release, with a view to avoiding future offending. Until today, receiving general education and vocational training have been considered the two most successful means for the successful reform and return and reintegration of prisoners back into the society. However, a growing body of research, unveils the fact that one of the strongest predictors of the reduction of recidivism is – along employment – the existence of strong familial ties.

The role of the family in reducing recidivism and supporting reintegration is now for the first time considered as “part of the solution”. In the words of the famous Farmer Review “healthy, supportive relationships are not just a “nice to have” for every prisoner in the criminal justice system. They are utterly indispensable if they are to turn away from criminality and contribute positively to society. Family and other relationships need to be a golden thread running through the criminal justice system”. Strong families have a natural power to provide the much-needed ongoing direction and personal support a reformed ex-prisoner needs to start anew. Strong families are a moral compass that re-direct (ex)offenders away from crime. Strong families offer shelter and financial assistance, in the days that follow the release. But, strong familial ties benefit not only prisoners, but society as a whole. Given that the majority of prisoners’ families are profoundly motivated to help their prisoners serving sentences build a better life for themselves, free from offending patterns of behaviour, they constitute a potential army of support for the prison system that has not yet been strategically and consistently deployed.



A person who leaves prison will receive, at his or her own request: clothing and footwear appropriate to the season in which he or she leaves; he or she can also apply for a certain amount of money, or even a temporary subsidy for functioning. But it won't take off the stigma of a convicted person. He usually has great difficulty finding a job, sometimes an apartment. Very often he goes out into a social vacuum, because the family does not want to take such a person back. In a word, without outside support, the easiest solution will be to return to prison, that is: recidivism. People after serving a prison sentence, regardless of its length, have tremendous problems finding their way back into society especially when that society does not accept them. Adaptation to new conditions of freedom, however, has a much deeper scope: it is a necessity to re-establish relationships on one's own, often rediscovering basic social competencies such as empathy, communication skills, the ability to select friends or establish closer relationships, including intimate ones.



The rehabilitation programs in place in prisons, of course, try to meet the needs in this regard, but remember that these interactions take place in a captive environment and end upon release. Further, the person leaving can count on himself, his family, if he still has one, his probation officer, if the latter is professional, or, fortunately, on a number of organizations in the third sector that deal with post-penitentiary assistance. What can such assistance consist of? On providing material needs, of course: from dormitories to helping people get jobs. But mental support is also important. Assistance in returning to a normal life. It is good, however, when such assistance begins while still in solitary confinement and continues already at liberty. The best and safest continuity will of course be provided by the family. Therefore, it is extremely important to maintain family ties already in prison. After all, the family can be the most perfect reason to induce resocialization.



PROJECT: GOLDEN THREAD

Golden Thread: Building Family Bonds and Parenting Skills as a Means to Reduce Recidivism in European Prisons

Erasmus+ 2021-1-PL01-KA220-ADU-000033783

The Golden Thread project is expected to develop a comprehensive methodology for the systematic strengthening of prisoners' familial bonds and the support of family members to provide care to each other. The Golden Thread approach is comprised of the following two distinct components:

- the Family Learning Workshops and a peer support methodology for prisoners' families
- the Prisoners Families Support Groups.

The audience of the project are:

- Prisons in the four partner countries (Poland, Greece, Italy and Cyprus)
- Prisoners and their' families
- prisoners' principals, guards, social workers
- public and private authorities in the area of prison systems, public national and local authorities, civil society organizations, prisons' guards federations, NGOs, researchers, the scientific community

INTELLECTUAL OUTPUTS

1. Review of missing social, emotional and parenting skills of prisoners and the impact of incarceration in their families
2. The Family learning Curriculum that will bring men face-to-face with their enduring responsibilities to the family left in the community and provide them the skills necessary to further strengthen both their familial ties and their connections to the wider societal network.
3. Family Support Groups aiming to support prisoners' families maintain and repair relationships, and where appropriate, to further contribute in offenders' rehabilitation process.
4. The Prison Family Learning Guide being a comprehensive approach for the successful future transfer of the project experience to other prison institutions throughout Europe.

**EVERYONE YOU WILL
EVER MEET KNOWS
SOMETHING YOU DON'T**

Bill Nye

FRANCE TAKES ACTIONS TO FIGHT RECIDIVISM

AN ARTICLE BY **INSTITUT SAUMUROI DE LA COMMUNICATION (ISC)**

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ISC



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ISC is a training courses center located in the West of France (In Saumur).

We have provided training courses directly in companies or institutions since 1994.

We have two target groups according to the courses we deliver:

Migrants, prisoners, unemployed people and low qualified people: literacy and numeracy, French as a second language, after school programs.

Managers, CEO, team leaders: project management, Human Resources management.

We have been coordinator and partner for some European projects for many years in the field of education, social inclusion, agriculture, etc.

We have a strong partnership network in France and in Europe.

Our vision and ambition is to develop new tools to ease the reinsertion of people in difficulties and to collaborate with other professionals.

Our moto :

“Life is not about waiting for the storm to pass, it's about learning how to dance in the rain.”

Sénèque

On 1st October 2022, 72,350 people were detained in French prisons, for 60,709 operational places. After a sharp drop in the spring of 2020 due to the health crisis, the prison population has continued to increase since then, until it has returned to its pre-crisis levels of overcrowding.

Source : observatoire national des prisons



French government takes actions

On March 15th, 2022, the Ministries of Justice and Labor, Employment and Integration signed a joint action program aimed at supporting the professional reintegration of persons in custody and thus combating re-offending.

The Minister of Justice visited the Amiens prison to sign a roadmap for the years 2022-2023, reinforcing the cooperation between the Ministries of Justice and Labor, Employment and Integration.

This joint roadmap aims to develop the skills of persons in custody, both minors and adults, through training, work and support for reintegration. It commits the two ministries to an action plan based on four areas:

- Develop the training and career path of prisoners during their sentence.
- Anticipating and preparing for release from detention.
- Continue to provide support on exit and encourage companies to become involved in the issue.
- To improve the specific care of minors.

Source : le monde April 2022

And there are also some local actions :

A new initiative in France against recidivism

For the first time in France, in the Lot, in the heart of the country, two young people have decided to act to fight against recidivism.

It is the first structure exclusively dedicated to reintegration in France, and it is located in the Lot. Thomas Delahaye and Louis Crubillé have created the SASC association: the structure for accompanying critical situations. Their aim? To avoid the recidivism of incarcerated people through a "quality reintegration".

One is a law student, and the other has been in prison three times. Together, a month ago, they created an association. Louis Crubillé, secretary, and Thomas Delahaye, president, have one objective in mind: to prevent prison recidivism through the process of social reintegration. It is the first association in France exclusively dedicated to reintegration. "The number of people in prison is increasing every year. And a third of prisoners re-offend," says Louis Crubillé. Thomas Delahaye, insists: "For sentences of one year or less, the recidivism rate is 32%. For sentences of 5 years or more, the rate rises to 65%, a chance in two of returning to prison. Source: le parisien



Setting up sports competitions in Fresnes prison:

Prisons are meant to punish, but also to allow the reintegration of prisoners. All the legal texts governing the three types of prison in France say so. Managing to maintain these two opposing constraints, punishing and reintegrating, is the difficulty of the prison administration.

This is why the prison administration works on the reintegration of prisoners, and this is achieved through sports, intellectual and above all recreational activities organised on a daily basis to prepare prisoners before their releaseAoût 2022.

"To open a school is to close a prison", this quote attributed to Victor Hugo, is a theme of reflection that does not get old.

