

NEW IDEAS NEW GOALS

PROJECT RESULTS MAGAZINE

ARTICLES ON:

Education

Digital Transformation

Social Entrepreneurship

Environment and Fight
against Climate Change

Social Inclusion

Agriculture

Justice

VET

Diversity

ISSUE 6 | NOVEMBER 2024

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 sixth issue.

The magazine is available both online and in hardcopy.



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IGNITORHUB: NEW IDEAS, NEW OPPORTUNITIES, AND A FRESH BEGINNING

We are thrilled to unveil an exciting new chapter for our European network. Formerly known as **NETWORK - New Ideas for New Opportunities**, our platform has undergone a rebranding to better reflect our vision and mission. Starting this year, we will be known as **IgnitorHub - New Ideas for New Opportunities**, symbolizing our renewed commitment to igniting innovative ideas and fostering growth and collaboration across Europe.

This rebranding is more than just a change of name. IgnitorHub embodies our dedication to becoming a central hub for innovation, collaboration, and progress. It is a place where businesses, startups, researchers, schools, local communities, and professionals converge to exchange knowledge, resources, and opportunities. Our goal is to create a dynamic and stimulating environment where ideas can flourish, and partnerships can thrive.

WHAT IS IGNITORHUB

At its core, IgnitorHub is designed to “ignite” and inspire new projects and collaborations. It continues the legacy of our previous network while embracing a forward-looking perspective on innovation. IgnitorHub is also a space for training and support, where participants can find the resources they need to successfully navigate this domain.

Our community is now more focused than ever on connecting people and organizations, enabling them to contribute to meaningful projects that have a real impact across Europe.

A PLATFORM FOR GROWTH AND COLLABORATION

This year’s IgnitorHub event will take place on the 27th and 28th of November and promises to maintain the traditions of previous years while incorporating fresh perspectives and ideas. Over 50 transnational organizations will come together to share and develop project ideas, participate in thought-provoking roundtable discussions, and establish meaningful connections that could lead to the next big innovation.

IgnitorHub is not just a networking platform; it is a European community built on the pillars of innovation, collaboration, and growth. Whether you are looking to launch a groundbreaking project, expand your network, find support and training, or gain inspiration for your next venture, IgnitorHub is the place to be.

With the rebranding, we aim to continue our tradition of fostering relationships between professionals from the public and private sectors, non-profit organizations, educational institutions, and local communities. Together, we can address the challenges of today and create opportunities for tomorrow.

JOIN US

As we step into this new phase with IgnitorHub, we invite you to join us in igniting innovation and embracing the endless opportunities that come with collaboration. Let’s build a brighter future, one idea at a time.

Stay Connected! Follow IgnitorHub to stay up to date with our initiatives, future events, and exciting opportunities.





ignitorhub
New Ideas for New Opportunities

NETWORKING ANNUAL EVENT

27-28 November

Hotel Corinthia

Erzsébet krt. 43-49, 1073 Budapest, Hungary

**20
24**

www.ignitorhub.eu



CENTER FOR PROMOTING LIFELONG LEARNING - CPIP

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**"THE FUTURE
BELONGS TO THOSE
WHO BELIEVE IN THE
BEAUTY OF
THEIR DREAMS."**

Eleanor Roosevelt

ARTICLES ON

EDUCATION



UPCYCLING AS A NEW WAY TO UNDERSTAND THE ENVIRONMENT

AN ARTICLE BY **DEFOIN**

[HTTPS://DEFOIN.ES/](https://defoin.es/)

DEFOIN

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DEFOIN is a training provider with more than 15 years of experience with accredited centres in Andalucía, Castilla la Mancha, Murcia and Madrid for the provision of certificates of professionalism and vocational training for employment and a national network of more than 200 training centers and providing training opportunities to 35,000 students. DEFOIN collaborates with over 750 trainers with a large experience in the design, implementation, development and evaluation of training programs and holds collaboration agreements with universities, councils, chamber of commerce, and businesses. DEFOIN is also accredited as an employment agency, being a nexus between training and market ecosystems.

The primary objective of the project is to raise awareness of how products already consumed can have a second life by increasing their initial value.

There is a need to encourage reusing and extending the useful life of products. Although in the past few years, a small growth of upcycling and reuse initiatives has been observed, reuse remains the most overlooked and untapped potential on the way to a society with less waste. As such, upcycling largely remains a niche and requires scaling up to truly deliver a significant impact on the environment and society.

In November 2023, a group of young people had the opportunity to meet in Madrid and test the modules that are being developed and that will soon be available in digital versions and free of charge on the official website of the project. It was an experience in which we were able to get closer to youth work, thanks to the visits to Matadero and the Youth Centres of Madrid. We leave you some pictures of the event so you can see what can be done with, let's say, "leftovers". Upcycling is everywhere, so we encourage anyone interested to share what they find about Upcycling in the different sections of our website.



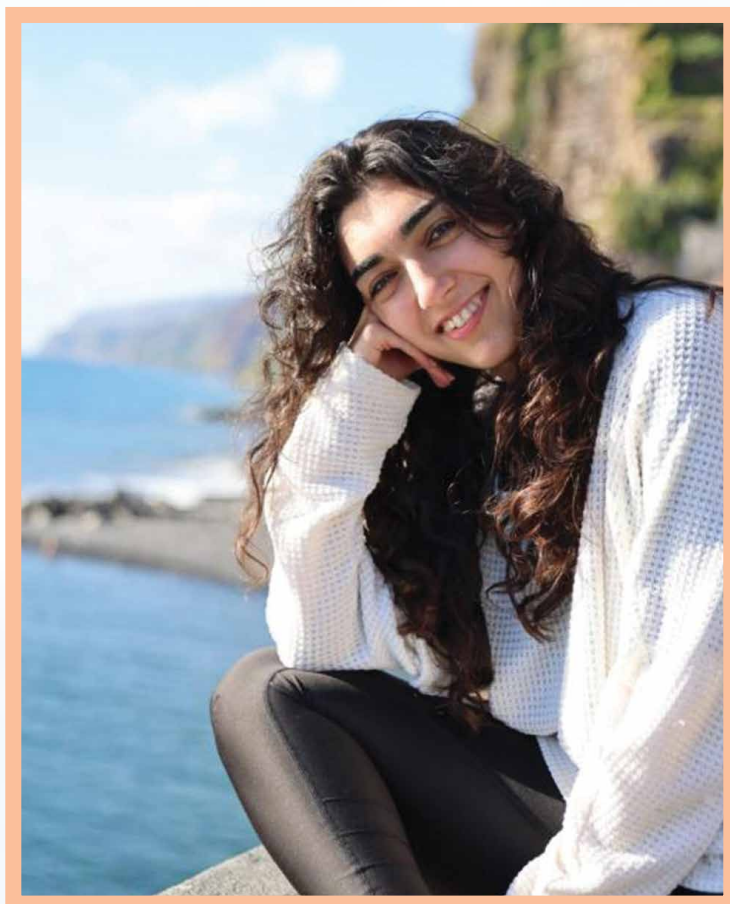
ScaleUpcycling is a project whose origin lies in the constant consumption that is generated throughout the world especially in Europe, along with other powerhouse countries. The project is mainly aimed at young people and youth workers.

PROJECT: SCALEUPCYCLING

The **ScaleUPcycling** (2021-1-CY02-KA220-YOU-000050282) project aims at motivating the young to be environmentally conscious and active and make a difference in their everyday lives. The project aims to provide a collaborative platform for youth idea owners, youth workers, and those interested in reuse and upcycling. The digital platform will increase youth and youth workers' capacity to initiate and manage upcycling activities of their own and become local change makers.

INTELLECTUAL OUTPUTS

1. Interactive and Collaborative platform where participants can register and share ideas
2. RoadMap and Podcasts with experts in the area
3. Training materials on Upcycling for young people



Hello! I am María, a young woman who got to know the Erasmus+ Programme in 2017 when I had the opportunity to travel to Turkey, a country with which I am closely related due to my studies. Although at that time I did not know that I was participating in a Youth Exchange project of the Erasmus+ Programme, it was a click that made me enter a world from which I have not been able to leave to this day. Erasmus changes your life. Having been a participant in different actions, including Youth Exchanges, Training Courses, the European Solidarity Corps and Erasmus internships, I founded, together with other colleagues, my own youth association in 2020, with which we empower young people through participation in international non-formal education activities. Having been Coordinator of International Volunteering Mobility Programmes, today I coordinate KA2 projects in DEFOIN, Spain, being one of my motivations in this job to see how these opportunities are a door of change and transition for many people. "Seeing the real impact of what we do, seeing the enthusiasm, the desire and the gratitude of the people who receive the fruits of our work; that, that is something I don't change".

María Arroyo Ces
DEFOIN

LIFE: CARING FOR OUR EDUCATORS AND PRINCIPALS - A TRANSFORMATIVE JOURNEY

AN ARTICLE BY **NORTH CONSULTING**

[HTTPS://WWW.FACEBOOK.COM/PROFILE.PHP?ID=100083175884704](https://www.facebook.com/profile.php?id=100083175884704)

NORTH CONSULTING



María Kristín Gylfadóttir, General Manager,
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NORTH, is an educational, consulting and training company located in Reykjavík. Our goal is to develop and implement effective methods and ways for companies, entrepreneurs, public bodies, non-profit organizations, individuals and professional associations to thrive, develop and succeed.

NORTH is no ordinary partner. When you choose NORTH, you are choosing a partner who will both listen carefully to you and your needs, and offer expertise in diverse areas such as:

- policy and strategy planning and implementation
- entrepreneurial mentorship and development
- grant writing at the local, national and European levels
- organizational culture and management
- organizational and educational leadership
- curriculum design and development and participatory pedagogies

LIFE: Caring for our Educators and Principals is a transformative program based on Yale University's Life Worth Living course, inviting educators and principals to explore the question: "What is a flourishing life?" Through engaging with ideas from diverse cultural, philosophical, and religious traditions, participants connect deeply with what brings meaning and value to their lives and work, enhancing their well-being.

LIFE began with a facilitator training retreat for facilitator teams for each participating country in Bansko, Bulgaria. During this retreat, facilitators were trained by experienced LIFE practitioners, Dr. Rev Angela Gorrell and Dr. Joshua Forstenzer. The 4-day retreat was transformative for all participants as they engaged honestly in their own LIFE journey and built a life affirming learning community among themselves. This community set in motion the work each facilitator group took on in further developing the LIFE journey for cohorts within their countries.

Over the course of 9 months, educator and principal cohorts in each of the 5 countries came together for two in person national retreats, and two online/asynchronous learning experiences, culminating in a final international retreat bringing together all the cohorts in Belgium. Throughout these 9 months participants worked through a set of questions: To whom am I responsible? How do I act? What should I hope for? What do I do when I fail? What role does suffering play in my vision of a good life? What is worthy of my time? And How does the good life feel? Like the facilitators, participants created vibrant and life affirming national cohorts as they engaged in diverse participatory methods and practiced careful and critical reading of texts, their own lives and the lives of others, reflection, careful and active listening, honest and compassionate communication and dialogue across lines of difference.





PROJECT: LIFE: CARING FOR OUR EDUCATORS AND PRINCIPALS

LIFE: Caring for our Educators and Principals is an Erasmus+ project (2022-1-IS01-KA220-SCH-0000) led by NORTH Consulting (Iceland) in cooperation with 5 partners (University of Iceland- Iceland, DJAPO- Belgium, National Management School- Bulgaria, Centro per lo Sviluppo Creativo “Danilo Dolci” Italy, KMOP- Greece, BlueRoomInnovation- Spain). Cohorts of educators and principals in 5 countries, applied for and engaged in the LIFE journey over the course of 9 months participating in 2 in-person and 2 online national retreats and which culminated in a final international retreat bringing together all LIFE cohorts.

The project also developed a LIFE learning platform for facilitators and participants to share the learning materials, hold the online and asynchronous experiences and communicate as a community.

The success and impact of the LIFE journey was abundantly apparent during the final international retreat when all cohorts came together. The connection among the participants of the journey was palpable as they seamlessly formed a new and larger learning community, expressing and extending trust, openness, and a sense of meaning and full presence throughout the retreat.

Participants testimonials on the personal and professional impact of LIFE:

- “I will begin to open these conversations with close friends and family”
- “I want to stay more committed to exploring the insights I have gained”
- “inspiration to engage more actively in my life”
- “building the village in which children are able to develop into responsible people – for their actions, for the well-being of others, and humanity”
- “increase the dialogue in the classroom”
- “empower the teachers and students in my school to consider these questions”
- “implement more philosophical texts and moral discussions in class”
- “Show more attention, patience and understanding”
- “increased my tolerance of people that I don’t understand”

This powerful initiative has left educators and principals equipped with a renewed sense of purpose, deeply impacting their professional roles in shaping inclusive, open and reflective learning environments.

INTELLECTUAL OUTPUTS

LIFE Trainer digital manual, translated into 5 languages, for the continual training of LIFE facilitators.

Lifeworthliving.is site and corresponding learning platform. The site offers the public information about LIFE and will host the completed manual. The learning platform is a space for LIFE participants to access the learning materials (for the in person retreats and the online and asynchronous sessions) and connect with one another.

Extensive impact report completed by an external evaluator combining the data from every post retreat evaluation from each cohort and the results of the Meaning in Life Questionnaire.

EX-PRESS E-MOTIONS

AN ARTICLE BY **KNOW AND CAN ASSOCIATION**

[HTTPS://E-MOTION-PROJECT.EU/EN/](https://e-motion-project.eu/en/)

[HTTPS://KNOWANDCAN.COM/EN/PROJECTS/SCHOOL-2/E-MOTION.HTML](https://knowandcan.com/en/projects/school-2/e-motion.html)

KNOW AND CAN ASSOCIATION



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Know & Can Association is established in 2007 in Sofia, Bulgaria. It is a licensed center for career counseling and an educational training provider under the Ministry of Education. Know and Can expertise is in non-formal education; elaboration and management of projects and educational services; delivering and implementation of educational programs for acquiring new knowledge and skills; applying modern methods and techniques for the development of non-formal and informal education; cooperation with institutions in the field of education, justice and human rights; soft, civic and working skills training; educational training programs to promote the enhancement of qualification of educational staff.

Historically, human beings have always been considered rational, leaving the emotional world in the background. But this way of understanding the human being is incomplete since emotions are present in all the acts and moments of our life. The first publications that appeared on emotions and the importance of learning to know and regulate them, made many statements about the positive influence of emotional intelligence (EI) in the classroom. The only drawback was that all these assertions were not supported by empirical data showing that EI skills and competencies had real and positive repercussions in the school and personal life of students.

Empowering students through social and emotional literacy is key to creating a supportive environment for all involved or to increase the participation and involvement of all learners. Social and emotional literacy takes the form of socio-emotional learning and can be spontaneous (in everyday social situations) or systematic (in activities planned for this purpose, e.g. workshops, social games, etc.).

In the schools, either because of high performance or because of established cultural patterns the very processes that involve social learning and emotions are often neglected. In these processes pupils gain experience in expressing feelings, (their own) emotions and attitudes towards other people; and develop self-esteem, self-confidence and understanding on the one hand, and on the other hand respect for others, understanding of social circumstances and social responsibility.

From the recent studies, it became evident that the effects of Covid-19 had already resulted in a negative impact on the school children, their parents, and teachers. The learning crisis had

deepened, as every fifth student reported worse educational outcomes and 40% of teachers were concerned that distance learning had a negative impact on students' emotions. In Europe, half of all students felt lonely, insecure, and angry. There had been a dramatic increase in the violent behavior of children, especially among teenagers who spent most of their time in isolation. To cope, most often young people try either not to pay attention to their experiences or to do something harmful to their health. The studies show that students are likely to share their experiences and emotions with creative activities and ask for help and demonstrate positive coping strategies through art, creativity, and music (UNICEF, 2022).

Emotional intelligence influences motivation towards school tasks and both in the academic performance of the student body. Establishing EI programs at early ages in schools can contribute to the improvement of social and personal skills that allow students to know themselves better, regulate their emotions and abilities, as well as maintain motivation towards schoolwork. All stakeholders involved in the educational process should be committed to the integration of EI in the school stage.

Students spend a lot of time in classrooms, both in purely academic activities and in more social situations with their peers during recess or extracurricular activities. All of this allows for a multitude of emotions throughout the school year. Among them, the most common ones are: happiness, boredom, worry, anxiety, frustration, sadness, embarrassment, euphoria.



PROJECT: E-MOTION

E-MotiOn (2022-1-BG01-KA220-SCH-000086869)

focuses on incorporating emotional education into school classrooms and supporting teachers and other teaching professions for the development of innovative training materials using linguistic, art, and musical creativity. The need for and importance of addressing key emotional competences: resilience, risk-taking, fear, and stress management has been highlighted by the teachers. Young people need to be equipped with the necessary knowledge and skills on how to be able to react in uncertain situations, be able to take risks, and manage stress at school as well in their personal lives.

The main objectives:

- support teachers and students on the development of key emotional competences,
- promote multidisciplinary,
- develop linguistic, art, and music creativity,
- support teachers in applying non-formal educational methods in classrooms,
- raise awareness of the importance of emotional education, mental health, and well-being.

INTELLECTUAL OUTPUTS

60 creative activities kit for children aged 10-12 years to develop creativity as a fundamental skill necessary to acquire RESILIENCE, to know how to manage FEAR, to know how to assume RISKS and to manage STRESS in a creative way.

These 60 creative activities are classified into three creativities: LINGUISTIC, ARTISTIC, and MUSICAL CREATIVITY. By educating in creativity, the E-MotiOn project will offer innovative informal methods of teaching for teachers, making the school curriculum more attractive and inclusive for all students.

Youtube channel - simulation videos from national piloting activities of E-Motion Creative Activities Kit - <https://www.youtube.com/@EmotionProject-2022/videos>
Educational platform - <https://e-motion-project.eu/en/>

EMPOWER DIGI TEACH: ENHANCING TEACHERS' DIGITAL COMPETENCES THROUGH GAMIFICATION

AN ARTICLE BY **CPIP**
WWW.CPIP.RO

**CPIP-CENTRUL PENTRU
PROMOVAREA INVATARII
PERMANENTE**



contact@cpip.ro

CPIP is a non-governmental, non-profit institution, active in the educational and social field, built around the idea of lifelong learning as a tool for community development. Since 2005, CPIP has been working with different target groups who share a common need and desire to learn.

In the rapidly evolving digital age, the need for teachers to adapt and enhance their digital competencies is more pressing than ever. Recognizing this challenge, the Empower Digi Teach project is at the forefront of efforts to equip educators with the necessary skills to design, implement, and refine innovative digital teaching materials. By incorporating gamification and fostering a collaborative community, this project aims to revolutionize how teachers approach digital education, ultimately leading to more engaging and effective learning experiences for students.

The Empower Digi Teach project is built on several key objectives that aim to transform digital education practices:

- **Empowering Digital Competence:** The core goal of the project is to empower teachers by enhancing their digital competence. This involves not just teaching them how to use digital tools, but also enabling them to design, implement, and critically reflect on innovative digital teaching materials that cater to their students' needs.
- **Developing a Gamification-Based Learning Management System:** To make the professional development process more engaging, the project focuses on creating a gamification-based Learning Management System (LMS): embedded within a micro-credential framework, allowing teachers to earn credentials as they progress through their training. The gamified approach aims to motivate teachers, making learning a more interactive and rewarding experience.
- **Creating Online Learning Materials:** specifically designed to support teachers in developing their digital competencies. These resources will provide teachers with the foundational knowledge required to effectively use digital tools in the classroom.
- **Providing Online Guidelines:** comprehensive online guidelines to assist teachers in integrating digital tools into their teaching practices. These guidelines will serve as a practical resource, helping educators apply their newly acquired skills in real-world scenarios.
- **Facilitating Knowledge Sharing and Community Building:** The project emphasizes the importance of collaboration among educators. By creating an interactive community space, the project will enable teachers to share knowledge, discuss challenges, and exchange best practices both locally and internationally. This community-

driven approach fosters continuous learning and professional growth.

The Empower Digi Teach project represents a significant advancement in the professional development of teachers across Europe. By focusing on digital competence, gamification, and community building, the project aims to empower teachers to navigate the digital landscape with confidence and creativity.

Empower Digi Teach is not just about improving digital skills—it's about transforming the future of education.



PROJECT: EMPOWER DIGI TEACH

Project number: 2022-1-TR01-KA220-HED-000089215

We aim to improve teachers' competences with developing effective and innovative teaching and learning materials through gamification strategies embedded within digital tools. In our project, we are not only aiming to improve teachers' skills with developing innovative digital learning materials but doing so by inventing effective learning and teaching practices.

Our project will develop a gamification based learning management system with embedded micro-credential system to improve teachers' digital competences with designing pedagogically effective innovative digital learning materials.

Within this learning management system, we will provide learning opportunities and supports for teachers to increase their understanding of digital tools and their use of these tools to create effective and innovative digital learning materials.

INTELLECTUAL OUTPUTS

- Creation of an Online Platform: tailored to support teachers in their continuous professional development and improving teachers' digital skills by guiding them in the creation of pedagogically sound and innovative digital teaching materials.
- Integration of Gamification and Micro-Credential Features: The integration of gamification and micro-credentialing into the platform aims to make the professional development process more engaging and participatory. Teachers will be able to track their progress and earn credentials as they complete various stages of their training.
- Design of Online Learning Materials: a series of online learning materials that will provide teachers with the foundational knowledge they need to use digital tools effectively.

WEALTHY MINDS - FINANCIAL EDUCATION PROJECT

AN ARTICLE BY **FOUNDATION INNOVATION AND KNOWLEDGE (FIIW)**

[HTTPS://FIIW.PL/](https://fiiw.pl/)

**FOUNDATION
INNOVATION AND
KNOWLEDGE (FIIW)**



**tel. +48 22 225 25 48,
E-mail: fiiw@fiiw.pl**

FIIW was established to support socio-economic development and education through the dissemination of innovative solutions to acquire knowledge, raise public awareness and create entrepreneurial attitudes.

