Activity Report

2017
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> BYMBE – Bringing Young Mothers Back to Education
> CAPE – Careers Advice and Pathways to Employment
> CREATE – Creative Therapy in Europe
> DiMenSion - Developing marketing solutions for sustainable brands
> E-PODS – online Professional Development in Second chance Education
> EQUIL – Equality in Learning
> Health Points – A game based approach for Health Promotion
> Healthy Diversity
> JUST SPORT – Fight against doping on grassroots level
> INTERFACE – Innovation and Entrepreneurship for Fragile Communities in Europe
> NE(W)AVE – reNEWable e-VEt learning
> RETHINK – Remembrance Education for THINKing critically
> SCIENT – A European University-Business Alliance aiming to foster young SCIENTists’ ENTrepreneurial spirit
> SeasonReady – Work-based learning for seasonal hospitality workers
> SPAcE – Supporting Policy and Action for Active Environments
> STARTUP – Start, run and grow your business
> TTRAIN – Tourism training the trainers
> VIRTUS – Virtual Vocational Education and Training

Migration Unit

> ARISE – Appetite for Enterprise
> CoCoRa – Community Counteracting Radicalisation
> COME IN – Competences in Enterprises on Integration
> Journeys – Refugee Journeys International
> LISTEN – Learning Intercultural Storytelling
Higher Education and Research

The Unit is established in 2012 and it holds the primary responsibility for fostering higher education and applied research in Europe and Partner Countries, contributing to the creation and development of innovative and knowledge society.

The Unit’s work is based on qualitative and quantitative research methods to a wide range of sectoral and transdisciplinary activities, maximising their impact at local and international levels. These activities are aimed at cross cutting priorities (such as ethics and gender issues, open data access, science education etc.) to support social and economic development of territories.

Main Activities

> Responsible Research and Innovation for social needs
> Modernisation, capacity building and internationalisation of HEIs and research institutions
> Quality assurance and evaluation of processes at HEIs and research institutions
> Creation of synergy between formal and non-formal education systems
AREAS+ – Academic Relations between Europe and Asia

Objectives

> To build on the capacity of administrative staff for managing system changes efficiently.
> To revise the legal (system level) and regulatory (HEI level) frameworks in line with Bologna action lines.
> To establish the state-of-the-art university management system through overhaul of approaches to system changes: strategic, financial and human resource management.
> To introduce working approaches to student-centered educational provisions: ECTS and academic programme management to assure quality and promote student mobility.

Activities

> Capacity buildings.
> Reviewing ECTS system.
> Policies and procedures for strategic management.
> Gap analysis and refinement of the new approaches.

Results

> Building on capacity of top and middle level administration to enable Bologna action lines implementation.
> State-of-the-art management system based on new approaches to strategic and structural management, budget allocation, human resource management.
> Indicators and criteria for academic programme and student mobility operationalization.
> New approaches to managing academic programmes and office of academic affairs and registrar (installation of student portal and student affairs information management system).
BBChina – Master Programme on Bio-Based Circular Economy: From Fields to Bioenergy, Biofuel and Bioproducts in China

Objectives

> Establishment of an International Master Course on Biobased Economy (Biomass to Energy and Bioproducts) Curricula in Chinese HEIs, which implementation will be supported by innovative teaching and e-learning tools.
> Strengthening of interactions and networking between HEIs, industry and institutions in China.
> Promotion of internationalisation and entrepreneurship actions in Chinese HEIs.

Activities

> Education and training needs assessment in Partner Country.
> Chinese academic staff mobility to EU HEIs aiming to upgrade specific professional knowledge and skills for newly developed course through the participation in lectures, carrying out test in laboratories, visiting test fields and power plants.
> Development of syllabus based on EU partners’ best practises and SWOT Chinese of HEIs.
> Development of e-learning platform and courses for online studies in Chinese HEIs.
> Implementation of an international online Master Course on Biobased Economy in Chinese HEIs.
> Students’ mobility to EU HEIs aiming to gain international learning experiences in multidisciplinary contents.
> Train the trainer workshop for Chinese academic staff in Sicily to develop trainer’s skills in the field of entrepreneurship.

Results

> Online course and learning material developed in cooperation with EU partners and EU HE system’s principles for future master students.
> Upgraded professional and soft skills of academic staff and students involved in testing phase of the course.
> 45 graduates in Biobased Economy for Chinese Labour Market.
> University – Business network with more than 28 internships available in private sector.
> Trained academic staff in entrepreneurial thinking for further students’ couching, and innovative, user friendly learning material about soft skills development for students.
FoTRRIS – Fostering a Transition towards Responsible Research and Innovation Systems

**Objectives**

- To develop and introduce new governance practices to foster Responsible Research and Innovation (RRI).
- To set up new governance practices to co-design transdisciplinary RRI-projects that are attuned to local needs, values and opportunities and that connect and mobilise local stakeholders.
- To build on capacity with respect to collaborative agenda-setting on the level of research performing organisations.

**Activities**

- Synthesis reporting of research and innovation systems (practice, barriers) and potential levers within 5 partner countries.
- Establishing of Knowledge Arenas, and Business model for them, and alternative funding and evaluation methods for RRI projects and solutions.
- Investigating of the state-of-the-art of research and innovation systems in European knowledge economies.
- Designing of Co-RRI Knowledge Arena and a Co-RRI web based platform.
- Establishing local/regional transition – knowledge arenas in order to develop Co-RRI project concepts through a multi-actor exercise involving research, civil society, policy, and the business sectors.
- Drafting policy recommendations and materials for fostering co-RRI uptake.

**Results**

- Concepts for co-RRI-projects: which describes the local/regional problem definition of the global challenge, the systemic analysis of causes of and reasons for the challenges, the projected potential solution, the co-RRI project concept.
- Established co-RRI knowledge arenas and developed business model for their functioning.
- Reports on Policy recommendations for co-RRI in the EU.
- Materials for fostering uptake of co-RRI and future of RRI in EU.
GOVERN - Fostering autonomy and accountability: Development of State-of-the-Art HE Management System for efficient changes in line with Bologna principles

Objectives

- To build on the capacity of administrative staff for managing system changes efficiently.
- To revise the legal (system level) and regulatory (HEI level) frameworks in line with Bologna action lines.
- To establish the state-of-the-art university management system through overhaul of approaches to system changes: strategic, financial and human resource management.
- To introduce working approaches to student-centered educational provisions: ECTS and academic programme management to assure quality and promote student mobility.

Activities

- Capacity buildings.
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- Building on capacity of top and middle level administration to enable Bologna action lines implementation.
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- New approaches to managing academic programmes and office of academic affairs and registrar (installation of student portal and student affairs information management system).
Kyrgyzstan – Strengthening the education attainment assessment to affect decisions about instructional needs, curriculum and funding

### Objectives

- To improve education attainment assessment enabling properly judge the quality of education management system with regard to the content and resources in use.
- To strengthen the role and quality of assessment to mirror quality of instruction, curriculum and funding of the education programme.
- To strengthen and empower MoES, MoF, local authorities, institutions involved in different types of assessment, local communities and civil society organisations in collaborating more effectively towards better and efficient use of results of assessment and address the needs timely.
- To advise involved actors on the ways and means of efficient use of resources to address the revealed shortcomings and needs of the national education assessment.

### Activities

- Carrying out the country-wide student assessment together with the Ministry of Education, authorised testing and assessment institutions and involved Development Partners, that will compile, generate and analyse a wide range of education attainment assessment data and information to review common problems and to take stock of policy options.
- Facilitating the negotiations of the government bodies, local authorities, academic society, School Boards of Trustees and CSOs on joint courses of action to address ongoing or emerging education assessment challenges and efficient budget spending, sharing knowledge with all actors in the education community.
- Advising involved actors on the ways and means of translating revealed assessment shortcomings and needs into the decision and policy framework at the country level and, through technical expertise, help build national capacity.

### Results

- Improved instructions, curriculum and funding in response to the assessment outcomes.
- Strengthened the participatory decision-making process through operational dialogue platform between the government bodies, local authorities, institutions involved in different types of assessment, local communities and civil society organisations on joint actions.
- Provided policy advice based on best practice and knowledge applicable for the country political context.
LMPI - Licence, Master professionnels pour le développement, l’administration, la gestion, la protection des systèmes et réseaux informatiques dans les entreprises en Moldavie, au Kazakhstan, au Vietnam

Objectives

> Establishment of an International Master Course on Biobased Economy (Biomass to Energy and Bioproducts) Curricula in Chinese HEIs, which implementation will be supported by innovative teaching and e-learning tools.
> Strengthening of interactions and networking between HEIs, industry and institutions in China.
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> University – Business network with more than 28 internships available in private sector.
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PICASA – Promoting Internationalization of HEIs in Eastern Neighborhood Countries through Cultural and Structural Adaptations

Objectives

> To integrate international dimension into the teaching, learning and research functions of universities through developing and implementing respective policies and procedures.
> To develop internationalization elements for operationalization of curricula, scholar and student exchange and technical cooperation of the universities.
> To identify and develop new skills, attitudes and knowledge in students, faculty and staff to promote internationalization.
> To promote development of ethos and culture that values and supports inter-cultural and international perspectives, initiatives and their quality assurance (MINT approach).

Activities

> Trained staff and revised functions of International Relations Offices that become building blocks of the ethos and culture supporting international perspectives.
> HEI-wide policies and procedures for internalization.
> Software for the database necessary for internationalization.
> Academic programmes with internationalization dimensions.
> Approaches to research internationalization: scholarly collaboration, study abroad, student and staff mobility.
> New approaches to curricula internationalization.
> Quality assurance of internationalization (the MINT approach).
sAGESSE – Amélioration de la Gouvernance dans le système de l’Enseignement Supérieur en Tunisie

Objectives

> To contribute to the modernisation of the HE management and to the improvement of governance in Tunisia, providing an operational support methodologically rigorous and based on international best practices.
> To create an integrated definition and control system for quality in university education in every university of the consortium.
> To support the creation of new decision and management procedures to define the internal/external staff of the HEIs charged of the management and control of processes.
> Development of skills and competencies by academic, administrative and managerial staff.
> To promote the creation of an e-administration department in every university of the consortium for an innovative, effective and more autonomous management.

Activities

> Research and analysis about best practices concerning governance in Tunisia.
> Training seminars, study visits and best practice exchange to train the administrative and managerial staff.
> Design of a Quality Handbook about financial management procedures.
> In each university of the consortium: definition of a strategical project and related Action Plans and creation of offices to put them in place.
> Elaboration of a White Book of recommendation addressed to interest groups and national, regional and international authorities.

Results

> Development of skills about governance and quality assessment by managerial and academic staff of the universities.
> Development of skills about financial management by administrative staff of the universities.
> An e-administration department is created in every university of the consortium.
> Increased awareness of universities and policy makers about the importance of better governance.
> Increased academic and financial autonomy of the universities of the consortium.
> Increased openness towards the socioeconomic world of the universities of the consortium.
SSaMs – Training Sports Students as Mentors to Improve the Educational Attainment of Boys and Young Men

Objectives

> To enhance knowledge and skills of undergraduate sports students to enable them to provide mentoring support for boys and young men who are underachieving at school;
> To assist in reducing Early School Leaving amongst boys and young men;
> To support the engagement of HEIs with local communities and further integrate with local education and informal youth and community education schemes;
> To provide a foundation for further work with boys and young men and complement existing academic work among HEIs partners.

Activities

> Development of a needs analysis on gendered mentoring and work on ESL addressed to HEIs offering degrees within Faculties of Sport and Exercise;
> Elaboration, piloting and evaluation of gender specific SSaMs Learning Material to inform sport students how to mentor young men and provide gender sensitive support on ESL;
> Creation of the SSaMs Train the Trainer materials;
> Development of the SSaMs Project and Pilot Evaluation Report.

Results

> Increased skills and knowledge (and employability) of undergraduate sport students trained in gender-sensitive mentoring;
> Increased understanding of ESL and practical, gender sensitive mentoring work with boys and young men and new training resources to teach sports students made available;
> Strengthen the link between the project HEI/NGO with local organisations, schools and the local community in each country;
> Increased awareness of national and international HEIs, stakeholders, policy makers of SSaMs aims and potential in assisting in reducing rates of ESL.

cesie.org/project/ssams
### Objectives
- To improve households’ knowledge about energy saving behaviours and energy-efficient products
- To motivate households to commit to energy-saving actions
- To encourage community-based interactions between households likely to invest in high quality renewable energy products
- To better understand behaviour patterns relative to energy savings in different target groups
- To conduct a set of dissemination actions in view of promoting the STEP_BY_STEP concept and its implementation by European and local authorities.

### Activities
- Recruitment of 6.300 households by door-to-door interviews.
- Elaboration of an “energy saving” Kit.
- Elaboration and deployment of the behavioural change strategy and designing of accompany schemes for each energy saving action.
- Accompaniment of 5.000 households to suggest energy saving actions.
- Creation of databases containing information about: household profile, data related to behaviour change, knowledge about energy savings, electricity consumption, household locations, etc.

### Results
- STEP BY STEP Activity Report 1 summing up the first data about the project in relation to citizens engagement towards energy saving and responsible consumption in the involved cities.
- STEP BY STEP Activity Report 2 about proposed activities and the rate of success in the different partner cities.
- STEP BY STEP Activity Report 3 about proposed activities and the rate of success in the different partner cities.
- Video Interview with the major of the Cefalù about the participation of the City to the project.
- Delivering energy savings of about 12% for at least 6.300 households.
- 20% of the accompanied households take decision to purchase energy-efficient products (1.000 households).
- Caused environmental benefits in terms of reduction of CO2, SOx, NOx, VOC and PM emissions.
- Produced social benefits in terms of reduction of morbidity and mortality caused by CO2, SOx, NOx, VOC and PM emissions.
Rights and Justice

Promoting equality, protecting the rights of people, preventing and developing responses to violence and discrimination.

We support the achievement of these objectives through the projects and activities we implement in favour of:

- Groups at risk of or victims of discrimination, hate speech, hate crime, violence (including Roma people, LGBTIQ people and minority communities);
- Children, Young People, Women and Men at risk of experiencing violence, victims or perpetrators of violence;
- Professionals, institutions, public and private support services.

Main Activities

- We identify our fields of intervention through extensive research and needs assessments on the topics of human rights and justice.
- We are passionate about gender equality, and we promote it through awareness-raising campaigns and training programmes for young people, students and teachers. We believe that by creating gender equal societies, we also reduce violence and discrimination more in general.
- We are committed to protecting survivors of violence, and to supporting their empowerment and resilience. We do that by piloting model support services and by assessing their impact on survivors of gender-based violence, domestic violence, sexual violence and harassment, forced marriage, intimate partner violence, female genital mutilation, trafficking of human beings, and on perpetrators.
- We strive for a world without discrimination, hate crime, hate speech, online hate speech, bullying, cyber-bullying, by developing technological tools and new solutions to prevent them.
- We support and encourage professionals from relevant fields, including law enforcement authorities, education and health authorities, to take leadership and carry out initiatives for the prevention of child exploitation, sexual violence against children and young people, through capacity building activities.
- We critically reflect on, evaluate and recommend changes in policy to favour labour and social inclusion of survivors of violence, care leavers and marginalized groups.
# A.T.H.E.N.A. – Addressing Training to SPOC as Hub of a European Network of law enforcement Agencies

## Objectives

- To offer comprehensive training on the different EU police communication channels and EU information exchange mechanisms and instruments.
- To exchange best practices regarding the functioning of Single Points of Operational Contact (SPOCs), and/or to establish a format for regular contacts of SPOC heads and staff, focusing on training needs and activities.
- To identify common workflow requirements for SPOCs in Member States and development of related guidelines as a basis for SPOC staff training.