PROJECT: NAME

Selfdesign : Encouraging prisoners to self-assess their personal strengths and weaknesses for re-entry by introducing principles of design thinking. ISC (France), Avaca (Greece), Linc (Italy), DGRSP - (Portugal), Aproximar - (Portugal) VIS (Romania), MEH - (United Kingdom)

Project's summary :

Containment measures to reduce the spread of COVID-19 have an unprecedented social and economic impact on people's lives, hitting hardest those living on low incomes, such as former prisoners.

Most prisoners have low levels of literacy and on release they face difficulties which is essential to prevent re-offending. In fact, changes in economic factors can be associated with changes in crime, leading to identifiable 'spikes' in crime during a period of crisis.

Self-DESIGN aims to help prisoners reflect on themselves and prepare for release by giving them the tools to become aware of their strengths and needs at different levels, using design thinking principles.

INTELLECTUAL OUTPUTS

3 tools will be developed:

- A framework of competencies for prisoner reintegration, aligned with the results of the interviews and including the new barriers created by the COVID-19 pandemic.
- Design Thinking for Prisoners' Reintegration - including methodology and a toolkit of design thinking models targeting the unique reintegration needs of individuals.
- The Self-DESIGN mobile platform.

During and after its implementation, we hope to have a positive impact on prisoners' awareness of their current and future needs for individual skills after release.

It will have an impact on justice practitioners, equipping them with alternative teaching methods using innovative pedagogical concepts and a learner-centred approach. It will therefore be more attractive, engaging and relevant to the prisoner. It will also enhance the knowledge, skills and experience of justice practitioners in design thinking processes and how to use these tools to develop prisoners' skills for reintegration.

FINAL CHORDS OF THE CTF PROJECT

AN ARTICLE BY **EUROPEAN INNOVATION CENTRE**

WWW.EINC.LT | WWW.TALENTCREATION.EU

EUROPEAN INNOVATION CENTRE



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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 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 development courses aimed at improvement of their employability and entrepreneurship, and showing them the path 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 a vast experience in developing and implementing different educational methods as organizing e-learning courses, dialogic groups, social pair and group mentoring, evaluating quality of projects' management and projects' outcomes.



The CTF project activities have been finalized in autumn 2022. In all partner countries, Italy, Lithuania, Slovenia, Portugal, Greece and Serbia, partner consortia piloted developed CTF course. Over 90 adult learners, artists, prospective entrepreneurs, attended CTF course and tested our e-learning platform. First impressions are very positive. Adult learners, persons with creative talents, highly appreciate training material developed and find it very useful for entrepreneurial education.



Partners from Italy, Lithuania, Slovenia, Portugal, and Greece organized public events in their countries to present results of the project to the wider audience and to collect feedback on developed training material and learning tools for adult learners and adult educators. 6 multiplier events have been organized so far. On October 26th, 2022, partner consortia organized European Conference Creative Talent Factory, in Kragujevac, Serbia. The Conference was organized with the aim of presenting the project results to the wider audience, adult learners, education institutions and organizations, social partners. In total Conference gathered 51 participants from Serbia. The Conference was successfully organized, it enabled lively discussion by different actors in community. All actors agreed on importance of material and outputs developed for supporting career in creative entrepreneurship. Participants evaluated the event as very useful for acquiring new information and networking with actors and persons with similar interests.



The CTF partners from 6 European countries admit that common work even in triggering situation as COVID-19 pandemics can result in bringing valuable learning outcomes and making us stronger as European community.



PROJECT: CTF

CTF: Creative Talent Factory (2020-2022). Project No: 2020-1-LT01-KA204-077959. <https://talentcreation.eu/>

The aim of the CTF project is to promote self-employment and entrepreneurship in the creative sector. To achieve this goal, the CTF project has 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 recognitions of their creative entrepreneurial competences and skills;
- to provide the innovative easy-to-learn pathway for upskilling the creative entrepreneurial competences needed to set up or improve the creative business;
- to extend and develop educators' competences needed for effective running the training of adult learners, including with the disadvantaged background, to become the successful creative entrepreneurs.

INTELLECTUAL OUTPUTS

Four intellectual outputs were 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 the 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".

STOP DREAMING – START INNOVATING WITHIN THE FLIPPED STUDIO!

AN ARTICLE BY **SOCIALINIŲ INOVACIJŲ FONDAS**

WWW.NOVA.LPF.LT | WWW.LPF.LT

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Social Innovation Fund was started in 1994 and became recognized as an extremely effective Lithuanian non-governmental organization working in many different spheres such as democracy building, women's human rights, gender equality and diversity, as well as social inclusion of socially disadvantaged groups. The SIF has been involved in more than 100 different national, European and international projects. We have been and are involved in many projects aimed at increasing employability opportunities to target groups as well helping them to recognize and pursue new entrepreneurial opportunities including social entrepreneurship and starting new enterprises.

From year 2010 one of the priorities of Social Innovation Fund (SIF) is to educate young people, especially young women with disadvantaged background, young mothers, and young people with fewer opportunities, including disabled young people, young people Not in Education, Employment, or Training (NEETs).

The cultural and creative sectors (CCS) represented around 3.5% of all products and services made in the EU and employed 3% of the European workforce before the Pandemic. However, the CCS are among the most severely impacted at this time. According to preliminary estimates by Eurostat, the COVID-19 crisis may affect about 7.3 million cultural and creative jobs across the EU. The crisis is testing the EU's citizens' capacity to think and act in un-conventional and innovative ways in order to respond to these unprecedented circumstances. That is why there are needs to stimulate European awareness of innovative solutions undertaken during the COVID-19 in CCS as well as empower and train people to be successful innovators in CCS and this is the main aim of the project.

The project NOVA partnership decided to concentrate on the development of five important competences needed to develop learners' capacity to think and act innovatively in CCS: three basic and two specific. Basic competences in accordance with the European Reference Framework for Key Competences are culture awareness and expression, entrepreneurship, digital; the specific competences are understanding of main components of innovations in CCS and realizing your innovative ideas in CCS.





Developed within the project Flipped studio “Successful Innovator” raises learners’ awareness about innovation solutions in the CCS during COVID-19, deepens knowledge on five competences and coherent to them skills, and finally, empowers learners to become successful innovators in CCS and to be integrated to the society by getting employed, self-employed or become the volunteers in CCS. Thus, the project contributes to the recovery resilience of the cultural and creative sectors.

Learners are always welcome at the Flipped studio! They can find here self-assessment tool and 5 self-learning sessions which are presented by 60 Nano Open Online Courses (NOOCs) presented in the form of short interactive videos containing practical exercises in the form of quizzes and questions for self-reflection. The whole learning process in the Flipped studio is supported by facilitated face-to-face meetings in groups where participants can participate in the group practical exercises and discuss their findings from the self-learning sessions. Finally, learners put their obtained knowledge and skills into action by visualizing their innovative ideas by creation of visual presentations of the idea and discussing steps of its practical implementation. At the end of the course successful learners receive digital badge “Successful Innovator” which contains meta data and can be used in their CVs, social media, etc.

Everyone interested can start learning at the Studio! It is freely accessible for all interested to become a Successful Innovator from the project’s website: <https://nova.lpf.lt/start-learning/>

PROJECT: NOVA

Flipped Studio “Successful Innovator” – NOVA Project No. 2020-1-LT01-KA227-ADU-094751. <https://nova.lpf.lt/>

NOVA aims to set up and provide access for upskilling pathways in the format of flipped studio “Successful Innovator” to enhance skills development and competences that reinforce creativity and innovation in Cultural Creative Sectors (CCS).

