



# Annex II Erasmus+ Programme Annual Report 2015

*Project Annex*

## **EUROPEAN COMMISSION**

Directorate-General for Education and Culture

Directorate A — Modernisation of Education I: Europe 2020, country analysis, Erasmus+ coordination

Unit A.3 — Erasmus+ Programme coordination and National Agencies Management

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## 1. Examples under KA1

### 2015-1-DE03-KA101-013447

#### GOOD PRACTICE EXAMPLE

**Project number:** 2015-1-DE03-KA101-013447

**Project title:** Professionalisierung der internationalen Zusammenarbeit

**Key Action/Action type:** KA1 School Education

**Start date:** 01-06-2015

**End date:** 31-05-2016

**Beneficiary:** Staatliche Wirtschaftsschule Neuburg a. d. Donau (DE)

**EC contribution:** EUR 8,515

The beneficiary school plans a combination of different continuing education courses aiming at an improvement of their staff skills for foreign school activities, especially for their new staff members. This will include training in international project management, but also training in the use of new media. The objective is to increase the currently limited knowledge and experience of the team-members in this field (e.g. setup of webpages, videos, podcasts, working with Moodle-platforms, organization of video conferences), to effectively participate in their next European project. In addition, two teachers shall follow an ICT course and act as multipliers for all the school departments, in order to introduce the use of I-pads both for international projects and for tuition.

**Coordinator website:** [www.ws-neuburg.de](http://www.ws-neuburg.de)

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/9573c030-43e6-4334-ac94-e64a794282ad>

## 2015-1-IE01-KA102-008594

**Project number:** 2015-1-IE01-KA102-008594

**Project title:** Expanding Horizons in Templemore College

**Key Action/Action type:** KA1 VET learner and staff mobility

**Start date:** 01-09-2015

**End date:** 01-09-2016

**Beneficiary:** Tipperary ETB (IE) Templemore College of Further Education (IE)

**Partner organisations:** Etelä-Savon Koulutus Oy (FI), MoBiDic (FR), SERVICE INTERNSHIP CONSULTING (ES), INSTITUTO ENSEÑANZA SECUNDARIA VILLABLANCA (ES), VITALIS Betreuungsgesellschaft für Modellprojekte mbH (DE).

**EC contribution:** EUR 105,279

Templemore College of Further Education is a further education college which delivers a range of full time and part time educational services. Since 2009 the number of students taking part in work placement abroad has risen from 3 to 35 in 2015, where 15 hair and beauty students have been trained in Leipzig (DE), and 20 students in European studies and other topics spent 3 weeks either in Malaga (ES) or Niort (FR).

In addition to learners, College staff has also benefitted from Erasmus+ funding, with 9 teachers going on observation visits in Spain, Finland and Germany, while 1 additional person completed a 2-months work placement in an IT/Network Security SME in Spain.

Templemore College's Director, Kathleen Grimes confirmed that "Participating and overseeing such a programme takes time and commitment from those involved but the positive professional and personal outcomes far outweighs the commitment involved."

**Organisation website:** [www.tippnorthvec.ie](http://www.tippnorthvec.ie)

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a5a54892-075b-4640-9e16-7cb4b70038e6>