FIIW's activities focus on supporting and expanding the idea of democracy, access to education and the development of innovation.

FIIW's aspiration is to create projects that propose innovative approaches and implement novel solutions for socio-professional activation and entrepreneurship among groups perceived as passive and at risk of marginalisation.

Achieving the above is accompanied by research and education activities carried out through cooperation in social partnerships with key actors influencing the development of our country and in international partnerships.

30% of the world's population and 19% of the EU's population are children, and 22.2% of them are at risk of poverty in the EU. Children from socially excluded families have a high chance of remaining in the same social class and becoming excluded themselves. However, as stated in the European Institute for Gender Equality's publication 'Poverty, gender and intersecting inequalities in the EU': 'a gender perspective is key to understanding poverty. [...] Women are systematically at greater risk of poverty across the EU [...] Young people are at much greater risk of poverty than the rest of society.' The project responds to the need for financial education among young women and girls, thus preventing their exclusion, which translates into the quality of life of their families.

The project increased knowledge, awareness and change attitudes related to personal finance management among girls and young women suffering of social exclusion due to the inheritance of poverty or its possibility. This change has been initiated by developing the educational kit "Wealthy Minds" <https://online.fiiw.pl/courses/bogate-umysly/> with elearning course aiming at helping non-governmental organizations working with this target group.

Additionally, it was intended to:

- A. increasing knowledge, awareness and changing attitudes among NGO beneficiaries
- B. increasing the potential of nongovernmental organizations and their assistance offer for girls and young women at risk of marginalization
- C. activities disseminating the results of the project and promoting its idea.

The concrete objectives of the project were as follows:

1. NONGOVERNMENTAL ORGANIZATIONS:

- increasing the potential, quality and comprehensiveness of services they provide,
- increasing knowledge, awareness and changing attitudes among NGO beneficiaries,
- increasing and developing skills of youth workers and leaders, especially in the field of support for marginalized girls young women-being a part of social change,
- developing educational and professional path of youth workers and leaders.

2. GIRLS AND YOUNG WOMEN AT RISK-increasing knowledge and awareness of personal finance management as well as changing attitudes and habits-taking the initiative of getting out of poverty or not leading to such a situation-change of perspective and thinking about themselves - getting the chance to change their lives.

The project consortium intends to achieve the following results:

1) research of the situation of girls/young women and at risk of marginalization in the European Union countries. The report clearly defined the situation of the target group at risk of inheriting poverty. Issues that have been explored include causes, patterns, experiences, and case studies. The data includes an analysis of initiatives, projects and programs that are undertaken in the European Union for such girls and young women. It also includes a list of NGOs in the EU that are successfully dealing with these topics,

2) the "Wealthy Minds" educational kit in the field of financial education intended for use by non-governmental organizations for the benefit of young people. "Wealthy Minds" is an e-learning course together with a textbook,

3) conducting the pilot training "Wealthy Minds" the aim of which was to test the content of the educational kit "Wealthy Minds" to help non-governmental organizations working with the target group.

PROJECT: WEALTHY MINDS

Wealthy Minds is financial education project Erasmus+ (KA220-YOU - Cooperation partnerships in youth).

Project No 2021-2-PL01-KA220-YOU-000048574

Project duration: 31.05.2022-30.05.2024

Project Leader - Foundation Innovation and Knowledge (Poland)

Project Partners:

- CESIE (Italy)
- KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (Greece)
- POLSKA RADA ORGANIZACJI MŁODZIEŻOWYCH (Poland)

INTELLECTUAL OUTPUTS

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TUTOR: AN EU PROJECT FOR GREATER DIVERSITY AND INCLUSION IN TEACHER TRAINING

AN ARTICLE BY **ÖJAB - ÖSTERREICHISCHE JUNGARBEITERBEWEGUNG**
(AUSTRIAN YOUNG WORKERS MOVEMENT)
[HTTPS://TUTOR-PROJECT.EU/](https://tutor-project.eu/)

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ÖJAB (www.oejab.at) is an independent and non-profit NGO. It operates 23 student dormitories and works in fields such as residential and mobile care, vocational education and integration, as well as development cooperation. The ÖJAB aims to promote equal opportunities and social cohesion, dedicating its efforts to providing people with perspectives and support, regardless of their background or social status.

Today's classroom is a microcosm of society. Students with diverse cultural backgrounds, LGBTQI+ youth, and socially disadvantaged children share the same space, bringing a variety of experiences, perspectives, and needs. This is precisely where the EU project TUTOR comes in, aiming to purposefully integrate diversity and inclusion into teacher training. It's time to equip teachers with the tools and knowledge they need to thrive in an increasingly heterogeneous learning environment.

The urgency for a more inclusive teacher education is clear. Taking Austria as an example, an average of over 25 children are in each class, often leaving little room for individuality. Additionally, the Austrian school system is marked by significant disparities in opportunities, with social background playing a central role. The 2012 Education Report warns that "educational poverty could threaten democracy and social cohesion" (Brune forth, M., 2012, p. 189-193). Austrian educational researcher Barbara Herzog-Punzenberger criticizes that teachers lack basic sociological education: "Our teachers don't know what society looks like beyond their own milieu. It's not just about the middle class, which makes up 16% of the population. It's about 100%" (Meinhart, E., Hofer, S., 2020).

As part of the TUTOR project, a focus group was conducted to provide insight into teachers' perspectives and needs. This group included seven educators: a Roma school mediator, a student teacher, a primary school teacher, a commercial academy teacher, a vocational school teacher, a private high school teacher, and an educator and psychologist. Their experiences highlight how teachers can contribute to fostering inclusion and the challenges they face.





The focus group participants identified numerous ways to actively promote inclusion:

- Integrating diversity into teaching: Teachers can make diversity visible in everyday life through content selection, lesson design, and inclusive language.
- Creating an inclusive learning environment: An open and respectful communication culture is essential. Teachers should address discrimination immediately and take a clear stance.
- Sensitivity and flexibility: Flexibility is required to respond to the diverse needs of learners. This means that teachers need to be sensitive to individual students' needs and adaptable.
- Promoting empathy and understanding: Teaching students that their own preferences are not always the best for others is an important step towards fostering an inclusive society.
- Mediating between needs: Often, students' needs differ and may even be contradictory. Here, teachers are challenged to act as mediators.

These insights underscore the high demand for further training opportunities that empower educators to implement diversity and inclusion in everyday school life. The TUTOR project offers concrete tools and provides proven approaches tailored to the realities of Austrian education.

In summary, diversity and inclusion are not just buzzwords but necessities that will shape the education system of the future. Projects like TUTOR make an important contribution to social cohesion and equal opportunity. After all, it's not about a specific population group but about everyone.

PROJECT: TUTOR

The EU-funded TUTOR project (Teachers' Upskilling aiming at a holistic inclusivity in learning) focuses on enhancing inclusive education by developing and implementing a specialized training curriculum for teachers in secondary and vocational education. This curriculum is tailored to support educators in fostering inclusive learning environments that address diverse student needs and is implemented through collaboration between Greece, Austria, Ireland, Belgium, Germany, and Türkiye. The project collaborates with educational institutions to provide teachers with innovative methods and tools for inclusive teaching practices, aiming to make classrooms more accessible and supportive for all learners, thereby promoting holistic educational development across Europe.

project code: 101056515

INTELLECTUAL OUTPUTS

The project has already produced key outputs to support teacher awareness and training. Initial activities included literature reviews, focus groups, and stakeholder interviews to analyze the project countries' current education landscape, resulting in the Desired Status Report, Existing Status Report, and Training Needs Analysis Report, available on the TUTOR website. Additionally, a comprehensive curriculum was developed, including an introductory course and three specialized modules focused on students with migrant backgrounds, LGBTQI+ students, and those from socioeconomically disadvantaged backgrounds. The curriculum, combining face-to-face, online activities, and practical self-directed learning, equips teachers to create more inclusive classrooms.

PROJECT: 8 WAYS TO EAT TO SAVE THE PLANET

by BrainLog

The “8 Ways To Eat To Save The Planet” (KA220-SCH-F2E5786B)

The “8 Ways To Eat To Save The Planet” project, coordinated by BrainLog and developed in Denmark, Spain, Ireland, and Italy, enhances teachers' skills and engages students in sustainable practices.

The project has successfully created a comprehensive teacher's handbook, eight improvisational theatrical stories, and a digital tool for promoting healthy habits. Additionally, an open platform has been established for sharing global recipes and tips from children.

By integrating environmental, health, and educational goals, the project encourages students to understand global issues and adopt sustainable behaviours. Through promoting healthy diets and reducing obesity, the project supports planetary sustainability and effective education on climate change.

Project website: <https://8waystoeat.eu/>

INTELLECTUAL OUTPUTS

Manual for Teachers and Educators:

This comprehensive guide helps educators understand the impact of harmful foods and incorporates improvisation theatre techniques for effective teaching.

Theatre Plays:

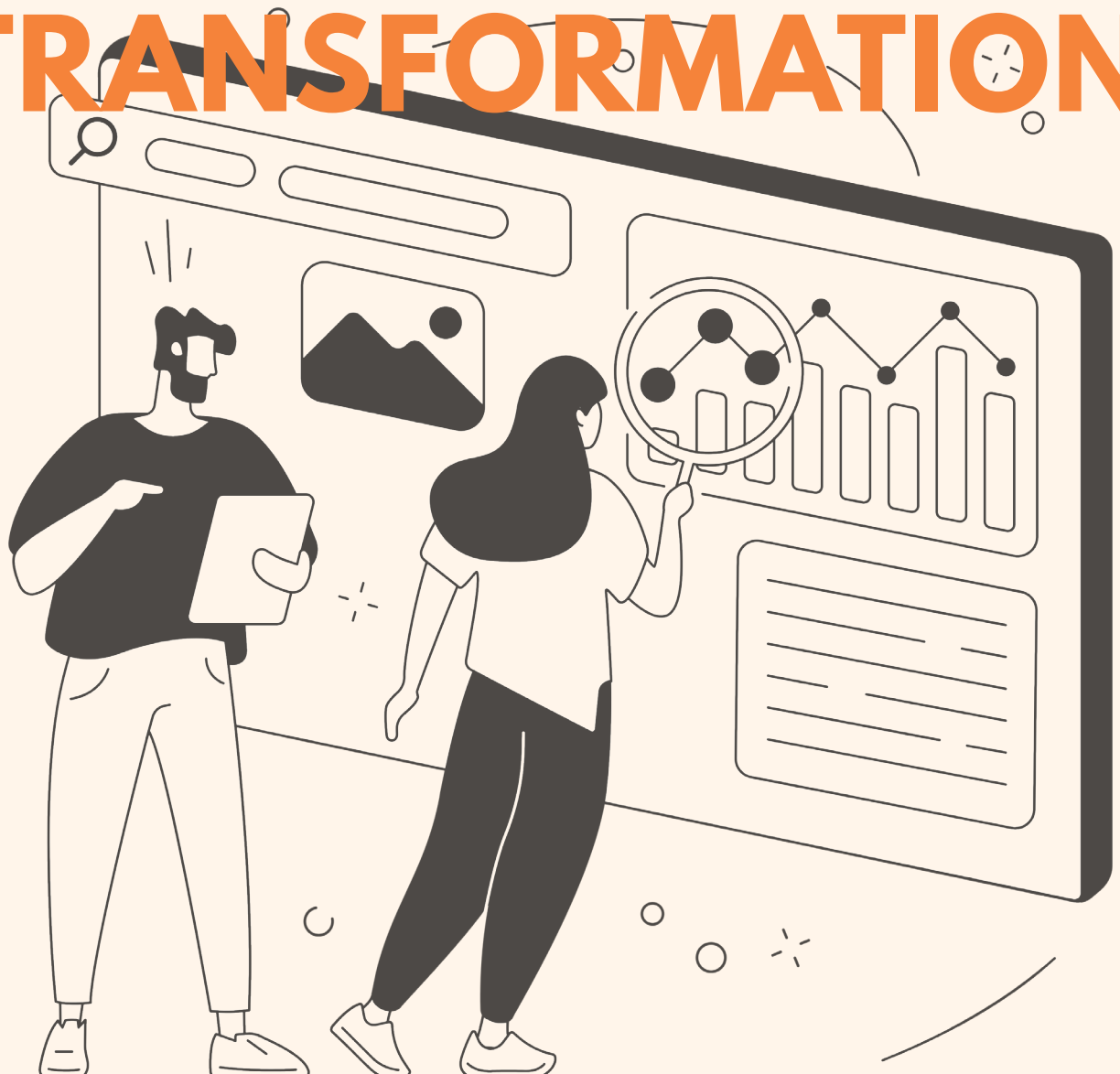
A series of workshops designed for students to explore and express various improvisation theatre techniques, enhancing their learning experience.

Recipe Online Tool:

An interactive platform featuring recipes and healthy tips contributed by students from various countries, promoting sustainable eating practices.

ARTICLES ON

DIGITAL TRANSFORMATION



ARTIFICIAL INTELLIGENCE IN EUROPEAN PROJECTS: AN ALLY FOR MULTILINGUAL COMMUNICATION

AN ARTICLE BY **NINO PIETRINI, EXPERT IN EUROPEAN PROJECT COMMUNICATION AND MARKETING MANAGER AT EPROJECTCONSULT**

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EProjectConsult is a professional organization that deals with education, training and promoting European culture. Also we specialize in the preparation and implementation of both national and international projects.

We act as a hosting partner and also participant for EU programmes. Some of these examples fall under the old framework of Leonardo Da Vinci and the Youth in Action programmes. This means we produce and organize European projects which also are approved and funded by the European Union.

In this field EProjectConsult provides quality consulting and organizational services. Furthermore, we advise institutions, corporations, non-profit organizations and others on the subject of European Programmes, training modules and courses in formal and non-formal education for their clients or employees.

In the context of European projects, communication plays a pivotal role in reaching an international audience and maximizing the impact of project objectives. One of the most commonly used tools is the production of multilingual video lessons, which can, however, be time-consuming and resource-intensive. Artificial Intelligence (AI), when used competently, proves to be a powerful ally in optimizing these processes, as demonstrated by the experiences with the FORZA and LIVAI projects.

Two Projects, Two Approaches

FORZA: Tradition and Challenges

In the FORZA project, video lessons were created using a traditional approach. This involved scriptwriting by experts, recording with professional actors, dubbing into multiple languages, and a lengthy editing process. While the end product was of high quality, several limitations became apparent:

- **Lengthy timelines:** The production process required months of work.
- **High costs:** The involvement of actors, translators, and technical staff represented a significant investment.
- **Limited flexibility:** Any modifications required additional time and resources.

LIVAI: Innovation with AI

For the LIVAI project, we chose to integrate AI into the production of video lessons. Using the Heygen platform, we were able to create realistic avatars presenting content in multiple languages. This approach transformed the production process:

- **Speaking avatars:** AI-generated professional avatars made the lessons accessible and dynamic.

- **Automated translations:** AI translated and synchronized the scripts, with expert review ensuring quality.
- **Faster production:** Videos were completed within days rather than weeks or months.

Role of the expert team: Despite automation, the contribution of experts was essential in optimizing the results:

- Reviewing and adapting scripts to ensure linguistic fluency and cultural accuracy.
- Incorporating pauses, conversational fillers, and tonal variations to make the avatars more “human.”
- Precise video editing enriched with visual effects and transitions to enhance viewer experience.

AI as a Resource Multiplier

Using AI in European projects not only accelerates production processes but also maximizes the impact of funding. By saving on production costs and timelines, resources can be reinvested in other activities such as dissemination, training, or research. However, achieving high-quality results requires the integration of human expertise.

A skilled team with technical and communication knowledge can transform an AI-generated video into a captivating and personalized piece of content that effectively engages the audience.

Lessons Learned

The experiences with FORZA and LIVAI demonstrate that:

1. AI is not a substitute but an accelerator: Without an expert team, automation risks producing impersonal or culturally insensitive results.
2. Human expertise remains central: The ability to personalize content, refine details, and maintain an empathetic approach is irreplaceable.
3. The impact is multiplied: With AI, it is possible to produce high-quality multilingual content, reaching a broader audience and enhancing project sustainability.

Conclusions

As an expert in communication for European projects and Marketing Manager at EProjectConsult, I have seen firsthand how AI can revolutionize the management of EU-funded initiatives. Tools like Heygen break down linguistic barriers, reduce costs, and expand the reach of educational materials. However, the true value lies in the collaboration between AI and human expertise: a synergy that makes it possible to transform ambitious ideas into accessible and sustainable realities.

In the landscape of European projects, where every euro counts, AI is not just a tool but a lever to multiply the social and economic impact of initiatives.

Comparison: Tradition vs Innovation

A direct comparison between the two approaches highlights the added value of AI:

ASPECT	FORZA (No AI)	LIVAI (With AI)
Production time	Months	Days
Costs	High	Accessible
Multilingualism	Limited	Wide availability
Personalization	High (real actors)	Moderate (avatars)
Role of the expert	Content and direction	AI review and editing

EUROPEAN YEAR 2025

AN ARTICLE BY **A ROCCA**

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Associazione Artistica Culturale "A Rocca" is an NGO based in the Northern part of Sicily in the Province of Messina (Sicily), is a very active non-profit organization created in 2007. Along its international department EProjectConsult and BrainUp Lab, "A Rocca" has successfully worked on different European Union funded projects, as well as national projects in the spheres of education, Erasmus placement transfer of innovation, vocational training, youth exchange, project dissemination and evaluation, etc.

Every year, the European Union chooses to address a subject in order to encourage debate and dialogue within and between member states raising the awareness of European citizens to a specific problem.

Beginning in 1983, the European Parliament and the Council of the European Union have chosen an annual theme of action each year, based on a European Commission proposal. European Years are an awareness campaign to educate European citizens and attract the attention of national governments of Member States to a particular issue, in order to change attitudes and behaviours at both the national and European level.



But, what's a European Year in depth?

It's an awareness campaign on a specific issue to encourage debate and dialogue in and between EU countries. It highlights a particular issue to national governments and aims to both inform and change attitudes.

The European Commission proposes the theme for a European Year, which is then adopted by the European Parliament and EU member governments. Although European years have been running for nearly 40 years, they don't necessarily occur every year.

We need them because it means extra funding to local, national and cross-border projects that address the specific issue. The European Year also sends a strong political signal from the EU institutions and member governments that the subject will be addressed in future policy-making. In some cases, the Commission may propose new legislation on the theme.

The European Year of Digital Citizenship Education 2025 will provide a platform for member states to set common goals, exchange sense-making practices, measure achievements and define together a road

map for the future. It will convert the efforts of stakeholders to create initiatives to make learners more aware of the changes that digital technology is bringing to the world, to see more clearly the positives of the online environments they choose to move in and improve their knowledge and skills to avoid the downsides. Moreover, it will highlight ways and advantages of participating in a culture of democracy and the importance of living peacefully together with others in culturally diverse democratic societies.

Why is digital citizenship education important? In today's world, understanding the impact of digital technology on our lives is essential. Digital environment and technologies offer unprecedented opportunities but also raise new challenges:

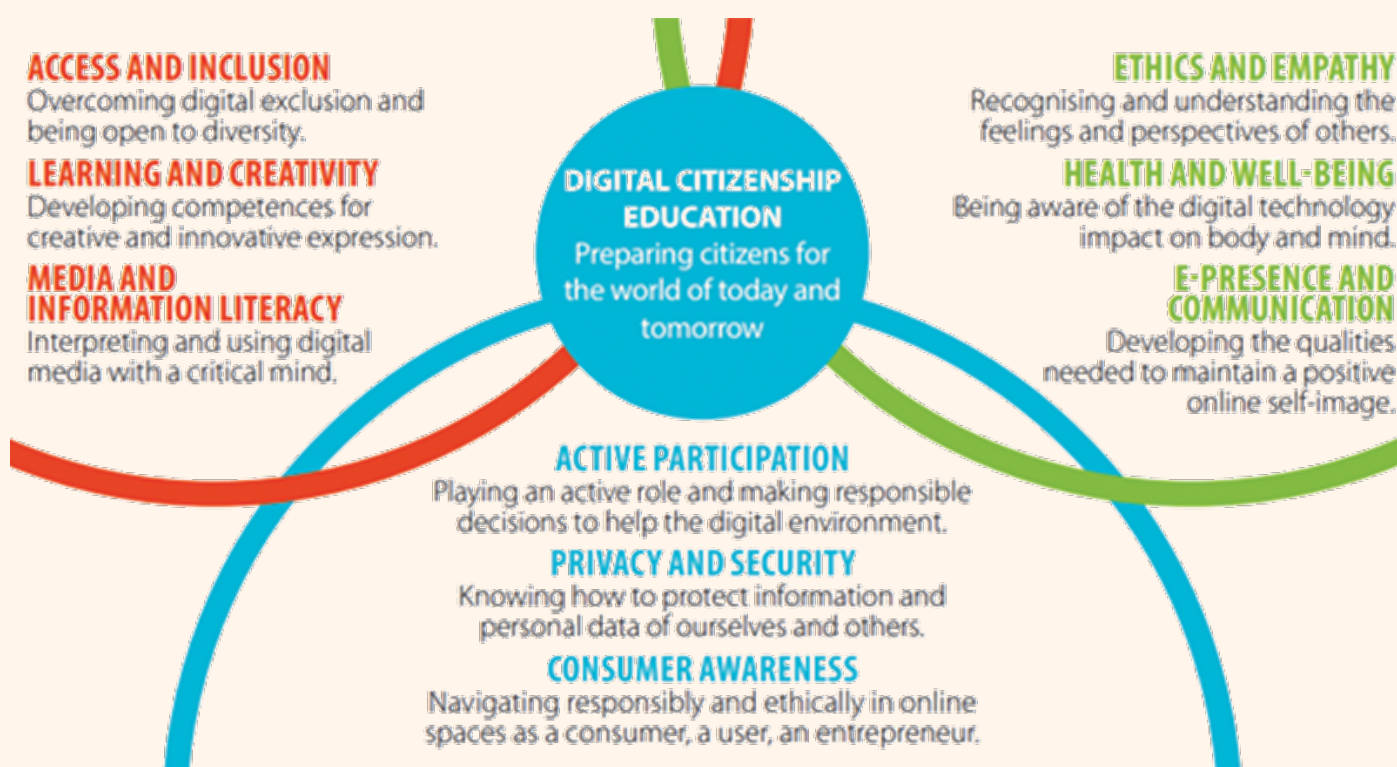


The Digital Citizenship Education – DCE – is needed to face the challenges of today and tomorrow. Digital citizenship education empowers citizens to overcome the challenges that have emerged or

been amplified by digital technology, such as:

- Use digital technology effectively to think critically and act responsibly online.
- Cooperate meaningfully both on- and offline, contribute positively to society.
- Appreciate other cultures and other people's perspectives.
- Understand, protect and respect their own rights, and those of others.
- Carefully manage their own private information and the information of people they interact with.
- Continue learning throughout life to keep up with emerging opportunities and threats.