Objectives of the project are:

- to equip adult learners with the set of innovative solutions in CCS during COVID-19,
- to unveil opportunities that can be sought in a critical context and contribute to the resilience of the cultural and creative sectors,
- to develop an assessment tool to track the progress of the learners,
- to support adult educators in effective running the flipped studio.

Target groups:

- Adult learners willing to develop their sense of innovation to become employed, self-employed or volunteers in the CCS.
- Adult educators who could run successfully flipped studio “Successful Innovator”.

INTELLECTUAL OUTPUTS

In order to achieve the project objectives, four intellectual outputs are produced:

For adult learners:

- Set of Innovative solutions in CCS during the COVID-19,
- Flipped studio “Successful innovator” as blended learning tool including self-learning online and face-to-face facilitated group learning for the aspiring entrepreneurs in CCS or those who are aiming to establish their creative business, become employed or volunteer in the CCS,
- Assessment Tool for recognition of innovator in CCS competences. For adult educators:
- e-Toolkit for adult educators “Modern flipped studio “Successful Innovator in CCS”.

ARTICLES ON

AGRICULTURE



NICHE MARKET FARMING

AN ARTICLE BY **ASSOCIATION ARID**
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Association ARID was established in August 2009 in Krakow. Since its founding goal of the Association to promote the development of regions, including in particular the development of open attitudes towards knowledge and innovation, and dissemination of modern information technologies. The Association also aims at facilitating the flow of information about the latest developments in science and technology applicable to adults in lifelong learning.



At the beginning of 2022, we started the Niche Market Farming project under the Erasmus+ KA220 programme. Together with partners from Germany (IFLS and Hof und Leben), Italy (Madrevite and CIA Umbria) and Spain (OnProjects), we are working to produce the best quality information material on the possibilities of Niche Market Farming. At each face-to-face meeting, the partners organise meetings with farmers who are implementing the concept in their daily lives and who will be the beneficiaries of the project in later stages.

An excellent example of the implementation of the concept is the production of the special type of beans called Fagiolina. Among hundreds of varieties of beans, this specific one is first of all a regional one, being produced in a traditional way by one family near the Italian Lake Trasimeno.

Why Niche Market Farming? For many years, the number of farms has been decreasing. Existing farms have the option of giving up the land or expanding their farms. Larger fields and specialization on fewer varieties seem to be the only way to withstand the economic pressure.



Serving niche markets can be a solution for farmers. Consumers are increasingly demanding sustainable, organic and local food production as well as the preservation of traditional varieties. Geographical designations of origin protect the quality and regional production of well-known regional products. Traditional varieties can turn out to be more compatible, stronger, better adapted and resistant to current problems like drought or infestation. With the strong development of these niche markets, a new perspective is opening up for farms beyond production for the world market.

What is the aim of the project? The project results are structured in three modules containing different topics on different levels of knowledge. The modules contain information on old varieties and their cultivation (Module 1), niche markets and distribution chains (Module 2) as well as protected designations of origin and regional brands (Module 3).

Who will benefit from the project? The interactive and combined e-learning hub speaks to farmers and consultants in the field of agriculture as well as students of agricultural schools. The training is suited for front lessons and combined training. The hub is also appropriate for advisory services, representatives of local communities, policy and decision makers, at local, regional, national and European level and stakeholders of the food sector.



PROJECT: NICHE MARKET FARMING

Niche Market Farming (2021-1-DE02-KA220-VET000024950) is an ERASMUS+ project that focuses on educating farmers, students, policy makers and stakeholders on how to obtain farms under the current economic pressure by serving demanded niche markets. For many years, the number of farms has been decreasing. Existing farms have the option of giving up the land or expanding their farms. Larger fields and specialization on fewer varieties seem to be the only way to withstand the economic pressure.

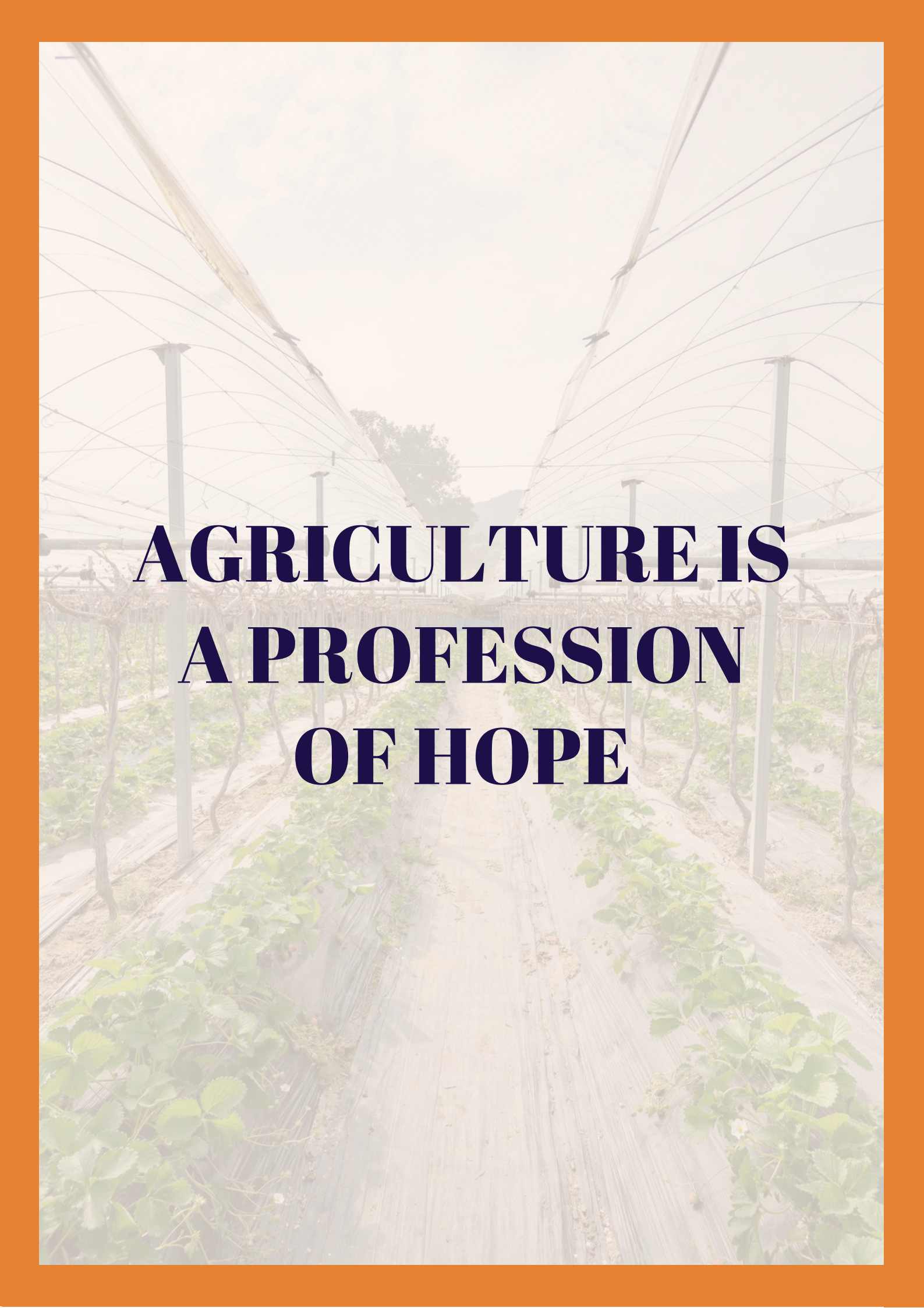
The project creates an e-learning hub covering basic information on the topics of niche market farming and agricultural biodiversity by cultivating old varieties. You can learn more about regional germplasm banks, the benefits of organic food and the securing of protected regional designations.