## 2015-1-HR01-KA101-012781

### GOOD PRACTICE EXAMPLE

**Project number:** 2015-1-HR01-KA101-012781

**Project title:** Future-Oriented School

**Key Action/Action type:** Learning Mobility of Individuals - School education staff mobility

**Start date:** 01-06-2015

**End date:** 31-05-2016

**Beneficiary:** I. osnovna skola Bjelovar (HR)

**EC contribution:** EUR 8,233

In order to innovate the school curriculum and introduce new teaching methods, 1st Primary School Bjelovar needs teachers who will have competencies related to their professional profile. To achieve this, they need to acquire new teaching methods, to adopt a critical and reflexive approach towards using new technologies, and also to improve their language skills. Moreover, this is the only way to increase the ability of working at international level and to strengthen the cooperation with partners from other countries. The school decided to achieve these goals through the professional development of three teachers and the job shadowing of the principle: the foreign language teachers will improve their ICT knowledge and the usage of innovative method CLIL. The lower grade teacher will improve her language skills, and the principal will develop her management and internationalization strategies skills, so as to improve the European dimension of the school. The participants of the project will go through cultural and linguistic preparation and organization of the trip. During the mobility they will actively participate in the activities scheduled in selected courses and during job shadowing. After the mobility, they will hand over a detailed report to AMPEU and their school. They will disseminate the acquired knowledge in their school and in other schools in the local community. The effects of the project will be evaluated by using surveys and research.

Upon completion of this project participants will be more motivated and satisfied with their work, because they will have improved their digital and language competences, will have learnt how to implement new teaching methods and how to improve the internationalization of the school. This will also increase the quality of their work, as it will have a positive impact on the educational outcomes of the students, especially on their digital and language competences, which in turn will increase students' self-confidence and motivation.

**Organisation website:** [www.os-prva-bj.skole.hr](http://www.os-prva-bj.skole.hr)

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/e263220c-86ff-476b-b73f-898e65d30bb4>

## 2014-1-LI01-KA101-000003

### GOOD PRACTICE EXAMPLE

**Project number:** 2014-1-LI01-KA101-000003

**Project title:** KA1-Mobilität GSB

**Key Action/Action type:** Learning Mobility of Individuals - School education staff mobility

**Start date:** 01-07-2014

**End date:** 30-06-2015

**Beneficiary:** Gemeindeschulen Balzers (LI)

**EC contribution:** EUR 15,020

In order to improve our organisation, the Balzers primary school will send two of its teachers to be trained in Finland, as this country is specialised in innovative teaching methods and learning environments, and it has very good Pisa results. The training will focus on pupils with behavioural problems, and the comparison of challenging circumstances in the two countries is expected to offer some solutions to our problems. We are also interested in the transition from kindergarten to primary school both for the children and the organisation as a whole. As community schools are centralised in Lichtenstein, the results of this training will be disseminated to a wide network of schools.

The new school plan will require from our teachers an international slant to their competences, which will in turn contribute to the pupils' better awareness of the European project and values. This objective is most important to us, as we have pupils from different European countries.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/f264e45c-4b88-48f4-a194-33978bb3d6c6>