In a more practical way, it means it could be apply to learning-teaching activities in Erasmus+ projects, in raising awareness campaigns in Digital Europe Programme, in new forms of digital creativity applied to citizens in Creative Europe and in new research and innovation under Horizon Europe Programme in Cluster 2.



EMPOWERING THE NEXT GENERATION OF CULTURAL ENTREPRENEURS: THE ONGOING IMPACT OF THE CULTURAL BEES PROJECT

AN ARTICLE BY **INNOEUSPHERE LIMITED**

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Innoeusphere is dedicated to enhancing the skills of EU citizens by developing innovative, people-centered education and training initiatives. With a commitment to sustainable competitiveness, digital transformation, and resilience, Innoeusphere drives innovation and fosters active participation, ensuring that education and training remain relevant and impactful for everyone.



As Europe seeks to strengthen its cultural and creative sectors, initiatives such as Cultural BEES help to promote economic growth and social cohesion through the arts, opening up new opportunities for young professionals.

One of the project's standout features is its emphasis on interdisciplinary learning, which combines cultural heritage, technology, and entrepreneurial skills. This blend is especially important as Europe strives for a more digital and sustainable future. Cultural BEES ensures that the next generation of cultural entrepreneurs is well-prepared to navigate the complexities of the changing creative landscape by encouraging creativity and entrepreneurial thinking.

Cultural BEES addresses key Creative Europe objectives by encouraging innovation, cross-sector collaboration, and the preservation of cultural heritage. The project empowers young creatives to use their artistic talents while also providing them with entrepreneurial tools, allowing them to become leaders in the Creative and Cultural Industries (CCI).

Cultural BEES also emphasizes community building and network development. It provides opportunities for young entrepreneurs to network with industry professionals, policymakers, and educators throughout Europe. These collaborations play an important role in scaling innovative ideas and creating an ecosystem that promotes long-term cultural entrepreneurship.

In line with EU goals for digital and green transitions, the project encourages participants to incorporate environmentally sustainable practices into their ventures. This approach ensures that cultural entrepreneurs not only contribute to the economy, but also promote sustainability in their business models, in line with the larger European Green Deal.

Cultural BEES is an example of how targeted, innovative training programs can help develop cultural entrepreneurship across Europe. Its comprehensive approach, which combines cultural heritage preservation with cutting-edge business and technology skills, ensures that the next generation of cultural leaders is prepared to effect lasting, significant change.

As part of this ground-breaking initiative, InnoEUSphere strengthens its commitment to entrepreneurship, contributing to Europe's long-term vision of a resilient, innovative, and inclusive cultural economy.

PROJECT: CULTURAL BEES

Cultural BEES is a Creative Europe project aiming to develop and implement a training program and digital toolkit that support the promotion of entrepreneurship skills in the Cultural and Creative Industry among youth.

Inspired by the Junior Achievement training model "Inspire-Prepare-Succeed", the project is aimed at providing the target groups, 15–18-year-old students and 18–30 year old young people, with the necessary skills, knowledge, and tools to succeed in their careers within the Cultural and Creative Industries (CCI) sector.

INTELLECTUAL OUTPUTS

The project comprises two horizontal Work Packages and 4 well-connected technical packages:

- Skills mapping,
- Training programme,
- Cultural BEES INSPIRE-PREPARE-SUCCEED programme.



DARE 4.0: EMPOWERING YOUTH FOR A DIGITAL FUTURE

AN ARTICLE BY **PROMIMPRESA**

[HTTPS://WWW.PROMIMPRESA.EU/IT/](https://www.promimpresa.eu/it/)

**PROMIMPRESA SOCIETA'
BENEFIT SRL**



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Promimpresa Società Benefit is a VET provider that enhances entrepreneurial spirit and socio-economic inclusion of vulnerable groups. It offers tailored upskilling, job counseling, recruitment, and placement services for unemployed individuals, NEETs, migrants, and offenders. Promimpresa promotes local development, internationalization, lifelong learning, and meets the demand for qualified professionals. It also supports learning mobility for teachers, trainers, students, and youth workers, integrating environmental and ethical concerns into its operations. Furthermore, Promimpresa works with a wide network of like-minded organizations throughout Europe, aiming to facilitate networking and strengthening EU-funded research projects cooperation and tender's opportunities, organizing training and dissemination activities, business networking opportunities exchange.

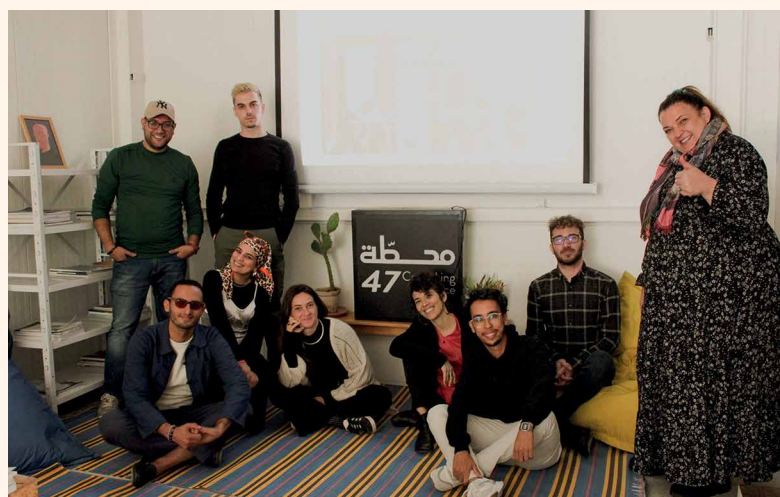
In a rapidly evolving digital world, equipping youth with the right skills is crucial. DARE 4.0, a forward-thinking European initiative, is doing just that. Targeting 1,500 young people aged 18 to 30 across six countries—Italy, the Netherlands, Sweden, Lebanon, Tunisia, and Morocco.

DARE 4.0 is not just about digital skills. It's about fostering intercultural dialogue, diversity, and inclusion, ensuring a holistic approach to modern challenges. With technology reshaping economies, the demand for digital proficiency is skyrocketing. Reports highlight the growing need for digital skills across various sectors, emphasizing the urgency of reskilling the workforce.

DARE 4.0 addresses this head-on, offering courses in social media marketing, cybersecurity, cyberbullying prevention, and mobile app development.

These programs provide participants with practical, in-demand skills, preparing them for a competitive job market.

DARE 4.0 stands out by emphasizing the importance of intercultural understanding. Diverse teams are proven to be more innovative and successful. Through its programs,



DARE 4.0 fosters a culture of inclusivity and cooperation, bridging cultural gaps and promoting a more unified society.

One of the project's highlights is Work Package 2 (WP2), "Dare to Think Outside the Box." Over 18 months, 163 youths engaged in discussions on digital and intercultural topics.

Furthermore, work package 3 (WP3), "Dare to Learn Digital Skills," took the initiative further, offering five courses over 5 to 9 weeks each. These courses attracted 83 participants who completed their training and earned certifications, validating their newly acquired skills.

As DARE 4.0 moves into its next phase, the focus will be on advanced training, mentorship, and international exchanges. These efforts aim to create a global network of digitally proficient, culturally aware young leaders.

DARE 4.0 is more than a training program; it's a blueprint for future-ready, inclusive youth development. By integrating digital skills with intercultural dialogue, it prepares young people to navigate and shape the future.

For more information and updates on DARE 4.0, visit our website: www.dare4.org

PROJECT: DARE 4.0

DARE 4.0 addresses urgent issues in contemporary society, such as polarization, discrimination, and the digital divide. To combat these issues, DARE seeks to empower 1,500 youths, entrepreneurs, and youth workers in Italy, the Netherlands, Sweden, Lebanon, Tunisia, and Morocco with digital skills, enabling them to contribute to the digital transformation.

DARE aims to:

To foster intercultural dialogue;

To promote diversity and innovation;

To bridge the digital divide for inclusivity and active participation.

Participants will develop interpersonal and intercultural skills, critical thinking, and a lifelong learning mindset. Through facilitated online dialogues and interactive open online courses, they will engage in intercultural and digital topics, promoting mutual understanding and tolerance.

Moreover, 10 mobile applications will be created, with the top 3 receiving learning awards at the DARE 4.0 Summit.

INTELLECTUAL OUTPUTS

DARE to think outside the box: Organizing 10 online dialogues on intercultural and digital topics. The goal is to foster understanding, dialogue, and cohesion while promoting digital tools for startups. DARE to learn digital skills: Conducting five Interactive Open Online Courses (IOOCs) on digital transformation. These courses provide immersive virtual learning experiences and equip participants with skills to develop mobile applications for global issues. DARE to create transnational digital solutions: Collaborating with young participants to develop 10 mobile applications addressing common challenges.

LET'S TALK ABOUT (BOYS)LINGO!

AN ARTICLE BY **SYSCO POLSKA SP. Z O.O.**

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Sysco Polska, an ISO 9001:2015 certified lifelong learning institution, specialises in cross-sector partnerships and projects in the field of entrepreneurship, adult/youth education, school education. Since 2008, Sysco has implemented HR development initiatives, benefiting over 12,000 people with projects exceeding €15 million, supported by the European Social Funds. We led an Erasmus+ KA2 project on early school leaving with partners in Italy and the UK, recognised by the European Commission as a best practice. Recent projects include a KA220 initiatives to upskill beginning teachers and the GROW'S project, focusing on sustainable waste management education within the VET sector, in international partnerships.

According to PISA 2018, reading proficiency is essential for a wide variety of human activities – from following instructions in a manual; to finding out the who, what, when, where and why of an event; to communicating with others for a specific purpose or transaction. Every PISA test assesses 15-year-old students' knowledge and skills in reading, mathematics and science; in 2018, reading was the main subject assessed in the 79 participating countries and economies.

In all these countries and economies, girls significantly outperformed boys in reading – by 30 score points, on average across OECD countries. Moreover, girls reported much greater enjoyment of reading than boys. The largest gender gap in enjoyment of reading was observed in Germany, Hungary and Italy and the smallest in Indonesia and Korea. However, on average across OECD countries in 2018, both boys and girls reported significantly less enjoyment of reading than their counterparts did in 2009.

PIRLS, the global standard for monitoring reading achievement of fourth grade students, collected in 2021 high-quality data from 57 Countries, revealing a general decrease around the world in reading achievement among fourth grade students. However, it is important to note that while girls scored higher in 51 countries and no differences between boys and girls were found in 6 countries, in no country did boys score higher.

All these results, although concerning two different student populations by age group, highlight a shared problem: there is a gender gap in the reading proficiency and boys are the ones who struggle to achieve higher results.

Sources: PISA 2018: https://www.oecd.org/pisa/combined_infographics_PISA2018.pdf
https://www.oecd.org/pisa/Combined_Executive_Summaries_PISA_2018.pdf

PIRLS 2021: https://www.iea.nl/sites/default/files/2023-05/PIRLS%202021%20Infographic%20Presentation_1.pdf

In light of such gender gap between primary and secondary school students in reading, eventually affecting the development of all language skills, the BoysLingo project developed:

- 1 need analysis, involving 84 teachers from both primary and secondary schools in each partner country, to understand the current needs, practices, and challenges faced by teachers in teaching literacy skills to boys and to produce effective results
- 1 handbook for school staff and leaders, providing an overview on students' reading attitudes, preferences and habits, with a focus on male students; a thorough literature review in the 5 partner countries (Poland, Cyprus, Greece, Italy and Ireland); and a collection of methods and digital tools for enhancing boys' literacy;
- 1 collection of 25 best practices to inspire teachers in their daily practice;
- 1 App fostering language proficiency through mobile and gamified learning scenarios, with a focus on reading skills, available for Apple and Android devices

Specifically, the App, developed with the help of teachers in all partner countries in 2023, was piloted in primary and secondary schools in Poland, Cyprus, Greece, Italy and Ireland from January to March, 2024, involving:

- 200 students in Poland
- 195 students in Cyprus
- 200 students in Ireland
- 229 students in Italy
- 216 students in Greece

The App hosts 40 interactive and learning scenarios aligned with the national school curriculum of each partner country ensuring the pedagogical value of the material. 8 learning scenarios were created in each partner language: 4 for primary and 4 for

secondary school students, but all of them are also available in English, thus allowing students to test out their language competences both in their native language as well as in English and help them build their language skills



During the piloting, the teachers supported the collection of students' feedback which will help us to further develop the App.

The piloting was a success in each partner country, as stated by the teachers and students themselves: "Students are keen to use the tool. They evaluate it as an effective form of teaching" (teacher, Poland) "Students expressed enjoyment with the app and actively engaged with the learning activities" (teacher, Cyprus)

"Through collaborative efforts and interactive sessions, the piloting demonstrated the potential of the BoysLingo app to enrich language learning endeavours" (teacher, Ireland)

"The feedback [received after selecting the answer] were my favourite part: they really guided you in understanding why the answer was wrong and bring you to choose the correct one with confidence" (student, Italy)

"I liked the fact that you can learn while playing a game (student, Greece)"

PROJECT: BOYSLINGO

BoysLingo - Enhancement of boys' language skills through gamified mobile learning (**2022-1-PL01-KA220-SCH-000086155**)

The BoysLingo project is designed to improve the language skills, including listening, speaking, reading, and writing, of boys aged 10-14 years old. Through the use of gamified mobile learning environments in formal educational settings, the project aims to propose a comprehensive language teaching and learning approach for primary and secondary education, prioritising the needs of male learners. Providing an inclusive and engaging language learning experience for boys, it will strive for reducing the gender gap in the language field, ensuring that they achieve adequate language competence levels.

OBJECTIVES;

BUILD THE CAPACITY OF EDUCATORS, SCHOOL LEADERS, AND SCHOOL STAFF in organizing and implementing language learning activities in the classroom with the use of digital tools, such as a gamified mobile learning environment;

DEVELOP INNOVATIVE QUALITY LEARNING MATERIAL AND DIGITAL RESOURCES for Language learning in primary and secondary education.

INTELLECTUAL OUTPUTS

- A handbook for teachers and educators, providing an overview of students' reading preferences and habits, with a particular focus on male students;
- A detailed literature review of 5 partner countries (Poland, Cyprus, Greece, Italy and Ireland); and a collection of digital methods and tools for improving boys' literacy;
- A collection of 25 best practices for language learning to inspire teachers in their daily work;
- An app to support language proficiency through mobile and game-based learning scenarios, with a focus on reading skills, available for Apple and Android devices.
- An e-learning platform for teachers and educators
- how to use mobile learning environments and gamification in language teaching.



In June, our Erasmus+ project took us to Ljubljana, Slovenia, for a transformative exchange focused on micromobility (2023-1-MT01-KA220-ADU-000160242)

—small, eco-friendly modes of transport like bicycles and scooters. While our home city lacks robust micromobility infrastructure, seeing Ljubljana's advancements was eye-opening.

The city's seamless integration of micromobility, from permanent bike lanes to electric scooters, showcased a community that had embraced sustainable urban transport. A standout moment was a community workshop where residents, policymakers, and micromobility enthusiasts discussed the benefits and challenges of micromobility. Hearing how it improved commutes and reduced congestion highlighted its profound impact on urban living and community cohesion.

Our project also emphasized raising awareness about the needs of micromobility users as vulnerable road users through an Awareness Raising Campaign. We will launch an Online Learning Platform to equip users with knowledge and resources for road safety, promoting a proactive approach to their well-being and that of others.

Returning home, we at Promimpresa are eager to bring this energy to our city. Despite lacking infrastructure, there's an emerging culture of micromobility enthusiasts ready for change. Inspired by Ljubljana's success, we are committed to advocating for micromobility infrastructure development locally. By sharing our experiences and knowledge gained from Ljubljana, we aim to drive a shift towards sustainable urban transport solutions.

Our exchange in Ljubljana was a glimpse into a sustainable future and a testament to the positive impact of thoughtful urban planning and community engagement. We look forward to continuing this journey and making a significant impact on our local community through micromobility.

Promimpresa Societa' Benefit SRL

DIGITMI – EMPOWERING DIGITAL ENTREPRENEURIAL SKILLS OF UNEMPLOYED OR IN TRANSITION ADULTS THROUGH MICROLEARNING

by Defoin

The Digitmi project (2023-1-AT01-KA220-ADU-000153178) aims at upskilling unemployed and transitioning adults in the field of digital entrepreneurship via the use of a microlearning course and a micro-credential recognition scheme.

The scope of the project is to empower adults to tackle the issues that come with the job market's shock that cause people in advanced age to lose their jobs. For this reason, Digitmi aims at both upskilling adults in the field of digital skills and empowering them in the perspective of uptaking a self-employment path.

Given the importance of addressing the ever growing innovation of digital technology, the Digitmi project relies on a thorough study of the digital entrepreneurial landscape, so that the approach to the topic is conducted in the most aware manner.

The core of the project is represented by the design of a micro-credential recognition scheme that will ensure the recognition of the learners' skills.

INTELLECTUAL OUTPUTS

Work Package 2: Research on DIGITMI Skills

This phase involves an in-depth exploration of the digital entrepreneurship skills crucial for success within the digital economy, duly supported by surveys and interviews to experts.

Work Package 3: DIGITMI Microlearning Course Development

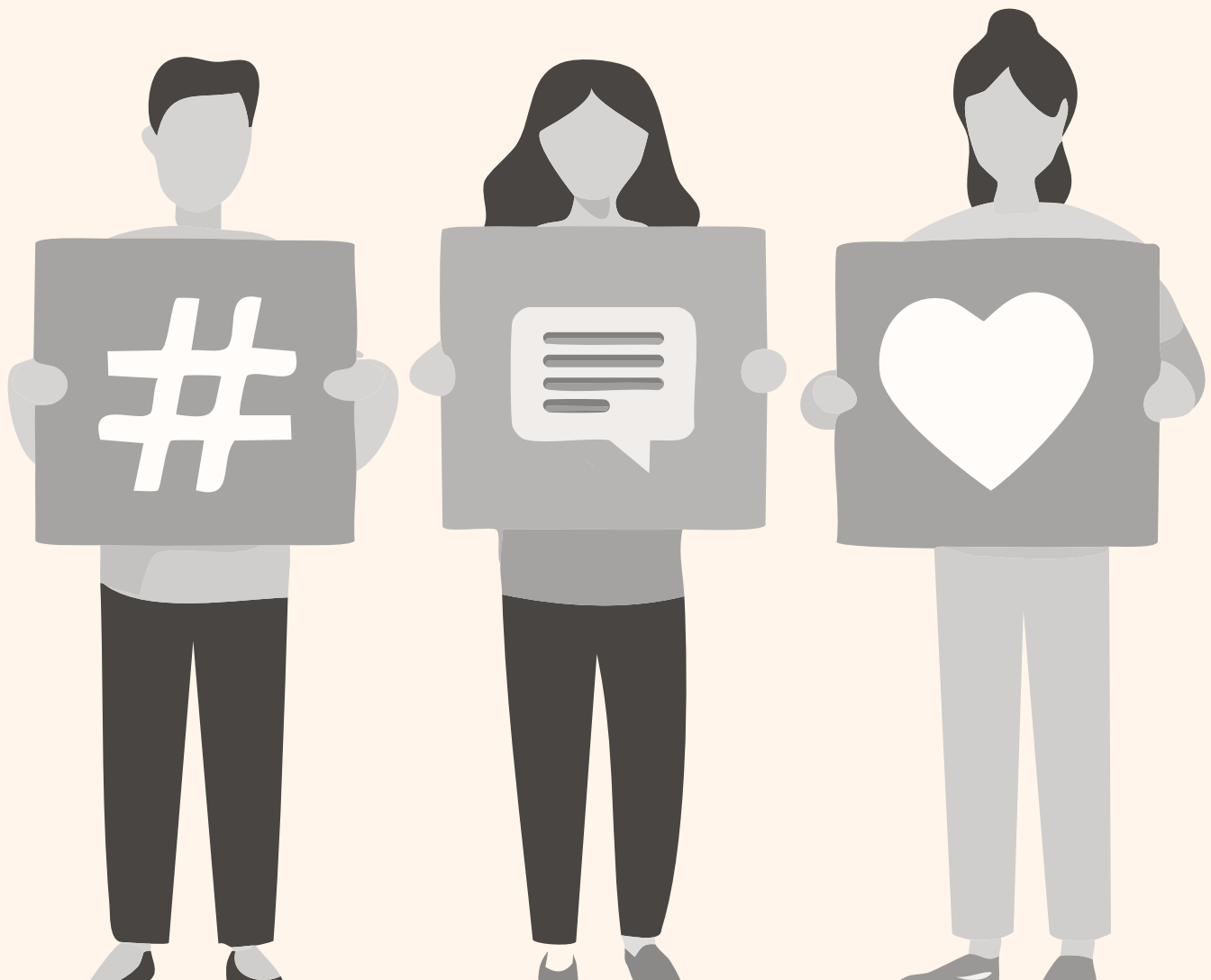
These courses are specifically designed around the results of the prior research, with the aim of addressing the identified skill gaps and empower individuals within digital entrepreneurship.