## Activities

- Developing an effective coordination of training on law enforcement information exchange for SPOCs staff and relevant SPOC “stakeholders”.
- Organising awareness campaigns on SPOCs activities.
- Promoting a common law enforcement culture and creation of a consolidated proactive network of SPOC Heads and staff.
- Creating a repository of good practices regarding training on EU law enforcement information exchange, taking into account related existing curricula and results of related initiatives.
- Setting up of a European Network of SPOC staff and Heads of SPOC.

## Results

- National quality manual for international law enforcement cooperation.
- SPOC training platform (on line learning modules, webinar, educators’ support).
- SPOC Roadshows, local seminars for raising interest in SPOC activities in favor of field officers.
- Study visits in EU and EU associated countries, Workshop on study visit outcomes, Meeting for discussion on SPOC training tools proposals, training strategy – modules included.
CONVEY – Counteracting sexual violence and harassment: Engaging Youth in schools in digital education on gender stereotyping

**Objectives**

> To develop peer-to-peer approaches to education and awareness-raising on sexual violence and harassment against women by training young people on the effects of gender stereotyping and sexualisation in digital media.
> To educate and contribute to behavioural change of young people in the field of sexual violence, harassment and gender stereotyping by developing an educational simulation game and a pilot creative programme of gender equality and sexual education, critical digital media literacy.
> To foster the respect of women’s rights and dignity in schools through a train-the-trainer programme for teachers on the prevention of gender stereotyping and sexualisation in the digital society.

**Activities**

> Involvement of 14-18 year-olds as peer consultants to provide inputs and feedback to the development of the CONVEY online simulation game.
> Establishment of an adult expert consulting group integrating professional external knowledge and experiences in the delivering of project’s activities.
> Creation of an online simulation game (and linked training materials) as educational tool to awareness raising and prevention against sexual violence and harassment.
> Organising workshops for teachers and educators by empowering with knowledge and tools to become trainers with innovative approaches on project’s sensitive issues.
> Developing a social media campaign against sexual violence & sexual harassment.

**Results**

> Videos with testimonials on sexual harassment and sexual violence as experienced by sexual violence survivors.
> CONVEY Online simulation Game and UserManual.
> CONVEY Pilot Programme: Train-the-Trainers (ToT) workshops and Training Kit for teachers; local workshops for young people.
> Policy Recommendations for key educational and policy stakeholders.
> CONVEY Social Awareness Campaign against sexual violence and sexual harassment.
> Research report on CONVEY behavioural change effect on young people.
> Final local seminars and transnational conference.
## JudEx: Towards a child friendly justice in cases of sexual violence against children

### Objectives
> To promote Article 12 of the United Nations Convention on the Rights of the Child [UNCRC] and the CoE Convention on the Protection of children Against Sexual Exploitation and Sexual Abuse, in relation to the right of the child to be heard and involved in decision making, whether at home, in the general life of the community, at school or in individual legal and administrative matters in cases of sexual violence.
> To improve the child’s experience position when entering the judicial system in cases of sexual violence against children.
> To improve the skills of professionals involved in representing children in judicial proceedings through trainings which take into consideration children’s rights, their developmental needs, and social background in countries where the Lanzarote Convention has recently been ratified.

### Activities
> Researching on country specific judicial procedures in cases of sexual violence against children.
> Researching on the child’s perspective on judicial procedures in cases of sexual violence.
> Holding Focus Groups with Stakeholders.
> Reviewing existing training programmes and developing Multidisciplinary Curriculum and Methodology.
> Pilot testing with experts on childhood issues (child sexual violence issues).
> National databases of “interested parties”.

### Results
> Comprehensive mapping of practices in partner countries and usage of the GPMap for future cases of sexual violence against children.
> Transversal awareness raising and multilevel cooperation between governmental bodies, private sector, civil society.
> Better trained professionals able to recognize the rights of the children during judicial proceedings.
> Harmonized child friendly methodology and judicial practices in cases of sexual violence against children.
> Advocacy of the implementation of the Lanzarote Convention.
## SERCo – Social Entrepreneurship for Roma Communities

### Objectives

- To promote social economy as an effective instrument for national and EU Roma social inclusion strategies.
- To promote capacity-building and personalised support for sustainable social enterprise creation in Roma communities.
- To provide Roma mediators with the necessary skills for supporting the planning, establishment and sustainability of social enterprises within Roma communities.
- To encourage mutual learning, exchange of good practice and collaboration between all relevant stakeholders, with an emphasis to Roma communities, policy-makers, public authorities and NGOs.
- To raise cultural awareness through the direct participation of Roma communities and stakeholders.

### Activities

- Analysing and comparatively assess the impact of social economy within Roma communities.
- Providing specific policy recommendations at national and EU level.
- Generation of practical guidelines and resources promoting social economy initiatives in Roma communities.
- Developing a culturally-informed joint transnational training programme for Roma mediators.
- Supporting lasting cooperation and establish a Network for Roma Social Economy.

### Results

- Online consultation of European Commission to set up agenda of the EU Roma Platform
- Mapping Social Entrepreneurship – National Report, Italy
- Needs Assessment Report [national and comparative]
- Practical Compendiums on institutional barriers for social entrepreneurship and business ideas, applicable within Roma communities
- Guidelines for Roma social entrepreneurship and Policy Recommendations
- Two ‘train the trainers’ circles (Roma mediators), mentoring with potential Roma social entrepreneurs: mutual and flexible learning (moodle) and 4 training modules
- Mutual learning and exchange of good practices: 6 roundtables on exchange of good practice
## SupportVoc – Development of a Generic Support Services Model to enhance the Rights of Victims of Crime

### Objectives

- To contribute to promotion and protection of the rights of Victims of Crime (VoC) in Greece, Italy, Bulgaria and Cyprus.
- To contribute to effective application of EU law on VoC rights, esp. Directive 2012/29/EU
- To develop a model and Standard Operating Procedures (SOPs) for generic victim support services (GVSS), adaptable to national contexts, as required by Art. 8 of Dir. 2012/29.
- To promote cooperation between authorities and organisations in contact with VoC to support implementation of the model and SOPs for GVSS and ensure comprehensive protection of VoC.

### Activities

- Analysing the implementation process of generic support services in Spain and identification of best practices in Spain and the EU.
- Facilitating cooperation between competent authorities and other agencies or organisations coming into contact with victims.
- Delivery of 2 national workshops in Greece, Italy, Bulgaria and Cyprus for establishing initial cooperation, exchanging best practices and other relevant experiences and identification of strengths and weaknesses in terms of cooperation and coordination.
- Organising transnational workshop to promote cross-border cooperation and the implementation and “institutionalization” of the generic support services model.

### Results

- Research report of the implementation process of generic support services in Spain and best practices in Spain and the EU.
- Model and universal SOPs for the provision of generic support services.
- Adaptation requirements at national level and Guidelines.
- Detailed Standard Operating Procedures.
- Recommendations and guidelines for setting up a multidisciplinary task force or working group for VoC.
Adult unit aims to support individuals in acquiring and developing basic skills and key competences, developing relevant and high-quality skills and competences in order to foster employability and socio-educational and personal development, as well as participation in civic and social life.

Specific objectives are to:

- better support competitiveness and employment in particular at regional and local level; increasing capacity and professionalism to work at EU/international level;
- improve the level of key competences and skills, with particular regard to their relevance for the labour market and through strengthened cooperation between the world of education and training and the world of work;
- foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions;
- promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems;
- enhance the international dimension of education and training & promote the EU’s broad linguistic diversity and intercultural awareness.

Main Activities

- Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults.
- Enhancing the literacy, numeracy, digital competences, key competences and/or progress towards higher qualifications of low-skilled or low-qualified adults.
- Testing and/or implementation of innovative practices in the field of education, training and youth.
- Recognition and validation of knowledge, skills and competences acquired through formal, non-formal and informal learning.
- Cooperation between local authorities to promote the development of education, training and youth systems and their integration in actions of local and regional development.
- Supporting learners with special needs to complete education cycles and facilitate their transition into the labour market.
- Preparing and deploying the education and training of professionals for equity, diversity and inclusion challenges in the learning environment.
- Transnational initiatives fostering entrepreneurial mind-sets and skills, to encourage active citizenship and entrepreneurship (including social entrepreneurship).
## ALdia – Accessible Learning design, implementation and accreditation

### Objectives

- To define disabled student needs in both higher education and VET sectors.
- To promote diversity within the educational environment and create social bonds between persons with and without disabilities.
- To develop and field-test an innovative, flexible, Massive Open Online Course for higher education lecturers and VET trainers.
- To validate the acquired expertise through certification that will be based on the ECVET principles, thus facilitating its use across Europe.
- To generate genuine and sustainable improvements in the education and training system and policies.

### Activities

- Developing collaborative teaching and learning pedagogies. These will be used in two respects:
  1. the ALdia training methodology and practice will be using all the collaborative learning techniques available for distance learning;
  2. the accessible learning design that will be taught by the ALdia training will incorporate, where appropriate, collaborative teaching techniques.
- Creating synergies and encourage cooperation between education providers at all levels, in order to have a multiplier effect in Europe and beyond.
- Providing evidence for policy-making that supports the development of learning environments that foster equity and inclusion.

### Results

- Innovative, comprehensive and sustainable framework that will promote the equal access of disabled students and trainees to University education and vocational training.
- Flexible, massive open online course (MOOC) for higher education and VET education professionals.
- ALdia training methodology and practice.
ArtS – Skills for the creative economy

Objectives

> To design and deliver a joint vocational training programme for low-skilled, unemployment and self-employed artists of the following areas: Craft, Cultural Heritage, Design, Music, Visual Arts, Literary Arts, Performing Arts.
> To develop an outcome oriented VET curriculum according to EQF/ECVET standards and responds to specific skill-shortages in the creative and cultural sectors' market.
> To update professional competences of low-skilled artists and to provide them with management, business and networking skills.
> To reinforce cooperation with other VET providers, labour market and stakeholders and raise awareness about the problems and opportunities of the CCS (Cultural and Creative sectors) at a transnational level.

Activities

> Undertaking a needs and a state-of-the-art analysis in Spain, Italy and Greece about the sector skill shortages and ECVET strategy.
> Designing the curricula, certification and assessment methods.
> Developing ArtS portal that contains: e-learning platform, a career guidance section, ArtS forum, information on funding opportunities.
> Testing the online training material and deliver the curricula.

Results

> Mapping the Competences of the Cultural and Creative Sectors.
> ArtS training modules.
> ArtS training programme.
> ArtS programme-trainers’ guide.
> e_art-space Portal.
> Pilot testing Report.
# ASAP – Anticipatory Skills for Adapting the Publishing sector

## Objectives

- To promote the awareness of the role of the publishing sector in the European culture and identity and enhance the role of small and medium publishers also at regional level.
- To create professional skills with the needed requirement for accompanying the actual transition to the e-publishing and connect them to learning outcomes in a anticipatory and not reactive way.
- To involve all the stakeholders representing the articulation of the publishing supply chain, from the creation to the distribution, exploiting the VET potential for creating growth and jobs.
- To promote the application of EQAVET and EQF/ECVET frameworks that ensure both quality and better transferability of results.

## Activities

- Implementing an original training programme that will integrate both interactive learning methods (MOOC Platform) and work-based learning (WBL).
- Developing a VET outcome-oriented curriculum that responds to specific skill-shortages in the publishing labour market.
- Piloting of the joint vocational training programme that will provide employees, but also unemployed, self-employed, low skilled employees and young VET students the opportunity to update their professional skills and knowledge covering the gap related to the lack of specific skills related to the areas of the publishing supply chain as a consequence of the “digital revolution”.

## Results

- Analysis of the status Quo of the strategic perspectives with regard to the publishing sector.
- Guide on the application of EQF/ECVET in the publishing sector and for establishing the quality assurance principles of EQAVET.
- ASAP training programme: description of methodologies and tools.
- ASAP Programme Guides, for Trainers and Trainees’.
ATHLISI – Promotion of social integration through the training of the coaches and sport clubs

Objectives

> To promote the social inclusion of disadvantaged target groups in sport and promote equal access to sport for everyone independently from their socioeconomic background.
>
> To support young people of different backgrounds to develop through their participation on sports “a shared sense of belonging and participation” and act as a tool for the integration of immigrants and other groups.
>
> To prevent intolerance and xenophobia in sports by promoting the integration of diverse communities (immigrants, Roma etc.) in the sport clubs and by training the coaches to manage diversity between the sport clubs and manage also the tensions, due to racist or xenophobic incidents, that may appear inside the club.

Activities

> Realisation of field research with the methodology of the Community Consultation Groups.
>
> Production of a comparative research report (including concrete suggestions on the way forward) on the basis of the results in all the partners’ countries.
>
> Development of networking and cooperation of the coaches and sport clubs with their local communities and mostly with the disadvantaged parts of these communities.
>
> Creation of e-learning material inclusive of audio-visual elements (videos, sounds, interactive applications etc) in order to be more attractive for the users.

Results

> Training Needs Analysis: comparative research report on training needs analysis for coaches and sport clubs in relation of social inclusion of children from disadvantaged target groups.
>
> Development of training material for the training of the coaches and sport clubs.
>
> ATHLISI E-Learning Platform and Course for the coaches, trainers, sport clubs.
>
> Face to face seminars and online courses.
**BYMBE – Bringing Young Mothers Back to Education**

**Objectives**

> To adapt and promote good practices of support for young mothers for going back to school or in employment in Europe.
> To develop innovative outreach strategy and motivational campaign for awareness raising on the issue of early school leaving of young mothers.
> To support social workers and trainers by provision of additional tools, knowledge and skills for their work with young mothers.
> To develop holistic support instruments for young mothers, including counseling, training and peer-groups
> To disseminate project results and raise awareness about the problem of early school leaving of young mothers and how to address it.

**Activities**

> Development of a Handbook for Outreach Awareness and Motivation Strategies
> Creation of a set of Intervention Methods to involve Young Mothers
> Delivery of training addressed to Social workers/Teachers Trainers working with the young mothers
> Elaboration of a BYMBE Orientation Pack
> Design of a BYMBE Empowerment Pack
> Design of a BYMBE Support Pack
> Implementation of pilot trainings with Social workers/Teachers Trainers and young mothers who are expected to re-enter education.