INTELLECTUAL OUTPUTS

PR 1 Biodiversity, old varieties, traditional food heritage and niche market: This module provides you with information you need to gain access to old varieties, e.g. through regional germplasm banks. Growing these old varieties can bring benefits in agricultural diversity and health-related values. Using old varieties, regional food production can become more reliable and resilient in times of climate change.

PR2 Organic and biodynamic food and niche market rural chains: This module presents you with good practices of pesticide-free production, short chains and the benefits of organic and biodynamic agriculture for you as farmer and your customers.

PR3 PDO, PGI, TSG and quality geographical indication food niche market: You will learn about the labels "Protected Designation of Origin" (PDO), "Protected Geographical Indication" (PGI) and "Traditional Specialties Guaranteed" (TSG).



**AGRICULTURE IS
A PROFESSION
OF HOPE**

OLD VARIETIES AS NEW NICHE FOR SMALL FARMS?

AN ARTICLE BY IFLS - INSTITUTE FOR RURAL DEVELOPMENT RESEARCH

WWW.IFLS.DE/EN

IFLS



Institut für Ländliche Strukturforchung e.V.
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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 15 researchers and advisors supported by project assistants and administrative staff are currently managing and implementing around 25 projects.

“Growing or going out of business” - has long been the outlook for small and family farms. The economic pressure of global food markets mean farms either have to grow in order to remain competitive, or give up if they cannot realize economies of scale.

In the same time, society is increasingly demanding the preservation of resources like water, soil, and biodiversity. Additionally, climate change requires farmers to adapt their production system in order to deal with above or below average rainfall and pests. This results in policy programmes like the EU Farm to Fork strategy (https://food.ec.europa.eu/horizontal-topics/farm-fork-strategy_en).

Old varieties are relevant in this context because they are often better adapted to the soil and climate conditions of their place of origin compared to highly cultivated seeds. Old varieties are also valuable for preserving not only the agricultural biodiversity but can be a cornerstone for habitats of local species. However, old varieties share the same catch as the whole food system: without developing markets, they will not stand out in food industry and farmers will fail producing them.



So the question is how to create conditions to realize the described benefits? The position of the product in the market and the right marketing channels become crucial. Old varieties and all the products made of them stand out due to their taste or flavour. Reminding the customer how to prepare old varieties and to prepare dishes that taste like “grandmother made it” promotes not only regional cuisine but also old varieties. The direct interaction between producers and consumers is vital to explaining the qualities of the product. The direct access to customers is given by short food supply chains. The consumers using channels like farmer’s markets or delivery services are open to new and sustainably produced products. To verify the high quality of the production and show the uniqueness of products, labels can help to distinguish these products from regular food products found in the super market. They cover two different aspects: production standards and origin. Different labels from the EU organic logo to labels of growers’ associations allow the access to the market for sustainably produced agricultural products. The labels “Protected Designation of Origin”, “Protected Geographical Indication” and “Traditional Specialties Guaranteed” or other regional brands are verifying regional uniqueness of products. And how does that benefit small farms? The market for old varieties and other sustainably produced products marketed through short chains is growing and consumers’ expectations are likely to support this trend even longer. This transformation towards a more regional and sustainable production creates the opportunity for small farms and producer networks (https://eur-lex.europa.eu/resource.html?uri=cellar:ea0f9f73-9ab2-11ea-9d2d-01aa75ed71a1.0001.02/DOC_1&format=PDF). Old varieties might require (more) artisanal production and processing methods, which can more easily be tested and applied by small farms. By occupying the niche of old varieties, they have an alternative to expansion or going out of business. In the same time, they can position themselves as innovative experts on sustainable production abandoning pesticides, establishing resilient production systems and offering rare, high quality food products.

PROJECT: NICHE MARKET FARMING

The niche market farming project focuses on informing farmers, students, policy makers and stakeholders on how to obtain farms under the current economic pressure by serving demanded niche markets. The learner finds information about pathways towards sustainable farming practices and innovative marketing models in order to secure and create jobs in agriculture. The focus of the project is the production of old varieties, organic and biodynamic agriculture, and the potential of marketing products of geographical indication. Serving niche markets can set a milestone for a modern and competitive approach to agriculture security and sustainability and be a possibility to sustain family farms in rural areas. Overall, the projects contributes to the goals of the EU Farm-to-Fork strategy.

INTELLECTUAL OUTPUTS

The project creates an e-learning hub covering basic information on the following topics:

PR 1: Old varieties and traditional food can be an attractive niche market for farms. Additional benefits can be a resilient production in times of climate change and the preservation of biodiversity

PR 2: Organic and biodynamic farming is a method for sustainable farming. Short food supply chains can open up niche markets for these products.

PR 3: Labels like “Protected Designation of Origin” (PDO), “Protected Geographical Indication” (PGI) and “Traditional Specialties Guaranteed” (TSG) are creating advantages in the marketing of the products.

ARTICLES ON



"SKILLS ARE KEY FOR SUSTAINABLE COMPETITIVENESS, RESILIENCE AND ENSURING SOCIAL FAIRNESS FOR ALL."

- EUROPEAN COMMISSION (JULY 2020)

AN ARTICLE BY **CENTER FOR PROMOTING LIFELONG LEARNING - CPIP**

WWW.COMPB4D.EU

CENTER FOR PROMOTING LIFELONG LEARNING – CPIP



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The Center for promoting lifelong learning – CPIP is a non-governmental, non-profit institution active in the educational and social field. Our vision is a European one. Education overcomes the borders of scholarly age and training is a lifestyle that goes beyond the walls of a specialized institution. With this in mind, the CPIP team promotes a fundamental concept for our existence as specialists active in European construction: lifelong learning. Our mission is to bring forward the concept of lifelong learning and make it accessible to the communities with which we come into contact. In this way, we can contribute to the development and implementation of coherent policies in the field of education and professional training starting from data based on practical evidence.

The first Competences Before Diplomas Learning, Teaching and Training activity was organized between 7th-11th of November 2022 and hosted by Escola D. Manuel I, Beja in Beja Portugal.

The aim of the training was to train each participant in the different modules designed by each project partner during the development of the second result, through a cooperative peer-to-peer learning process among each other. Moreover, the training aimed to provide all participants with common values and methodologies in regards to dealing with and training adult learners.



Moreover, the add value of the training was to promote a space among partners to gather feedback on each module, to instigate constructive discussions about the content and procedures, to deliver the training curriculum in order for each partner to reach a common and full understanding of all parts of the curriculum to be further transferred and disseminated. Further, the curriculum will also be incorporated into the pool of training methodologies of each participant and partner, in order to ensure its use after the lifetime of the project. The training included practical creative workshops and non-formal exercise, role-play, group discussions & group work, sharing and exchanging experiences, trying out the methods of the other Partners and discussing them.



Through the five working days, the participants will have gained full knowledge of the training concepts and will be able to incorporate them in their professional practices and training methodologies upon returning home, thus reaching even more adult learners and transferring the output to other colleagues and peers.