## 2015-1-UK01-KA102-013120

### GOOD PRACTICE EXAMPLE

**Project number:** 2015-1-UK01-KA102-013120

**Project title:** Utilising EU Co-operation to upskill apprentices

**Key Action/Action type:** KA1 Learning Mobility of Individuals – VET learners and staff mobility

**Start date:** 01-06-2015

**End date:** 31-05-2016

**Beneficiary:** Grimsby Town Football in the Community Sports and Education Trust (UK)

**Partner organisations:** ALLGOLF S.A (ES)

**EC contribution:** EUR 58,402

Grimsby Town Football in the Community Sports and Education Trust (GTSET) was originally formed in 1986 and is managed by Graham Rodger, former Mariners Manager and player. Their Football in the Community scheme delivers a wide range of sessions, courses and programmes, all designed to involve the community as a whole to the culture of the game. The programme is constantly moving forward to become a well-established, progressive and self-supporting scheme that reaches out to all areas of the communities within the North East Lincolnshire and Lincolnshire area. GTSET continually aims to expand and improve its full range of services to all areas of society and as a result improves inclusion for all young people within the area to be involved in physical activity through its scheme. An extension of Grimsby Town Futsal Scholarship programme was GTSETs participation in the Erasmus+ programme in 2016 when they secured funding for 27 learners and 5 accompanying staff to undertake a 14 day educational mobility programme in Spain from 28 March to 10 April 2016. GTSET partnered with Oliva Nova Football Centre in Valencia on the programme. Futsal is played widely in Spain and the Spanish league teams have competed in Europe under UEFA, most notably in the UEFA Futsal Cup with great success, being the national league holding more continental titles, than any other nation. Oliva Nova's state of the art facilities and knowledge of hosting Erasmus+ groups provided the maximum benefit in terms of exposure to European expertise across all corners of futsal and football, namely technical; tactical; coaching; psychological teaching methods of the highest European standards. This exposure resulted in significant knowledge transfer of both playing skills and methodologies, together with best practice philosophies which will be retained and reproduced by GTSET to the benefit of future players and programmes. The Erasmus+ programme was targeted at benefiting participants who are disadvantaged in the labour- market, all the participants come from socially deprived areas, have not completed full education, and therefore are at a disadvantage than those who have completed their academic education. It was anticipated that each participant would benefit from improved employment prospects, enhanced career progression and greater job security following the mobility. GTSET will track participants' employment history for a period of three years in order to establish key data and trends and identify whether there is a direct correlation between a successful European mobility experience and improved employment prospects. Participants were asked to self-assess their contribution to the project and their responses were cross referenced to the findings of the accompanying staff who were tasked with evaluating the players performance against the work plan and the learning objectives, and investigating fully any discrepancies arising. GTSET disseminate the mobility objectives and the outcomes widely, across various channels which ensured maximum exposure for the club and for Erasmus+. GTSET have a close working relationship with Grimsby Town Football club whose website has 10,000 members and with our local press the Telegraph who featured the programme widely. This was a fantastic opportunity for learners, many of whom had never travelled abroad, or been away from family and friends for such a long period of time. An important part of their work plan was to undertake language lessons and cultural excursions to broaden their horizons which they all embraced. This was GTSETs first experience of undertaking an Erasmus+ mobility and we are keen to replicate it in the future. One of the most notable outcomes from the programme is that one participant is on trial at a League One Club and is expected to pursue a professional career in football and will be the first Futsal scholar from GTSET to do so. Previously footballers transition to playing futsal but it is very rare that futsal players make it into professional football in the UK, that is common practice throughout the rest of Europe and which this mobility reinforced.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/65ddc415-39f1-46cf-8f35-84b61900c60b>

## 2015-1-SK01-KA103-008772

**Project number:** 2015-1-SK01-KA103-008772

**Project title:** Higher education student and staff mobility project

**Key Action/Action type:** KA1 Higher education student and staff mobility project

**Start date:** 01-06-2015

**End date:** 31-05-2017

**Beneficiary:** WorkSpace Europe (SK)

**EC contribution:** EUR 257.833,00

"WorkSpace Europe" is a Slovak mobility consortium in higher education supported by Erasmus+. This consortium specialises in traineeships for recent higher education graduates. Traineeships abroad for young people having just finished their studies can boost their professional skills and thus their employability as studies show; as well as provide them with a transition towards employment at home or in the larger European labour market. The mobility consortium enjoys very good coverage of the country as its members are the biggest Slovak universities and public and private colleges from different regions of Slovakia. In 2015, the consortium sent 137 trainees abroad from seven Slovak higher education institutions, out of which some 82% were recent graduates. The particularity of this consortium is not only the fact that it sends recent graduates in a large numbers, and as a large share of all Slovak Erasmus+ trainees abroad but also to actively support foreign students in finding traineeship opportunities in Slovakia after graduation. In this respect, the consortium works together with mobility consortia in other countries to attract human capital to Slovakia to boost its economic development. Encouraging labour mobility flows from other parts of Europe towards Central and Eastern European countries that joined the EU in 2004 could help to balance labour flows which typically go into the opposite direction.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/d5f9dbb7-d66f-4b74-82d4-d0ac43a60635>

## 2015-1688 (former FPA 2010-0120)

**Project number:** 2015-1688 (former FPA 2010-0120)

**Project title:** Global Studies - A European Perspective Master Programme (EMGS)

**Key Action/Action type:** KA1 - Erasmus Mundus Master Course

**Beneficiary:** University of Leipzig (DE)

**EC contribution:** EUR 1,186,800

The **Global Studies - A European Perspective** Master Programme (EMGS) is a 2-years Master programme. Its objective is to train highly-qualified students to deal on an advanced scientific level with the phenomena of globalisation and their accompanying processes and to contribute to a forward-looking debate.