**Results**

> Created a holistic awareness campaign of education need and a support package for young mothers in need to finalize their education.
> Improved the opportunities in professional and social life of young mothers by enabling them to finalize their professional education, having their own job, earning their own money, be independent from social welfare.
> Provision of effective career guidance and orientation to young mothers and prevention and reduction of Youth Unemployment.
> Improvement of the knowhow and awareness of Social workers/Teachers Trainers working with the young mothers about how to support them in the best holistic way.
> Raised the awareness of stakeholders and general public about the importance of professional education for girls in order to assure their own economic safety.
CAPE – Careers Advice and Pathways to Employment

**Objectives**

> To support and improve careers advice and guidance given to young people at risk of Early School leaving (ESL).
> To enable young people to develop career management skills and make better career choices.
> To improve dialogue and activity with enterprises from across Europe and across sectors (VET, second chance and informal learning).
> To ensure teachers, trainers and counsellors to have the necessary knowledge and skills to support young people to develop Career Management Skills (CMS).

**Activities**

> Establishing of employer forums and networks, encouraging VET providers and second chance schools to bring together education providers and enterprises.
> Conducting research on existing good practices and training needs analysis of teachers and trainers.
> Developing a train the trainer programme, with 4 training events across Europe, and tested among the partnership.
> Gathering and sharing of good practices in employer engagement from across Europe.
> Training events for teaching staffs to improve links with employers and develop learning resources.

**Results**

> Literature Review Report on existing careers guidance practices in schools and VET providers.
> Needs Analysis report on the education and training needs of the target groups: teachers and trainers, young people at risk of ESL, employers.
> Guide to Good Practice in Careers Advice for NEETs.
> Train the Trainer Programme and e-Learning Platform.
> Trainers’ Handbook.
> Careers Curriculum Framework.
> Handbook of Teaching and Learning Resources.
> Guide to Effective Employer Engagement.
CREATE – Creative Therapy in Europe

**Objectives**

- To improve the integration of migrants with mental health problems through development of Arts Therapies resources.
- To develop innovative approaches to strengthen the training paths of Arts Therapists equipping them with all competences and skills needed to deliver high quality therapy and address the needs of young migrants experiencing mental ill health.
- To strengthen cooperation and exchange of best practice between European organisations in the development of co-produced training packages and new approaches to the integration of young migrants experiencing mental ill health.

**Activities**

- Coproducing training packages for Arts Therapists and Community Support Professionals to enable them to support migrants with mental ill health, improving their achievement in relevant and high level basic and transversal competences in a lifelong learning perspective.
- Engaging mental health centres and centres supporting young migrants in designing training packages thereby, challenging stigma and increasing awareness of mental ill health and how to face this through Arts Therapies.
- Creating a Network of Arts Therapists and Community Support workers in the field of migration and mental health across Europe and development of training packages and resources for Arts Therapists and Community Support professionals.

**Results**

- Art and creativity training week to exchange therapeutic techniques.
- State of the Art Review of resettlement packages and initial consultation.
- Informal focus groups with people with mental ill health.
- National reports detailing the key findings of the desk based research and the informal focus groups.
- Training module for Creative Therapists working with refugees and migrants.
- Training module for Clinical Supervisors of Creative Therapists.
- Toolkit for Resettlement stakeholders to support further use of CREATE Method and Creative Therapies.
- Positional Analysis, Sustainability Report.

[cesie.org/project/cape]
DiMenSion - Developing marketing solutions for sustainable brands

### Objectives

- To jointly develop and implement professional development program in marketing and event management for Macedonian managers and marketers.
- To improve the learning environment for adult professionals through innovative tailored and flexible courses.
- To create new and innovative ways to develop curriculum for adult learners through ICT educational methodologies and a learner-centered approach.

### Activities

- Need analysis through questionnaires and interviews with marketing managers.
- Creation of new curriculum and syllabus for professionals engaged in marketing and event management.
- Creation of online courses, webinars and train the trainers events.
- Development of professional program for marketing and event management through a pilot group of marketers and event managers.
- Evaluation of the entire process with the creation of booklet and marketing dictionary with lesson learned and achievements reached.

### Results

- Need analysis through questionnaires and interviews with marketing managers.
- Creation of new curriculum and syllabus for professionals engaged in marketing and event management.
- Creation of online courses, webinars and train the trainers events.
- Development of professional program for marketing and event management through a pilot group of marketers and event managers.
- Evaluation of the entire process with the creation of booklet and marketing dictionary with lesson learned and achievements reached.
E-PODS – onlinE PrOfessional Development in Second chance Education

**Objectives**

> To promote European integration of professional development of teachers and trainers in second chance education.
> To set up an organic and growing database connecting tools, schools, teachers, trainers and beneficiaries.

**Activities**

> Creating a European professional development service.
> Vitalising the online teacher and trainer community.
> Further developments for the current professional development offers.
> Development of a tool to create own e-learning courses: to support the bottom-up development of e-learning created for and by teachers and trainers. The tool set-up, testing and at least ten bottom-up e-learning courses will be developed as pilot.

**Results**

> SERVICES: Quality tools developed for a) quality assurance of international placements; b) online community building; c) quality assurance of educational organisations.
> RESOURCES: existing good practices and resources. Curricula, methodologies, teaser practices, studies and other tools.
> TRAININGS: connects training offers and demands.
> User-driven European trainers and teachers community in Second Chance Education.
## EQUIL – Equality in Learning

### Objectives

- To develop learning resources which support the professional development of new and existing Employment Practitioners and Educators in the field of mental health.
- To reduce disparities in learning outcomes affecting disadvantaged learners.
- To develop training programme and a methodology for supporting people with mental ill health into work.

### Activities

- Organising informal Focus groups with people with mental ill health.
- National detailed reporting of key findings of the desk based research and the informal focus group in each country.
- Developing training packages to promote partnership building between Employment Practitioners/Educators, Employers and People with Lived Experience of Mental Ill Health.
- Creating a training programme focusing on the underlying Values and Beliefs which practitioners need to be able to recognize to be able to support people with mental health problems back into the workforce.
- In depth research to develop a sustainable model for implementation of the training programme across Europe, including a positional statement with barriers to implementation clearly identified and solutions suggested.

### Results

- Co-produced training programme that takes into account different models of employment support across Europe including the IPS (Individual Placement and Support) model.
- A Toolkit for Co-Production, where professionals and people with lived experience are equal partners in designing interventions and training.
- Positional Analysis and Sustainability.
- Online learning resource and mentoring platform.
Health Points – A game based approach for Health Promotion

Objectives

> To develop an educational game based approach.
> To provide an attractive access to information on health prevention and education for young disadvantaged adults.
> To foster key competences, such as ICT skills, reading and writing, social and civic competences.
> To equip trainers, educators with an innovative tool to promote awareness on health related topics.

Activities

> Development of innovative and interactive learning methods and contents.
> Improvement of good practice examples on how to embed health related education into existing educational and/or training offers.
> Enhancement of understanding on the health literacy needs on the part of teachers, trainers and educators.
> Acquisition of concrete knowledge, skills and competences for using the interactive game and embedding it effectively in educational activities.
> Increasing awareness of the benefits and importance of health prevention for young adults and improved knowledge to make healthier choices in daily life. Information seminars about good governance addressed to the Tunisian Ministry for Higher Education and Scientific Research and the Tunisian National Body for Evaluation, Quality Assurance and Accreditation.
> Elaboration of a White Book of recommendation addressed to interest groups and national, regional and international authorities.

Results

> Developed a “Qualitative Research Report” that gives information on learning areas to be considered in Health Points.
> Created a “Methodological Concept” constructing the framework of Health Points according to structure, modules, scenarios and techniques.
> Developed a “Health Points Learning Game”
> Elaborated a Training Programme for trainers, tutors and educators.
> Created an Impact Study report to provide improvements and to draw conclusions on the efficiency of the Health Points Programme.
> Elaborated the Health Points e-Manual and webinar resources.
Healthy Diversity

**Objectives**

- To improve the capacity of health professionals and institutions in meeting the needs of a culturally diverse patient group, thereby reducing the barriers to accessing services and alleviating different forms of discrimination with the health sector.
- To develop transcultural competences of health professionals as well as the development of health institutions’ capacity to handle diversity.
- To develop methods of empowering patients with diverse needs.
- To reduce linguistic barriers and to promote intercultural awareness and responsiveness to social, linguistic and cultural diversity.
- To offer innovative ICT based training tools to address cultural diversity in the health sector.

**Activities**

- Mapping how diversity affects health professionals work by identifying critical incidents through interviews and group sessions with health professionals.
- Collecting and mapping the relevant international literature of medical anthropology as an introductory material for health professionals interested in intercultural issues.
- Selecting, adapting, transferring and disseminating good practices from diversity management and intercultural communication within the healthcare sector to healthcare institutions.
- Developing a curriculum and set of training modules for healthcare professionals.
- Teaching, training activities.
- Setting up an online free platform for health professionals to share all outputs in a user-friendly manner for the autonomous self-training of health professionals and to open all resources to relevant groups.
- Implementing a series of multiplier events and blended mobility for health professionals.

**Results**

- Medical Anthropology Reader.
- Guide to Collaborative Best Practice in health and diversity.
- Healthy diversity course curriculum for health professionals.
- Open Online Course “Healthy Diversity”.

[cesie.org/project/healthy-diversity]
# JUST SPORT – Fight against doping on grassroots level

## Objectives

> To raise awareness, among youths Recreationists in fitness centres and all beginners in grassroots level recreational sports, of a whole lot of negative consequences caused by using supplements with harmful additives.

> To increase the awareness about dangers of doping intake and its negative health consequences and, last but not least.

> To provide anti-doping education and prevention programmes aimed at fostering the fundamental values that underpin recreational activities and informing youth of the moral, legal and health consequences of recreational activities.

## Activities

> Needs Identification: Survey and analysis of existing documents in anti-doping.

> Development of the anti-doping training module tailor-made for trainers in fitness centres: General information's on doping, which are prohibited substances and methods, consequences of doping, proper diet; Doping as a social phenomenon; Load in training.

> Implementing capacity building activities in all project partner countries.

> Participating in doping free recreational activities within the context of healthy means for healthy goals in coordination and long-term consultations with duly educated fitness trainers.

## Results

> JUST SPORT Needs Analysis and process Report.

> 5-day JUST SPORT Event in all project partner countries: [3-day] Working sessions for fitness trainers where the newly developed anti-doping training module will be implemented. [2-day] Round tables for recreationists in fitness centres, owners of fitness centres, decision makers (local and national competent authorities), other sports organizations and wide public.

> Guidelines for future activities promoting anti-doping and healthy nutrition as a healthy lifestyle.

> JUST SPORT mobile application for mapping healthy fitness centres and fitness experts.
# INTERFACE – Innovation and Entrepreneurship for Fragile Communities in Europe

## Objectives

- To identify fragile communities in the partner countries and regions, which possess potential for mitigating their state of “fragility” through project interventions.
- To identify the competence gaps and training needs of fragile community members and local authorities in areas, related to the creation of sustainable new jobs and services for the betterment of these communities.
- To provide training to community coaches and delivering pilot community workshops which will help fragile communities’ members acquiring competences they can use for solving their practical community problems and thus empowering communities.
- To transfer the project effects to other regions and countries in order to maximise the efforts of the partnership to support the revival of fragile communities across Europe.

## Activities

- Development of a competence gap analysis through desk research and surveys.
- Elaboration of INTERFACE curriculum for coaches.
- Implementation of pilot training of community coaches and community workshops.
- Creation of INTERFACE learning platform.

## Results

- Enhanced and strengthened fragile communities within their regions and countries.
- Created and piloted coaching methods and training materials and established community coaches network.
- Enhanced fragile community members’ potential to responsibly and autonomously employ innovation, creativity, analytical thinking, resourcefulness, leadership and resilience for the betterment of their communities.
NE(W)AVE – reNEWable e-Vet learning

Objectives

> To contribute to increase the employability and inclusion of NEETs and VET learners developing VET business partnerships in the renewable energy field based on work-based learning
> To promote innovative learning opportunities in VET developing a Open Online Course on renewable energy
> To support VET trainers’ & mentors professional development offering an E-toolkit based on new training material and scheme.

Activities

> Research on skills needed for jobs related to renewable energy
> NE(W)AVE OPEN ONLINE COURSE for VET learners
> NE(W)AVE E-toolkit for VET Trainers
> NE(W)AVE Policy Recommendation

Results

> Identified labour market skills needs in the field of renewable energy sector and existing VET offers in the 5 partners’ country.
> Developed innovative training materials with the aim to update, reskill and/or upskills the competences VET learners/NEETs and young professionals in the field of renewable energies.
> Increased employment chances of the above mentioned targets in the renewable energy sector.
> Promoted the professional development of VET trainers through the acquisition of new and/or increased competences in terms of teaching/learning methods, tutoring and intercultural skills.
> Promoted close cooperation between stakeholders from the education and business field.
Objectives

> To enhance knowledge and skills of undergraduate sports students to enable them to provide mentoring support for boys and young men who are underachieving at school;
> To assist in reducing Early School Leaving amongst boys and young men;
> To support the engagement of HEIs with local communities and further integrate with local education and informal youth and community education schemes;
> To provide a foundation for further work with boys and young men and complement existing academic work among HEIs partners.

Activities

> Development of a needs analysis on gendered mentoring and work on ESL addressed to HEIs offering degrees within Faculties of Sport and Exercise;
> Elaboration, piloting and evaluation of gender specific SSaMs Learning Material to inform sport students how to mentor young men and provide gender sensitive support on ESL;
> Creation of the SSaMs Train the Trainer materials;
> Development of the SSaMs Project and Pilot Evaluation Report.

Results

> Increased skills and knowledge (and employability) of undergraduate sport students trained in gender-sensitive mentoring;
> Increased understanding of ESL and practical, gender sensitive mentoring work with boys and young men and new training resources to teach sports students made available;
> Strengthen the link between the project HEI/NGO with local organisations, schools and the local community in each country;
> Increased awareness of national and international HEIs, stakeholders, policy makers of SSaMs aims and potential in assisting in reducing rates of ESL.
SCIENT – A European University-Business Alliance aiming to foster young SCIEntists’ ENTrepreneurial spirit

Objectives

> To foster entrepreneurial spirit among PhD STEM students/graduates (academic disciplines of science, technology, engineering, and math), as these people have untapped business potential.
> To enhance scientific entrepreneurship levels within EU Universities, decreasing over the long-term youth unemployment and boosting job creation and growth across the EU.
> To open up new learning opportunities through the practical application of entrepreneurial skills, which will involve the creation of start-ups and spin-offs, commercialisation of new services, products and prototypes.

Activities

> Conducting in-depth needs’ analysis, identify the obstacles that PhD students/graduates face in transferring their research findings into business ideas.
> STEM students involved in internships, working in interdisciplinary teams and under the guidance of academic faculty, managers, investors and entrepreneurs, having thus the unique opportunity to understand business needs and how their research can be applied in real business settings.
> Development and testing of a complete pre-accelerator programme offered in universities, research and entrepreneurship centres, accelerators and incubators.