Work Package 4: Pilot Testing and Micro-Credentials Recognition

This stage involves the pilot testing of the developed courses, introducing the identification and validation of micro-credentials that carry significant recognition value.

ARTICLES ON

SOCIAL ENTREPRENEURSHIP



STRENGTHENING AND REWARDING YOUTH ENTREPRENEURSHIP INITIATIVES IN RURAL AREAS! EUROPEAN PROJECT YERAME

AN ARTICLE BY **DEFOIN**

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DEFOIN is a training provider with more than 15 years of experience with accredited centres in Andalucía, Castilla la Mancha, Murcia and Madrid for the provision of certificates of professionalism and vocational training for employment and a national network of more than 200 training centers and providing training opportunities to 35,000 students. DEFOIN collaborates with over 750 trainers with a large experience in the design, implementation, development and evaluation of training programs and holds collaboration agreements with universities, councils, chamber of commerce, and businesses. DEFOIN is also accredited as an employment agency, being a nexus between training and market ecosystems.

On Monday 8th July 2024, the competition on youth entrepreneurship took place in the Clarín Theatre in Soto del Barco, Asturias, in the framework of the European Project YERAME (Youth Entrepreneurship in rural areas of Mediterranean countries), in which partners from Italy, Greece, Palestine, Tunisia and Egypt collaborate.

The contest was organised by the European Projects department of Defoin with the support of the management and marketing team and in collaboration with the City Council of Soto del Barco. There were 15 young people registered between 18 and 30 years old, 9 finalists fulfilled the requirements and attended the competition presenting 7 business ideas.

The event was opened by José Manuel Lozano, Mayor of Soto del Barco, Agustín Chicharro, director of DEFOIN and Ohiane Uranga, coordinator of the European projects department, who presented the results and next phases of the project.

During the day, the young entrepreneurs presented their ideas and objectives in front of a professional jury, with representatives of 3 leading institutions at regional level: Antonio Sánchez Galán (Grupo Desarrollo Rural Bajo Nalón and representative of Leader Funds in the area), Víctor Manuel Fernández Martín (Representative of La Curtidora Avilés Business Centre) and Marián Flórez Álvarez Baragaña (Councillor for Education and Tourism of Soto del Barco Town Council). During the jury's deliberation, participants enjoyed the opportunity to have a participatory session with Estefanía Conde Domínguez, a local entrepreneur who shared her experience, and a talk on other sources of funding and subsidies at regional, national and European level by Ohiane Uranga.





In November 2024, two young people per country will have the opportunity to attend the closing event of the project in Palermo, Italy, and meet in person other young people from Greece, Italy, Palestine, Tunisia and Egypt who are also starting their path in entrepreneurship.

Video about the contest:

<https://www.youtube.com/watch?v=XnzREcxJpLE>

After the certificate award ceremony, the 3 winners of the competition were announced:

1st prize of €1000 was awarded to Marina and Ana with the proposal 'Candelada', with which they seek to promote a business based on art therapy and artisanal culture in Bajo Nalón (Asturias).

2nd prize of €600 went to Miguel and Rodrigo, two young entrepreneurs from Avilés, with their proposal 'COUN Europe', a streetwear clothing brand linked to skatepark sports, and the generation of a community network among skaters at European level.

3rd prize 300€ went to Gustavo, with his proposal 'Garrido's consulting', linked to training in digital skills for the elderly and people with basic knowledge and the repair and recycling of digital devices and computers.

The event was covered by various media in the area such as: La Nueva España Newspaper, El Comercio newspaper and TPA regional television news from "Concejo a concejo" (Min 7:45).

In addition to the competition, the young people are participating in a free mentoring programme developed between June and November with 16 theoretical and practical sessions including visits to business centres, online youth exchanges and a talk with Carmen Robles from the Oviedo Chamber of Commerce about the Erasmus Young Entrepreneurs programme.

PROJECT: YERAME

The YERAME (Youth Entrepreneurship in Rural Areas in Mediterranean countries. N° 101093212) project aims to increase the capacity to support rural youth entrepreneurship in Mediterranean countries.

Therefore, the main objectives are: Share good practices of rural youth entrepreneurship; Train youth trainers, job coaches and young people; Promote the knowledge and use of the EntreComp framework in the EU and in third countries; Promote the knowledge of EU entrepreneurship programmes; Implement EU youth objective 6: promote rural youth and Promote cooperation and cohesion between youth organisations from different areas of the Mediterranean (EU and non-EU).

INTELLECTUAL OUTPUTS

Research on successful rural youth entrepreneurship initiatives in rural areas of the participating countries and inspiring international cases. Mapping of Good Practices including interviews with successful entrepreneurs, case studies and in-depth analysis of their practices. EntreComp Guide: A guide based on the EntreComp framework and adapted to rural youth workers and a proposal of activities on each of the 15 EntreComp competences. Development of a training programme for youth workers and young entrepreneurs in rural areas. Development of a mentoring programme for young rural entrepreneurs with a national competition with 3 prizes to help stabilise the start-up of the business.

NEWECOSMART: ACTING FOR SOCIAL INNOVATION IN RURAL AREAS

AN ARTICLE BY **CEIPES ETS**

[HTTPS://CEIPES.ORG/](https://ceipes.org/)

CEIPES ETS



CENTRO INTERNAZIONALE PER LA PROMOZIONE
DELL'EDUCAZIONE E LO SVILUPPO

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CEIPES – Centro Internazionale per la Promozione dell'Educazione e Sviluppo ETS is a non-profit association founded in Palermo in 2007, aiming to empower people, communities & organisations, by developing their potential through education and training, work, innovation and international cooperation.

Main target groups: young people; youth workers; adults; migrants; disadvantaged youths; NEETs; women; educators; teachers & students; public institutions; unemployed people; different professionals according to the fields addressed.

CEIPES ETS' Implementation Office has 4 units dealing with different topics to capitalise on thematic-specific expertise and partnerships:

- 1) Innovation, Technology, Sustainability and Entrepreneurship
- 2) Human and Civil Rights
- 3) Art, Culture, Design & Gamification
- 4) Well-being, Sport & Disability

CEIPES ETS is also an Employment Agency, accredited by Sicily Region.

NewEcoSmart aims at designing an inclusive social innovation approach to re- and up-skill adults aged 45 and older from rural areas to adjust to the green and digital transition in their existing jobs or to find new ones within the Habitat-related sectors, while promoting social entrepreneurial skills and mindset that enable the adoption of new production processes and/or consumption aligned with circular and socially responsible business models. The NewEcoSmart consortium works with rural areas in Spain, Portugal, and Italy that have a long history of producing products related to habitat. It also identifies and addresses the needs of target groups for training in green, digital, and entrepreneurial skills and it builds and implements a digital transformation toolkit for social economy actors.

To fully understand the importance of this project, it is necessary to adopt a European and broader perspective.

The rural areas of the European Union are fundamental to the continent's culture. Nowadays, there's worry that rural areas have been overlooked in favour of larger cities. Therefore, the European Union has drawn up a roadmap for rural areas to address these challenges and concerns, moving on emerging opportunities in relation to the EU's ecological and digital transitions. If the EU's digitalization ambitions are to be completed by 2030, additional chances for rural regions to experience sustainable development must be made available.

In this sense, the NewEcoSmart project offers a creative vision by developing and implementing a workable social innovation strategy that focuses on the abilities and competencies of rural midcareer individuals to fully embrace the Twin shift. It also

fits well with the recently updated Social Economy Action Plan. The proximity ecosystem and social economy have the capacity to solve current issues and build resilience against shocks in the future. This process may be started from the ground up, and mobilizing proximity and social economy players is essential to addressing the Twin Transition.

Beyond the current state of the art, NewEcoSmart aims to involve rural communities (individuals and businesses) in a digital transformation process, regardless of their starting place, and help them become digital innovators who also create value for the economy, society, and environment. With this approach, stakeholders will be guaranteed locally accessible and customized support to ensure that no one is left behind and that everyone has equal opportunities.

This is done through co-designing the intervention, mapping actual skills, using customized roadmaps, and educating policy makers and the public about the necessary social transition.

By making rural communities more resilient, sustainable, and appealing, this type of investment support socioeconomic growth, fair transitions, and intergenerational solidarity.

Therefore, the strategy developed by NewEcoSmart will be tested in Spain, Italy, and Portugal—three nations that together account for over 26% of the EU's production of furniture and products related to the environment. There is also great potential for scaling up, sharing lessons learned, and expanding the NewEcoSmart ecosystem to other EU nations, such as Germany, Poland, France, the UK, or Sweden, where the environment plays a significant role and will therefore impact and generate interest.

To conclude, with a focus on social innovation, local production, enhanced skills and competencies among citizens, and the integration of economic and environmental goals, NewEcoSmart initiative aims to capitalize on the opportunities that the circular economy presents for the twin transition in rural areas.

PROJECT: ACTIVATOR

ACTIVATOR - Activating Older Adults in Citizen Science (2023-1-PT01-KA220-ADU-000126237) is a project co-funded by the Erasmus+ programme which aims to foster personal and community development (especially 60+ adults), through non-formal education to promote study, research and innovation, both methodological and technological. The project involves developing training content for staff from different organisations and structures working to benefit older people, which not only presents knowledge of Citizen Science, but also practical suggestions on how to successfully involve older people in Citizen Science initiatives and keep their participation. For more information visit the official project website: <https://activator.infoproject.eu/>, and its social media channels: Facebook, Instagram, X and LinkedIn.

INTELLECTUAL OUTPUTS

The project has yielded the following results:


- Training content in the form of e-learning for the staff of different organisations working for the benefit of seniors on how to educate senior citizens about and engage them in Citizen Science.
- A Manual presenting not only the knowledge about Citizen Science and forms of activating senior adults but also hands-on tips on how to successfully engage seniors in Citizen Science initiatives and maintain their participation.
- E-Learning Platform providing access to the training content.





The Erasmus+ programme is about creating opportunities that enhance social inclusion, support the green and digital transitions, and promote active participation in democratic life. By facilitating exchanges and cooperation among educational institutions, Erasmus+ significantly improves the quality of education and training across Europe. Participants gain invaluable new perspectives, enhance their skills, and build networks that are crucial for their personal and professional development. A key strength of Erasmus+ lies in its commitment to social inclusion and equity. The programme provides opportunities for people from diverse backgrounds, including those facing socio-economic, cultural, or geographical barriers. By promoting inclusive education and training, Erasmus+ helps to bridge gaps and create a more equitable society. One good practice example about this could be the ACTIVATOR project (2023-1-PT01-KA220-ADU-000126237), which focuses on fostering the active participation of older adults in Citizen Science. This initiative is a shining example of how Erasmus+ promotes lifelong learning and social inclusion. By involving older adults in scientific research and community-based projects, the initiative not only enhances their digital and scientific literacy but also empowers them to contribute meaningfully to society. This engagement helps bridge the generational gap, fosters intergenerational learning, and ensures that the valuable experiences and knowledge of older adults are utilised in addressing societal challenges. Moreover, these type of projects address societal challenges by utilising the unique experiences and knowledge of older adults, ensuring that their insights are integrated into efforts to create more resilient and informed communities by actively involving them in the scientific information. By the implementation of projects that explore new approaches and methodologies, Erasmus+ contributes to the continuous improvement of education and training systems, ensuring that Europe remains competitive in a globalised world and creating more inclusive and respectful societies.

Araceli Rodriguez Vivas
(CEIPES ETS)

A woman with blonde hair, wearing a red sweater and a blue apron, is crouching in a greenhouse, tending to rows of potted plants. The greenhouse has a glass roof and walls, and several white hanging pots with green plants are visible in the background. The plants in the foreground are small, green, and have yellow and purple flowers.

**"A BUSINESS THAT
MAKES NOTHING
BUT MONEY
IS A POOR
BUSINESS."**

Henry Ford

HOW TO MAKE CSR COUNT: CONNECTING CORPORATE INITIATIVES TO COMMUNITY NEEDS

AN ARTICLE BY **DIE BERATER**

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DIE BERATER



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The core competence of “die Berater” Unternehmensberatungs GmbH (www.dieberater.com) is adult education and training. die Berater® offers holistic consulting to employees and managers and is specialized in transversal competence development, language courses and IT seminars, as well as vocational programmes. The portfolio is targeted at individuals, companies of all sizes and industries, as well as the public sector, e.g. the Austrian Employment Service (AMS), ministries, the European Commission, and other stakeholders of the education system.

Corporate Social Responsibility (CSR) has gained widespread attention in recent years, with companies of all sizes committing to socially responsible practices. This shift reflects the growing recognition that businesses are not solely engines for producing goods and services but have a profound impact on society. The rise of Environmental, Social, and Governance (ESG) frameworks highlights this responsibility, urging companies to prioritize sustainability and ethical governance alongside financial goals.

However, while CSR commitments are rising, many initiatives lack coordination and fail to connect meaningfully to a company’s core purpose, stakeholder values, and the specific needs of the communities they operate in (Rangan et al., 2015). When CSR activities do not take into account the needs of local communities, they risk becoming isolated acts without lasting impact. Well-implemented CSR can have significant positive effects on community development but without these efforts being grounded in local needs, they miss out on their full potential to create “shared value” that benefits both business and community. Many companies still overlook the potential positive impact on local communities that CSR measures can make (Masum et al., 2020).

This community connection is particularly relevant for small and medium-sized enterprises (SMEs), where the success of the business is often intertwined with the well-being of the communities they serve. By understanding and responding to local priorities, SMEs can not only strengthen the impact of their CSR initiatives but also enhance their reputation, build trust, and improve local support. A company that contributes meaningfully to its community is likely to see gains in brand loyalty, employee engagement, and even operational sustainability.



PROJECT: SOCIAL IMPACT MANAGER (SIM)

In practice, however, SMEs underutilize this opportunity. A recent survey of European SMEs (Dell'Atti & Bonacossa, 2024) revealed that many engage in CSR only superficially, often maintaining brief or transactional relationships with community stakeholders. Companies frequently lack a comprehensive understanding of community needs, and insufficient communication with the community can leave CSR initiatives out of touch. Additionally, a shortage of in-house expertise in social impact assessment and community engagement can limit the effectiveness of these efforts.

One promising approach to bridging this gap is the creation of dedicated roles, such as a Social Impact Manager, tasked with aligning corporate objectives to local needs. By focusing on sustainable community engagement, this role ensures that CSR initiatives are relevant, impactful, and integrated with broader business goals. Through such targeted engagement, companies can transform CSR from a disconnected series of efforts into a cohesive strategy that contributes meaningfully to community development.

References:

- Dell'Atti, Antonio; Bonacossa, Roberta (2024), "CSR & Community Development: A comprehensive analysis." <https://simproject.eu/engage/> accessed on 04/11/2024.
- Masum, Ahmad; Hanan, Hajah; Awang, Haji; Aziz, Abdul (2020), "Corporate Social Responsibility and its Effect on Community Development: An Overview." *IOSR Journal of Business and Management (IOSR-JBM)*, 22(1), pp. 35-40.
- Rangan, V. Kasturi; Chase, Lisa; Karim, Sohel (2015), "The Truth About CSR." *Harvard Business Review*, Jan-Feb 2015. <https://hbr.org/2015/01/the-truth-about-csr> accessed on 04/11/2024.



The Erasmus+ project **"Social Impact Manager - SIM"** (project n° 101111120-SIM-ERASMUS-EDU-2022-PI-ALL-INNO) aims to establish a completely new professional role that connects Corporate Social Responsibility (CSR), sustainable community development, and business strategy. Over a period of 36 months, fourteen partner organizations from seven European countries are collaborating to create a hybrid professional profile - the Social Impact Manager - that will enable companies to implement targeted and sustainable CSR and community development initiatives promoting social innovation and sustainable strategies that benefit both businesses and communities. Social Impact Managers will be responsible for developing sustainable corporate strategies, advising decision-makers, and ensuring community needs are part of business planning. The role bridges the fields of CSR, community development, and business strategy, incorporating impact analysis to assess long-term social and environmental effects.

INTELLECTUAL OUTPUTS

Background analysis:

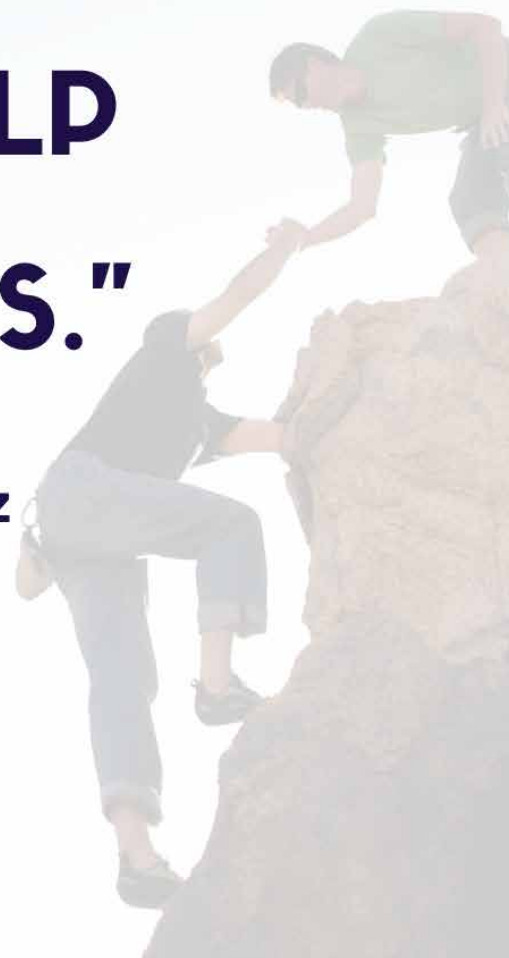
A comprehensive analysis of the CSR and community development methods and practices in place in European countries.

Education Programme:

A modular training offer that will provide essential knowledge in CSR, ethics, sustainability, and community development, equipping participants to design innovative projects and make a positive social impact. The programme targets University students, young professionals with 1 to 3 years of work experience, middle managers with 3 to 5 years of work experience, SME owners and senior managers. The first prospective Social Impact Managers will begin their training in July 2025, with the application process starting in April.

**"THE KEY TO SOCIAL
ENTREPRENEURSHIP IS
FINDING SOLUTIONS
THAT HELP
PEOPLE HELP
THEMSELVES."**

Jacqueline Novogratz



ARTICLES ON

**ENVIRONMENT
AND FIGHT AGAINST
CLIMATE
CHANGE**

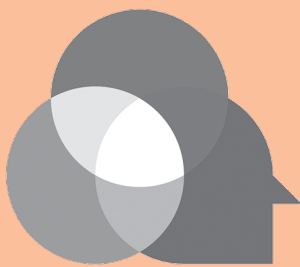


PARTICIPATORY MARINE SCIENCE FOR SCHOOL STUDENTS AND TEACHERS.

AN ARTICLE BY **INCH (INTERCHANGE NON-PROFIT GUG)**

[HTTPS://WWW.INTER-CHANGE.EU](https://www.inter-change.eu)

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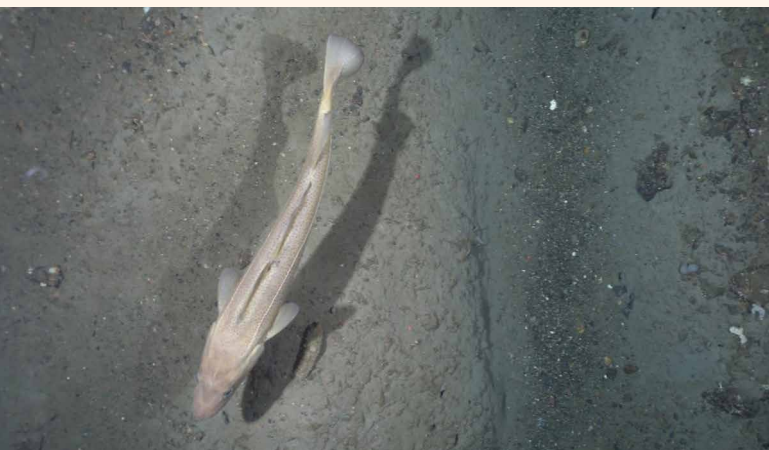
We support education, research and active citizenship in the areas of human rights and climate action.



Over 70% of the Earth's surface is covered by oceans. These vast bodies of water have a significant impact on the weather, temperature and food supply for humans and other organisms. Despite the size of the oceans and their influence on the lives of all organisms on Earth, 80% of them have never been mapped or explored. Exploring these habitats is an exciting field for interdisciplinary science, with potentially significant benefits for humanity and the fight against climate change. Yet few of Europe's schools connect with marine ecosystems - or their socio-political impacts - in their curricula. Deep Discovery brings the ocean to your classroom.

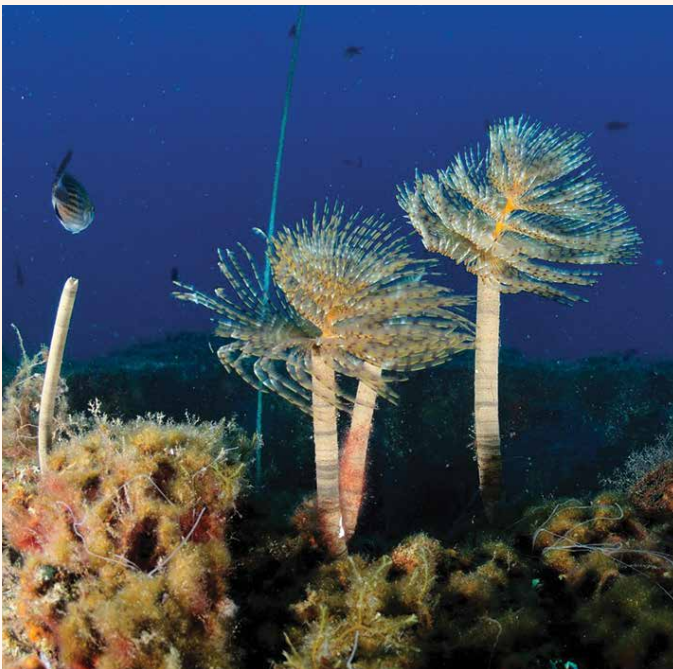
Our projects support teachers and thus also students to learn more about marine science research by participating in the annotation of marine images. We will use the newest research to find out how teachers and their students can connect on a personal level with these marine ecosystems, and therefore build a stronger marine identity and support of climate activism.