The course combines findings, theories and methods from the Humanities and Social Science, History and Cultural Science. It offers the opportunity to specialise in particular areas of globalisation research, such as historical and comparative analysis of global entanglements, methods of global history, economic and social history of globalisation, global political economy, global governance, analysis of transformation processes in Central and Eastern Europe and development studies.

The design of the programme as well as the experiences of former graduates suggest that the fields of employment for EMGS graduates are broad: the public sector (diplomatic service, development cooperation, and consultancy), NGOs, the private sector and research.

Since 2007 more than 500 students graduated successfully from the programme. Students come from all parts of the world: EU, USA, South Africa, Brazil, Japan, China, Kenya, Ecuador, China, Colombia, India, China, Armenia, Russian Federation, Azerbaijan and many others. In 2008 the German Academic Exchange Service (DAAD) awarded the programme with the quality label "TOP 10 International Master's degree courses" for its innovative concept, high-quality teaching, high degree of internationalisation, comprehensive quality assurance mechanisms, excellent support service as well as convincing alumni results.

**Website of the project:** <http://gesi.sozphil.uni-leipzig.de/joint-projects/emgs/>

## 2014-1-SK01-KA104-000229

### GOOD PRACTICE EXAMPLE

**Project title:** Kontinuálne vzdelávanie učiteľov ako kľúč modernizácie vzdelávacieho procesu

**Project number:** 2014-1-SK01-KA104-000229

**Key Action/Action type:** KA1 Adult Education staff mobility

**Start date:** 01-12-2014

**End date:** 30-11-2015

**Beneficiary:** Mgr. Daniela Kocajdova Jazykova skola Progres

**Partner organisation:** The Education & Training Company Limited (UK)

**EC contribution:** EUR 17,610

JŠ Progres, a language school for children, young adults and adults, involved 6 English teachers, each with 10 – 20 years teaching experience who are highly motivated to maintain personal development via career growth. The participants' goal was to boost their key competences (language skills, teaching skills, social skills, managerial, human resource skills) and a better use of ICT through participation in selected courses.

In addition to improving key teaching competences, the impact on the teachers is visible by their improved effectivity in search techniques, refreshed ideas and innovations, implementation of new creative methodology and alternative teaching approaches, increased motivation and multicultural awareness, a substantially increased confidence in their usage of the English language and many other benefits. The school has also generally gained from the project, since "by cooperating with foreign participants and by implementing foreign teaching programs, we improved our services, we created long lasting and stable conditions for the modernization of teaching and internationalism within our educational organization".

**Organisation website:** [www.jsprogres.sk](http://www.jsprogres.sk)

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/b5657255-e3ee-4a86-9740-87139f42666f>

## 2014-1-TR01-KA104-000913

**Project title:** Özel Eğitim-Her Çocuk Önemlidir

**Project number:** 2014-1-TR01-KA104-000913

**Key Action/Action type:** Learning Mobility of Individuals - Adult education staff mobility

**Start date:** 01-07-2014

**End date:** 30-06-2015

**Beneficiary:** Bahcelievler Rehberlik ve Arastirma Merkezi (TR)

**Partner organisations:** -

**EC contribution:** EUR 9,300

Six staff members of the Bahcelievler Guidance and Research Centre will attend a 5-day course in Joensuu, Finland, under the title "Special Education-Every Child is Important". They will also visit schools so as to share the knowledge and experience with European countries reciprocally and to support the unity and cooperation with colleagues. With the help of this course and the visits to different schools of all levels, the participants will gain knowledge about the education system and the results of PISA, special education in primary and secondary level, early support, how to use assistance in classrooms, integration and inclusion and vocational education in Finland.

In addition to those main activities, there will be seminars for psychological counsellors and special education teachers, preparation of brochures/ online documents for schools and parents etc.