PROJECT: COMPB4D

Competences Before Diplomas – CompB4D

2021-1-FR01-KA220-ADU-00030141

Specific objectives:

- explore and develop possible mean of recognizing and validating competences acquired in non-formal and informal contexts, particularly for left-behind adult learners and other disadvantaged target groups.
- encourage the socio-economic growth and inclusion of disadvantaged people with gaps in their formal education credentials by recognizing and validating their non-formal skills and abilities;
- give open access to digital learning content by developing an interactive digital platform that includes all of the project's learning materials, as well as supplementary content on the topics of education innovation and competency.
- contribute to the improvement and updating of policies through a set of recommendation guidelines aimed at fostering strategic actions and joint efforts by public authorities, training organizations, social actors, and certification institutions.

INTELLECTUAL OUTPUTS

PR1 - Validation of informal and non- formal learning - Analysis of European and National Scenario

PR2 - Training Curriculum on the Key competences for Lifelong Learning

PR3 - New Validation Portfolio in Practice

PR4 - Guidelines and Recommendations on validation processes

PR5 - CompB4D Interactive Validation Tool

HOW CAN YOUTH JUVENILES, OR AT RISK OF OFFENDING OR REOFFENDING CAN DEVELOP NECESSARY SKILLS FOR BEING EMPLOYABLE?

AN ARTICLE BY **CENTER FOR PROMOTING LIFELONG LEARNING-CPIP**

The YOUTH REGAINED project, coordinated by CPIP- Center for Promoting Lifelong Learning in collaboration with other five organizations from GR, CY, IR, LT and ES is about the social disintegration of youth (juvenile) offenders across Europe, more specifically about the struggle they go through to find a job. Because of their lack of employability, studies show that the vast majority of youth offenders are reoffending after their release. Juvenile offenders are more likely to struggle with issues such as poverty, housing and so on, given that they are less likely to find a job. Crucial for their lack of employability is their lack of education (due to the fact that they are sentenced) and their awareness about key competences they need to develop to increase their employability. The problems of youth marginalization, youth poverty and youth unemployment across European countries is one of the key challenges identified by the EU. This project seeks to address this issue by strengthening the employability of youth people involved in the project.

What will be the impact of our project?

- Extend the competences of at least 200 ex-convicted young offenders as youth workers, working/collaborating with CSOs, youth organisations and cross sectoral grassroots, to foster their ability to enhance youth participation and to motivate youth to re-integrate in the society.
- Enhance access to CSOs, youth organisations, and good practices to ensure employability.
- Support minors or youth at risk of offending/reoffending and relevant CSOs to raise public awareness, to lead and contribute to the development of youth policies that promote active participation of youth and enhanced support and acceptance from employers.
- Raise national and European awareness on the project's activities and achievements and promote the project's outputs and results to a wide range of stakeholders at local/regional/national and/or EU level.

PROJECT: REFRAMING ATTITUDES OF MINORS AND YOUTH AT RISK OF OFFENDING / RE-OFFENDING THROUGH TRAINING

Reframing attitudes of minors and youth at risk of offending / re-offending through training 2021-1-RO01-KA220-YOU-000029132

The project aims to strengthen youth offenders' soft skills through high quality educational material on the development of key employability skills. The purpose will be realized through the following objectives:

- strengthen ex-convicted child offenders' competences and basic skills in order to ease their transition to adulthood and support their integration in the labour market.
- develop activities focusing on the strengthening of inclusion and employability of child offenders as young people with fewer opportunities.
- support CSOs focusing on the protection and the re-integration of child offenders.
- engage CSOs and stakeholders from the business sectors and educate them to eliminate the stereotypes related to child offenders post release employability.

INTELLECTUAL OUTPUTS

Project Result 1: YOUTH REGAINED Good practice guide

Project Result 2: YOUTH REGAINED e-course

Project Result 3: YOUTH REGAINED Awareness raising toolkit and training



DEFINING INCLUSIVE EDUCATION

AN ARTICLE BY **DIE BERATER UNTERNEHMENSBERATUNGS GMBH**
 WWW.TUTOR-PROJECT.EU

DIE BERATER UNTERNEHMENSBERATUNGS GMBH



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The core competence of "die Berater" Unternehmensberatungs GmbH (www.dieberater.com) is adult education. die Berater® works in about 45 offices throughout Austria, offers holistic counselling, coaching, soft skills, language and IT seminars. The offer is aimed at individuals, companies of all sizes and sectors as well as the public sector and other actors in the education system. The contents and methods of our training offers are tailored to the needs of our clients. The digital media department develops educational architectures, offers customised e-learning and mobile learning solutions and produces state-of-the-art e-learning content. With its bridges to europe department, die Berater® has been involved in more than 160 EU-funded projects in various roles - as project coordinator, partner and evaluator. Through these projects, a sustainable European partner network of more than 800 organisations from 45 countries has developed.

There are considerable national and regional differences in what is meant by inclusive education. The practical status of inclusive education varies widely in many countries, even from school to school. The European Agency for Special Needs and Inclusive Education states a gap between the political formulations and the actual implementation of inclusive education. There seems to be big uncertainty about how to create inclusive environments in schools and how to teach inclusively.



Initially the concept of inclusive education was developed to respond to the reality experienced by pupils with disabilities, soon appearing to be of interest to address, in a broader way, the growing diversity and heterogeneity of the school population. UNESCO (2015) sees inclusive education as a humanistic vision of education and development. Within the European context, it is viewed as a step towards socially just and equitable European society, an effective tool to eliminate social exclusion and fight discrimination. It is also seen as a means to increase cost-effectiveness and educational attainment and to create competent citizens for the future society. Many European countries support definitions that highlight inclusive education as an important prerequisite for ensuring equal educational rights for all pupils. Ideally, inclusion appears as a multidimensional issue where the different elements can support or weaken each other.





According to the European Agency for Special Needs and Inclusive Education, “inclusive education is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers”. Although inclusive education is about meeting the educational needs of all learners, policy makers in all Agency member countries agree it is particularly important to also focus attention on specific groups who are at increased risk of exclusion, underachievement and marginalisation.

The European Commission's Education and Training Monitor 2015 report states: “Effective education is about inclusiveness, ensuring every citizen has an opportunity to develop their talents and to feel part of a shared future. Building effective education and training systems requires a focus on inclusion as part and parcel of the broader quest for excellence, quality and relevance.”

Inclusive education is often understood as a right that involves a change in culture, policy and practice in all formal and informal educational settings and is accompanied by a commitment to remove structural barriers that impede this opportunity and exclude certain groups. It therefore benefits all students, regardless of their specificity, disability, migrant background, language difficulties, socio-economic status, sexual orientation, gender identity, etc. In order to recognise the interaction of multiple factors that lead to discriminatory processes in access to and participation in schools for different groups of students, an intersectional view is essential in inclusive education.

In summary, inclusive education can be seen as a process of systematic reform that involves changes and adaptations of content, teaching methods, attitudes, approaches, structures and policies in education to overcome barriers and provide an equal and participatory learning experience for all students.

PROJECT: TUTOR

The Erasmus+ Teacher Academy TUTOR (Teachers' Upskilling aiming at a holistic inclusivity in learning, Project Number: 101056515 – ERASMUS-EDU-2021-PEX-TEACH-ACA, <http://tutor-project.eu>), is aiming to develop a European outlook on inclusivity in secondary teacher education. More specifically, TUTOR aims to:

- improve teacher education policy and practice in Europe;
- support the establishment of a holistic understanding of inclusivity in the learning environment;
- address competence gaps of teachers in secondary education including VET;
- support the development of basic skills of teachers to understand, develop and test different training models in initial teacher education and continuous professional development;
- sustainably strengthen the European dimension and internationalisation of teacher education, and to establish partnerships between teacher education and training providers that embrace inclusivity in education.