As part of our project work, the online tool Biigle. Party for citizen science research will be adapted for teaching and learning content will be developed for students to study specific marine ecosystems in



the world's oceans. We will work to align this with both the curricula of the schools in the partnership and the Sustainable Development Goals (SDGs). Customised Deep-D challenges will showcase how technology and education can come together to enable students in classrooms across Europe to work and learn collaboratively.

The additional knowledge and networks provided by the European Blue Schools initiative and global centres for citizen science will support teachers' learning. What we learn from participatory marine science in schools will be communicated to decision-makers in science and education through Deep Discovery policy recommendations.



PROJECT: DEEP DISCOVERY: PARTICIPATORY MARINE SCIENCE IN SCHOOL, FOR THE OCEAN WE WANT!

1. Deep-discovery.org website - All partners will contribute to interactive map to encourage other projects to come on board and to showcase to potential researchers the existing.
2. Deep-discovery.org will also host a Discord community dedicated to supporting teachers and marine organisations in collaboration, dedicated to collaboration opportunities between schools in Europe using Deep-D Challenges, and the other for schools looking for marine projects with a specific target group or area.
3. 5 x Deep-D Challenges - Developed with the input of teaching and research partners, these games, quizzes and challenges will help teachers begin EU classroom collaborations.
4. 10 social media friendly infographics will provide content on the mission of Deep Discovery, translated into the 5 project languages and 5 short videos will show inclusive marine science in action in each of the 5 ecosystems
5. Finally we will produce an interactive Deep Discovery Policy Recommendations e-book.

INTELLECTUAL OUTPUTS

- Deep-discovery.org website and interactive marine citizen science tool (Biigle.Party)
- Discord community
- Curriculum for marine citizen science - image annotation - in schools
- Recommendations for policy makers

PROMOTING SPORT ON GREENWAYS, A JOINT EFFORT!

AN ARTICLE BY **DEFOIN**

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DEFOIN is a training provider with more than 15 years of experience with accredited centres in Andalucía, Castilla la Mancha, Murcia and Madrid for the provision of certificates of professionalism and vocational training for employment and a national network of more than 200 training centers and providing training opportunities to 35,000 students. DEFOIN collaborates with over 750 trainers with a large experience in the design, implementation, development and evaluation of training programs and holds collaboration agreements with universities, councils, chamber of commerce, and businesses. DEFOIN is also accredited as an employment agency, being a nexus between training and market ecosystems.

DEFOIN has come a long way through the SIGWAY Project to reach out to key actors and stakeholders and establish a long-term collaboration with them at local and national level since the beginning of the project.

Since June 2022 we have organised 12 meetings with key stakeholders of the Tajuña Greenway, in the Autonomous Community of Madrid, such as: 'Madrid Región Activa' of the 'Superior Sports Council of Madrid', EGWA - European Greenways Association, Town Councils of Morata de Tajuña, Colmenar de Oreja, Ambite, Belmonte de Tajo, Estremera and Perales de Tajuña, Department of Culture, Tourism and Sport, Aracove (local action group), CiclaMadrid, Public School of Animation



and Education of the Autonomous Community of Madrid, Youth Council of Madrid, Pangea Routes and Matagrama Cycling Club.

In parallel we have also organised 4 meetings with key agents in the area of the Fuso Greenway, Oviedo, which were attended by the Oviedo sports council, the parks and gardens council, the acroyoga association in Asturias and we had the collaboration of the Las Caldas golf course.

As a result, more than 30 hours of physical sports activities were organised, including hiking, acroyoga, cycling, sports games, trust and team games. In addition to an overnight stay in a youth hostel. A total of 34 people participated in the pilot activities. A video production company based in Asturias produced and edited in the framework of the project two videos with interviews from both days:

For more information: <https://www.youtube.com/watch?v=NBZ8BQb7N7k> & <https://www.youtube.com/watch?v=vpMgeihBgUU>



As reflected in the report produced, the evaluation of participants from Spain highlights a significant positive change in participants' engagement in physical activities after the event, with increased interest in a range of physical activities, particularly an increase in yoga and cardiovascular training. Self-perceived fitness levels among participants improved as a result of the activities. Compliance with fitness expectations varied between the first and second sessions, indicating that the activities in the second session were unexpectedly demanding for some.

Overall, satisfaction levels, motivation to continue participation and appreciation for the trainers and activity instructions remained high. The innovative and inclusive approach of the sport events was well received, as it closely matched the interests and physical conditions of the participants.

From the trainers' perspective, the main objectives were to revitalise and add value to the area, to promote active and healthy leisure in natural environments, to foster social links between young people and to promote the use and knowledge of the Greenways, all of which were achieved.

For more information about the project visit the SIGWAY website: <https://www.sigway.eu/>

PROJECT: SIGWAY-SPORTS IN GREENWAYS

SIGWAY- Sports in Greenways (101050692) aims to promote sport and healthy outdoor leisure activities by stimulating sporting activities offered on existing and potential Greenways, while raising awareness of environmental issues and the circular economy.

SIGWAY aims to improve the use of Greenways as sports facilities, while promoting the local economies of the rural areas in which they are located.

To do so, the project works on 3 main pillars:

- 1.** Research on the existing sports offer in the Greenways.
- 2.** Development of a Programme of Sports Activities and Training of Sports Trainers.
- 3.** Development of a strategy aimed at institutions, public and private entities, to promote or create Greenways.

INTELLECTUAL OUTPUTS

National reports on the current network of sport Greenways in each country Handbook: 7 success stories of sport activities on Greenways Interactive Map of Potential Greenways Sports programmes adapted to different target groups.

Guidelines for the implementation of the steering programme.

Strategy and guidelines on how to reclaim and transform unused Greenways and abandoned railways into active-use sport infrastructure.



PROJECT: MICROMOBI

by Promimpresa Societa' Benefit SRL

The MEGA MOBI project, running from December 1, 2023, to May 31, 2025, aims to develop skills and raise awareness about micromobility in Malta, Cyprus, Italy, and Slovenia. Coordinated by Friends of the Earth Malta, with partners Friends of the Earth Cyprus and Ljubljanska kolesarska mreža (Slovenia), Promimpresa focuses on promoting small human or electric-powered mobility devices for short urban trips.

The project will enhance understanding of cleaner transport options, improve road safety knowledge among micromobility users, and increase awareness of their needs as vulnerable road users.

INTELLECTUAL OUTPUTS

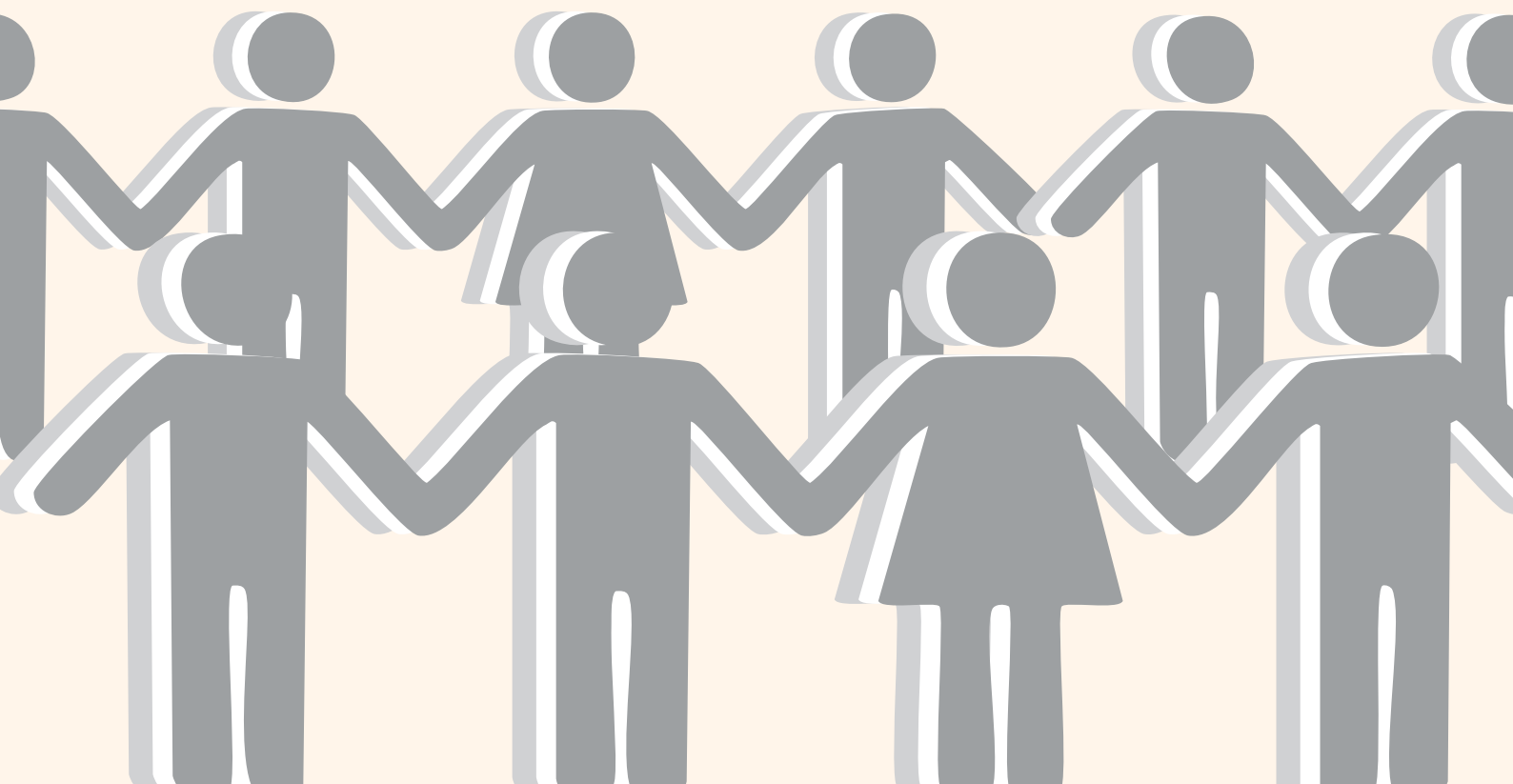
To ensure an increase in the use of cleaner means of transport in terms of micromobility amongst target audiences in the partner countries/cities through the promotion of micromobility.

To develop skills of micromobility users for cleaner and safer transport.

To educate micromobility users and other drivers about road safety and the needs of micromobility users as vulnerable road users

ARTICLES ON

SOCIAL INCLUSION



THE POWER OF CERAMIC ART: FOSTERING INCLUSION AND EMPOWERMENT FOR VISUALLY IMPAIRED YOUTH

AN ARTICLE BY **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 sustainable progress of people and societies. As a collaborative hub, it brings together individuals and stakeholders to share ideas and foster initiatives across social, economic, cultural, and environmental spheres. PRISM is committed to valuing diversity and leveraging the resources of local communities from both European and international perspectives. Its impact is seen in enhanced income levels, labor market integration, educational innovation, and social inclusion, alongside improved relationships, mental and physical health, and overall quality of life and well-being in communities.

Children with visual impairments face unique developmental challenges due to their limited sensory input, which can lead to delays in self-awareness and social integration. The lack of visual cues often impacts posture and balance, making it difficult to develop independence and social identity. This sense of difference may lead to diminished self-esteem, as they may perceive themselves as less capable or interesting than their peers. Addressing these issues holistically is crucial for their personal and professional growth.

The C.A.R.E. (Ceramic Artworks to Raise Esteem and Employability) project, an Erasmus+ KA2 initiative, aims to build self-esteem, psychomotor skills, and employability among young people with visual impairments (V.I.P.) through ceramic art. Since its launch in October 2022, C.A.R.E. has brought together partners from Italy, Greece, Ireland, Cyprus, and Poland to create inclusive spaces where V.I.P. individuals can develop artistic and vocational skills. The project provides these young people with the tools to explore their artistic potential within a supportive community, opening doors to creative career pathways.

In October 2024, the project reached a significant milestone with a blended mobility training event in Cagliari, Italy. The week-long event brought together over 90 participants, including visually impaired youth, trainers, and ceramic artists from the partner countries. This hands-on experience introduced V.I.P. participants to various ceramic techniques, including clay modeling, glazing, and collaborative art-making, designed to enhance psychomotor skills and boost confidence. The Sound Garden Museum's multisensory exhibits enriched the participants' artistic experience, combining sound and sculpture to deepen their engagement with art.





This training event also fostered connections among participants, breaking down barriers between visually impaired and sighted individuals. Such inclusive settings reflect educational research, such as findings from the University of Cambridge, which highlight that integrated learning environments promote empathy, tolerance, and social integration. The workshops and shared learning experiences allowed participants to grow not only as artists but also as members of an inclusive creative community.

A highlight of the project was the “City Museum” initiative—public installations in each partner city displaying ceramic artworks inspired by local traditions. These installations are powerful visual representations of the talents of visually impaired artists, challenging misconceptions about their capabilities and celebrating their contributions to cultural life.

Furthermore, resources like the “CARE Manual” and “CARE Guidelines,” educators and trainers are equipped to replicate the C.A.R.E. model, creating sustainable and inclusive training environments. By fostering mutual learning, psychomotor skill-building, and creativity, C.A.R.E. demonstrates how access to the arts can open transformative pathways for visually impaired youth, blending technical skills with community engagement. This initiative is a powerful example of how creativity and accessibility can challenge conventional boundaries in the arts, leading to a more inclusive and enriched future.

PROJECT: CARE

C.A.R.E. (Ceramic Artworks to Raise Esteem and Employability), co-funded by the EU Erasmus+ Program **(reference: 2022-1-IT03-KA220-YOU-000086755)** brings together partners from five countries (Italy, Greece, Ireland, Cyprus and Poland) to empower young people with visual impairments (V.I.Ps)

The project aims to help V.I.Ps by offering opportunities to develop independence, build confidence, and foster a sense of belonging. Through 100h hands-on workshops, participants engaged in various ceramic techniques - clay modelling, glazing, and collaborative art-making - to enhance their motor skills and boost their creativity.

Key activities include creating 72 tradition-inspired ceramic artworks by visually impaired participants, to be displayed permanently across partner cities as part of a “city museum” concept. Professional video highlights from local and international workshops, along with transnational training events, reinforce EU values of freedom, equality, dignity, and human rights.

INTELLECTUAL OUTPUTS

- “CARE Manual”: Guide for starting ceramic workshops to develop psychomotor skills for V.I.P., blending expertise from V.I.P. organizations, ceramic masters, and education providers.
- “CARE Guidelines”: Handbook for engaging and connecting with V.I.P. learners effectively.
- “CARE Case Studies”: Manual offering entrepreneurship tips for V.I.P. to identify opportunities and build businesses.
- “My First Artwork”: Ceramic creations by V.I.P. participants showcasing their artistic development.
- “City Museum”: Open-air museum displaying tradition-inspired ceramics by V.I.P., highlighting their potential as artists and entrepreneurs in their communities.

ACTIVATION OF YOUNG PEOPLE THROUGH THEIR INVOLVEMENT IN SCHOOL AND PEER COMMUNITY ACTIVITIES

AN ARTICLE BY **FRAME - FUNDACJA ROZWOJU AKTYWNOŚCI MIĘDZYNARODOWEJ I EDUKACYJNEJ**

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FRAME



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



Through COVID-19, the education system revealed the existing problem of educational discrimination and the weaknesses of the digital infrastructure in school education, making the digital divide among the poorest students more visible. It also highlighted the lack of teacher-specific digital literacy frameworks. The project aimed to support teachers, school leaders and other stakeholders from the school environment in the targeted areas to develop more creative and digital skills through the use of new creative tools such as web radio.

The project activities focused on social inclusion, with religion, disability, age, sexual orientation, race and ethnic origin as the main grounds for discrimination. The project aimed to make schools effective agents of inclusion by providing “an alternative framework to help school staff break out of the cycle of exclusion and become more effective in promoting inclusion”. Teachers have a role to play in building trust with their pupils and also in helping to build trust between students.

In Poland, the project received a very positive response and involved many external stakeholders. Teachers willingly took part in both the training



and the subsequent pilot phase, and then became fully involved in implementing Internet radio in their schools. We are very impressed by the achievements of the young people and their mentors, who did not rest on their laurels and did not limit themselves to completing the tasks set out in the project, but showed a great deal of creativity and commitment, creating a close-knit community that has finally revealed itself to all as a person with great potential. This shows that if you give young people a chance to act, they will do the rest. It is therefore very important that there are many more projects of this kind. Young people want action, not academic musings. They still have time for that. And we adults, their mentors and teachers, should never forget that.

You can find all the young people's achievements in the IncludeArt project on the following YouTube channels:

Bugaj On Air: <https://www.youtube.com/@BugajOnAir/videos>

Ósemka na Fali: <https://www.youtube.com/@%C3%93semkanafali>

Another project that oscillates around youth and inclusive activities is Stronger Youth.

The project highlights the urgency of addressing the issue of mental health among young people, considered one of the most significant challenges of the contemporary world. It is clear how phenomena such as economic changes, the COVID-19 pandemic, and other crises have increased the mental difficulties of young people, leading to an increase in anxiety, depression, and suicide attempts.

The Stronger Youth project addresses the issues of youth mental health and resilience on a global scale. It enables partner institutions to enhance their activities in areas such as youth resilience, prevention of social exclusion, and communication with young people.



One of the first tasks of the project partnership was to gain an insight into the psychological difficulties and support needs of young people as perceived by young people in each country. The national reports suggest that the levels of life satisfaction reported by young people are similar to those reported in other international surveys. Students reported a higher prevalence of emotional than behavioural problems, particularly anxiety, depression and stress, as a result of academic and family pressures. Behavioural problems included aggressive and violent behaviour, social isolation and self-harm. Relationship problems were also identified. This is

why it is so important to have initiatives that engage young people in mutually supportive activities that will ultimately strengthen their mental resilience and enable them to find the right direction.

Our approach encompasses not only a robust methodology but also a comprehensive toolkit designed to facilitate the peer mentoring process, aimed at mitigating depressive behaviors and combating social exclusion among young individuals.



PROJECT: INCLUDEART 7 STRONGERYOUTH

IncludeArt (project number: 2022-1-ES01-KA220-SCH-000088779)

The project wanted to improve skills of teachers in the field of inclusion through an innovative methodology, based on the history of music and arts, highlighting integration and success stories of famous (and local) artists from disadvantaged groups. Schools participating in the project were equipped with web radio and also training in radio broadcasting to reinforce creative activities and promote social inclusion of students through creativity and the arts.

Stronger Youth (project number: 2023-1-IT03-KA220-YOU-000159325)

The main aim of the project is to support organization the peer mentoring process by providing methods for prospecting volunteers among resilient youngsters and offer them tools for working with, and support their peers that are at risk of depression or social exclusion

INTELLECTUAL OUTPUTS

IncludeArt:

1. Compendium of Success Stories showcasing artist role models
2. Training Kit - learning modules on the use of innovative approached based on art and artists stories of inclusion and providing effective training
3. Educational Web Radio in each partner country

Stronger Youth:

1. Methodology along with the complete set of tools to conduct the process of peer mentoring in order to prevent depressive behaviors and social exclusion among young people.
2. On-line skill assessment tool that examines social and communication skills and gives the feedback in order to become a mentor or to improve,
3. Guide for educators on how to supervise the mentoring process, Set of activities for mentors and mentees for common doing that will develop social and psychical resilience



**"INCLUSION AND FAIRNESS
IN THE WORKPLACE...
IS NOT SIMPLY THE RIGHT
THING TO DO; IT'S THE SMART
THING TO DO."**

Alexis Herman

CERAMIC ARTWORKS TO RAISE ESTEEM AND EMPLOYABILITY OF VISUALLY IMPAIRED PEOPLE (V.I.P.). DOES IT WORK?

AN ARTICLE BY **FRAME - FUNDACJA ROZWOJU AKTYWNOŚCI MIĘDZYNARODOWEJ I EDUKACYJNEJ**

WWW.EUFRAME.EU/EN

FRAME



FRAME

Foundation for the Development
of International and Educational Activity

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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



Vision is the most complex and most objective of all senses! According to EBU (European Blind Union), there are estimated to be over 30 million blind and partially sighted persons in geographical Europe, which means an average of 1 in 30 Europeans experience sight loss. The average unemployment rate of blind and partially sighted persons of working age is over 75 percent.

Development of alternative and innovative forms of informal education in strengthening psychomotor and entrepreneurship skills of visual impairment persons (V.I.P.) is absolutely needed and it can be successfully done with the use of ceramic artworks and art of pottery. The CARE project is a perfect example, that it really works!

Apart from developing tailor-made educational materials, an interesting part of the project was the design and implementation of live actions to achieve the goals. In October 2023 the first international training event was held in Lodz, Poland. Over 20 V.I. experts, partners, ceramists and educators came together to learn and share techniques on how to effectively conduct ceramic workshops that cater specifically to the visually impaired participants.





The next phase were 100h CARE workshops focused on self-awareness development, self-esteem enhancement and entrepreneurial skills through ceramic artistry in all partner countries. The workshops turned out to be a true success for young people with visual impairments in Italy, Greece, Cyprus, Poland and Ireland. These workshops not only offered a unique opportunity to explore and develop new artistic skills but also significantly improved the participants' intrapersonal and interpersonal abilities and strengthened their social roles within communities.