The attendance of the course is expected to contribute to the occupational competence of specialists who are working in the area of special education in our country and to offer more qualified services to students and their parents. In addition, it will help to increase the national and international occupational reputation of our institution

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/fa77c07d-df88-4924-bdc9-3f43329815e0>

## 2014-1-TR01-KA104-003162

**Project title:** İLK ÖĞRETMENİM AİLEM

**Project number:** 2014-1-TR01-KA104-003162

**Key Action/Action type:** Learning Mobility of Individuals - Adult education staff mobility

**Start date:** 01-07-2014

**End date:** 30-06-2015

**Beneficiary:** Kirikkale Milli Eğitim Müdürlüğü (TR)

**Partner organisations:** KIRIKKALE REHBERLİK VE ARASTIRMA MERKEZİ (TR), Střední zdravotnická škola (CZ), İLKADIM ÖZEL EĞİTİM VE REHABİLİTASYON MERKEZİ (TR), Daugavpils Medical College (LV), KIRIKKALE HALK EĞİTİM MERKEZİ VE AKSAM SANAT OKULU (TR), MEHMET İSİTAN ÖZEL EĞİTİM İŞ UYGULAMA MERKEZİ (TR)

**EC contribution:** EUR 47,377

Our Project aims to make the guidance teachers working with mentally disabled individuals more efficient in training them, to be able to obtain information about the families and their approach to their disabled children and to be able to involve the families in the educational process to be taken and to increase the quality in education. Normally adult education of families having the disabled children is at least as important as the education of children. The Education of the individuals with mental disabilities consists of the School, family and student tripod, and it can hitch because of any problem in each part of this tripod. The participants will take part in project activities which will allow them to transfer EU pedagogical knowledge and good practices so as to resolve the shortcomings in their daily work.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/74056fed-9faf-4eeb-a97a-7a18acf461cb>

## 2015-1-IS01-KA104-013081

**Project title:** Flipped classroom in the Lifelong Learning

**Project number:** 2015-1-IS01-KA104-013081

**Key Action/Action type:** Learning Mobility of Individuals - Adult education staff mobility

**Start date:** 01-06-2015

**End date:** 31-05-2016

**Beneficiary:** Fræðslunetið - símenntun á Suðurlandi (IS)

**Partner organisation:** E.RI.FO.-ENTE DI RICERCA E FORMAZIONE (IT)

**EC contribution:** EUR 8,840

The innovative educational course 'Flipped Classroom in the Lifelong Learning - Supporting trainers and adults', was organised by E.RI.FO VOCATIONAL EDUCATIONAL TRAINING based in Rome, where the course took place. Aimed at four teachers and three project managers who are responsible for the distance learning, this 5-day course's, (20 hours) objective is to strengthen the participants' practical e-skills and to familiarise them with the method of "The flipped classroom" in order to improve - among other things - distance learning.

As the area in which Fræðslunetið provide their services is very large and thinly populated, it is important that they have the competence to offer their target group distance learning which is based on the latest technology (ET) and also to (partly) cover the needs of the disabled. The course is very important for the staff of Fræðslunet as it will enable them to develop new skills in education and to incorporate them into the curricula of the their taught courses/classes by developing new teaching methods which will improve the quality of education.

**VALOR website:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/40ba01e7-0446-4fec-a194-3c8256c77b3a>

## 2015-3-SE02-KA105-001322

**Project title:** Everyone is a foreigner somewhere

**Project number:** 2015-3-SE02-KA105-001322

**Key Action/Action type:** Youth mobility

**Coordinating organisation:** Youth In (SE)

**Partner organisations:** Društvo Lojtra, Društvo Za Osební in Poklicni Razvoj Mladih (SI), Symmes Oğremen Akademisi (TR), Horizons for Youth (EL), Lélektér Alapítvány (HU), Identities (IT), Organisation Française de la Coopération Internationale (FR)  
ARYP CIC (UK)