Results

> Current state of the art and needs’ analysis, Italy.
> State-of-the-art teaching methods and techniques on entrepreneurship education for PhD students/graduates.
> Transfer of best practices from North EU countries that have long-term experience in entrepreneurship and accelerator programmes to South EU countries.
> Entrepreneurship Academy and Business Competition in Cyprus.
SeasonReady – Work-based learning for seasonal hospitality workers

Objectives

> To improve competitiveness of hospitality and tourism sector by fostering productive, professional, efficient and motivated seasonal workforce in three key areas – front-line operations, food and beverages services and housekeeping.
> To develop a training methodology of work-based learning adaptable to local and regional context.
> To assist in-house trainers to develop skills and training techniques for effective work-based learning.
> To provide seasonal workers with the proper mix of skills, knowledge and attitudes required in hospitality.
  • To provide recommendations to stakeholders for the further development of a sustainable work-based learning methodology at regional and national level.

Activities

> Researching the best practices and analysing needs through interviews, focus groups and surveys in all partner countries.
> Designing a work-based learning programme taking in account the needs of employers in hospitality sector.
> Testing and piloting of the SeasonReady training materials in front office, food and beverage and housekeeping section of hospitality enterprises in all partner countries.
> Streamlining and producing a Guide for policy makers, stakeholders and VET providers.
> Developing new networks and synergies as a result of contacting stakeholders during the exploration of exploitation possibilities, sharing of knowledge, ideas and good practices.

Results

> A research report considering regional contexts in partner countries and preconditions for successful introduction of work-based learning.
> A methodological framework of work-based learning for seasonal workers in tourism and hospitality.
> Training material tailored to the needs of seasonal hospitality workers, to be delivered in the context of work-based learning.
> A guide providing recommendations to stakeholders for the sustainable exploitation of project products.
**Objective**

- To share current good (evidenced based) practice of the implementation and promotion of an Urban Active Environment (UActivE) to increase population (community) physical activity levels.
- To establish working groups in five EU member states to develop an UActivE Action Plan with a focus on creating environments to support physical activity for the creation of a more physical active environment.
- To develop and embed the UActivE Action Plan into policy/practice in each designated city/town.
- To develop competencies in the assessment of value of the UActivE Action Plan through training in the use of the Health Economic Assessment Tool (HEAT).

**Activities**

- Carry out scoping exercise of evidence and good practices.
- Deliver Learning and Sharing of Good Practice Symposium and Workshop in Palermo (Italy) to facilitate the sharing of practice, experience and knowledge across partners and workshop on UActivE Action Plans.
- Plan, prepare, develop and implement the UActivE Action Plans for 5 implementation sites (Greece, Italy, Latvia, Romania and Spain).
- Plan, design and deliver HEAT training to patterns and designated staff from each of the implementation sites (2 per partner = 10 trained staff, plus partners).

**Results**

- EU UActivE Summary of Evidence and Good Practice document.
- Guidance document ‘How to Create and Evaluate an UActivE’ including 5 case studies from partners.
- ‘How to’ guidance on measuring value of an UActivE, including a complementary media clip.
STARTUP – Start, run and grow your business

Objectives

> To enhance entrepreneurship, develop the international outlook and the competitiveness of European SMES.
> To foster start-up entrepreneurs and newly-established micro and small enterprises by creating transnational networks and thus exchange of experience and good practice.
> To facilitate exchange of experiences, learning and networking for new EU entrepreneurs through periods spent at SMEs of experienced entrepreneurs in another country, empowering SMEs from all European countries to become more competitive and to support the growth of their companies internationally.

The project targets the following business sectors: Social Economic Sector | Research and Development | ICT and Hi-Tech | Training and consulting | Renewable energies.

Activities

> Providing on-the-job-training for 70 New Entrepreneurs (NE) with firm intention to set up a business.
> Supporting 62 Host Entrepreneurs (HE) who want to expand their business or enter other European markets.
> Building on capacity and support of 62 business relationships involving 132 entrepreneurs from different EU countries and from several business sectors.
> Promotional activities of the EYE programme around Europe.
> Enrolling at least 240 NEs and HEs as potential participants to be involved in the mobility exchanges.

Results

> Acquisition of new competences (linguistic, intercultural, technical, management and financial ones).
> Direct knowledge of another country’s working methods and of the transnational dimension of the SMEs.
> Development of communication channels and transnational networks.
> Improvement of the performance of the SMEs both in terms of effectiveness and efficiency.
> Investment in ideas sharing, generation and development, stimulating social innovation.
> Capacity to maintain the natural links with the local territory, having at the same time an European level overview of SMEs’ situation.
### TTRAIN – Tourism training the trainers

#### Objectives

- To provide unskilled personnel in the tourist sector with special designed vocational training and boosting the opportunities of further education.
- To create, test and implement a tailor made learning model/curriculum for training on-the-job-trainers in the tourism sector.
- To map the state-of-the-art and compare the learning need requirements of the target group.

#### Activities

- Delivery of training that improves the competitiveness of the involved tourist companies by educating the staff to be more satisfied and qualified and thus increases the companies’ profit and image.
- Developing a detailed curriculum plan using the “Stepping-Stone” model as a platform, including content, number of learning hours and practical guidance for the vocational instructors.
- Delivery of joint staff training events.
- Promotional workshops with regional key stakeholders.

#### Results

- **TTRAIN curriculum (learning model).**
- **GAP Analysis Report** – The mapping will consist in the following:
  1. Existing training for tourism sector;
  2. Available channels, mediums and networks to cooperate with;
  3. Available research and reports on the topic (Literature review);
  4. Needs and preferences of trainers and stakeholders on training content.
- **TTRAIN Learning Portal** – Open Educational Resource (OER).
VIRTUS – Virtual Vocational Education and Training

**Objectives**

- To mainstream virtual vocational education and training, providing certified modular learning outcomes in Europe and beyond.
- To exploit the VET potential in supporting job creation, productivity, competitiveness and innovation; linked primarily to regional skill needs in support of regional growth.
- To provide evidence-base for policy-making initiatives that promote virtual vocational education and training, in accordance with the European Policy Agenda regarding Adult Learning, Vocational Education and Training and the Strategic Framework for European Cooperation in Education and Training (ET2020).
- To open up a virtual infrastructure of education and training institutions to adult learning and provision of modular certified learning opportunities, Virtual Organizations (VO).

**Activities**

- Establishing an innovative, virtual vocational education and training centre, which will provide appropriately designed modular certified courses in Modular Employable Skills (MES), corresponding to a wide range of circumstances such as regional growth potential and/or company restructuring.
- Developing Training Material and Digital Content.
- Field-testing of the modular courses delivery via the VIRTUS Virtual VET Centre.
- Validating the acquired knowledge through certification on the basis of the ECVET standards.

**Results**

- Needs Assessment analysis, Report.
- State of the Art in VOs in Education and Training, Report.
- VIRTUS Virtual VET Centre and virtual community.
- VIRTUS Modular Courses: Tourism and Hospitality Services | Social Entrepreneurship.
- VIRTUS Policy Recommendations.
Migration

CESIE acts to promote intercultural dialogue among people from over the world and enhances capacities and values of each person building up a bridge of knowledge and sharing.

CESIE'S Migration Unit aims to centralise and connect all the activities carried out by CESIE, aimed at the target groups of asylum seekers, refugees, and migrants of all ages (children, youngsters, adults). The overall objective is to develop effective and inclusive approaches for the target groups. Therefore, the unit tries to increase the impact on the beneficiaries, to offer structured paths of integration and social inclusion among young people, foreigners, and local young people as well as to activate learning paths based on the training needs of migrants, refugees, and asylum seekers, no matter what age. Non-formal methodologies are used in the majority of activities, as these turn out to be the most appropriate to the needs of the target group.

Main activities

- Raising public awareness on the role of education in promoting inclusive societies, valuing diversity
- Promoting increased attention towards diversity, inclusion, and intercultural competences in policy planning in education
- Strengthen and Enhancing the competences of teachers, school heads, staff members, and outer school activities educators so that they are able to better take into account increasingly culturally and linguistically diverse environments
- Raising participation in the educational environment among children and youth, enabling them to achieve personal independence and active participation in society
- Carrying out social inclusion paths addressed to unaccompanied minors and young migrants, providing them learning and sharing opportunities (employability and IT trainings, Intercultural dialogue programs; soft skills and entrepreneurship etc.)
- Fostering an exchange of experiences and good practices on successful integration of TCN children and adults
ARISE – Appetite for Enterprise

Objectives

> To foster networking, knowledge, experience-sharing among social workers, trainers, intercultural mediators and key stakeholders to strengthen resources supporting integration of migrant women and their access to work and development of entrepreneurial initiatives.
> To promote the social and entrepreneurial capacities of migrant women through development and exploitation of food-related knowledge and skills that provide possibilities for income-generating activities.
> To stimulate development and implementation of economically sustainable food-related innovative business ideas as a vehicle to promote mutual learning between the culture of migrant women and the one of the welcoming communities.
> To foster intercultural dialogue and a culture of welcoming communities in partners’ countries to reduce social exclusion of migrants and contribute to their better integration.

Activities

> Researching of quantitative and qualitative data collection on migrant women’s social, economic, learning needs, and analysis of business climate and preconditions for food-related business establishment.
> Offering international Training Course for 18 social workers/trainers/intercultural mediators.
> Implementing 20 Local Workshops to 12-15 migrant women per country on:
  1. development of personal and soft skills;
  2. entrepreneurial education, entrepreneurial culture, entrepreneurial civil education;
  3. visits to migrant-led enterprises and meetings with successful migrant entrepreneurs.
> Producing a toolkit for organizations promoting economically sustainable food-related innovative business ideas and cultural initiatives, the “Appetite for Enterprise” Toolkit.
Results

> State of the Art Report composed of:

1. Assessment of migrant women’s social, economic, learning needs,

> Focus Groups, local Workshops and International Training Courses.
> Informal Network of Migrant Organisations, social workers, trainers, intercultural mediators, social partners and stakeholders, and migrant entrepreneurs.
> Local Enterprise Events (1 per country) to showcase business concepts to local audiences and stakeholders.
> “APPETITE for ENTERPRISE” Toolkit.
CoCoRa – Community Counteracting Radicalisation

Objectives

> To contribute to improving the prevention efforts against militant Islamic radicalisation and extremism among young Muslim.
> To strengthen young Muslims active citizenship and to build a sustainable bridge between local Muslim communities and prevention professionals in order to improve collaboration, cohesion and efficiency in the efforts to empower young Muslims to active citizenship on democratic terms.
> To break down the mutual distrust and make use of the knowledge, credibility and trust that local Muslim communities hold about the local youth in risk of being radicalised.

Activities

> Developing and testing of a new prevention strategy that involves civil and local Muslim communities actively in the prevention of radicalization through the process of empowering young Muslims to feel affiliation and positive citizenship.
> Creation of prevention Program to empower and qualify youngsters to assume the so called self-including citizenship.
> Delivering prevention-workshops with professionals, stakeholders and representatives from Muslim communities.

Results

> CoCora Collaborative Program to establish and anchor the local collaboration.
> CoCoRa Prevention Program to empower and qualify youngsters to assume the so called self-including citizenship.
> CoCora Ambassador Program to train the youngsters to present the programs and their own empowered narratives in the professional prevention efforts as well as for other young Muslims and representatives from Muslim communities, facing the same need for a participatory initiatives.
COME IN – Competences in Enterprises on Integration

Objectives

> To contribute to the efficient integration of refugees in European labour market.
> To enhance staff managers’ competences and willingness to employ and to successfully interact with refugees and to integrate them into their organisations.
> To support employers and their key staff (mainly human resources managers, in-company trainers and supervisors) when it comes to the employment, insertion and in-house training of refugees.
> To mitigate existing concerns regarding hiring refugees by providing information and training concerning the most relevant aspects of refugee employment.

Activities

> Conducting transnational research including desk research, research of good practices, a needs analysis, an online survey and qualitative interviews to identify the learning needs of the key staff.
> Developing a comprehensive training and support system including COME IN curriculum, training pack, learning materials and online platform and for key staff to facilitate the integration of refugees at the work place.
> Mainstreaming the COME IN strategy and results to support the future utilisation and exploitation.

Results

> Transnational research report including a needs analysis, a collection of best practices and findings from online survey and interviews from all partner countries.
> Curriculum based on previous research finding that will serve as a framework for the COME IN training.
> Training pack consisting of learning units, training materials for face-to-face workshops, online content, etc. based on the curriculum and the results from the needs analysis.
> Open online platform where learning and information materials will be shared and networks and community will be built.
> Competence validation system based on the LEVEL5 approach.
Journeys – Refugee Journeys International

**Objectives**

> To help refugees and migrants to socialise and express themselves without necessarily speaking the host country language.
> To give EU citizens the opportunity to discover, learn from and understand the values and cultures of refugees and migrants and rediscover and enrich their own.
> To offer the possibility of collaboration with organisations in other sectors in order to stimulate a more comprehensive, rapid, effective and long-term response to this global challenge.

**Activities**

> Directly engaging and involving refugees and asylum seekers in each of the locations in the creation of artistic works for presentation in the project (Container Theatre/Film).
> Comprehensively championing the project activity to refugee and asylum seeker groups in order to involve people as audiences and as contributors to debate in the press and media and in seminar delivery. This contributes to ongoing cultural audience development in each location.
> Substantially raising the profile of the refugee experience through the presentation of artwork in accessible, highly visible and high profile locations, with work that will touch, intrigue, inspire and challenge a broad cross section of the local population.
> Showcasing and co-creation of cultural and/or audiovisual works across Europe.
> Identifying refugee artists to support and commission through the project, enabling distilled experiences to be shared through art and the effective expression of different refugee perspectives and experiences.

**Results**

> **Look-Up** is a high profile outdoor art exhibition presenting visual art work from refugee artists on a large canvas in each city;
> **The Container Project** involves creation of pop-up theatre performances and the making and screening of short new moving image productions to share refugee stories;
> **Journeys Seminars** bring together artists, with refugee support groups and the wider public, to explore ideas and issues arising from the arts activity and its themes.
LISTEN – Learning Intercultural Storytelling

### Objectives

- To help raise the confidence and motivation of refugees within the European society.
- To empower refugees by giving them a voice and a stage for their story and thus increase their integration into societal life.
- To equip refugees with communication and expression skills in the storytelling framework.
- To provide trainers and multipliers with innovative tools and methodologies to empower this group through storytelling.
- To contribute to the professional development of storytelling actors/trainers/multipliers and add an intercultural and international dimension to the approach.

### Activities

- Conducting research on storytelling methods, technical specifications and Actors mapping.
- Adapting the LEVEL5 validation system by establishing reference systems on storytelling skills and competences. The validation system will be applied to trainers/multipliers and refugees to assess the acquired competences and the impact of the training/storytelling activities as a whole.
- Carrying out national pilots: the participants in the European training course will organise pilot projects with refugees and migrants on storytelling.
- Assessing and validating competence developments of refugees in terms of their e.g. communication competences and linguistic skills.

### Results

- Research on Storytelling Methods and Actors Mapping.
- LISTEN Validation System.
- Training course for trainers and multipliers.
- Audio Book of Collection of Refugees Life Stories (LISTEN Award).
- Experience report and method guidelines.
MATCH – Enhance social inclusion and equal opportunities

### Objectives

- To strengthen sports as a tool for social inclusion and to raise awareness about its potential.
- To foster an increased participation of refugees and local young people in sport activities and to create a constructive dialogue between different social groups.
- To train Youth workers and Sport Trainers to a better awareness and proper skills to use sport as a pedagogical tool to foster social inclusion of “vulnerable” target groups.
- To offer learning opportunities (being coach) to sportive young people from local and migrant origins that would increase their level of social inclusion and their future job opportunities.
- To foster the (re)discovery and use of public spaces for the practice of grassroots sports.