Additionally in October 2024 a Blended Mobility of Learners event was organised in Cagliari, Italy. It was a 7-day creative adventure in the world of ceramic art! Students from different countries have come together to explore the magic of ceramics. The participants developed new skills, got inspired by artistic dialogue, and enhanced their career prospects through art!!

You can find the young people's achievements and experience in the CARE project on the following channels <https://www.facebook.com/care.project.eu/>



PROJECT: CARE

C.A.R.E. (Ceramic Artworks to Raise Esteem and Employability), co-funded by the EU Erasmus+ Program The project is designed to help young people with visual impairment (V.I.P.) by improving their psychomotor skills through ceramic workshops. The main goal is to boost their self-confidence and open opportunities for them to be able to work in art industry or fields like culture and social work, or even start their businesses. The project aims to foster inclusive educational settings where visually impaired individuals learn alongside their sighted peers, promoting a supportive learning environment. The project also trains educators to effectively include V.I.P. in their programs.

Project number: 2022-1-IT03-KA220-YOU-000086755

Project website: <https://www.care-platform.eu/>

INTELLECTUAL OUTPUTS

- "CARE Manual" on how to start ceramic workshops for the development of psychomotor skills for young Visually Impaired People (V.I.P.),
- "CARE Guidelines" - a complimentary handbook with specific guidelines on how to engage and fully connect with the V.I. learners,
- "CARE Case Studies" A manual on how Entrepreneurship, specifically dedicated to the young V.I.P, allows to equip them with methods and tips to find the "gaps" in their community and build their own enterprise,
- "My first artwork" ceramics artworks by the V.I. participants,
- "City Museum" showing how V.I.P. can indeed be artists, professionals and even entrepreneurs for their community.

DISSEMINATION OF MANAGEMENT IN CORRECTIONAL INSTITUTIONS

AN ARTICLE BY **STABILITAS SKOPJE**

STABILITAS SKOPJE



stabilitas22@gmail.com

International Institute for Development ,
Education and Scientific Research.

The project will involve the distribution of personnel working in penitentiary institutions and should be trained to know how to act in certain cases with persons who are serving a prison sentence, within the framework of European laws and human rights.

PROJECT: PICTURES

The PICTURE project addresses a complex issue in the societal, education, and labour market context, which is the professionalization of practitioners from various fields who support emerging adults in prison. This project aims to create a common language for practitioners to address this vulnerable group by focusing on education, re-engaging with learning, and developing teaching methods for emerging adult corrections.

The treatment of emerging adults in the justice system in Europe varies widely between countries, leading to enormous disparities in treatment and professional training of practitioners working with this age group.

The PICTURE project aims to foster new and innovative approaches to teaching and learning, which currently do not exist as an aggregated concept in Europe, and to establish a system for ongoing communication and collaboration among stakeholders in the ecosystem.

INTELLECTUAL OUTPUTS

The professionalization of staff working with emerging adults in prisons is crucial to providing tailored interventions, ensuring high-quality training and a common understanding of correctional pedagogy and the needs of emerging adults, and promoting a European-wide community of practitioners to share knowledge and best practices. Investing in this professionalisation aligns with the European Union's broader goals of promoting social inclusion, reducing recidivism rates, and improving the rehabilitation and reintegration of individuals who have been involved in the justice system. We will implement in an unique partnership that directly represents the employers, employees, VET and HE training providers and the civil society.



"DIVERSITY IS NOT ABOUT
HOW WE DIFFER.

***DIVERSITY IS ABOUT
EMBRACING ONE ANOTHER'S
UNIQUENESS."***

Ola Joseph

PROJECT: CLIMB IT UP

by Defoin

Climb it UP (101132956)

Climbing is a sport that is gaining popularity around the world as an excellent way to find a supportive community, while increasing self-confidence and providing a healthy workout. Research has shown that, in addition to the physical benefits, climbing fosters various cognitive and socio-emotional components that can be beneficial for social interactions.

Objectives:

- To generate new knowledge on the benefits of climbing for soft skills development and social inclusion and the existing.
- To increase awareness, capacities and skills among members of the climbing community and organisations involved with an inclusive and diverse sport approach.

•To use climbing as an educational tool for the development of interpersonal skills and to promote the social inclusion of immigrants and ethnic minorities;

•Raise awareness of the benefits of climbing for social inclusion.

Web: <https://climbitup.eu/>

INTELLECTUAL OUTPUTS

Research study on understanding the benefits and barriers to inclusion in and through climbing.
Training to make climbing a more inclusive and diverse sport.

Development and testing of an adapted climbing programme for migrants and ethnic minorities.

PROJECT: VISE VIRTUAL INTEGRATED STARTUPS ECOSYSTEM

by BrainLog

KA202-DB268D68

The VISE project, successfully coordinated by BrainLog, aims to enhance entrepreneurship skills by leveraging the Entrepreneurship Competence Framework (EntreComp).

The project focuses on three key areas of entrepreneurship and integrates digital technologies to boost business activities. Key deliverables include the creation of a Virtual Integrated Start-ups Ecosystem.

Preliminary results include research methodologies, assessment tools, and a comprehensive roadmap for start-ups. Additionally, the project develops six training modules, a detailed course curriculum, and an e-learning platform.

The VISE project supports entrepreneurs in navigating the digital landscape and advancing their competencies, ultimately fostering innovation and business success.

Project website: <https://vise.erasmus.site/>

INTELLECTUAL OUTPUTS

Skills' assessment tool – multimedia based tests assessing 6 skills and resulting in individual entrepreneurial roadmap

E-course – consisting of training modules on corresponding 6 skills (Vision, Spotting opportunities, Motivation and Perseverance, Financial and economic literacy, Planning and management, Learning through experience)

Entrepreneurial Coach – mutual learning platform allowing for connecting and sharing and promotion of products and services

ARTICLES ON

AGRICULTURE



NICHE MARKETS IN AGRICULTURE – SELECTING THE RIGHT OPPORTUNITIES AND THE ROLE THAT COOPERATION CAN PLAY.

AN ARTICLE BY **INSTITUTE FOR RURAL DEVELOPMENT RESEARCH (IFLS)**

[HTTPS://NICEMARKETFARMING.EU/](https://nicemarketfarming.eu/)

**INSTITUTE FOR RURAL
DEVELOPMENT
RESEARCH (IFLS)**



Institut für Ländliche Strukturforchung e.V.
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The Institute for Rural Development Research was founded in 1957 as a non-profit association. Its statutory purpose is the promotion of science and research in the field of sustainable regional development and how it is shaped by relevant policies, especially agricultural and food policy as well as structural, regional and environmental policy. In accordance with the purpose of the statutes, we carry out research projects and prepare scientific reports, whose results we publish. We also organise scientific events, seminars and various information, knowledge transfer and awareness-raising measures. We work together with national and international research institutions, consultancies and associations and collaborate with the Goethe University Frankfurt am Main.



There is a wide range of niche markets that farmers can occupy to set themselves apart from others and diversify and increase their income.

Farmers can change the type of cultivation (e.g. organic cultivation) or expand or supplement the selection of varieties they grow and sell, for example with traditional/old varieties of fruit or cereals. Farmers can also differentiate themselves from others through the type of processing and positioning. For example, protected designations of origin for products and processing routes can play an important role here. There are also still many niches to be filled in terms of marketing opportunities and the possibility of expanding one's marketing offer with innovative channels such as delivery services or subscription boxes, for example, and thus setting oneself apart from others.

And how do I know which opportunity is best for my business? To find out which of the many options is best suited and most promising for your farm, there are various activities you can do and advisory services you can take up.

Particularly at the beginning, you should be aware of the full potential of your company in order to gain an overview. Extensive research, for example on the

Internet or in the literature, can help. In addition to detailed information and tips and tricks, you will also find reports about other farmers' experiences.

These are often not directly transferable to your individual situation, but often help you to organise what options are available and how others have implemented them in practice. You can also ask colleagues in your region for such experience reports and a personal exchange is always an advantage for quick and easy communication. It is also worthwhile to take advice from experts in the field in order to obtain helpful advice from various interest groups. The state itself often offers free counselling, and there are also many specialised private service providers. An overview of which providers and advice services are available in your region/country can be easily researched on the Internet. A selection of the various advice services and some of their requirements can often be found on the provider's website.

Of course, depending on the situation and previous knowledge, the adage "learning by doing" may also apply here. If the opportunity arises, it can also be worthwhile in some situations to try out the selected niche on your own farm and slowly gain experience with it.

Furthermore, cooperation can play an important role here: It can also be helpful to work together with other companies or stakeholders in projects, to grow into the niche with a "team" and to share experiences of successes and challenges in the project. Working together can strengthen the partnership through a more efficient and effective division of labour, the pooling and sharing of resources such as machinery, facilities, products or knowledge, and financial resources. In terms of niche markets, for example, collaboration can provide a broader product range for direct marketing and can thus help to reach a wider market. But there are also challenges to working with other farms, businesses or people. A clear understanding of the partnership and relationship and good communication are essential to avoid misunderstandings and conflicts. It is therefore important to establish the right partnership that suits the purpose and all the partners involved.

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 contribute 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.

PR 4: Combined and e-learning platform for niche market agriculture and food

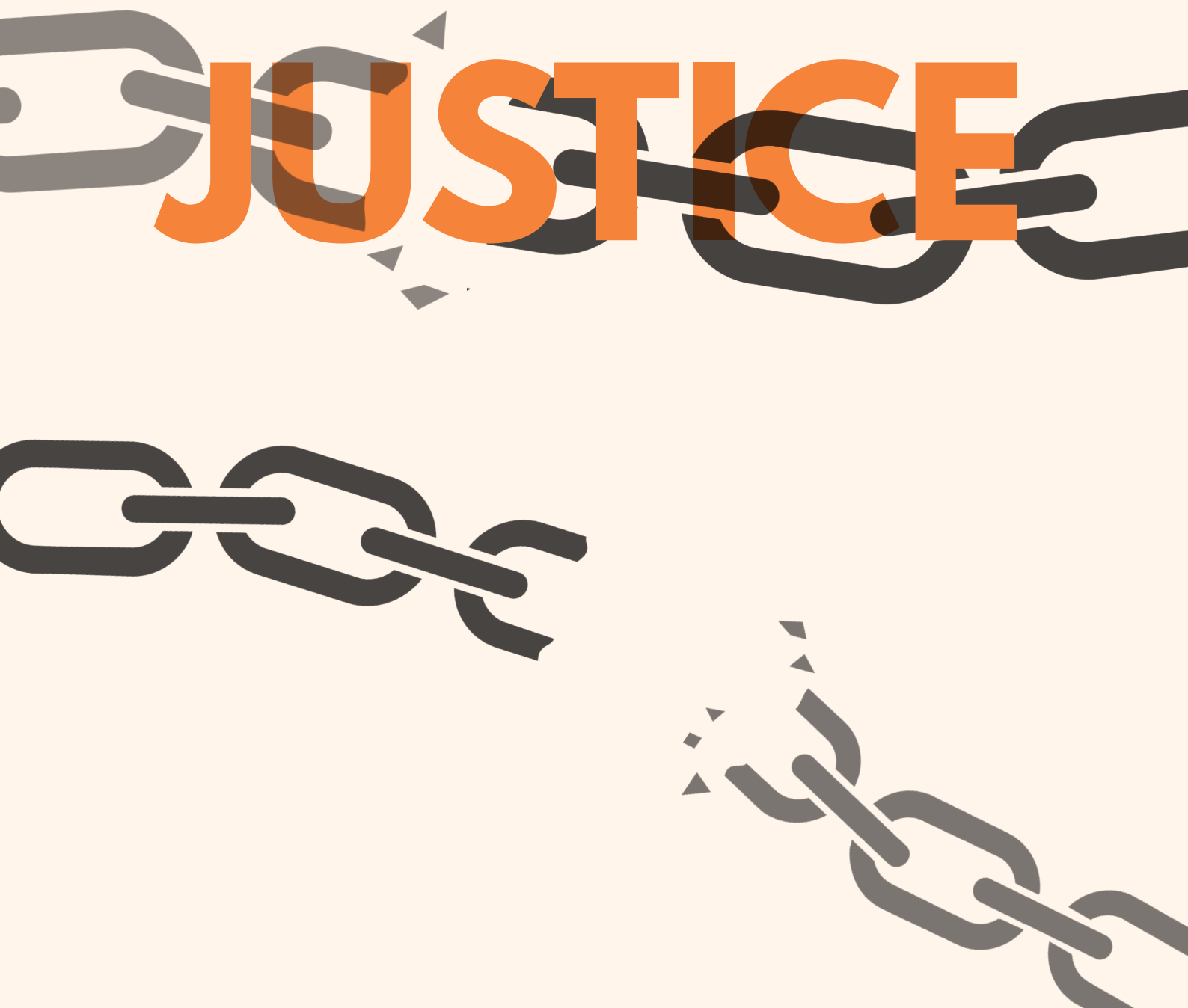


**"SUSTAINABLE
AGRICULTURE IS NOT JUST A
MEANS TO FEED THE WORLD,
BUT A WAY TO HEAL IT."**

Unknown

ARTICLES ON

JUSTICE



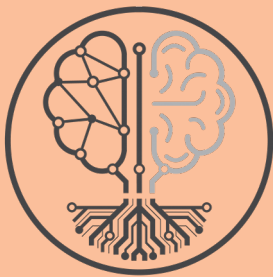
GUARDIANS OF GROWTH: THE M4PRIS PEER MENTORING MOVEMENT FOR PRISON STAFF

AN ARTICLE BY **BRAINLOG**

[HTTPS://BRAINLOG-NGO.COM/](https://brainlog-ngo.com/)

[HTTPS://M4PRIS-PROJECT.EU/](https://m4pris-project.eu/)

BRAINLOG



BRAINLOG

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At BrainLog, we harness the transformative power of education and innovation to empower individuals and organizations. As a not-for-profit, we advance non-formal education through cutting-edge e-learning and impactful projects. Our expertise spans school education, career development, social inclusion, prison staff training, and entrepreneurship. We also focus on enhancing digital skills and supporting special needs. By creating tailored training programs, workshops, and innovative solutions, we bridge gaps in learning and development, ensuring that everyone can reach their full potential and thrive in a technology-driven world.

The M4Pris project, coordinated by BrainLog, is an ongoing initiative aimed at revolutionizing the support system for prison staff across Europe. This EU-funded project brings together seven partner organizations from Denmark, Portugal, Romania, Belgium, and Greece to develop and implement an innovative peer mentoring program. The project's core mission is to address the critical issues of mental health, job burnout, and job-related stress experienced by prison personnel. The primary goal of M4Pris is to create a state-of-the-art peer mentoring program tailored for prison staff. By focusing on mental health and reducing job-related stress, the project seeks to enhance the well-being and effectiveness of prison personnel. The initiative aims to offer a comprehensive support system that promotes resilience and professional growth within the challenging environment of prison work.

Key Results

1. Blueprint of Prison Staff Mentoring

The Blueprint of Prison Staff Mentoring serves as the foundation for the M4Pris project. It provides the framework for developing the peer mentoring program and training courses for mentoring coordinators. The objectives of this result are:

- To review existing literature and best practices on mentoring and peer support.
- To gather and analyze information on effective mentoring practices within prison contexts.
- To assess the current and emerging needs of prison officers regarding mentoring and support.
- To define a detailed Mentor Profile to guide training curricula and participant selection.
- To establish the theoretical basis for the project.



2. Peer Mentoring Programme for Prison Staff

The Peer Mentoring Programme aims to build and pilot a comprehensive mentoring scheme for newly recruited prison officers. The objectives are:

- To transform the identified best practices and Mentor Profile into a practical and effective mentoring program.
- To integrate new and improved learning tools suitable for digital and green transitions.
- To develop a mentoring program that is thoroughly evaluated and refined.
- To contribute empirical evidence to the field of peer mentoring for prison staff.
- To improve mental and physical health among prison staff while reducing job burnout and turnover.

3. Training Course for Mentoring Coordinators

The Training Course for Mentoring Coordinators is designed to equip professionals with the skills needed to effectively organize, implement, and evaluate mentoring processes. The objectives are:

- To involve criminal justice system stakeholders in a transnational training event to raise awareness of M4Pris and peer mentoring schemes.
- To develop a Coordinator Profile outlining the competencies, attitudes, and knowledge required for effective mentorship.
- To identify specific requirements for mentor coordinators in the prison context.
- To develop, pilot, and refine a training course for personnel responsible for staff competence development.

Ongoing Efforts and Impact

As the M4Pris project progresses, we continue to work towards establishing a robust peer mentoring program that addresses the pressing needs of prison staff. By focusing on mental health and job-related stress, M4Pris aims to create a more supportive and effective work environment for prison personnel. The project's innovative and flexible approach ensures that it meets the diverse needs of prison staff while contributing valuable empirical evidence to the field of peer mentoring.

PROJECT: M4PRIS: PEER MENTORIN PROGRAMME FOR PRISON STAFF

M4Pris (KA220-VET-785AF600): The M4Pris project, coordinated BrainLog, is a groundbreaking initiative aimed at enhancing support for prison staff across Europe.

This EU-funded project, involving seven partners from Denmark, Portugal, Romania, Belgium, and Greece, focuses on developing an innovative peer mentoring program to address mental health issues, job burnout, and stress among prison personnel.

Key outcomes include a comprehensive Blueprint for Prison Staff Mentoring, a tailored Peer Mentoring Programme, and a Training Course for Mentoring Coordinators.

The Blueprint identifies effective mentoring practices and defines a Mentor Profile, while the Peer Mentoring Programme trains new prison officers and reduces burnout. The Training Course equips coordinators with the skills needed to implement and evaluate mentoring processes.

M4Pris is dedicated to improving the well-being and effectiveness of prison staff.

Project website: <https://m4pris-project.eu/>

INTELLECTUAL OUTPUTS

Blueprint of Prison Staff Mentoring: This foundational document reviews literature on mentoring and peer support, develops a Mentor Profile, and sets the theoretical base for the project's peer mentoring program.

Peer Mentoring Programme: This comprehensive program, designed for newly recruited prison officers, incorporates best practices and new learning tools, aiming to enhance staff well-being and reduce burnout through effective mentoring.

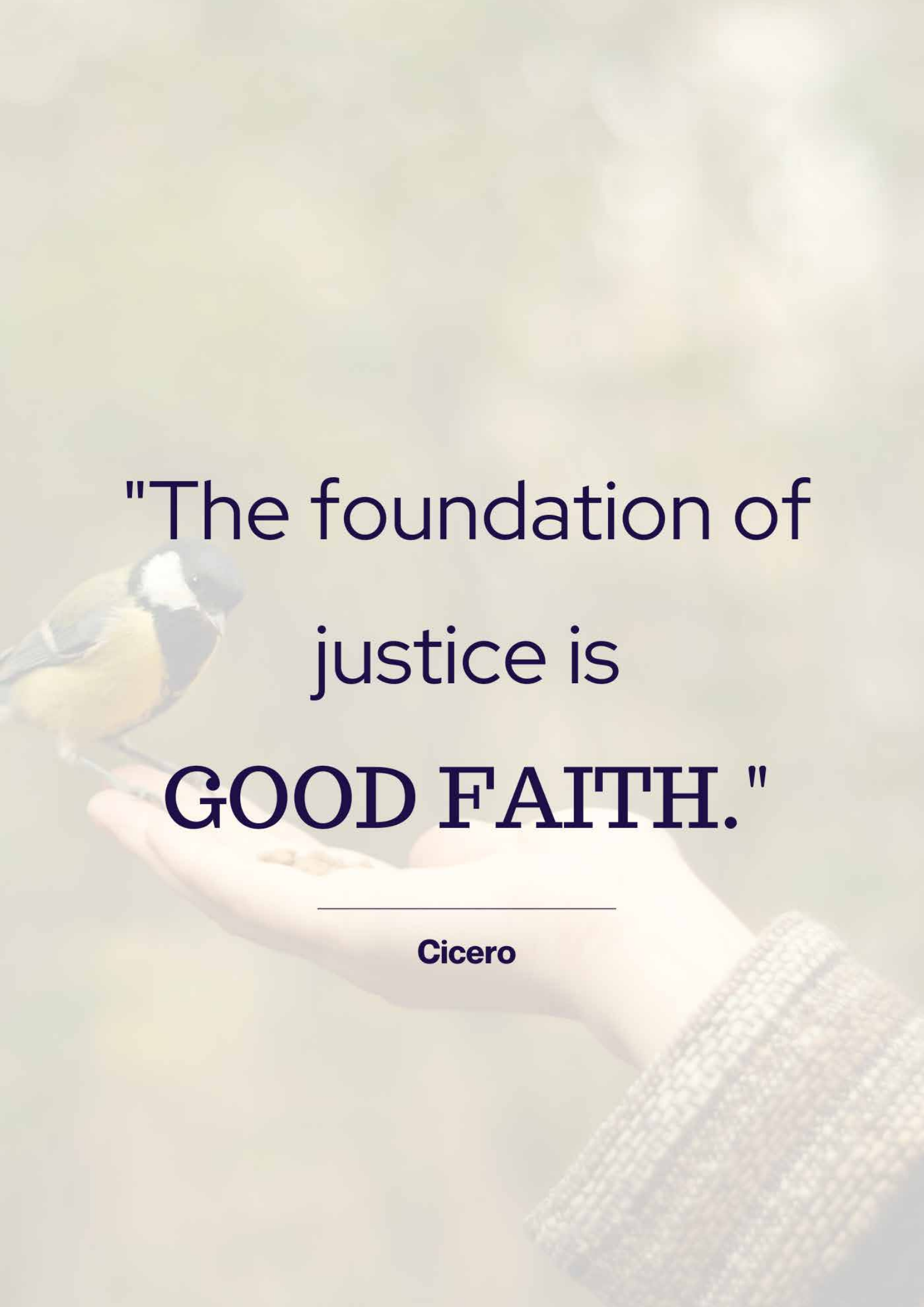
Training Course for Mentoring Coordinators: This course equips coordinators with essential skills for organizing and evaluating mentoring processes, involving stakeholders to refine and implement effective training.