INTELLECTUAL OUTPUTS

The TUTOR project consortium aims to develop:

- reports on i) the desired inclusivity state in secondary schools, ii) the current state of readiness and skills and iii) training needs of secondary teachers;
- a training curriculum, an introductory and three specialisation training modules, materials, online platform and guides to promote inclusive environments, especially for pupils with migrant backgrounds and socio-economic disadvantages, and taking into account LGBTQI+ concerns, using an intersectional approach;
- a handbook for the training of teacher educators;
- various teacher training and dissemination events, including European teacher exchanges;
- cooperation agreements with teacher training providers for teacher exchange, joint research initiatives, etc.

The background of the image features a light, hazy landscape with silhouettes of several people on a mountain peak. One person stands on the right with arms raised in triumph. In the center, two people are reaching out to each other, and another person is visible on the left. The overall tone is inspirational and collaborative.

NETWORKING IS NOT ABOUT JUST
CONNECTING PEOPLE.

IT'S ABOUT CONNECTING PEOPLE
WITH PEOPLE, PEOPLE WITH IDEAS,
AND PEOPLE WITH OPPORTUNITIES

MICHELE JENNAE

UNACCOMPANIED MIGRANT CHILDREN INVOLVED IN CRIMINAL PROCEEDINGS

AN ARTICLE BY **PRISM IMPRESA SOCIALE S.R.L.**

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**PRISM IMPRESA SOCIALE
S.R.L.**



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PRISM is a non-profit social enterprise with the mission to create equal opportunities for the responsive progress of societies and people. A co-planning hub, open to public and private actors, aimed at valorizing diversity and sharing the social, cultural and economic resources of local communities, from a European and international perspective.

PRISM annually assesses its social impact by evaluating all forms of significant change experienced by individuals and communities, following their involvement in our activities as "co-experts". The impact considers the enhancement of income and the level of integration in the labour market, innovations in the field of education, social inclusion and relationship changes, the effects on physical and mental health and the general impact on quality of life and well-being.

The United Nation Convention on the Rights of the Child, "New York Convention of 1989" is the first binding international instrument to promote the adoption of a "holistic approach" or "multidisciplinary approach" towards the child and expresses an attitude of satisfaction of the child's needs.

Today, the child is considered as a rights-holder, a person with his/her own needs, opinions, hopes and fears and is made to participate and be the protagonist of his/her future choices. Using a holistic approach means considering the child as a whole and enhancing his/her dignity.

It seems obvious to take into consideration that the number of unaccompanied migrant children who come into conflict with the justice system grows in parallel with the increase in arrivals, and therefore the response always needs to be adjusted. This means that justice operators must be adequately trained and equipped to manage the impact.

In addition to adaptation and training, it appears necessary for the entire system to invest in the removal of barriers that limit access to restorative justice and community services by unaccompanied children. This would bring a considerable advantage for the victims, who could succeed in recomposing the conflict and see a restitution of the damage suffered (not necessarily understood in civil law terms), for the offenders who, through the assumption of responsibility, would obtain a benefit in terms of reintegration.



The whole system would benefit from a strengthening of restorative justice services such as juvenile criminal mediation, as it would reduce the number of cases to be treated within the courts and you could get a reduction in economic and social costs.

What to know?

When working with victims:

- What is the personal condition, and which are vulnerabilities and resources (not only in the material sense) of the young child?
- What possible solutions can be applied in taking care of the child?
- What are the gaps that particularly affect the System for the Protection of Child and what are the major critical aspects?

When working with offenders:

- What needs and situations an unaccompanied migrant child involved in a criminal procedure encounter?
- What possible solutions can be applied in the care and reintegration of unaccompanied migrant children?
- What possible interventions can be envisaged from the point of view of follow-up activity?

The CFJ-Italian Model analyses the Best Interest Procedures drawn up by UNHCR and the Interagency guidelines on Child Case Management of the Child Protection Working Group. Then it describes the good practices from which it will be possible to outline an abstract model of individual assessment; examples will be given on how the same model can be used in the different procedural phases.

Finally, practical tools provide to help both during the assessment and the taking into custody of the child.

PROJECT: CHILD-FRIENDLY JUSTICE

Child - Friendly Justice: Developing the concept of social court practises [REC Programme: Capacity building - rights of the child and childfriendly justice]

Main aim of the project is to improve criminal justice systems by making them more child-friendly to child victims and children suspected or accused of committing a crime, particularly for those who are in vulnerable situations.

Although the EU acceded to the UNCPRD in 2010 and the Convention has been ratified by each of the 27 EU Member States, there is a lack of clarity as to how it applies in combination with existing EU law, and how this applies to children with in particularly vulnerable situations. Further, findings by the European Commission in May 2020 illustrate that transposition of the Victims' Rights Directive has been insufficient and not enough has been done to ensure children in vulnerable situations are appropriately assessed, and consequently supported and protected.

<https://www.prismonline.eu/cfj-dcscp/>

INTELLECTUAL OUTPUTS

TRAINING E-TOOL ON ITALIAN MODEL OF GOOD JUDICIAL PRACTICES AND PROCEDURES: Child-friendly Justice Model (containing tools and methods for individualised assessment and multidisciplinary cooperation). The purpose of individual assessment is to protect against secondary victimisation, promote social reintegration and enable child participation in criminal proceedings in line with the best interests of the child.

The Italian Model is mainly addressed to all those operators who have direct contact with unaccompanied migrant children before, during, and after criminal proceedings. These may include social workers and USSM staff, lawyers, police, judges, prosecutors, child protection workers, shelter staff, guardians, interpreters/cultural mediators, and anti-trafficking agency staff.

ARTICLES ON

VET



ECOTHERAPY PROJECT: INTRODUCING ECO-THERAPY IN THERAPEUTIC CENTRES AND VET

AN ARTICLE BY **FORMACIÓN PARA EL DESARROLLO Y LA INSERCIÓN (DEFOIN)**
WWW.DEFOIN.ES/PROYECTO-EUROPEO/ECOTHERAPY

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DEFOIN is a training company specialized in offering training solutions and consulting services according to the needs of our clients. Defoin started with European Projects in 2014 and has successfully managed over 50 projects since then. Visit our website for more info <https://defoin.es/>



The use of drugs and other substances in Spain continues to be a major problem. According to the report carried out in 2022 by the Spanish Observatory on Drugs and Addictions (OEDA), alcohol continues to be the most widely consumed psychoactive substance, being consumed by 77.2% of Spaniards in the last 12 months, by 63% in the last 30 days and by 8.8% on a daily basis in the last 30 days. It is closely followed by other substances such as tobacco, cannabis, used once in a lifetime by 37.5% of the population aged 15-64, and cocaine, used once in a lifetime by 10.9% of the population aged 15-64. The need to act on this problem is key, but how?

In this respect, Eco-therapy emerges as an alternative to other therapies used to treat people dealing with this problem. Based on the connection between humans and nature and the promotion of it, the benefits of Eco-therapy can be of great help in treating substance abuse and its consequences. Various activities in nature, such as forest bathing, hiking, gardening or guided meditation in rural settings, lead to physical and mental recovery. However, although its benefits can have a positive impact on mental health disorders and the rehabilitation process of people suffering from substance abuse disorders, this methodology is not yet widely used in Europe.