### Activities

- Sport trainers and youth workers, involved in the International Training Course and the in further phase of the project, will broaden the set of pedagogical tools and sport activities.
- Refugees, asylum seekers and disadvantaged youngsters involved as coaches have an important learning opportunity, at local and European level, maximising their life potential.
- Sport and educational activities shaping in tournaments scheduling in 4 months addressed to children, teenagers, youngsters from local and migrant community (150).
- Sport activities and realisation of local grassroots Sport Festivals in the six countries.

### Results

- MATCH International Training Course “Inclusive Sport”.
- MATCH Local Trainings Course “Coaching Sport in social inclusion”.
- Production of Pedagogical Manual “Sport and youth work”.
- Renovation of a public space to practice sport and launch of the campaign “Grassroot Sports in public space”.
- Antiracist grassroots sport festival “Mediterraneo Antirazzista”.

[cesie.org/project/match]
MEDIA LITERACY – Media literacy for refugee, asylum seeking and migrant women

Objectives

> Developing innovative learning tools to increase media and digital competences of low-skilled/low-qualified refugee, asylum seeking and migrant women.
> Improving media and digital literacy skills of low-skilled/low-qualified refugee, asylum seeking and migrant women encouraging them with effective awareness raising actions.

Activities

> Development of methodological approach and framework for the building of media and digital literacy skills and competences tailored to the needs of low skilled/low-qualified refugee, asylum seeking and migrant women.
> Creation of an online training tool for the building of media and digital literacy skills of low-skilled/low-qualified refugee, asylum seeking and migrant women.
> Development of a peer-to-peer awareness raising methodology and a short training for refugee, asylum seeking and migrant women involving them in an awareness raising/outreach campaign.

Results

> Enhanced media and digital literacy skills of at least 120 low-skilled/low-qualified refugee/asylum seeking and migrant women in the UK, Ireland, Italy, Greece, Austria and Malta.
> Developed online training tools and methodologies for refugee/migrants associations and other organizations and/or professionals useful to work with low-skilled/low-qualified refugee, asylum seeking and migrant women.
> Enhanced awareness about the actions of at least 250 professionals, local, regional, national and international level authorities, refugee/migrant associations, civil society, educational institutions and other relevant stakeholders in the partner countries and other EU countries.
PAPYRUS – Professional Action and Practice for Youth Refugees and Asylum Seekers

Objectives

> To raise the standards of youth work around working with migrants and refugees.
> To raise and sustain quality youth work in Europe by fostering strategies to combat segregation and discrimination of displaced youth.
> To create an inclusive and target group-engaged methodology which will produce innovative open learning and networking opportunity output on a dedicated web platform.
> To innovate through consolidating knowledge and skills around working with these vulnerable young people.

Activities

> Conducting research on storytelling methods, technical specifications and Actors mapping.
> Adapting the LEVEL5 validation system by establishing reference systems on storytelling skills and competences. The validation system will be applied to trainers/multipliers and refugees to assess the acquired competences and the impact of the training/storytelling activities as a whole.
> Carrying out national pilots: the participants in the European training course will organise pilot projects with refugees and migrants on storytelling.
> Assessing and validating competence developments of refugees in terms of their e.g. communication competences and linguistic skills.

Results

> Multi-language Training kit modules:

1. Multicultural understandings and working in Multicultural Environments with Youth Refugees;
2. Social inclusion of Refugee Families and Young People;
3. Socioeconomic Empowerment of Youth Refugees;
4. Providing Psychosocial support for Youth Refugees;

> Abuse Prevention and Safeguarding of Youth Refugees and Asylum Seekers.
> Open Access Interactive Website and Database of Youth Worker Best Practice with Refugee Youth.
> Multi-stakeholders Dialogues: youth work tools and support to refugees and asylum seekers.
**RAGAZZI HARRAGA – Social Inclusion Processes for unaccompanied minors in the city of Palermo**

**Objectives**

> To improve the reception system of unaccompanied minors by promoting models ensuring the protection of children’s rights in Italy.
> To promote models supporting social inclusion which take into account the potential, the interests and the expectations of unaccompanied minors, so as to facilitate an autonomous and responsible passage to adulthood by involving the Region of Sicily;
> To create a social file for each minor featuring all the information concerning their identities, the reception procedures, the inclusion strategies and the hard, soft and life skills they have developed.
> To give unaccompanied minors the opportunity to strengthen and develop soft and relational skills;
> To develop an active policy for labour market integration of unaccompanied minors;
> To identify temporary housing solutions featuring affordable accommodations for unaccompanied minors and a tourist hostel;
> To design efficient tools in order to ensure the visibility and sustainability of the project.

**Activities**

> Creating a platform which allows users to share, monitor and follow the inclusion strategies of unaccompanied minors living in Palermo.
> Developing activities aimed at sharing methodologies and identifying tools so as to enhance and value the skills acquired by unaccompanied minors and improve the continuity of inclusion strategies;
> Promoting activities aimed at enhancing active citizenship and including unaccompanied minors in the social and cultural life of Palermo (i.e. intercultural, theatre and multimedia workshops);
> Creating and promoting the adoption of open source tools enabling a participatory mapping of the social and cultural organizations in Palermo;
> Informing, describing, and supporting unaccompanied minors in order to promote active labour market policies;
> Supporting vocational counselling services so as to identify professional skills and collect vacancies from hosting businesses;
> Redecorating and adapting buildings to host unaccompanied minors and guests;
> Assisting and helping institutional care leavers and providing them with autonomous and affordable housing solutions;
> Managing a tourist hostel in collaboration with unaccompanied minors;
> Sensitising and raising awareness of the project in order to promote and enhance its scope.
Results

- Creation of a platform with social files for each minor featuring all the information concerning their identities, the reception procedures, the inclusion strategies and the hard, soft and life skills they have developed;
- Unaccompanied minors who take part in the project will develop soft and interpersonal skills: i.e. self-empowerment, self-esteem, awareness of their own competences and talents;
- Development of an active policy for labour market integration of unaccompanied minors;
- Setting up temporary and affordable housing solutions featuring a low-cost accommodation for unaccompanied minors and a tourist hostel.
REST – Refugee Employment Support and Training

Objectives

> To contribute to the efficient management of migration flows and the implementation, strengthening and development of a common Union approach to asylum and immigration.
> To integrate refugees at the workplace considering European employers need practical and direct support that responds to the uncertainties related to their legal, social and working status, as well as to intercultural and psycho-social issues.
> To prepare employers for integrating refugees whose legal status has been officially clarified and who have official permission to work.
> To implement concrete initiatives that aim at facilitating the access to work of migrants.

Activities

> Desk research, online survey and qualitative interviews for concrete training and support needs of key staff.
> Developing curriculum for a modular, blended learning programme for responsible persons in enterprises.
> Engaging of at least 50 SMEs in each partner country.
> Modules and course delivery in face-to-face, practice and via web-based units on the REST platform.
> Mainstreaming the REST strategy to establish key messages, future utilisation and exploitation.

Results

> The REST Level_5 validation methodology and validation system for competences.
> REST e-Platform: learning and teaching materials (local and European courses) and REST Community Space.
> REST Training tailored for SMEs responsible persons.
> REST Manual and Good practices.
SOFIE – Support for empowerment and integration of refugee families

Objectives

> To promote professional, social and cultural integration of migrants and refugees.
> To create a holistic set of tools, guides of best practice and curricula for trainings to support the inclusion process of migrants and refugees the most effectively.
> To support mother and child interaction for the learning process of second language (L2, the host country language) and important host society knowledge acquisition.
> To increase the training of trainers and volunteers working with refugees.

Activities

> To promote professional, social and cultural integration of migrants and refugees.
> To create a holistic set of tools, guides of best practice and curricula for trainings to support the inclusion process of migrants and refugees the most effectively.
> To support mother and child interaction for the learning process of second language (L2, the host country language) and important host society knowledge acquisition.
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Results

> To promote professional, social and cultural integration of migrants and refugees.
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> To support mother and child interaction for the learning process of second language (L2, the host country language) and important host society knowledge acquisition.
> To increase the training of trainers and volunteers working with refugees.
VIM – Vitality Interventions for Migrants

Objectives

> To promote and improve the health among migrants.
> To promote information on healthy lifestyle.
> To preventing the importation of infectious diseases.
> To inform migrants about the health system of the host country.
> To build confidence to make use of the existing health system.

Activities

> Development of a research report about health education of migrant.
> Creation of small training units about health education.
> Development of educational guidelines for educators working with migrants in diverse programmes.
> Elaboration of VIM Online hub for migrant health education that provides an information and educational resource hub for adult educators and other professionals involved in health education of migrants.
> Development of “VIM in Practice and Experience report” which documents and reflects the experiences gained in the piloting.
> Creation of VIM Quality Badge to convey the idea of adult educators and training providers that have embedded health prevention and health educational elements for their learners in their training courses according to the VIM approach.

Results

> Adopted healthy life styles and have been informed about the health system of the host country.
> Developed, piloted and disseminated ready-made, easy-to use micro-learning and information units.
> Enhanced migrants’ self-competence in health matters as a prerequisite to successful integration in the host country’s lifelong learning systems.
VOICES – Voices of solidarity

Objectives

> To enable artists from different European countries to work together to coordinate cohesive joined-up performance making visible the voices of refugees and asylum seekers and encourage integration through the collaborative parade/celebration event
> To involve refugees, migrants and other disadvantaged communities in each partner location in the creation and delivery of a celebratory cultural event/parade highlighting themes of arrival and welcome.
> Use digital technologies to enhance and widen engagement with arts and culture and to facilitate new and rich ways of enabling audience participation and involvement.
> Build new pan-European partnership between cultural and community organisations and new professional development for participating artists.

Activities

> Creation of four new 20-30 minute performance developed by artists from four countries.
> Delivery of site specific joined-up presentations in six locations using a combination of the new performance pieces.
> Making of four parade events that each involve a minimum of 100 target community participants – at least 50% refugees.

Results

> Achieved live audiences averaging at least 10,000 for each of the parades and 5,000 for performance presentations in each location.
> Achieved substantial additional audiences (+ 500,000) through online engagement and broadcast media.
> Professional development for European artists, practitioners and cultural leaders involved in the project.
WELCOME – Welcome to Universities and Higher education

Objectives

> To improve and extend the offer of high quality learning opportunities so to make it easier for refugees to access higher education
> To achieve transparency and recognition of skills and qualifications to facilitate learning, employability and labour mobility
> To focus on adult education institutions, which undertake important work in terms of determining competences, qualifications and providing guidance before people start studying, as well as on Higher Education Institutions and universities of applied sciences, which can cooperate with adult education institutions to shape access and transition to tertiary education.

Activities

> Intensive programmes for teaching staff through study laboratories – study visits to share and learn from good practice projects, combined with discussions of actions and methodologies at partner organisations:
> VNB: competence checks, qualification, guidance in AMIF, the Open University of Lower Saxony and Kiron University;
> uniT: creative and artistic work in the study spaces (guidance, competence portfolios), Austrian universities' project for refugees and asylum seekers (More) and the work at FH Joanneum University of Applied Sciences;
> CESIE: Creative and artistic approach to own work in mentoring, competence checks, qualifications and guidance. Cooperation projects with the University of Palermo;
> CARDET: Expertise in e-learning; cooperation projects with the University of Nicosia
> VIFIN: Expertise in designing online language courses. Vifin also cooperates with Vejle Municipality, Danish Universities and companies for a SMART U (smart-u.dk), where it is possible for municipal employees and residents to take an online university degree or training course.

Results

> WELCOME Study Laboratories. The visits are integrated into the work of the consortium partners and distributed to important stakeholders on a political and administrative level;
> WELCOME Learning materials.
WELCOMM – Supporting integration of third country nationals through developing learning and collaboration tools to build welcoming and inclusive communities

Objectives

> To contribute to pre-departure and post-arrival integration of persons in need of international protection, relocated within the EU or resettled from a third country though the creation of innovative on line tools.
> To facilitate integration of persons in need of international protection throughout the process of relocation/resettlement to one of the countries participating in this project, through developing practical, easily accessible informational and learning tools.
> To improve awareness and build capacities of professionals/practitioners/activists and volunteers in host communities regarding the intercultural sensitivity & competence and thereby facilitate and not hinder the integration of TCNs.
> To further enhance integration capacities of receiving communities’ mutual learning and exchange within by a community of practice.

Activities

> Development of WELCOMM web portal to support informing of TCNs learning.
> Development of Croatian and Slovenian Language e-courses and translation in Arabic, and Farsi/Dar languages.
> Research and Collection of information on receiving societies, legal information through relocation/ resettlement process, rights and responsibilities of vulnerable groups, country specific guidelines on access to different services.
> 5-day Train-the trainer seminar in Zagreb on intercultural sensitivity and intercultural competences
> Piloting of all tools created with the target groups.
> Country based and transnational networking in order to identify, motivate and recruit members of the CoP (Community of Practices).

Results

> WELCOMM web portal to support informing of TCNs learning
> Language e-courses, training guidelines and training materials on socio-cultural orientation, guidebooks on access to various service; on line training materials on intercultural awareness.
> On line Community of practice
School

School unit aims to improve quality and efficiency in school education.

Specific objectives are to:

> Strengthen the profiles of the teaching professions, including teachers, school leaders and teacher educators;
> Promote the acquisition of skills and competences through innovative teaching and assessment (i.e. fostering critical thinking, building on the diversity);
> Support schools to tackle early school leaving (ESL) and disadvantage and to offer quality education, enabling success for all students;
> Support efforts to increase access to affordable and high quality early childhood and care.

Main Activities

> Enhancing teachers’ professional development and induction to continuing professional development; supporting them in dealing with diversity in the classroom; adopting collaborative and innovative practices & strengthening leadership in education.

> Promoting the acquisition of skills and competences, through effective and innovative teaching and assessment; promoting entrepreneurship education; fostering critical thinking; adopting a holistic approach to language teaching and learning, building on the diversity found in today’s increasingly multilingual classrooms.

> Strengthening collaboration among all actors within schools, as well as with families, and other external stakeholders; improving transition between different stages of education; supporting networking by schools which promote collaborative and holistic approaches to teaching and learning; improving evaluation and quality assurance.
# BODI – Cultural diversity, body, gender, health in early childhood education

## Objectives

- To contribute to the development of education policies and practices on intercultural education, gender education and inclusion of children/parents of minority cultural backgrounds
- To contribute to the development of the competences and tools of teachers, school staff and managers for:
  1. understanding cultural differences having an impact on early childhood education;
  2. addressing issues of cultural diversity, gender, and health with the children;
  3. involving parents (of migrant and non-migrant origin) and engage them in dialogue about sensitive issues such as cultural differences, gender, body, health.
- To contribute to improving schools’ capacity to address cultural diversity, to ensure that children of different cultural backgrounds and their parents are not excluded and equip children for participation in an intercultural society tolerant towards gender diversity, disability.