We are pleased with our collaboration with Brainlog regarding the M4Pris project. Brainlog has extensive experience in financing, managing, and coordinating transnational development projects.

At the same time, BrainLog delivers high-quality products, which have lifted the project significantly.

Søren Gregersen, Danish Prison Officers Union

A background image showing a person's hand holding a small bird, possibly a tit, which is perched on the hand and eating seeds. The background is a soft-focus outdoor scene with trees and foliage.

"The foundation of
justice is
GOOD FAITH."

Cicero

MENTORING GRADUATES INTO CAREERS IN PRISON: THE PRISGRAD PROJECT

AN ARTICLE BY **CPIP**

WWW.CPIP.RO

**CPIP-CENTRUL PENTRU
PROMOVAREA INVATĂRII
PERMANENTE**



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CPIP is a non-governmental, non-profit institution, active in the educational and social field, built around the idea of lifelong learning as a tool for community development. Since 2005, CPIP has been working with different target groups who share a common need and desire to learn.

The PRISGRAD project, “Mentoring Graduates into Careers in Prison,” is an innovative initiative aimed at addressing the evolving needs of the European labor market, particularly in the context of prison services. With a focus on vocational education and training (VET), the project seeks to introduce fresh perspectives on how prison officers are recruited and trained, aligning these processes with current and future human rights and labor market demands.

Objectives: Innovating VET to Meet EU Labor Market Needs

The core objective of PRISGRAD is to pioneer new approaches to vocational education and training within the prison service.

The project aims to:

- **Respond to EU Labor Market Needs:** By mapping out innovative training programs, PRISGRAD will explore how introducing university graduates to the prison service can foster leadership and development. This approach not only addresses the current recruitment and retention challenges but also aligns with broader labor market trends across Europe.
- **Promote VET Innovation:** The project will supply evidence of new thinking in how prison officers are recruited and trained, with a focus on human rights and labor market needs. This includes understanding current labor market requirements and fostering multi-disciplinary relationships to adapt vocational training for prison officers.
- **Foster Work-Based Learning:** PRISGRAD is designed to demonstrate that work-based mentors can effectively respond to the unique challenges of working in secure environments. By networking

professionals interested in this approach, the project aims to build a strong community of practice.

- **Develop Key Competencies:** The project will create a key competency checklist that allows individuals and institutions to assess the skills needed to implement a graduate mentoring program within the prison service. This tool will be crucial for ensuring that the training provided meets the demands of the workplace.

Main Priorities:

Adapting VET to a Dynamic Labor Market

Conclusion:

Building a Future-Ready Workforce in Prison Services

The PRISGRAD project represents a significant step forward in addressing the challenges faced by the prison service in Europe. By focusing on innovative VET solutions, the project not only aims to improve the recruitment and retention of prison officers but also ensures that they are equipped with the necessary skills and competencies to thrive in their roles.



PROJECT: MENTORING GRADUATES INTO CAREERS IN PRISON

Project number: 2023-2-AT01-KA210-000175776

The primary outcome of PRISGRAD is to supply evidence of new thinking in how Europe's prison officers are recruited, and how innovative training programmes might respond to current and future human rights and European labour market needs. The project maps the potential for innovation in vocational training by introducing university graduates to the prison service and providing opportunities in leadership and development through prison staff mentoring. Additionally, we aim to understand the current labour market needs and continue fostering multi-disciplinary relationships to adapt vocational training of prison officers and tackle the transnational prison staff turnover and recruitment crisis.

INTELLECTUAL OUTPUTS

Activities planned: The project will map graduate access to training and mentoring schemes in prison settings in six EU countries & implement workshops on outlining existing & promising practice in engaging university graduates in the prison service & approaches to their mentoring. A transnational workshop will take place consisting of skills training for graduate recruitment and mentoring and job-shadowing. Finally, an online checklist for skills and competencies relevant to graduate mentoring will be established.

EDPEP: ENHANCING EDUCATION IN PRISON THROUGH A EUROPEAN DISSEMINATION PLATFORM

AN ARTICLE BY **CPIP**

WWW.CPIP.RO

**CPIP-CENTRUL PENTRU
PROMOVAREA INVATĂRII
PERMANENTE**



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CPIP is a non-governmental, non-profit institution, active in the educational and social field, built around the idea of lifelong learning as a tool for community development. Since 2005, CPIP has been working with different target groups who share a common need and desire to learn.



The EDPEP (European Dissemination Platform for Education in Prison) project is an innovative initiative aimed at improving the professionalization of those involved in prison education across Europe. Recognizing the unique challenges and opportunities within the field of education in detention, the project seeks to create a collaborative and accessible platform where professionals and volunteers can share knowledge, experiences, and best practices.

The Main Objective: A Collaborative Wikipedia for Prison Education

At the heart of the EDPEP project is the development of a user-friendly Wikipedia-style platform dedicated to prison education. This online space will serve as a comprehensive repository of knowledge, where professionals and volunteers can access and contribute to a wide range of resources, including research findings, educational programs, and practical experiences related to education in detention. By making this information readily available, the platform aims to foster a culture of

continuous learning and professional development among those working in the field.

Target Audience: Professionals and Volunteers.

The primary target group for the EDPEP project includes professionals and volunteers who are actively involved in organizations that provide education within detention settings. Additionally, the platform will also be accessible to former detainees who are involved in educational initiatives, further broadening the scope and impact of the project.

Impact and Future of the EDPEP Project.

The EDPEP project is expected to have a profound impact on the field of education in detention across Europe. By providing a centralized platform for knowledge sharing and collaboration, the project will enhance the professionalization of prison education, leading to better educational outcomes for detainees. Moreover, the WIKI will serve as a valuable resource for new and experienced professionals alike, fostering a sense of community and shared purpose among those dedicated to improving education in prisons.

Through this project, the European community is taking a significant step towards ensuring that education in detention is not only effective but also accessible and inclusive for all who are involved.

PROJECT: EUROPEAN DISSEMINATION PLATFORM FOR EDUCATION IN PRISON

**Project number: 2023-1-NL01-KA210-
ADU-000153203**

Persons and organizations working in European countries have much knowledge, expertise and experience in education in detention. However, it remains within their own organization and is hardly shared with others in their own country and abroad. As a result, this wealth of information remains unshared, unassessed and unused by third parties. EDPEP is a system to keep this knowledge available, up-to-date and active in a growing network in Europe. The engine of EDPEP consists of three active steps interacting with- and linked to each other. Key-figures in the five regions in Europe will moderate and up-date these three steps and invite their network to join the three steps community and share information about their projects, conferences and presentations.

INTELLECTUAL OUTPUTS

1.Training Regional Trainers: train regional trainers who will become experts in the structure and layout of the WIKI platform. These trainers will learn about the educational themes that are most relevant to prison education and how to effectively post and manage content on the WIKI.

2.Identifying and Training National Contacts: Once trained, the regional trainers will identify and engage national contacts within organizations across Europe. These national contacts will be responsible for promoting the use of the Prison Education WIKI within their respective countries, encouraging professionals and volunteers to utilize and contribute to the platform.

3.Launching and Monitoring the Prison Education WIKI: With the WIKI platform in place, the project will move to the implementation phase, where the national contacts will begin using the WIKI in their countries.

TURNING BLUE: INTEGRATING YOUNG OFFENDERS THROUGH THE BLUE ECONOMY

AN ARTICLE BY **APROXIMAR, COOPERATIVA DE SOLIDARIEDADE SOCIAL**

[HTTPS://WWW.APROXIMAR.PT/](https://www.aproximar.pt/)

APROXIMAR



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Aproximar, Cooperativa de Solidariedade Social, is a Portuguese NGO aiming to enhance social and human capital of organisations and people, as a strategy to respond in a sustainable way to challenges and opportunities. APX develops its activity in four Sectors: 1) Education, Training & Social Capital; 2) Criminal Justice System; 3) Economy, Entrepreneurship & Employability; and 4) Active Aging & Dependent Care. APX holds a formal protocol with the Portuguese Prison and Probation Service (DGRSP) to design and implement actions for rehabilitation and social reintegration, and support the training of staff & volunteers, working also directly with prisoners and probationers

The Blue Economy contributes to the sustainable socioeconomical development of Europe and is growing. However, it has a reduced and ageing workforce. Therefore, it is necessary to attract young talent.

In Europe, there are over 1.4 million people deprived of liberty. Many of these are justice-involved youth, a group with a high risk of recidivism due to low vocational skills and lack of employment. In fact, employment is a significant challenge upon release.

Here we can find a potential win-win situation for justice-involved youth and Blue Economy employers, but there is a lack of awareness and training offers in prisons regarding the Blue Economy, and Blue Economy employers lack awareness of the potential of employing these young people.

The Turning Blue project is born. Turning Blue is an innovative European co-funded project under the European Maritime, Fisheries and Aquaculture Fund programme, designed to support the integration of justice-involved youth in the workforce through the blue economy. Its' consortium includes 9 partners from 5 EU-countries: Portugal (Aproximar, Cooperativa de Solidariedade Social (coordinator); IPS Innovative Prison Systems), The Netherlands (ProSea Marine Education; Pelagic Freezer trawler Association; Click F1; 180 Foundation), Romania (European Association for Social Innovation), Cyprus (Magnetar Ltd) and Italy (Istituto Religioso di Formazione ed Istruzione Professionale).

In this sense, Turning Blue aims to bridge this gap and create new cooperation mechanisms and training materials on sustainable blue economy to inspire and engage justice-involved youth, to pursue a sustainable 'blue career' in one of the Blue Economy sectors, while also motivating and preparing Blue Economy employers to receive





PROJECT: TURNING BLUE INTEGRATING YOUNG OFFENDERS THROUGH THE BLUE ECONOMY

The overall aim of Turning Blue (**Turning Blue — 101124686**) is to create new cooperation mechanisms and training materials on sustainable blue economy to inspire and engage disadvantaged young people serving time in prison (16-30 years old) to pursue a sustainable 'blue career' in one of the Blue Economy sectors. As such, the Turning Blue project aims to create awareness on the Blue Economy in these youngsters, while also developing and providing tools to Prison professionals to help them find opportunities and Blue Economy employers to better receive and work with these youngsters, thus promoting the development of the sustainable Blue Economy in the European Union.

these youth. To achieve this, the Turning Blue consortium has started developing a series of cutting-edge resources. These include a constantly expanding network of Blue Economy organisations and prison services, an awareness training on the sustainable blue economy for justice-involved youth and a holistic intervention model which encompasses youth, prison services and Blue Economy employers, among other resources.

A roadmap on attractive 'blue careers' has already been developed and is available, in English, on the project's website. This roadmap details the fields of the sustainable Blue Economy that are most suitable for young people that have been in contact with the justice system and it identifies the needed profile (in terms of knowledge and competencies) to operate in these fields of the blue economy.

The Turning Blue Course Curricula and Training Methodology is also available on the project's website. This was developed taking into account the identified opportunities and profile in the Turning Blue Roadmap, and also from the results of focus groups conducted in Portugal and The Netherlands with justice-involved youth regarding their perception on the Blue Economy.

In conclusion, Turning Blue will create conditions to reach inclusive and sustainable growth in the blue economy sectors and it will support these young Europeans' transition with innovative youth policies and new ideas for youth work adapted to individual needs and to local contexts.

Join us in our mission to empower young individuals through the Blue Economy — join the Turning Blue Network today!

INTELLECTUAL OUTPUTS

Turning Blue Roadmap: a guide on attractive "blue careers" and the necessary profile for each

The Turning Blue Network of Blue Economy industries & sectors and prison services

The Turning Blue Awareness Training on sustainable Blue Economy

The Turning Blue Intervention Model which includes a transition model, a job-matching platform, an intervention trainer manual, a capacity-building of prison professionals and career counsellors

The Turning Blue Mentorship programme and the Capacity-building of blue industry professionals

PROJECT: ESCAPE (EDUCATIONALS SPIRITUAL COUNSELLING APPLICATION IN PRISONS IN EUROPE)

by Promimpresa Societa' Benefit SRL

ESCAPE revolves around inclusion and diversity in all fields of education, training, youth and sport in a horizontal dimension. The main objective is to reinforce the connections between policy, research and practice and to create new innovative and joint curricula or courses for young ex/prisoners.

The general aim is to develop a training methodology framework in order to promote social inclusion of the young ex/offenders who are in the double disadvantaged groups, by contributing to creating inclusive and innovative spiritual counselling environments that foster equity and equality, and that are responsive to the needs of

the wider community. As the result of the project, the counsellors will obtain good practices and a science-based training methodology framework which will be precisely tailored for the specific group.

INTELLECTUAL OUTPUTS

Establishing a survey platform and executing field analysis.

Developing an applicable science-based transnational methodological framework.

Preparing an open-access and accessible online science-based spiritual counselling methodology tool for young ex/prisoners to share and promote the results of the project

ARTICLES ON

VET



SUCCESSFULLY COMPLETED CSR4T PROJECT: ENHANCING SUSTAINABILITY AND COMPETENCE IN THE TOURISM SECTOR

AN ARTICLE BY **CSR INNOVATIVE SOLUTIONS**

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CSR Innovative Solutions specializes in ESG reporting through automated software, helping businesses track and achieve their sustainability goals efficiently. We provide expert guidance and training, empowering companies to integrate sustainable practices into their operations. Our tailored workshops and innovative solutions enhance ESG performance and foster a culture of responsibility, ensuring that your organization not only meets regulatory requirements but also excels in social responsibility.



The CSR for Tourism (CSR4T) project, coordinated by CSR Innovative Solutions, was successfully completed with the aim of enhancing the skills and competencies of professionals in the tourism sector. The project focused on equipping these experts with the necessary tools to transition touristic businesses toward implementing Corporate Social Responsibility (CSR) principles, offering a sustainable and effective response to their business goals.

Project Objectives

The CSR4T project was designed to address the growing need for CSR integration within the tourism industry. By updating the skills of industry experts, the project sought to ensure that these professionals could guide touristic businesses in adopting CSR practices that align with global sustainability goals. The project emphasized the importance of innovative and responsible solutions, fostering a mindset of continuous improvement and ethical business practices among tourism professionals.

Project Results

1. CSR Design Thinking for Competence Framework of Tourism CSR Experts

The first major result of the CSR4T project is the development of a Competence Framework using CSR Design Thinking. This framework was created through an iterative process that focused on understanding the needs of the users, challenging existing assumptions, and defining problems in a

way that allowed for the identification of alternative strategies and solutions. The framework aimed to raise awareness among target groups about the importance of shaping solutions in innovative and responsible ways. By doing so, the project was able to define and design a set of competencies that are crucial for updating the skills of professionals in the tourism sector, enabling them to effectively integrate CSR principles into their business activities.

2. E-Learning Toolkit: Training Competencies Design and Piloting

Building on the Competence Framework, the second key result was the creation of an E-Learning Toolkit. This toolkit was designed to provide a specific and tailored training program for experts who support tourism organizations and companies. The training modules were crafted to update the skills and competencies of these professionals, ensuring they are well-equipped to guide businesses in aligning their activities with CSR principles. The ultimate goal was to transfer appropriate knowledge to the experts, empowering them to assist tourism businesses in adopting sustainable practices.

3. Policy Recommendations for Stakeholders in the Tourism Sector

The final result of the CSR4T project was the development of policy recommendations aimed at creating a supportive environment for the implementation of CSR principles within the tourism sector. These recommendations were designed to encourage tourism companies to view governments as key stakeholders in their operations, thereby enhancing their CSR strategies and improving the sustainability of their activities.

The project underscored the importance of public sector engagement in promoting CSR, which in turn helps increase the impact and effectiveness of CSR strategies within the tourism industry.

The project results can be accessed on all partners languages (English, Norwegian, Italian, Spanish, Bulgarian, Croatian, and Greek) on the CSR4T website: <http://csr4tourism.eu/>

Conclusion

The CSR4T project, led by CSR Innovative Solutions, has successfully provided valuable tools and frameworks to support the integration of CSR principles in the tourism industry. Through its comprehensive approach, including design thinking, tailored training programs, and policy recommendations, the project has made a significant contribution to promoting sustainability and responsible business practices in tourism.

PROJECT: CSR for Tourism (CSR4T)

The CSR for Tourism (CSR4T) project (KA220-VET-C97C18D4) is focused on enhancing the skills of professionals in the tourism sector.

The primary target group included experts in accessible tourism and Vocational Education and Training (VET) trainers.

CSR4T aims to equip individuals with the tools and knowledge needed to integrate Corporate Social Responsibility (CSR) principles into their practices.

By fostering sustainable and ethical business practices, CSR4T sought to enable tourism professionals to guide businesses in adopting responsible strategies that align with global sustainability goals.

This initiative aims to support a transition toward more sustainable tourism through specialized training and innovative resources.

INTELLECTUAL OUTPUTS

•**CSR Design Thinking for Competence Framework:** Developed a competence framework using iterative processes to enhance awareness and skillsets of tourism experts in CSR principles.

•**E-Learning Toolkit:** Created a tailored training program and modules to update the skills of tourism professionals, enabling them to support businesses in integrating CSR practices effectively.

•**Policy Recommendations:** Formulated recommendations to encourage tourism companies to view governments as key stakeholders, thereby boosting the implementation and impact of CSR strategies and improving industry sustainability.

EMPROVE PROJECT: ELEVATING ELDERLY CARE THROUGH THE “PROFESSIONAL RELATIVE” ROLE

AN ARTICLE BY **CPIP**

WWW.CPIP.RO

**CPIP-CENTRUL PENTRU
PROMOVAREA INVATARII
PERMANENTE**



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CPIP is a non-governmental, non-profit institution, active in the educational and social field, built around the idea of lifelong learning as a tool for community development. Since 2005, CPIP has been working with different target groups who share a common need and desire to learn.

As societies across Europe continue to age, the demand for high-quality care for the elderly is more critical than ever. In response to this growing need, the EMPROVE project has been launched with the ambitious goal of enhancing the quality of assistance provided to the elderly. At the heart of this initiative is the creation of an innovative curriculum designed to train individuals for a new and essential profession: the Professional Relative.

What is a Professional Relative?

A Professional Relative is a specialized geriatric care manager who acts as a dedicated liaison between elderly individuals, their families, and care providers. Unlike family members who may be emotionally overwhelmed by the demands of caregiving, a Professional Relative possesses the necessary training, experience, and emotional detachment to effectively plan, supervise, and manage the care of the elderly. This new profession is poised to become one of the key roles in the future of geriatric care, providing much-needed support to families and improving the overall quality of life for seniors.

Project Objectives

The EMPROVE project is driven by several key objectives:

•**Promoting Quality in VET (Vocational Education and Training):** By developing a cutting-edge training program, the project aims to set new standards in vocational education, particularly in the field of elderly care. The Professional Relative curriculum will equip learners with the competencies required for this emerging profession, positioning them at the forefront of future healthcare careers.



•Enhancing the Quality of Life for the Elderly and Their Families: Through the services of trained Professional Relatives, the project seeks to offer families peace of mind, knowing their loved ones are receiving expert care.

•Introducing Innovative Healthcare Techniques: The project is committed to integrating new and effective methods into the care of the elderly. These innovations are crucial as societies continue to age, necessitating more sophisticated and personalized approaches to healthcare.

•Fostering European Collaboration in Elderly Care: EMPROVE emphasizes the importance of cross-border cooperation in healthcare. By facilitating the exchange of knowledge and best practices among European countries, the project aims to build a more cohesive and effective approach to elderly care across the continent.

The EMPROVE project represents a significant step forward in the field of elderly care. By introducing the role of the Professional Relative, the project not only addresses the immediate needs of aging societies but also sets the stage for a more compassionate, efficient, and sustainable approach to geriatric care. Through innovative training, enhanced collaboration, and a commitment to quality, EMPROVE is dedicated to make a lasting impact on the lives of the elderly and their families across Europe.

PROJECT: EMPROVE

Project Number: 2022-1-RO01-KA220-VET-000085071

Project insight

Professional Relative is a profession of a geriatric care manager: someone who is with the family, who plans and supervises care. It is the link between relief break, specialist support, medical care and the emergency system. Moreover, it is a “profession” of high social trust.

Mission

The goal of the EMPROVE project is to support the quality of assistance for elderly by creating an innovative curriculum for the people who would like to train to become a Professional Relative.

INTELLECTUAL OUTPUTS

The EMPROVE project aims to deliver three major outcomes:

1.A Comprehensive Training Course: This course will equip participants with the skills and competencies needed to become a Professional Relative, ensuring they are fully prepared to meet the demands of the role.

2.A Detailed Manual: The manual will serve as a valuable resource for course participants, offering in-depth knowledge about the Professional Relative profession and guiding them through the training process.

3.An e-Learning Platform: The online platform will host the EMPROVE training content, providing a convenient and accessible way for participants to engage with the material.

TSITOUR: EUROPEAN INNOVATIVE TEACHING AWARD 2024

AN ARTICLE BY **DEFOIN**

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DEFOIN is a training centre, with over 750 trainers with a large experience in the design, implementation, development, and evaluation of training programs at National, Regional, and local levels with a national network of more than 200 training centres all along Spain and providing training opportunities to 35,000 students. DEFOIN collaborates with over 750 trainers with a large experience in the design, implementation, development and evaluation of training programs and holds collaboration agreements with universities, councils, chamber of commerce, and businesses. DEFOIN is also accredited as an employment agency, being a nexus between training and market ecosystems.

Our European Project TSITour has been awarded the European Innovative Teaching Award 2024 in Portugal for its outstanding contributions to VET school education. This award, established by the European Commission, recognises innovative teaching and learning practices developed in the framework of the Erasmus+ programme, celebrating the vital role of teachers and schools in building a stronger European education community.