**Start date:** 30-01-2016

**End date:** 29-10-2016

**EC contribution:** EUR 21,320

The purpose of the project is to explore the topic of rising xenophobia across Europe due to the continuing migration crisis and the intensification of nationalistic chauvinism. The host organisation decided to work on the project with a Greek partner organisation and host the exchange in Sparta for two reasons. First, Greece is an important political and geographical actor in the migration crisis as one of the first destinations where refugees arrive after crossing Turkish borders. Second, as youth organisations within Greece were prevented from making submissions to Erasmus+, the coordinating organisation decided to partner with its Greek counterpart to extend Erasmus+ opportunities to Greek youth. The program believes that the EU represents unity among nations. As Greece continues to face difficulties, especially its youth population, it is essential to allow all youth people to have opportunities for involvement in initiatives related to fighting for important social and political changes – even during challenging times. Youth people should be supported and promoted to be socially and politically active under any and all circumstances.

All workshops hosted by the project will be based on non-formal education methodology with activities involving team-building exercises, drama workshops, simulation exercises, galleries/exhibitions, presentations, hands-on activities, etc. The activities to be carried out during the project are all designed to raise awareness about the current refugee crisis and dangers of xenophobia. After the project is finished, participants are expected to gain a deeper knowledge of the state of current European affairs related to the migration crisis and the ways that nationalism feeds into widespread xenophobia. They will have opportunities to interact with fellow participants from other countries facilitating intercultural exchange and dialogue, to gain a broadened sense of cultural sensitivity, and to break stereotypes.

Forty participants from eight different countries will be divided into groups of five. The groups will be gender-balanced and each will have a group leader. The participating countries are Turkey, Spain, Greece, France, Sweden, Slovenia, Italy, and Hungary.

**Website of the project:** [www.youthin.org](http://www.youthin.org)

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/e589dc25-dfdc-4ce7-b124-838e97d9beca>



## 2015-1-HU02-KA105-000753

### GOOD PRACTICE EXAMPLE

**Project title:** Creative Inclusion

**Project number:** 2015-1-HU02-KA105-000753

**Key Action/Action type:** Learning Mobility of Individuals - Youth mobility

**Coordinating organisation:** Motiváció Oktatási Egyesület (HU)

**Partner organisations:** Asociația Support for Youth Development (RO), Associazione Culturale e di Solidarietà (IT), Karasu Gençlik, Sanat ve Spor Kulubu Derneği (TR), Associação Cultural Juvenil (PT)

**Start date:** 01-06-2015

**End date:** 30-11-2015

**EC contribution:** EUR 9,621

As social exclusion, connected to social class, educational status, minority and disability, affects many people all over Europe, we would like to draw young people's attention to this issue and to show them that they can do a lot to change this. Our overall aim is to promote social inclusion among young people in order to become European citizens aware of social issues and ready to take action for the sake of change, to share, explore and practice innovative ways to promote tolerance and acceptance and to express their points of view.

We also considered the social and personal development of young people within the project and improved mainly the following 5 competences:

- Social and civic competence; Communication in foreign languages; Digital competence; Cultural awareness and expression; The sense of initiatives and entrepreneurship; Non – formal learning was integrated into the whole exchange programme, as well as Youthpass learning process. The project used the following methods:

- Cooperative techniques; Training methods; Journaling; Discussion; Situational games; Roleplaying; Text composing; Presentation.

Through group work the participants learnt more about discrimination, minorities, poverty and social inclusion, explored these issues in their respective countries and found out about segregation, its disadvantages, and the good practices to fight against it. Based on the knowledge they had gained during these activities, the participants had the opportunity to create paintings that promote social inclusion, to design the logo of the exchange that can express the importance of social inclusion, to express their points of view by designing badges and T-shirt decorations, and to organise an exhibition of the paintings and other exhibits they made during the exchange. As an impact of the exchange participants became more aware of the importance of social inclusion, they understand people with disadvantaged backgrounds better, and became more sensitive to problems that come from poverty and minority. They shared and practiced new creative communication techniques to express their points of view, which they can use and share in their future projects.