The Ecotherapy project aims to change this reality by introducing Eco-therapy in vocational training and therapeutic and rehabilitation centres, providing educational materials and interactive training resources useful for professionals working in these fields. After the start of the project in May 2022, the consortium, formed by entities from Germany, Denmark, Greece, Portugal and Spain, met in Göttingen (Germany) on 20-21 September 2022 to carry out the first transnational meeting of the project.

At this meeting the partners had the opportunity to discuss the first output to be developed in the project: A guide for vocational training institutions and therapy centres describing the benefits and best practices for the use of Eco-therapy and providing practical guidelines for the delivery of vocational training courses in eco-therapy.

For its realisation, all partners will collect information on leading Eco-therapy initiatives in Europe and participating countries. Interviews will also be conducted with representatives of therapeutic and vocational training centres in order to obtain first-hand information on the implementation of Eco-therapy in these institutions. We will soon be able to share the first results of this project.



PROJECT: ECOTHERAPY

EcoTherapy: Eco- therapy for people with substance abuse disorders 2021-1-DE02-KA220-VET-000025287

Eco-therapy for people with substance abuse disorders: Developing a new and innovative recovery and rehabilitation tool - the Eco-Therapy Method - to support drug and alcohol abuse counsellors in their important role in helping people with substance abuse disorders. Eco-Therapy is a two-year project that aims to equip and enhance the skills of professionals to better support people with addiction problems by introducing an innovative approach of Eco-Therapy in vocational training institutions and treatment centres.

INTELLECTUAL OUTPUTS

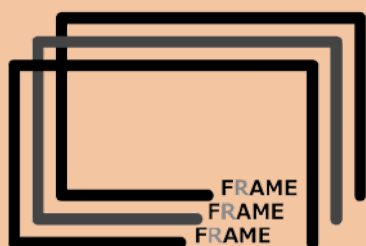
- A guide for vocational training institutions and therapy centres describing the benefits and best practices for the use of Eco-Therapy and providing practical guidelines for the delivery of vocational training courses on Eco-Therapy
- An Eco-Therapy curriculum and Open Educational Resources introducing the topic to drug and alcohol abuse counsellors to enable them to implement Eco-Therapy sessions in their everyday work
- An Eco-Therapy digital toolkit for VET trainers with exercises, methodology and training material, to implement such courses.
- A MOOC (Massive Open Online Course) to make available the training to a large number of interested professionals

INNOVATIVE SUPPORT FOR CULTURAL AND CREATIVE SECTORS IN THE POST-COVID ERA

AN ARTICLE BY **FOUNDATION FOR THE DEVELOPMENT OF INTERNATIONAL AND EDUCATIONAL ACTIVITY - FRAME**

WWW.EUFRAME.EU/EN | WWW.SERVICEDIGICULTURE.EU

FRAME



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FRAME is a Polish NGO, aiming to develop and promote international cooperation of local communities supporting education, professional activity and the wellbeing of citizens. Many of our activities are based on close collaboration with stakeholders of the educational and business sector. The members of the foundation have vast educational, consulting and training experience, many of which with international dimension. Knowing the needs and expectations of our target groups, we design and implement activities aimed at broadly understood promotion of the civil society. Our beneficiaries represent diversified target groups: trainers, teachers, entrepreneurs, persons with migrational background, young people in need and other defavourised groups.

We have large experience in international cooperation, working on innovative solutions in the field of selected social problems, important for the EU countries as well as assuring transversal functions like quality evaluation or dissemination



The cultural and creative sectors (CCS) are among the most severely impacted sectors of COVID-19 causing unemployment and precariousness on labour affecting circa 8,7 million people working on the CCS sectors in the EU and 1,1 million cultural enterprises, and hence hampering re-entering to and entering to labour markets for the first time. Consequently, the activity of the sector diminishes. The situation may cause irreparable damage and a permanent decline of the cultural and creative sectors in Europe, and their consumption impacting well-being and cohesion of the communities, and impacting other sectors too, such as tourism. CCS sectors need permanent, adaptable and sustainable solutions to tackle societal change caused by the COVID-19 and any other new ones. The current crises has impacted labour markets of the sector and the sector's product/service delivery as well, and as the situation shows, the current skills of the CCS workers are not enough to tackle these challenges

There is a need to upgrade the skills of unemployed, employed, self-employed and micro and small organisations in the CCS sectors to make them able to tackle challenges created by the COVID-19, any prospect challenges, and the negative development of the labour market situation, in order to maintain and obtain employment on the CSS sectors.

ServiceDigiCult project aims to tackle the aforementioned challenges created by COVID-19 by developing skills of unemployed, employed, self-employed and micro and small organisations in the CCS sectors to tackle the challenges COVID-19 and upcoming challenges in a sustainable way to help them to maintain and enter to employment, and being able to employ self and others. The skills areas to tackle focus on innovating and reinventing services, making service of products, to be delivered to customers in a new society harnessing digitalisation into it, and strategic foresight to tackle any future challenges and changes.

For this purpose, ServiceDigiCult project aims to create an online training and toolkit of service innovation for the cultural and creative sectors in order to foster their service innovation and development into novel and sustainable solutions which can also be provided digitally. Service innovation and design can be used for rethinking own product offer into new services using for instance digitalisation. Hence, the project uses creative methods to tackle the challenges of the CCS sectors. Training will be supported by handbooks for the learners and trainers on how to use training and the toolkit, and a sustainable strategic foresight guide to create readiness to foresee and react to societal and sectoral changes using the service innovation.

The training can be used as autonomous online training independent of time and place, but also as trainer-led blended or virtual learning.

Target group 1: unemployed, employed, self-employed and micro and small organisations in the cultural and creative sectors in the EU needing novel service innovation training tailored to their needs

Target group 2: cultural actors, promoters and enhancers, such as municipalities and cultural organisations and associations, service design and design professionals, enterprise organisations and developers, obtain cutting-edge training material to support the target group 1.

PROJECT: SERVICEDIGICULTURE

Digital and Sustainable Service Innovation for the Cultural and Creative Sectors / Servicedigiculture.

2020-1-FI01-KA227-ADU-092663

Servicedigiculture project aims to tackle the challenges created by Covid-19 by developing skills of unemployed, employed, self-employed and micro and small organizations in the cultural and creative sectors. Servicedigiculture project will create an online training and toolkit of service innovation for the cultural and creative sectors in order to foster their service innovation and development into novel and sustainable solutions which can also be provided digitally.

Visit

<https://www.facebook.com/servicedigiculture> and www.servicedigiculture.eu for more information.