TSITour (Training on Social Inclusion in Tourism, by including elderly people as local storytellers for the Tourism Industry. No: 2019-1-PT01-KA202-061127) implemented in Portugal, Italy, Greece and Spain between 2019 and 2021 aimed at the active ageing of our elderly, seeking to take advantage of the specific competences of elderly people and to revalue their role in society as local 'storytellers' in the tourism sector, creating a new activity also for this sector. To this end, the project was focused on the creation of a training programme for professionals in the social sector, so that they would be able to help the elderly on their way as 'storytellers'. This training was tested in all the countries of the consortium, where numerous sessions were held between young professionals and seniors to elaborate and present the tourism projects of the seniors.

Now, in 2024, the European Commission has decided to reward this effort and to highlight all the activities carried out during the project. This shows how initiatives such as TSITour are particularly necessary nowadays. We are facing not only a generational change in Europe, but also its consequences, further aggravated by the COVID-19 pandemic. Data from EUROSTAT shows that the population is ageing in EU-27: there are more people above 65 years old than below 14, the median of age increased from 38 years in

2001 to 42,5 years in 2016 and it estimates that the percentage of population in EU above 85 years will triplicate from 2016 till 2080.

It is up to us to work for the inclusion of all groups in society, including our elders. We have a lot to learn from them, we should not let their knowledge fall into oblivion, we must support the creation of a participatory and inclusive society with our elders! For more information visit TSITour website: <https://tsitour.eu/>



PROJECT: TSITOUR

TSITour (No: 2019-1-PT01-KA202-061127) aimed to create a new training module in the fields of care and welfare. It aimed to give a second chance to the elderly people, providing them with a new opportunity to enter again in the active society, allowing them to be storytellers in the touristic sector. At the same time, this allows the tourism industry to provide more authentic experiences to the tourists, resulting in economic gains, and contributing for the dissemination of the culture and history of the communities.

TSItour trained VET trainees on the methodology to implement projects on Social Intervention using tourism as case study, developing at the same time the storytelling competencies of elderly under social care, strengthening their social inclusion and shows them that they still can have an important role into society.

INTELLECTUAL OUTPUTS

Report on the Social Inclusion of Local Storytellers in the Tourism Industry

Development of a training programme for professionals in the social sector

Development of the training platform, resources and the implementation of the pilot testing of the project together with professionals and older people

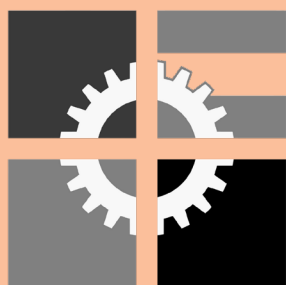
BUILDING A HEALTHIER FUTURE: HOW ELDICARE 2.0 IS TRANSFORMING SKILLS AND STANDARDS IN ELDERLY CARE

AN ARTICLE BY **ÖJAB - ÖSTERREICHISCHE JUNGARBEITERBEWEGUNG**
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ÖJAB (www.oejab.at) is an independent and non-profit NGO. It operates 23 student dormitories and works in fields such as residential and mobile care, vocational education and integration, as well as development cooperation. The ÖJAB aims to promote equal opportunities and social cohesion, dedicating its efforts to providing people with perspectives and support, regardless of their background or social status.



As the European Union faces a rapidly ageing population, the demand for skilled carers is rising sharply, placing pressure on healthcare systems. In 2021, over one-fifth of the EU's population was aged 65 or older. With this demographic shift, the need for affordable, preventive, and long-term care continues to grow. The COVID-19 pandemic underscored these needs, exposing vulnerabilities in health and social care systems unprepared for such a crisis.

The Erasmus+ initiative, Eldicare 2.0, is addressing these challenges with a pioneering Blueprint Report—a strategic framework under development that outlines essential skills for carers across the EU. This report aims to establish a forward-looking upskilling and reskilling strategy to build competencies in ICT, digital tools, soft skills, and increasingly crucial green and entrepreneurial skills. The Blueprint seeks to enhance care quality while ensuring carers are well-equipped to meet modern healthcare demands.

Before developing the Blueprint, Eldicare 2.0 conducted an extensive Sector Analysis Report that assessed skill mismatches and post-COVID upskilling needs. This study included qualitative interviews and surveys across EU countries, revealing skill gaps in areas like digital literacy, communication, and adaptive caregiving practices. The findings laid the groundwork for the Blueprint's objectives, which now focus on aligning care competencies across the EU to ensure high standards.

One of the Blueprint's key features is the development of updated occupational profiles, defining technical, digital, and interpersonal skills for effective caregiving. These profiles serve as foundations for vocational education and training (VET) providers, helping them adopt unified standards that reflect the EU's caregiving needs. Once finalised, Eldicare 2.0 will roll out these profiles through practical, modular training programmes, which will be adapted to each country's specific context. This effort combines theoretical knowledge with work-based learning, allowing carers to gain hands-on experience directly applicable to their daily work.

The Blueprint also includes policy recommendations to encourage collaboration among healthcare providers, educational institutions, and policymakers. By fostering these partnerships, Eldicare 2.0 aims to create a cohesive approach to caregiving, improving care quality and strengthening career pathways for carers, which is crucial for addressing workforce recruitment and retention challenges.

As Eldicare 2.0 nears completion of the Blueprint Report, it marks a vital step towards building a more skilled and adaptable caregiving workforce in the EU. Through targeted skills development, real-world learning opportunities, and strategic policy recommendations, Eldicare 2.0 is establishing a foundation for a unified, high-quality elder care sector prepared to meet both the immediate and long-term needs of Europe's ageing population. This effort ensures that the EU's elderly can receive dignified, skilled care in a system resilient enough for future challenges.



PROJECT: ELDICARE 2.0

Project Nr: 101111721

Eldicare 2.0, an Erasmus+ project led by AKMI SA, addresses post-COVID challenges in the EU's elderly care sector. With 17 partners, including ÖJAB, it aims to bridge skill gaps and support the EU's digital and green transitions by enhancing technical, digital, entrepreneurial, and soft skills among carers. Building on the original Eldicare project, it seeks to create a sustainable skills ecosystem through updated occupational profiles, targeted upskilling, and adaptable, country-specific training. Extensive research identified regional skill mismatches, informing a forthcoming Blueprint Report, which will guide ongoing workforce development and collaboration across the EU to strengthen elderly care.

INTELLECTUAL OUTPUTS

- **Assessments:** Post-COVID analysis of skills needs, focusing on digital, soft, green, and entrepreneurial competencies; visioning the future elderly care environment.
- **Occupational Profiles:** Identifying and updating profiles to match evolving caregiving needs.
- **Training Curricula:** Developing and adapting training programmes, including a MOOC platform for flexible, self-paced online learning, digital certification via micro-credentials, and international accreditation.
- **Evaluation of Curricula:** Piloting, assessing, and refining training programmes to ensure relevance and quality.
- **Skills Anticipation:** Establishing a mechanism to monitor future skills needs, providing policy recommendations for upskilling the workforce, and creating a scalable model for other regions.

SHAPING TOMORROW: THE NEB VET LABEL PROJECT AND ITS ROLE IN ADVANCING VET WITHIN THE NEB INITIATIVE

AN ARTICLE BY **ODYSSEA A.M.K.E.**

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Odyssea is a non-profit organization founded in 2016 that supports vulnerable people in order to best claim their right for employment opportunities in society. Odyssea equips its beneficiaries with the skills to be competitive in the job market by providing tailored vocational and life-skills training and offering employability services. Our mission is to ensure that people have equal opportunities by harnessing the power of knowledge for employment and personal development. Odyssea follows the principles of transparency, neutrality, and accountability. We place people in the heart of the programs and services we develop, with the aim to meet their needs and help them gain the skills and confidence to become productive members in society.

As Europe moves towards a more sustainable and inclusive future, the New European Bauhaus (NEB) initiative stands as a powerful testament to the transformative potential of design, education, and collaboration. The NEB VET Label project, funded by ErasmusPlus, aims to integrate the core values of NEB—sustainability, inclusivity, and beauty—into the heart of Vocational Education and Training (VET) institutions. With a growing emphasis on practical skills development and a commitment to addressing societal challenges, the NEB VET Label seeks to redefine the landscape of VET by creating a certification that acknowledges institutions making meaningful strides in these areas.

The significance of the NEB VET Label lies not only in its certification process but also in its capacity to foster a culture of continuous improvement and collaboration among VET centers across Europe. The values of the New European Bauhaus—sustainability, inclusivity, and beauty—are critical as VET centers train future generations of skilled professionals who will shape industries, communities, and economies. By adopting these principles, VET providers can prepare students to be not only competent workers but also responsible, innovative citizens capable of addressing some of the most pressing challenges of our time.

The role of VET institutions in shaping future professionals goes beyond teaching technical skills. The NEB VET Label promotes a holistic approach to education that encourages centers to embrace sustainability in their facilities, teaching methods, and project-based learning activities. Furthermore, it provides a framework for inclusion, ensuring that VET institutions become accessible to all students, regardless of their background, identity, or abilities. By fostering an environment where beauty and design principles are embedded in both learning

and infrastructure, the NEB VET Label also elevates the overall educational experience, making it more engaging and inspiring for students.



While the overarching goals of the NEB VET Label are clear, the application of these principles in diverse educational settings requires both innovative thinking and practical strategies. Research into best practices reveals that institutions that successfully integrate sustainability, inclusion, and aesthetics often do so by focusing on a few key areas:

1. Curriculum Design and Pedagogy: Many VET centers are already embedding sustainable practices within their curricula by offering green skills training, such as energy-efficient technologies or sustainable building practices. These institutions are also embracing inclusive teaching methodologies that cater to students with diverse learning needs, ensuring that everyone has access to high-quality education.

2. Infrastructure and Facilities: The design of learning spaces plays a crucial role in creating an inspiring educational environment. VET centers that incorporate sustainable design principles—such as energy-efficient buildings, the use of recycled materials, or green roofs—instill these values in their students, who will carry them forward into their professional lives.

3. Project-Based Learning and Community Engagement: Hands-on learning projects are at the heart of many successful VET institutions. These projects often involve real-world challenges that encourage students to work together, solve problems creatively, and contribute to the betterment of their communities. For example, students in construction or design programs may collaborate on building sustainable community spaces, thus aligning with NEB principles in both practice and spirit.

Case Study: NEB in Action at Odyssea (Greece) One exemplary case of the NEB VET Label in action is the work of Odyssea, a partner organization based in Greece. By incorporating NEB values into their VET programs, Odyssea is setting a new standard for sustainable education. Their approach integrates environmental sustainability, social inclusivity, and design thinking into the curriculum, ensuring that students are equipped with the skills needed for both personal and professional success. For instance, Odyssea has developed training modules on green entrepreneurship, where students not only learn about eco-friendly business models but also engage in real-life projects that promote environmental sustainability. Additionally, Odyssea's inclusive approach has led to the creation of programs for marginalized groups, including refugees and people with disabilities, ensuring that these individuals have equal access to opportunities for training and employment.

The Future of VET: Building a Collaborative Ecosystem The NEB VET Label project is more than just a certification; it is the foundation of a pan-European ecosystem dedicated to fostering sustainable, inclusive, and beautiful education in VET. As more institutions adopt these principles, a network of like-minded educators, students, and

businesses will emerge, creating a ripple effect that spreads across the continent and beyond. Moreover, the NEB VET Label provides VET centers with a framework that not only helps them achieve international recognition but also offers practical resources, guidelines, and tools to improve their programs continuously. Through collaborations, partnerships, and shared best practices, VET institutions can elevate their standards and play a critical role in shaping the workforce of tomorrow.

A Call to Action: The NEB VET Label is an invitation for VET centers across Europe to become active participants in a movement that will shape the future of education and training. By aligning with the values of sustainability, inclusion, and beauty, these institutions can make a significant impact on both the lives of their students and the communities they serve. We encourage VET centers to join this exciting initiative, contribute to the development of the certification framework, and become part of a growing network that is committed to transforming vocational education. Together, we can ensure that vocational training not only provides skills for today but also prepares students to meet the challenges and opportunities of tomorrow in a sustainable and inclusive way.

PROJECT: NEB VET LABEL

The New European Bauhaus Label for VET - NEB VET Label **(2023-1-EL01-KA220-VET-000160706)** initiative aims to integrate the values and principles of the New European Bauhaus into vocational education and training (VET) centers across Europe. This initiative not only supports the transformation of VET centers but also contributes to a more sustainable and innovative future for education and training across Europe. The core objective of this project is to create a synergy between the different fields of education and training. The creation of the NEB-VET Label will provide guidelines and recommendations that will be applicable to all VET providers, regardless of field, expertise or country of location. The project addresses an important priority of VET internationalization strategies and responds to the urgent need for promoting sustainable and inclusive education.

INTELLECTUAL OUTPUTS

A mapping and desk analysis report on existing best practices in NEB principles and green skills in VET, which can inform and guide the development of the NEB VET Label framework and digital tool.

A set of assessment criteria and a framework for the NEB VET Label, which will provide international recognition for VET providers that help adopt NEB principles and green skills and enhance their reputation and competitiveness.

A digital tool with a personalized guidebook that can help VET providers to implement NEB principles and develop their own internationalization strategies.

A pilot test report and recommendations on the NEB VET Label framework and digital tool, which can inform and guide the further development and implementation of the NEB VET Label.

A network of NEB VET ambassadors and an NEB competition for students, which can promote and recognize the adoption of NEB principles and values in VET.

ARTICLES ON

DIVERSITY



BOOST, TRAIN AND RETAIN: ELEVATING HR THROUGH EMOTIONAL INTELLIGENCE AND STRATEGIC TRAINING

AN ARTICLE BY **CPIP**

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CPIP is a non-governmental, non-profit institution, active in the educational and social field, built around the idea of lifelong learning as a tool for community development. Since 2005, CPIP has been working with different target groups who share a common need and desire to learn.

In today's rapidly changing economic landscape, the role of Human Resources (HR) departments has become more critical than ever. As organizations navigate through these changes, the Boost, Train & Retain project emerges as a key initiative aimed at equipping HR leaders, managers, and employees with the tools, skills, and strategies needed to thrive in a competitive labor market. Central to this project is the focus on Emotional Intelligence (EI) as a transformative tool for both HR professionals and workers, particularly those with lower skill levels seeking stability and recognition.

The Boost, Train & Retain project is built around several core objectives that are designed to create a comprehensive training system applicable to various HR scenarios. These goals reflect the project's commitment to improving HR processes, enhancing employee motivation, and fostering talent retention across Europe.

One of the primary goals of the project is to establish a robust network of six organizations from six different European countries. This network will serve as a platform for the exchange of knowledge, strategies, and best practices in training and mentoring for HR professionals. By creating this association, the project aims to extend its reach to all European countries, promoting the development of innovative training methods and mentoring programs that can be adapted to diverse HR contexts. At the heart of the Boost, Train & Retain project is the application of Emotional Intelligence (EI) in HR practices. EI is increasingly

recognized as a crucial component in managing and motivating employees, particularly in times of change and uncertainty. By integrating EI tools and strategies into HR training, the project aims to create a more empathetic, resilient, and effective workforce. This approach not only benefits individual employees but also enhances the overall organizational culture, leading to improved job satisfaction, higher retention rates, and better performance outcomes.

The Boost, Train & Retain project represents a forward-thinking approach to HR management in the modern economy. By focusing on Emotional Intelligence, building strong networks, and developing essential skills, the project is poised to make a significant impact on how HR professionals and organizations approach training, motivation, and talent retention.



PROJECT: BOOST TRAIN AND RETAIN

Project number: 2022-1-BE01-KA220-ADU-000089073

The project plans to show the importance of the application of Emotional Intelligence tools, skills and strategies for HR department, HR trainers and workers or lowed skills adults looking for secure and recognition in the labor market.

Given the drastic changes currently facing the economy and training worldwide, our project aims to be the key to improving processes around these fields and objectives.

INTELLECTUAL OUTPUTS

1. Empowering Talent Retention

The project emphasizes the importance of equipping HR departments with the necessary competencies to motivate and retain talent. This involves providing HR professionals with advanced skills in self-motivation, self-leadership, and emotional self-management.

2. Enhancing Training and Retention Capabilities

A significant aspect of the project is its focus on enhancing the training and retention capabilities of companies. The project also seeks to create synergies between companies across different sectors, contributing to the broader European Union objective of achieving work-life balance and reducing unemployment.

3. Developing Essential Skills

To support HR trainers and coaches, the project is dedicated to develop a comprehensive manual of skills and tools tailored specifically for HR training. This manual will serve to guiding trainers in the effective implementation and use of the training plans and skills developed through the project.

AT WORK, FREE TO BE YOURSELF. THE PRIDE NETWORK LEADER, NEW STANDARDS FOR INCLUSION.

AN ARTICLE BY **IRSEI ETS**

[HTTPS://WWW.IRSEI.ORG/](https://www.irsei.org/)

IRSEI ETS



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IRSEI ETS is a non-profit association founded in Palermo in 2019. IRSEI ETS promotes studies, research and projects and boasts a heterogeneous staff with sectoral skills and experience that allow it to pursue the goal of improving skills in the areas of economic, entrepreneurial, innovative, industrial and social development.

IRSEI ETS aims to build a new vision of education and work, based on training and in-training courses, to foster and support the development of individuals and communities through the creation of innovative tools in the educational and vocational spheres.



“How do you work well, hiding yourself, 5 days a week? 8 out of 12 hours?”

Living a “hidden” life at work is an enormously emotionally and relationally stressful condition consequently not sharing information and news about one’s self and one’s emotional and relational sphere is often interpreted as an inability to build relationships at work and thus to work as a team.

In a 2019 survey, the European Union Agency for Fundamental Rights (FRA) found that discrimination on grounds of sexual orientation, gender identity/expression and sex characteristics was actually increasing in the EU: 43% of LGBT people declared that they felt discriminated against in 2019, as compared to 37% in 2012.

(Union of Equality: LGBTIQ Equality Strategy 2020-2025)

Discrimination against LGBTIQ people persists throughout the EU. For several LGBTIQ people in the EU, it is still unsafe to show affection publicly, to be open about their sexual orientation, gender identity, gender expression and sex characteristics: be it at home or at work.

The very strong social stigma associated with different sexual orientation and gender identity still forces the vast majority of LGBT+ workers not to come out in the workplace. The fear of being found out and discriminated against can have a significant impact on the quality of work performance, and the unwillingness to share news and information about oneself can often be interpreted as an inability to build relationships and work as a team.

In a European context such as this, our Pride Network Lead project fits in with the goal of training a multifaceted figure to be included in organizations with the aim of creating a pride network, a network that guarantees a safe working environment, the creation of relationships with the territory and among work colleagues; empowering workers from the LGBTQAI community but in general the entire organization to generate a positive circle of inclusion, safe spaces and psychological support. Through the presence of this figure, organizations will be active participants in the territory, engaging their employees to take part in change to ensure a safe and healthy work and growth environment for all.

The inclusion of a figure such as the pride network leader within all organizations and business realities is the first step toward building a workplace that is truly capable of ensuring respect, acceptance, and a genuine chance for everyone to realize their potential for professional growth across differences.

Because what is important is to build a network to ensure that in the workplace everyone's success is based solely on their talent, ability, and quality of job performance and has nothing to do with personal characteristics such as gender, ability, age, ethnicity, sexual orientation, or gender identity.

PROJECT: PRIDE NETWORK LEAD

2022-1-IT01-KA220-VET-000087825

Pride Network Lead project is co-funded by the European Commission Erasmus+ KA2 programme and aimed to create, promote and test a new standard for the professional role of the "Pride Network Lead", which will support the inclusion of LGBTQ+ people in the work environment and which will build the openness for Diversity & Inclusion within the organisations. Thus, the project is focused on the area of providing solutions and tools enabling the development of leaders of employee networks supporting the inclusion of LGBTQAI+ people (Pride Networks). Indeed, Employee Resource Groups (ERGs) are an important part of Diversity, Equity, and Inclusion (DEI) work in the organization, but there are some standards in this field that are still needed.

INTELLECTUAL OUTPUTS

The project will generate the following outcomes:

- Professional profile of Pride Network Lead
- Description of the selection process for the Pride Network Leader
- Guidelines for implementing the new role of the Pride Network Leader
- Curriculum of teaching and trainer's manual
- The Pride Network Lead Handbook
- Tool Box for the Pride Network Lead
- Microlearning film addressed to decision makers
- Action Plan to implement the Pride Network Lead
- A set of materials promoting a new role LGBTQ+ people, employees and companies



A sound partnership cooperation in the development and implementation of a European project is among the most crucial assets that distinguish a best practice from any other kind of project. It is the case of the Digitmi project, an Erasmus+ Cooperation Partnership in the field of adult learning.

The Digitmi project's aim is to empower unemployed and transitioning adults in uptaking the path to managing a digital enterprise; in this sense, the ambition of the project stems from a diversely qualified consortium, a characteristic that enables an efficient division of tasks and a reciprocal learning environment. From the expertise in non-formal learning to the technical competences in business management and digital transition, the Digitmi partnership is proof of a thorough dialogue in the development phase aimed at building up an efficient cooperation, along with innovative outputs and impacts.

The fruit of this successful consortium is a prompt and efficient implementation of the ideas that have been brought up by the partners during the development phase; this proves that a sound partnership is the key to a project that reflects the vision and ambitions set up at the beginning, leading to the impact that defines the Erasmus+ mission.

The main takeaway brought by the Digitmi project is to give value to the partnership set-up, bearing in mind that it has to be based on an accurate study of each partner's limits and opportunities; as a matter of fact, the impact of an Erasmus + project can be of great magnitude if the consortium realising it has a concerted organisation, as well as a clear and efficient division of tasks and roles that highlights each partner's strengths. This very characteristic cannot be underestimated, since the projects themselves, albeit well-thought and designed, still need an efficient and effective implementation by the whole consortium.

Elia Andrea Salamone
IRSEI ETS



**"THE BEAUTY OF
THE WORLD LIES IN
THE DIVERSITY OF
ITS PEOPLE."**

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