## Activities

- Organising a training workshop for project staff at transnational level on the critical incidents methodology.
- Devising a manual and toolbox of practical activities based critical incidents method, theatre pedagogy, non-formal and intercultural pedagogy.
- Setting up an e-training course for teachers.
- Training and transferring the critical incidents method to 75 teachers of early childhood education.
- Piloting the activities in the reader for parent inclusion with 50 parents.
- Testing the activities included in the manual of practical activities with children in local schools.

## Results

- Reader of school practices on cultural diversity based on desktop research, and identification of good practices in the partner countries
- Reader of cultural diversity based on the approach of critical incidents and cultural anthropology
- Reader for parent inclusion based on analysis of “good practices”, identification of key elements through interviews, proposal of activities based on intercultural pedagogy
- Manual and toolbox of practical activities to work with children
- E-training course for teachers of early childhood education
- An international conference and training
CARMA – RMA and other non-formal learning methods for Student Motivation

Objectives

> To increase student motivation and participation by offering new form of teaching-learning using non-formal approaches to support disadvantaged learners and increase their achievements.
> To integrate the RMA as an assessment tool within school curricula.
> To expand teachers’ skills through training and assessment framework with knowledge and resources on how to use inclusive and participatory practices and develop collaborative relationships in and out of school.
> To provide policy recommendations for strategies to reduce early school leaving and increase basic skills.

Activities

> Introducing of a practical method for continuous assessment of professional and transversal skills (RMA) to improve the attainments of young people, particularly those at risk of early school leaving.
> Revising and strengthening the professional profile of the teaching professions.
> Training events rendering non-formal education a practical and recognizable method for teaching.
> Implementing the consolidated process of proposing, enriching, and piloting an innovative learning approach.

Results

> Needs Analysis Report.
> CARMA Toolkit on how to use collaborative learning with students.
> Inclusion Strategy with recommendations to EU education authorities on how to integrate non-formal learning within schools and form collaborative relationships with the school community.
> Assessment Model for teachers.
> Online Network promoting non-formal learning methods and continuous professional development of teachers.
E-COURSE- EnhanCing the ParticipatiOn and Learning Performance of Migrant and RefUgee
Children in PRimary School Education

Objectives

> Enhancing the professional development of teachers in dealing with migrant and refugee learners and diversity in classrooms.
> Supporting schools to facilitate inclusion and success of newly arrived migrant and refugee students, thus contributing to the tackling of Early School Leaving (ESL).
> Supporting and enhancing the performance of newly-arrived migrant and refugee students in primary schools.
> Strengthening collaboration among all members of the school community: school leaders, teachers and non-teaching staff, learners, parents/families.

Activities

> Development of learning modules for strengthening the capacities of teachers.
> Creation and piloting of a School Support Platform.
> Development of methodology for elaboration of school policies on diversity.

Results

> Learning modules for teachers for effectively address equity, diversity and inclusion.
> School Support Platform to facilitate school to support migrant and refugee learners.
> Methodology for the elaboration and implementation of school diversity policies and action plans.
EUROPE – Ensuring Unity and Respect as Outcomes for the People of Europe

Objectives

> To promote social inclusion, tolerance, non-discrimination and other factors that prevent violence in school through an innovative approach known as Quiet Time, which uses the Transcendental Meditation (TM) technique.
> To adapt and transfer the chosen good practice in 3 countries (Nederland, Sweden and Portugal), targeting schools with minority students and those with disadvantaged or migrant backgrounds.
> To foster the role of education in preventing bullying and violent radicalisation and promoting intercultural understanding, social cohesion and mutual respect in society.

Activities

> Analysis of the status quo, the Quiet Time method and preparation for partners for the method application.
> Implementation of the Quiet Time programme in the schools in a European context.
> Study visit at the 2 schools in England and the Netherlands where partners have already been applying the best practice, involving educational authorities that support the project as well as the school staff and students.

Results

> Scientific Articles published in specialized journals, websites and presentations in seminars and congresses.
> Manual of best practices and road map to guide policy makers in the implementation of the Quiet Time programme in other contexts.
> Creation of sustained support structures, including a European expert centre for the implementation of the Quiet Time method.
Objectives

> To foster early language learning by helping children in kindergartens develop linguistic competences and promoting multilingual education across Europe.
> To support the linguistic competences of both educators and parents providing them with useful web-based tools able to encourage bilingual education and language acquisition in early childhood, both in kindergartens and in home setting.
> To help both educators and parents learn how to fully exploit the potential of web-based Open Educational Resources (OER) in easing bilingual education from an early age.

Activities

> Research on bilingual and multilingual education in kindergartens.
> Research on Open Educational Resources suitable to promote bilingual education for children in pre-school age both in kindergartens and in their family setting.
> Delivery of pilot training addressed to educators and parents on how to use OER to foster bilingualism from an early age.

Results

> State of the art report on bilingual and multilingual education in kindergartens
> State of the art report on web-based Open Educational Resources for bilingual education
> Guidelines on how to use web-based OER for bilingual education in kindergartens
> Guide and e-course addressed to

1. educators and to
2. parents on how to use OER to foster bilingualism for children in pre-school age.
SciLit – Scientific Literacy At The School: Improving Strategies and Building New Practices Of Science Teaching In Early Years Education

### Objectives

- To create and to consolidate a network of cooperation for the implementation of innovative practices on science education in kindergarten and primary education.
- To introduce science contents in the classroom (natural, social and human sciences), both in kindergarten and primary school.
- To improve relevant and high-level basic and transversal competences by teaching to teach Science in a lifelong learning perspective.
- To produce innovative materials to support teachers and leaders to deliver high quality teaching and to adopt new methods and tools in the classroom.

### Activities

- Developing science related teaching and learning materials.
- Holding professionals' online Forum meetings.
- Short-term joint staff training events and conferences on scientific content.
- Knowledge multiplication to other scientists, teachers and to education practitioners.

### Results

- Guide for policy makers, scientists, education professionals and national, regional and local authorities involved in education.
- The science-teaching Handbook: how to include Science in the classroom from Early Years education?
- Classroom materials:
  1. What is the world made of? From the macroscopic world to the microscope: investigating on what our eyes can't see:
  2. Archaeology in the classroom.

[cesie.org/project/scilit](http://cesie.org/project/scilit)
SUCCESS – Strategies to Utilise and Cultivate positive Characteristics & Employability Skills in Schools

Objectives

> To improve high school students employability skills and their positive emotions, psychological resilience, support character strength development and self-development.
> To support the needs of high school students during the transition phase from school to vocational training and employment.
> To support professional development and increase capabilities of school counsellors leading to a more positive interaction with high school students during career counselling sessions.
> To enhance well-being and resilience levels of school counsellors.

Activities

> Conducting Current Needs analysis of School Counsellors to identify trends, services and best practices related to school counsellors, non-formal education and training based on positive psychology approach at national and international levels.
> Development of SUCCESS Online Educational Platform containing information about the project's objectives, training methodology and the SUCCESS educational package.

Results

> Comparative Literature Review in all partner countries summarizing the most important sources, practices and researches of the needs of School Counsellors
> SUCCESS Training Package
> SUCCESS Online Educational Platform
**SymfoS – Symbols for Success**

**Objectives**

- To trigger substantial improvements in the education and career guidance system for disadvantaged youth in Europe by implementing an innovative counselling method using sets of symbols.
- To provide an effective support in motivation and goal setting for young people facing problems in school and labour market.
- To support VET professionals with a method based on a holistic approach centred on individual needs and goals of young people. This brings to improve quality and success rate of counselling.
- To elaborate, improve and mainstream SymfoS method in all partner counties, by exporting solutions from privileged regions and adapting them to more challenging ones.

**Activities**

- Researching needs and context analysis in partner organisations and benchmarking of existing Career guidance methods and processes.
- Development of curriculum and competence profile for Symfos trainer.
- International train the trainer and national train the trainer workshops to test the SymfoS method in each country.
- Adaptation and further development of Symbol work counselling scenarios for Career and Education Counselling: Planning Road Map, Life road Map, exploring the islands of emotion, exploration of inner images.

**Results**

- **Generic framework for Symbol work.**
- Basic-Clearing methodology for Symbol work.
- Curriculum and Profile competencies for “SymfoS Trainer”.
- SymfoS work counselling scenarios for Career and Education Counselling.
- Methodology for individual learning and career pathways, supported by peers or buddies.
- SymfoS Training Platform and virtual trainer network.
- Transfer Handbook for “SymfoS-Methodology”.
# TABLIO – Tablets for classroom differentiation and inclusion

## Objectives

- To develop and validate pedagogical arrangements wherein tablets are used for classroom differentiation and inclusion purposes.
- To explore and analyse tablet-usage for classroom differentiation and inclusion in primary and secondary schools in Europe.
- To strengthen in-service teachers (practitioners), pre-service teachers (future teachers) and teacher-trainers in using the tablets effectively in European classroom settings.
- To initiate international cooperation between experienced teachers and schools while sharing experiences and innovative approaches.

## Activities

- Developing design-principles, design-templates and evaluation-criteria for the TABLIO Toolkit.
- Moderating Focus Groups with other experts in each partner country.
- Developing and validating new and innovative pedagogical digital classroom arrangements through Teacher Design Teams (TDTs).
- Delivery of one international and several national bootcamps.

## Results

- TABLIO Toolkit (design-principles, design-templates, evaluation-criteria and good practices).
- TABLIO Best Practices – Collection, description and analysis.
- TABLIO Bootcamp International and national ones in all participating countries: Participants explore existing practices and analyse them by means of the design-principles and evaluation criteria.

[cesie.org/project/tablio](cesie.org/project/tablio)
Youth

The Unit supports and promotes educational, training and mobility activities aimed at young people.

Based on CESIE experiences and deep understanding of this target group, the Unit sees such activities as a means to foster social inclusion and encourage civic participation. Thanks to its young and skilful staff, the Youth unit uses non-formal education strategies to prepare, implement and monitor projects, targeted at young people and youth workers and carried out at local, European and international level.

Main Activities

> Promotion of mobility opportunities for young people and youth workers (youth exchange, training courses, study visit, internship, job shadowing, volunteering activities) so as to help them grow as professionals and as people.

> Research, development and promotion of tools and good practices in order to strengthen the influential impact of youth on their communities.

> Development of creative and bottom-up activities to empower young people from different backgrounds.

Young people on the move

CESIE gave young people and professionals in the youth field the opportunity to live a mobility experience abroad for short or long period within Erasmus+

<table>
<thead>
<tr>
<th>Chain</th>
<th>Projects</th>
<th>Young people sent</th>
<th>Young people hosted</th>
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<tbody>
<tr>
<td>European Voluntary Service</td>
<td>17</td>
<td>17</td>
<td>48</td>
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<tr>
<td>Youth exchange</td>
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<td>8</td>
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<tr>
<td>Study visits and vocational internships</td>
<td>2</td>
<td>19</td>
<td>4</td>
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</table>
2IQM – Initiative for an International Qualitative Mentoring

Objectives

> To improve the access to employment of young people by a volunteering experience.
> To foster the quality of tutoring for young volunteers, suitable tutoring benefits for the host organisations themselves as it contributes to the improvement of volunteers’ efficiency and to the positive impact on the local community they are serving.
> To ensure a qualitative tutoring in an international context.
> To reinforce and professionalize youth organisations’ tutoring capacity and improve the quality of young volunteers’ tutoring throughout their whole experience in order to maximize its positive impact along their personal and/or professional development.

Activities

> Training on tutoring and management of volunteers (France).
> European Voluntary Service mobility (Thailand, United States, Vietnam).
> Job shadowing (Thailand, United States and Vietnam).
> Final seminar and launch of the Online Mentoring Tool (Palermo).

Results

> Training module for tutors of volunteering projects
> Good tutoring Portfolio for tutors of volunteering projects
> Online Mentoring Tool for volunteers as well as for sending and hosting organisations.
Objectives

> To develop social capital among the volunteers providing opportunities for learning outside formal educational structures.
> To strengthen volunteers future employability helping them to acquire new professional competences through non-formal learning activities, which aim at enhancing the skills and competences as well as their development as active citizens.
> To facilitate the access to new knowledge and develop new linguistic and intercultural competences.
> To create new educational tools and learning methods aimed at developing behavioural and social competencies, pursuing a social inclusion of the people in the centres for disabled.
> To raise awareness on the issues faced by individuals living mental and physical disorders in their daily life.
> To promote community development, active participation and citizenship through the presence of EVS volunteers at both EU and local levels.

Activities

> Working in an intercultural context the volunteers are involved in non-formal learning activities and in activities aimed at designing and implementing fundraising and awareness campaigns focused on inclusion and integration of people with disabilities in the social tissue of the local community.
> Research activities on social inclusion interventions and exchange of methodologies with European partners with special focus on disability.
> Entertainment and pedagogical activities with and for people living with a disability.

Results

> Hosting of 12 volunteers, split in two rounds (6 + 6) for 9 months each.
> “Follow Up” Diary to share a realistic idea about the EVS as a highly formative and enriching experience, and the social inclusion processes that took place during 9 months involving volunteers, disabled people, and the local community [Booklet].
> Local Community Exhibition: pictures and texts realized by the participants, reporting creative activities and the human experiences during their European Voluntary Service, EVS.
COPE – Connection Opportunities for People in Europe

Objectives

> To promote European Union values, diversity, social inclusion, inter-cultural and social dialogue.
> To fight against long-term work, education and training inactivity as it is one of the suicide, depression, mental health causes and provide solutions.
> To connect Youth in Europe to Erasmus+ beneficiaries to exchange good practices, discuss opportunities.
> To increase youth participation at community level increasing employability and social skills.
> To connect youth with job centres and Erasmus+ sending/hosting organisations.
> To motivate youth to take part in a mobility project and thus decrease fears related to mobility.

Activities

> Creating of an online platform gathering all the created tools and providing opportunity to connect and exchange good practices, advice, practical information, as well to develop their own network and to keep in touch with people after their mobility project.
> Promoting EU and European and international mobility grants – making EU and mobility understandable to all * Developing a guide helping youth in their project preparation: explain practical information (e.g. how to get a European Health Insurance Card), the life cycle of a mobility project and provide a list with links and free online materials (grammar, books, videos, vocabulary) helping the youth to improve their language skills.
> Making available Online training materials to enhance soft skills and support acquisition (documents, links that people can use to prepare themselves before the departure).

Results

> COPE Online Platform for Youth – OPY.
> Mobility Manual: a guide preparing for a mobility project.
> COPE Training Kit: to increase basic soft skills and employability skills, transferable in any work place.
> Multipliers events in each participating country.
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<tr>
<th>e2MP – European Mobility Project Management Platform</th>
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**Objectives**

- To create new innovative tools and methods to train Youth Workers in the European Mobility Project Management.
- To support young people with fewer opportunities in the construction, the realization and the capitalization of their experience.
- To facilitate young people with fewer opportunities’ employability.