**Project website:** <http://www.motivaciomuhely.hu>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/b47d08e7-0182-405a-8cca-e0cc683a2288>

## 2014-3-MT01-KA105-003573

### GOOD PRACTICE EXAMPLE

**Project title:** Scouting Cooperation for Development: an OUTdoor adventure that empowers youths to tackle development issues in today's society

**Project number:** 2014-3-MT01-KA105-003573

**Key Action/Action type:** Learning Mobility of Individuals - Youth mobility

**Coordinating organisation:** The Scout Association of Malta (MT)

**Partner organisations:** ZHP Chorągiew Lodzka (PL), Projektor Ideell Förening (SE), Organization of Bulgarian Scouts (BG), Sojuz na izvidnici na Makedonija (MK)

**Start date:** 30-01-2015

**End date:** 01-09-2015

**EC contribution:** EUR 34,870

The Scouts Youth Exchange involves four Scout Organisations in a ten day project. 50 participants aged 14 to 18, and 13 supporting leaders, will participate in a programme of non-formal and informal activities designed to teach different skills: active participation, social inclusion, environmental responsibility, teamwork, communication and presentation skills. Each participant is in charge of making a list of personal goals at the beginning of the project and to make sure they achieve them until the project comes to an end.

The objectives of the project are:

- To raise awareness among participants of development issues and the 2015 European Year for Development
- Exposing participants to vulnerable social groups e.g. disabled persons and refugees and to other young people from different social backgrounds
- Helping young people develop basic skills such as communication, self-confidence, responsibility and initiative
- Intercultural dialogue and cultural appreciation
- The personal development of the participants, while improving the level of their skills and competences
- Capacity-building for all organisations involved to successfully cooperate with other organisations active in the youth field and implement projects with added European value

Daily evaluation sessions will ensure that all participants can give their feedback on how the project is progressing. The aim is for the young participants to be left with valuable skills which will help them when they seek work and for the partner organisations to gain new contacts in order to be able to implement other transnational youth projects. An Advanced Planning Visit (APV) will be organised before the project starts to enable the participating organisations to better plan for the project to ensure it is implemented in the best way possible.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/f59c3964-f6ed-4dcc-ae33-66abdad2ca333>

## 2014-2-SI02-KA105-000212

### GOOD PRACTICE EXAMPLE

**Project title:** Gunpowder City

**Project number:** 2014-2-SI02-KA105-000212

**Key Action/Action type:** Learning Mobility of Individuals - Youth mobility

**Coordinating organisation:** Zavod Mladinski center Kotlovnica Kamnik (SI)

**Partner organisations:** Jugendwerk der AWO Wuerttemberg e.V. (DE), Dansk ICYE (DK)

**Start date:** 01-08-2014

**End date:** 30-06-2015

**EC contribution:** EUR 26,966.17

Four volunteers – two from Germany and two from Denmark – will be involved with daily activities of the Youth centre Kotlovnica and the Cultural centre of Kamnik. They will work with a small team of experienced and inspiring people on using and reviving public spaces in town. The project will take place in Kamnik, Slovenia, and will last from the beginning August 2014 to the end of May/June 2015. The main topic of the project is personal development and exploration of social and cultural life in a small town, but foremost making an impact. By organizing events in the youth centre and in town the volunteers will participate in local cultural life and get many experiences with project management. Also, they will bring an interesting cultural dimension to events and contribute to city life in Kamnik.