INTELLECTUAL OUTPUTS

Project results:

1. Competency framework
2. ServiceDigiCulture training and toolkit for online and blended learning
3. Handbooks for implementing ServiceDigiCulture training:
ServiceDigiCulture pilot course
4. Sustainable strategic foresight guide

POWERING UP FORMER ENERGY SECTOR WORKERS TO RE-ENTER THE JOB MARKET

AN ARTICLE BY **SYNCNIFY**
WWW.SYNCNIFY.FR

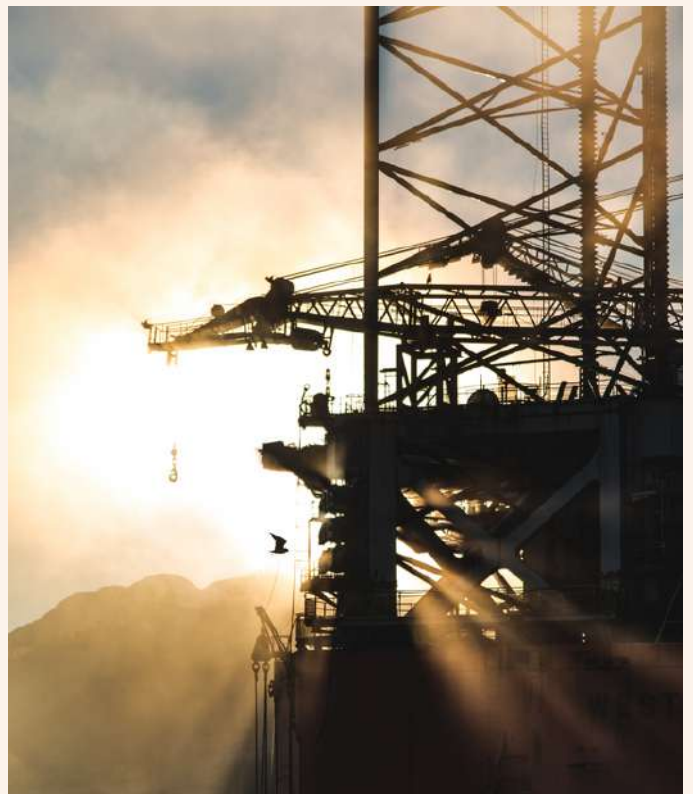
SYNCNIFY



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Syncnify is a Paris-based consulting agency and a new coming organization to the European Funded Programs which holds extensive experience to areas such as digitalization and emerging technologies, entrepreneurship, innovation management and sustainability. By fostering multilateral action, Syncnify, aspires to co-develop innovative solutions to real-time challenges with a strong economic, social and political footprint.

The PowerUp project's consortium has been in place in order to address a common global challenge, namely the job transition of conventional power plants in post-fossil fuels' generation areas. The problem of unemployment caused by the greening process is a major issue that almost every country is going to face in the next few years. As a result, upskilling unemployed adults in order to help them deal with labour market transitions will have a strong impact on education and training policies of the EU. Precisely, when it comes to fossil fuel workers education and training, we deal with a very particular target group, which will be in the first line of those affected by the green transition.





The PowerUp project aims:

- To make VET more relevant to former fossil fuel power station workers. Through interviews with the target group, we will conclude what type of VET programmes better match their background and needs.
- To facilitate the development of flexible VET programs in line with the needs of the local economy and businesses.
- Through research of the local economies and governments' strategic plans for the development of the regions, we will develop VET programs in that direction.
- To inform the local community about the positive aspects of the transition in place. Informative campaigns will clarify the policy goals of the green transition and explain to people why this transition is important for their future.

PROJECT: POWERUP

The PowerUp project seeks to limit job losses as a consequence of the green transition in Europe by proposing the development of an e-platform which will serve the purpose of connecting local businesses and unemployed adults coming from the target group. The platform will run as an online job fair, where companies will be able to actively seek and recruit potential candidates from a pool of ex former fossil fuel power station workers who actively seek to be employed.

INTELLECTUAL OUTPUTS

- PowerUp Good Practice Guide
- PowerUp E-Course
- PowerUp Job-hunting Digital Platform
- Policy Recommendations

AUTISM DOES NOT PREVENT PEOPLE FROM WORKING, DISCRIMINATION DOES

AN ARTICLE BY **OECON GROUP**

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OECON Group is a European management consulting firm and a leading advisor in business strategy, social entrepreneurship, as well as an adult education centre and VET provider established in Thessaloniki, Greece. We collaborate with clients and beneficiaries from the private, public, and not-for-profit sectors in all regions to identify their highest-value opportunities, address their most critical challenges, train their personnel and transform their enterprises. Our customized approach combines deep insight into the dynamics of organizations, companies and markets, with respect to the needs of society and to the respective target groups. This ensures that our clients achieve sustainable competitive advantage, build more capable organizations, and secure lasting results. OECON Group was founded in 2003 by a group of experts working in the field of business consultancy and management of small and medium sized enterprises (SMEs) and business support organizations (BSOs).



Autism affects communication and behaviour and is thought to affect 1-2% of people around the world, with diagnoses more common among males than females. Autism-specific legislation in different EU Member States varies in both form and scope: from single policies in specific areas to all-encompassing national autism plans or strategies. The capacity of Member States to carry out their policies varies as well. The provision of autism services has been significantly impacted by the EU and all but one Member State's adoption of the UN Convention on the Rights of Persons with Disabilities (UNCRPD).

According to Ludmila N. Praslova, stated in a Harvard Business Review, autism doesn't hold people back at work, discrimination does. Ms. Praslova in this article states that autistic professional is up to 140% more productive than an average employee when properly matched to a job that fits their skills. Yet, discrimination against neurodivergent people continues. That's because most of the "common" workplace practices at the workplace are established for neurotypicality.

The difficulties with communication and social interaction that people with autism experience often affect their abilities to participate in job interviews, understand employers' expectations and communicate with managers and colleagues. Yet, the greatest challenges that people with autism face in relation to employment are the lack of access to opportunities and discrimination.



These barriers to employment are raised long before a person with autism starts looking for a job. Across Europe, there is a serious lack of adapted education and training that could enable people with autism to gain the vocational, social and communication skills that are required for work. When a person with autism does seek employment, regardless of whether they managed to gain a relevant education or not, they are often confronted with discrimination related to their autism.

A young woman with autism has shared with us her so far professional path. She is currently employed, with a permanent employee contract, but it wasn't always been like that. She did 7 internships in several different companies and only in her current position got her first permanent employee contract, hoping that she will soon have an indefinite contract that will give her stability and security for her future.

She is working as an administrative secretary, checking everything on the computer and in folders, filing and organizing documents, and reviewing accounting and financial information. It has been very important to her that her colleagues recognize her abilities and challenge her, and that they believe that she is capable of doing everything. It has been important that her co-workers take into consideration some aspects that make her day-to-day easier: giving her proper time to complete tasks; asking her to do one thing at a time; explaining in a simple way what they want from her, and thus, it has been easier to stop being afraid of her difficulties.

Her path as an employee is excellent, and she really enjoys her work. She loves being part of a team. She likes her co-workers, who challenge her to do new tasks and encourage her every day.

PROJECT: NAME

The European Economic and Social Committee revealed that less than 10% of people with Autism are employed. Key barriers to their employment are lack of access to vocational training, communication difficulties, denial of reasonable accommodation and prejudices about autism.

The "ASES" project addresses the need of high unemployment rates of people with Autism. It focuses on the development of a training material and tools for SME management to increase workplace inclusion of adults with Autism. It will develop VET digital training resources to train employers and HR staff to recruit, mentor and empower staff with Autism throughout their employment cycle. The training resources will be designed to be used for distance learning and will embed gamification elements to facilitate the learning process. We expect our project results to impact on SMEs who want to apply inclusive employment practices and on the performance and well-being of Individuals with Autism who will be employed by SMEs.

INTELLECTUAL OUTPUTS

In the first project result, a serious game will be developed. The serious game will aim to train SME management on Autism, through simulations of interviews and exercises to create an autism-friendly environment. The main goal is to support SME management to increase workplace inclusion of adults with Autism.

In the second project result, the partners will develop a VET course, to train SME management on how to perform interviews with candidates with Autism, how to prepare a proper working environment for staff with Autism and how to develop them professionally.

In the third project result an e-Guide for Recruiting and Developing Staff with Autism will be developed, including a collection of procedures, tools, tips, best practices, guidelines and overview of interview and professional development methods.

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