**Activities**

- Conducting a research for identifying methods, systems, skills and knowledge about the management of mobility project for young people.
- Creation of questionnaires and exercises for youth workers.
- Conducting a research about tools and methods for supporting young people with fewer opportunities in the construction, preparation, monitoring and capitalization of their European mobility project.
- Identification of methodologies and approaches for facilitating young people professional inclusion.

**Results**

- European Mobility Project Management Online Training for Youth Workers.
- Specific online session dedicated to the European Mobility project management and support of people with less opportunity.
- Evaluation and certification process to evaluate and certify the quality of support and the skills of Youth Workers in the European Mobility Project Management after following the training.
- Guide for a quality professional orientation and inclusion session from Youth Workers to Young people after their mobility projects.
- Online platform to capitalize and share all the created tools, practices and methods concerning the training on European Mobility Project Management for the Youth Workers in Europe.
EAGLES – Empowering and Activating the young Generation though the Learning of Employability Skills

Objectives

> To develop, test and publish an innovative educational tool for Young Job Seekers (age group: 18-30 yrs old), combining positive psychology approach with current employability/entrepreneurial educational tools.
> To enhance the quality and professionalism of youth workers’ effort through practical exercises and activities that job seekers will be able to apply at any stage of their life.
> To help young people to acquire transversal and life competences and to foster young people’s personal development, enhancing also their employability skills and entrepreneurial spirit.

Activities

> Studying at national, EU and international level relevant interventions, re-employment programmes and strategies/ policies on Positive Psychology and Employability Skills.
> Conducting a research survey among a small number of Senior Managers/ Employers (20 in each partner’s country) and young unemployed people (40 in each partner’s country) to evaluate the young unemployed people needs in training/support on the employability skills and the perceptions of senior managers in terms of necessary employability skills.
> Developing an innovative training package on Positive Psychology and Employability Skills for Youth Workers, applicable at a national and international level.
> Setting up an online training platform in order to be accessible from interested Youth Workers on a worldwide basis.

Results

> Needs’ Analysis Report on employability skills: perceptions and viewpoints of young job-seekers and employers in regards to the employability skills that they value and consider as being important
> Online Training Platform.
> EAGLES Youth Workers’ Manual.
ENERGY+ | Equal opportunities for New GeneRation through creative empowerment of Youth

Objectives

> To provide volunteers with employability and soft skills for their future careers.
> To introduce participants to the significance of leading a balanced life combining office work and outdoor activities.
> To strengthen the principle of social inclusion through voluntary work using international and local approaches.
> To promote interaction, reciprocal understanding and intercultural integration among local beneficiaries.

Activities

> Hosting at CESIE of 12 European volunteers coming from Greece, France, Latvia, Spain, Slovenia and Serbia.
> Design and implementation of creative activities and workshops for increasing migrants’ social and labour inclusion.
> Supporting administrative procedures at CESIE.
> Participation and support in activities and intercultural events organized by CESIE, Palermo.

Results

> Football Tournament “Football for friendship”.
> ENERGY+ Journal: Creative Workshops follow-up diary.
> ENERGY+ Video: audio-visual presentation of Creative Workshops carried out by volunteers.
GEM – Game for EuroMed

Objectives

> To promote education for intercultural citizenship through playing.
> To develop educational pilot programmes on active intercultural citizenship based on “learning by playing” approach, providing with skills and knowledge formal and non-formal educators.
> To involve young people and educators in the development of a new creative resource (a board game) to be used in youth environments to promote values of tolerance and mutual understanding of different cultures and traditions.

Activities

> Identification of good practices using games as intercultural tool.
> Online training for formal/non-formal educators and youth workers on promoting education on intercultural citizenship by adopting playing activities.
> 20 pilot workshops to test the board game in schools and/or youth centres addressed to at least 160 youngsters.
> Finalising the GEM Board game.
> Dissemination seminars at national and international level.

Results

> Catalogue of good practices using games as intercultural tool.
> GEM intercultural Board Game, a new creative tool suitable to be used as educational tool for intercultural dialogue.
> GEM Road Map, a tool to support the planning of future intercultural cooperation projects.
Greentrepreneurship – Easier done than said

Objectives

> To foster cooperation and exchange of experiences and good practices in the field of green entrepreneurship and youth employability.
> To contribute to developing the quality of support systems and the capabilities of youth NGOs dealing with unemployed young people and NEETs.
> To up-skill youth workers and expand their capabilities in the field of green economy, sustainable entrepreneurship and to learn the methods of social innovation.
> To improve young people’s level of skills, knowledge and competencies needed for their active participation in the labour market.
> To build quality transnational non-formal learning mobility network that will be supporting new initiatives and activities on youth employability and green entrepreneurship for young people.

Activities

> Developing an educational module in the field of green entrepreneurship and youth employability.
> Participating in an international training course to improve their didactic skills.
> Pilot-testing the gained knowledge at local level in Slovenia, Portugal, Nepal, Tanzania, Argentina and Italy.
> Working group activities and campaigns of unemployed youths, under the mentorship of youth workers.

Results

> International Training Course on green economy and youth employability.
> Local educational activities in each partner country.
> Local information campaigns.
> International youth exchange on green entrepreneurships.
> Manual on green entrepreneurship and youth employability: guidelines on planning green business ideas.
I giovani parlano con l’Europa

Objectives

> To value local cultures and traditions by promoting dialogue between cultural and religious identities.
> To disseminate new technologies in employment, social and cultural fields.
> To promote European citizenship and knowledge of opportunities and tools offered by the European Union.
> To bring together young autochthones and migrants to share and exchange experiences, opinions, values, sense of citizenship.
> To foster intercultural dialogue and enhance Europe’s commonalities and diversity, with particular emphasis on promoting dialogue and social inclusion of young people while joining political action.
> To develop a sharing platform to network initiatives promoted by local youth associations and European organisations for a sustainable development of European citizenship.
> To activate “Mobile Information Windows” providing young people with information about the platform, initiatives and opportunities promoted by the European Union.
> To encourage active participation of migrant communities.

Activities

> Creation of a web platform on European Citizenship dedicated to local youth initiatives, promoted by the European Union and the project itself.
> Activation of two “Mobile Information Windows” dedicated to young locals and migrant communities.
> Workshops on European Citizenship.
> Photo Contest and Short Film productions on European Citizenship promotion.
> Educational actions, group works, seminars on the Citizen-status within the European Union.
> Final event “European Citizens Day”.

Results

> Web platform on European citizenship.
> Comic production about the history of European citizenship.
> Photo exhibition and documentary videos on the promotion of European citizenship.
> Structured meetings with migrant communities to enhance cultures and traditions.
### In&Out – Boosting disadvantaged youth and migrant integration through cultural and volunteering activities

#### Objectives

- To promote volunteering as an effective tool for the integration of youth with fewer opportunities and young migrants in Europe.
- To share best practices and strengthening the networking and cooperation of Europeans and Caribbean youth workers.
- To foster active citizenship and participation of migrant young people preventing marginalization and radicalization potentially resulting in violent behaviour.
- To provide youth workers methodological tools to strengthen their support to this target group.

#### Activities

- Implementing international training to train professionals with theoretical and empirical contributions on the theme of migration and the accompaniment of young migrants through voluntary commitment and cultural activities.
- Engaging young migrants and vulnerable youth through storytelling, dance and art workshops to improve the participation and integration and to fight prejudices promoting respect of human rights.

#### Results

- Open Educational Resource (OER) tool for young people and youth workers whose aim is to exchange tools, methodologies and approaches around the accompaniment of young people migrants.
- Youth workers e-learning modules to support users’ learning on young migrant integration through volunteering and cultural activities.
- RMA, Storytelling, dance and art workshop toolkits to support users learning on young migrants integration through the creation and experimentation.
- In&Out Reference Guide for educators, facilitators and trainers accompanying young migrants and young people with less opportunities in their integration process.
MORE – Many Opportunities Real Equality

Objectives

> To improve volunteers’ personal, social and professional skills.
> To promote intercultural exchanges between volunteers and local community.
> To foster active citizenship and community development.
> To foster cooperation between organisations in the youth field and promote the exchange best practices.

Activities

> Multimedia (photographing and video shooting of different events and projects, graphic design).
> Project management (assisting in writing and implementation of youth exchange or other European projects, assisting in organization of local events within Europe Direct activities).
> Administrative support to partner organisations (communication activities, logistic support during cultural activities, training courses, youth exchanges, work camps).
> Promotion of Erasmus+ Programme in schools, universities, youth clubs.
> People living with disability (organization of workshops, therapeutic and leisure time activities, organization of sport events, bazaars and festival).
> Environmental education for children.
> Assistance to library and museum of ethno arts and bio construction (book renting and cultural events organizing).
> Visibility and communication (updating organization’s web site, production of posters).
> Radio on-air (preparation of radio shows about youth).

Results

> Presentation of the volunteers’ personal project at the sending organisation.
> MORE Booklet: collection of most representative articles about volunteers’ experience.
> Organization of 2 Infodays about mobility opportunities.
MPV – Moving People in Volunteering

Objectives

> To share and further explore practices for volunteers’ management at local and international level through non-formal learning and active participation approaches.
> To promote young people’s social inclusion and stimulate their active participation in democratic life.
> To transfer the knowledge and know-how into a universal practice of volunteers management.
> To support the professional development of staff and youth workers in managing volunteers, involving young people with a disadvantaged background, and enhancing cooperation among project partners.

Activities

> **TRAINING COURSE**: the concept of volunteers’ management will be introduced and elaborated, through sharing volunteering practices and experience in youth work. The TC will allow participants to discover the potential of volunteerism to promote social inclusion and respect to diversity. It will be based on non-formal education methods allowing participants to identify and value their skills and permit them to transfer the acquired skills in their personal and professional life.
> **INTERNATIONAL VOLUNTEERING**: During the mobility volunteers will be involved in the activities of the receiving organisation, working with various types of people with fewer opportunities, based on cooperative and experiential learning. The planned activities will foster their capacities to design, run and evaluate non-formal learning activities. In addition they will develop skills in leadership, community building, and intercultural dialogue.

Results

> 8-day Training Course: 36 youth workers from Hungary, France, Kenya, Vietnam, Nepal and Italy
> **Public Report of the Training Course**.
> 2 rounds of European Volunteering Service (EVS) for 12 volunteers from all partner countries
> **MPV Open Educational Resource (OER)** – Volunteers Management Open Platform.
My CommUNITY – From Marginalized Communities Towards Social Unity

Objectives

> To unleash the social and professional capital of the volunteers by development and reinforcement of their soft and transversal skills, as well as Key Competences crucial for their social inclusion and economic integration.
> To foster a culture of entrepreneurship and initiative in young people by providing a conducive space for translating their creative and innovative ideas into reality.
> To reinforce inter-cultural and inter-religious dialogue, cherished diversity and multilingualism by bringing together young volunteers and migrants, refugees and asylum seekers at the co-working, co-learning and communication space.

Activities

> Intercultural and inter-related non-formal learning activities fostering the acquisition of professional and personal skills.
> Implementing activities involving directly disabled people and their families, also in outdoor activities: cooking, theatre, gardening etc.
> Create new educational tools and learning methods aimed at developing behavioural and social competencies.
> Supporting hosting staff in the daily management of recreational activities with children of migrant families recently arrived in Palermo (asylum seekers-families) and invited to propose their own artistic, creative and sportive activities that would encourage local community social inclusion and to foster their feeling to belong to Palermo.
> Ongoing training activities addressed to young asylum seekers, refugees and unaccompanied minors.

Results

> 10-month well-structured learning and working process to reinforce volunteers’ social capacities, soft and transversal skills, Key Competences, professional knowledge and attitudes.
> Design and implementation of individual and/or group socially-valuable projects fostering sense of initiative and entrepreneurship, as a transition path from education towards employability.
My Idea, My Future – Furthering social entrepreneurship in rural areas

Objectives

> To improve the social and economic situation of young people in rural areas.
> To promote the innovative model of the so called Living Lab, a structure of non-formal mentorship and the usage of modern technologies with the purpose of informing and educating in terms of social entrepreneurship and the detection and exploitation of potential in rural areas.
> To encourage young people to develop entrepreneurial ideas and supporting them by taking first steps to social entrepreneurship.
> To develop new employment opportunities, provide additional jobs and social integration and professional reintegration of the most vulnerable people in the labour market.

Activities

> Creating the Living Lab, hosting different workshops and events: a place for young people, suitable for teamwork, individual work, meetings, gatherings and alike.
> Organising different non-formal events regarding entrepreneurship and the development of rural areas offering new knowledge and motivation for socio-entrepreneurial engagement.
> Organising the “Festival of Social Entrepreneurship”. The festival gathers representatives of local, national and international authorities (from the partner countries), entrepreneurs, social entrepreneurs, representative of employment services, development agencies and the interested public, especially young people.

Results

> Living Lab hosting different workshops and events.
> International Festival of Social Entrepreneurship (Conference and Ideas-Market).
## PC IMPRESS – Promotion and Capitalization of International Mobility Project to Reinforce Employability and Sociability System

### Objectives

- To create innovative and concrete tools for participants of international mobility project and non-formal education workers.
- To develop partnerships in the field of education and employment.
- To facilitate the validation of non-formal and informal learning and its permeability with formal education pathways.
- To galvanize and facilitate the participation of associations to European actions and programmes.

### Activities

- What’s APP Youth Workers Training on ICT- Mobile Applications.
- Local activities for youth workers and young people on Mobile Application and Entrepreneurship.
- Conference about results of local activities implementation.
- Final Evaluation Meeting.

### Results

- Delivery of transnational study visits in each partner country.
- Implementation piloting phase of educational tools developed at local and transnational level.
- Creation of an online platform for capitalization and promotion of international mobility project.
PLACE – Planting Cities

**Objectives**

- To strengthen the role of youth work in the development of inclusive and healthy societies by promoting innovative and creative use of urban garden as multiple-goal oriented tool.
- To enhance cooperation and cross-cutting synergies between European and third countries to improve the quality and the impact of youth work in Partner countries.
- To develop new tools for the youth field through the creation of an open educational resource (OER) on how to use urban gardening in youth work.

**Activities**

- Training course on how to use urban gardening as a tool for youth work [Palermo, September 2015]
- European Voluntary Service mobility in Italy, Slovenia, China, India and Nepal [March to July 2016].
- Creation and development of local urban gardens and local workshops on gardening.
- Conference for launching the Open Educational Resource (OER) on how use urban gardening in youth work.

**Results**

- Open Educational Resource on how to use urban gardening in youth work.
- Community urban gardens in Palermo, Beijing, Koper, Kathmandu and Bhubaneswar.
PRO.V.A.C.I – Volunteers’ profiles in Learning for Inclusion Skills

Objectives

> To encourage specific volunteering actions in response to two very critical areas of the City of Palermo, educational poverty and the reception of migrants.
> To create a system for research, allocation and quality enhancement of volunteering services.
> To foster the cooperation among organisations and profiled volunteers according to specific skills.

Activities

> Mapping of organisations interested in offering volunteering experiences.
> Organising Focus-groups with leading organisations in analysing skills and competences as required by volunteers willing to be involved in volunteering pathways.
> Developing a platform for mapping, recruiting and matching between organisations and volunteers.
> Offering training pathways for host organisations and volunteers on different project areas.
> Providing assessment paths and recognition of acquired skills.
> Campaigning and awareness raising events for active citizenship: “Festival of participation” and “Citizens in Movement” Elaboration of a White Book of recommendation addressed to interest groups and national, regional and international authorities.

Results

> Online platform www.provaci.org as virtual place for accreditation of organisations and volunteers, allowing precise matching between volunteering and demand. The platform also allows the circulation and exchange of ideas and good practices related to the world of collaborative economics.
> Set of materials and training activities for organisations and future volunteers in the field of educational poverty and migrant reception.
> 100 activated and complete profile match between organisations/service providers and volunteers.
> 50 active Action-Support-Groups.
> 100 Skills booklets, certification templates and volunteers’ skills recognition.
RIDE – Resources for Inclusion, Diversity and Equality

Objectives

> To provide a means for youth work educators, trainers and practitioners to develop both products and processes that will support further the development of youth work practice that is inclusive, diverse and which promotes equality of opportunity.
> To produce a network of partners and thus a community of practice across the partners involved in the project in order to develop knowledge and skills related to develop quality youth work practice.

Activities

> Researching which of the following domains, from the Erasmus+ Inclusion and Diversity Strategy in the Field of Youth, prevent young people from taking part in employment, formal and non-formal education, transnational mobility, democratic process and society at large, i.e. disability, health problems, educational difficulties, cultural differences, economic, social obstacles and geographical obstacles.
> Researching how youth practitioners/organisations are seeking to make their services more inclusive, and what policies, approaches and methods are they seeking to use/adopt.
> Researching what extra support are youth work projects/organisations seeking to put in place for those who may be marginalised and encounter challenges.
> Identifying specific education and training programmes that seek to encourage inclusion, equality and diversity across: young people; student youth practitioners; and youth workers/youth professionals.

Results

> Needs analysis report – to assess the relevant issues of inclusivity, diversity and equality in EU and Italy.
> Principles and approaches report – to explore the rationale in each partner county as to why those involved in youth work should adopt an approach which is inclusive, diverse and equal.
> Good practice directory – sharing examples of good practice so that projects developing such an approach can discuss common issues.
> Practice resource – reference to current resources available to youth practitioners and further resources produced so that youth practitioners will feel further equipped to tackle challenges that prevent approaches based on inclusion, diversity and equality.
> Resource for educators and trainers – to support work for youth work students and current practitioners.
**Objectives**

- To support youth workers adapting and promoting good practices in their work on gender issues and avoidance of stereotyping.
- To enhance the participation of youngster developing innovative and motivational methodologies to overcome stereotypes on gender issues.
- To involve young people and support youth workers through online tools such as digital handbooks and an online platform developed during the project.
- To spread project’s results at local, national and international level within communities, stakeholders and decision makers and to raise awareness about gender issues and avoidance of stereotyping.

**Activities**

- Creation of three thematic handbooks to provide information about the gender status quo in different European countries, to analyse the reproduction of stereotypes in those media and music industry, to introduce new attractive methodologies based on acting, theatre and music tools and to show up how the “experience” can help young people to build new role model.
- Implementation of the “Train the Trainer Workshop” for youth workers who are involved in the project.

**Results**

- Enhanced and improved the knowledge and competences of at least 120 youth workers to gender issues and avoidance stereotypes with adequate online tools (platform and handbooks) in order to support them in local activities with young people.
- Enhanced participation of at least 300 young people in gender issues and avoidance stereotypes’ actions in their local communities improving their social skills.
- Improved public awareness of policy makers and general public about gender issues.
**Objectives**

- To unleash the social and professional capital of young volunteers by developing and reinforcing their transversal skills and Key Competences, crucial for their social inclusion and economic integration.
- To foster a culture of entrepreneurship and initiative in young people by providing a conducive space for translating their creative and innovative ideas into reality.
- To reinforce inter-cultural and inter-religious dialogue, cherished diversity and multilingualism by bringing together young volunteers and migrants, refugees and asylum seekers at the co-working, co-learning and communication space.
- To trigger communication and mutual understanding between local migrant communities and disabled locals through the volunteers acting as intermediaries between them.

**Activities**

- Empowering volunteers at their working and learning path with socially and physically disadvantaged communities of Palermo to raise their self-esteem and self-efficacy.
- Providing co-working and co-learning space with the European volunteers, local staff and communities will provide favourable conditions for practicing foreign languages in both personal and professional settings.
- Activities such as training, research and needs analysis, language courses, focus groups with youth workers and beneficiaries workshops on youth entrepreneurship, artistic performances.
- Activities with disabled people and their families as cooking, music, theatre, physical activities, artistic workshops.
- Support activities to the shelter centre for migrants in distribution of breakfast, Bazaar, after school activities with migrant children, language courses.

**Results**

- Awareness raising campaign on ‘Migration & Disability’ to foster active participation in European society.
- Video on “shared paths towards social inclusion” showing the activities implemented during the European Voluntary Service mobility (EVS) and underlying the role volunteers can have as intermediaries between migrants, disabled people and local communities.
**Objectives**

> To help to integrate minors with an intellectual disability (in French under the syndromes called TED and DIP) into the community-based support structures in line with the Recommendation of the Committee of Ministers of Council of Europe CM/Rec(2010)2.
> To promote the quality and the internationalisation of innovative practices and pedagogies of socio-educational staff working with TEDDIP youth.
> To reinforce professional EU networking and training, to give more value to educators working with TEDDIP youth and to provide them with the opportunity to exchange working practices and methodologies.
> To strengthen the sense of belonging and enhance EU citizenship of young TEDDIP.

**Activities**

> Conducting in-depth needs’ analysis, identify the obstacles that PhD students/graduates face in transferring their research findings into business ideas.
> STEM students involved in internships, working in interdisciplinary teams and under the guidance of academic faculty, managers, investors and entrepreneurs, having thus the unique opportunity to understand business needs and how their research can be applied in real business settings.
> Development and testing of a complete pre-accelerator programme offered in universities, research and entrepreneurship centres, accelerators and incubators.

**Results**

> National reports on the state of de-institutionalization of the support structures for young TEDDIP.
> TEDDIP’Europe Good Practice Guide.
> [TEDDIP’Europe Educational Video](#).
> TEDDIP’Europe Recommendations “White Book”.

[cesie.org/project/teddip](#)
Tell Your Story

**Objectives**

- To motivate early school leavers to re-enter lifelong learning and preventing young people at risk to prematurely drop out of school or vocational education.
- To explore factors of preventing drop-out rates from school through digital storytelling and digital mapping.
- To enhance two key competences of early school leavers and those at risk of early school leaving: digital competence and communication competence.
- To raise awareness of the reasons of early school leaving and for the personal consequences of this decision.
- To pass on experiences from early school leavers to the next generation.

**Activities**

- Desk research on the results of projects funded by the Lifelong Learning Programme, of national projects and initiatives and of the results of the EU working group on early school leaving building on the stock of experience gained in fighting early school leaving.
- Identifying and recruiting 15-20 early school leavers, aged 16-25, and engages them in the piloting in each partner country.
- Implementing a five days transnational learning workshop being an important part of the adopted empowerment approach. In an informal learning setting, the young early school leavers share their life stories, i.e. their biographies which led to dropping out of the school system, and the consequences arising from this decision.

**Results**

- Study: Telling digital stories to fight against Early School-Leaving.
- Learning module: How to tell a (life) story.
- Learning module: Media production skills.
- Learning module: Preventing early drop-out through digital stories and maps.
- Pilot documentation: Digital stories and maps in practice.
- Online exhibition of digital life stories.
- Publication: Preventing early drop-out through digital stories and maps.
VALLEY – Validation System in Lifelong Learning Experiences of Youth Volunteering

Objectives

> To provide a new approach to promote volunteering among young people as a resource of personal empowerment.
> To validate skills and competences developed mainly by youngsters during their volunteering experience.
> To help young people understand the global benefits of volunteering in their life in terms of social integration and (re)engagement, civic participation, mobility opportunities, discovery of hidden talents etc.
> To focus on young people already involved in volunteer activities and who have never experienced volunteering (specific focus on NEETs and young people with migration background).

Activities

> Carry out social research on youth volunteering in Europe.
> Design and deliver training course on the topic of validation of learning outcomes in volunteering services for at least 15 multipliers working for volunteering organisations in 6 partner countries.
> Test the VALLEY methodology based on LEVEL5 validation system with at least 30 young people from 6 partner countries that will take part in a volunteering activity and apply the validation methodology.
> Delivery of national workshops to share experiences, final conference and award ceremony for European stakeholders to make visible VALLEY, volunteering projects and initiatives for validating learning outcomes.
> Set up a European community of volunteering organisations and stakeholders with use of social networks.

Results

> Community and e-platform to share good practices and make available update information on volunteering opportunities for youngsters.
> LEVEL5 validation methodology and validation system for competences.
> Qualification for professionals and multipliers in the volunteering sector.
> Online toolbox consisting of the methodology, volunteers mentoring guidelines for staff/trainers, good practice examples and practical information on how to join the VALLEY community and use the e-platform.
# Volunteer Validation – An investment in own profession future

## Objectives

- To increase awareness among young people of the benefits for their personal development by providing voluntary service and enhance their skills to promote to employers and other stakeholders their strengths and knowledge acquired during informal learning.
- To raise awareness of employers about volunteering as a tool for development of soft skills, key competencies and the benefits of informal learning.
- To introduce systems for validation of competences acquired through volunteering – creation of an electronic platform, recommendations, volunteers’ books.
- To develop entrepreneurial attitudes and skills in young people.

## Activities

- Conducting international volunteer training to develop entrepreneurial attitudes and skills in young people.
- Socio-psychological studies: in-depth interviews, focus groups, scanning, processing statistical methods.
- Research, adaptation and implementation of volunteering competences validation tools as well as the creation of the Volunteer Validation electronic Platform and references.
- Study visits of identified best practices in Spain and the Netherlands.

## Results

- Socio-psychological study Reports.
- 5-days International training course in Romania for young volunteers “Entrepreneur as a discoverer”.
- International Forum and workshops with the participation of professionals in the field of human resources management, to learn about and discuss the implementation of the validation of skills acquired through volunteering and informal learning in the selection and development of staff.
- Volunteering competences validation tools.
WAPPY – What’s APP Youth!

Objectives

> To develop the capacity of youth workers in creating programmes for Information and Communications Technology (ICT) platforms through mobile applications.
> To increase knowledge of youth workers on new ICT realities.
> To identify support needed by new youth work approaches.
> To establish multi-stakeholder cooperation among education, employment and technology sectors.

Activities

> What’s APP Youth Workers Training on ICT- Mobile Applications.
> Local activities for youth workers and young people on Mobile Application and Entrepreneurship.
> Conference about results of local activities implementation.
> Final Evaluation Meeting.

Results

> Best practices on entrepreneurship and businesses trainings based on Information and Communications Technology.
> Conceptual framework of the ICT-mobile application based on the developed entrepreneurship training programme.
> Tool Kit for Youth Workers on ICT-Mobile Application.
WECE – We All Count Europe

Objectives

> To increase political efficacy in local communities by providing training to decision makers on how to foster participation and dealing with the risks of open online discussion, and to young people – with special focus on young people in risk of exclusion – on how to participate in the democratic life of their cities.
> To stimulate active participation of young people in democratic life.

Activities

> Teaching young people to participate in democratic life while trying to reduce the digital divide and scaling up the efficient handling of multiple inputs in e-participation tools.
> Creation of e-participation tool as a base for the experience but physical events will be equally important.
> Reaching the policy level/dialogue with decision makers via the e-participation tool.

Results

> e-participation tool Kuorum.org (reaching the policy level/dialogue with decision makers).
> Data collection of the online participation and representative surveys to evaluate the effects of training on citizen’s political attitude.
> Recommendations of the academic partner to be implemented and tested back.
YALLA – Youth Abroad Linking LANds

Objectives

- To empower young people from MEDA countries providing them with both professional and personal skills through a meaningful experience abroad.
- To promote equal opportunities to reduce unemployment and escape the social exclusion process of marginalized communities.
- To encourage the sense of initiative and entrepreneurship, promoting intercultural dialogue and fostering social inclusion through a non-formal learning approach.
- To develop strategies to face common concerns for the European society, such as racism and xenophobia while fostering intercultural and inter-religious dialogue between volunteers and local community based on common values of freedom, tolerance and respect of human rights.
- To strengthen the principle of social inclusion through voluntary work using international and local approaches.

Activities

- Volunteers are involved in supporting CESIE’s already ongoing activities, such as those implemented in canteen for homeless people, reception centres and multicultural playgrounds or in the design and implementation of workshops, but they are also encouraged to propose their own new ideas and implement their own initiatives in the field of supporting migrants and refugees. Volunteers will also attend training on non-formal methodologies, project design -management and fundraising.

Results

- Hosting of 6 volunteers coming from 3 different MEDA countries: Jordan, Lebanon and Palestine
YouthMetre: a tool for forward looking youth participation

Objectives

> To support EU Member States, municipalities and regions in carrying out effective policy reforms in the field of Youth.
> To empower young people through the acquisition of necessary skills and knowledge, by encouraging to become engaged and actively participate in EU Youth policy matters.
> To provide in-depth knowledge about the perceived needs of Young Europeans in learning, teaching, training or youth work situations and effective methodologies and tools that help policy makers to develop initiatives in line with the target population’s collected needs.

Activities

> Leading of Benchmarking process for the establishment of a data dashboard and visualization of EU Youth Policy achievements using innovative technologies.
> Establishing a set of indicators measuring the “performance” of local authorities in youth policy fields and foster the exchange of good practices.
> Producing an e-tool to close the gap between youth and institutions by collecting the perceived needs of youth in key policy areas and providing guidelines to public institutions that help address them.
> Effective implementation, by policy makers, of the guidelines provided by “YouthMetre”.

Results

> YouthMetre e-tool interactive maps and infographics on European youth.
> State of the Art Report, on needs of Young Europeans in learning, teaching, training or youth work situations.
> Good Practices map (in YouthMetre e-tool).
> Set of indicators measuring the performance in youth policy fields.
> YouthMetre Training for Multipliers.
> YouthMetre Guidelines, addressed at Youth policy makers.
Youth Workers+: Online Training Courses for E+ Youth Workers

Objectives

> To achieve relevant and high-quality skills and competences for youth workers through innovative approaches with ETS model of competences, intercultural – virtual – community of 4 non-formal networks of learning and innovative inter – connection between world of youth work and employment.
> To develop online training courses for different targets: project managers in E+ projects, EVS mentors, EVS facilitators, youth exchange's leaders.

Activities

> Development of online tools for the projects managers in E+, the mentors and facilitators in EVS and for the leaders in youth exchanges including online pages, e-book, e-games, movie, exercises, mind-map, peer evaluations and webinars.
> Research on the youth workers profiles in terms of selection for development and the recognition/validation of their professional skills and competences.
> Pilot sessions of the online training courses with youth workers from 4 different countries.

Results

> Online course for project managers in Erasmus + projects;
> Online course for mentors in EVS;
> Online course for facilitators in EVS;
> Online course for leaders in youth exchanges;
> 4 non-formal networks – communities of practices for youth workers.