The main responsibilities of the volunteers, besides actively contributing to the programme of host organization, the youth centre, will be taking part in organizing four festivals in the city of Kamnik (one of them is the biggest festival in the region, the others are smaller but nonetheless very important for the city life). Also, another exciting activity will be exploring an abandoned area of the former gunpowder factory nearby the youth centre (hence the name of the project). The volunteers will get a chance to discover a degraded and historically important area of town and propose how to make this (now public and open) space alive again. They will get a chance to research and document the area, prepare different materials or exhibition about it and plan a vision of what can be done with it.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/0a1f63c0-5aa2-40eb-9fe1-b3c72bd5a5a5>

## 2015-1-MT01-KA105-003596

### GOOD PRACTICE EXAMPLE

**Project title:** The Next Step | NGOs and CSR

**Project number:** 2015-1-MT01-KA105-003596

**Key Action/Action type:** Learning Mobility of Individuals - Youth mobility

**Coordinating organisation:** PRISMS (MT)

**Partner organisations:** SEIKLEJATE VENNASKOND (EE), Astiki Mi Kerdoskopiki Eteria En Gnosi (EL), EUROSUD (IT), A.D.E.L. - Association for Development, Education and Labour (SK), Art Mine - Verein zur Foerderung des interkulturellen Austausches und Dialoges (AT), DONUM ANIMUS (LV), Mejdunarodna Mladejka Kamara (BG), Associação Mais Cidadania (PT), Fundatia Danis pentru Dezvoltare Manageriala (RO), TOROS UNIVERSITY (TR), Hrvatska Udruga Mladih (HR), Stichting Diversiteitsland (NL)

**Start date:** 01-05-2015

**End date:** 31-10-2015

**EC contribution:** EUR 23,605

'The Next Step: NGOs and CSR' is a training course which will bring together 31 participants from 13 countries. Its main objective is to equip NGOs with skills needed to understand better the private sector and its perspective and what should and does motivate them to engage in Corporate Social Responsibility (CSR). As CSR is an important tool for governmental agencies, NGOs and private entities to understand each other better they have come together and collaborated on common projects in the context of a social model based on dialogue, collaboration and cooperation among these sectors. This training will be offering a new perspective towards the future of youth work and how to include the private sector into the projects of NGOs and Youth organizations in order to maximise their impact. This training will go on to show that it is not enough to have a good idea. It is targeted to NGOs who are willing to go to the next step and involve the private sector in their projects. The Training will thus focus on:

- Corporate Social Responsibility
- How can NGO tap into the private companies' CSR policies
- Learn the language of the corporate world
- Learn how to sell the Project to the private sector
- Plan a project with all the stakeholders in mind
- Closing the deal
- Learn more about KA2 of the Erasmus+

All sessions will be based on Non Formal Methods of Education and will aim to help partner organisations create projects in tandem with the private sector and thus improve the society in which they operate.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/d58967e4-5869-449f-ad87-babd1c79d357>

## 2015-3-HU02-KA105-001314

### GOOD PRACTICE EXAMPLE

**Project title:** The Green Goggles Project

**Project number:** 2015-3-HU02-KA105-001314

**Key Action/Action type:** Learning Mobility of Individuals - Youth mobility

**Coordinating organisation:** Szabad Ter Egyesulet (HU)

**Partner organisations:** Asociatia de Tineret ONESTIN, Filiala Brasov (RO), Viaje a la Sostenibilidad (ES), Drustvo za promoviranje avtonomije ljudi (SV), Associazione Culturale Callystoarts (IT)

**Start date:** 15-02-2016

**End date:** 14-05-2016

**EC contribution:** EUR 13,204

With our youth exchange called „The Green Goggles Project” we wanted to open up the eyes of European youngsters, who were willing to be aware of their chances and responsibilities about their environment. Our aim was to increase their entrepreneurship and sense of initiative in the field of nature protection and healthy lifestyle. Through this youth exchange, our participants got the chance to expand their knowledge in the area of creativity and social media as well. Our project took place in Gánt, Hungary, between 16 and 24 August 2016. Our target group was European youngsters between the age of 18-30 from Hungary, Romania, Slovenia, Spain and Italy. The participants had the possibility to exchange their experiences and ideas in topics such as urban gardening, health and environmental protection thus getting the opportunity to start or develop their skills. We got to know the diverse plants, fruits, herbs and vegetables of each country and how nature and environmental protection works there. We discussed ecological characteristics, advantages and disadvantages, and actual issues of the participating nations concerning this topic. Furthermore, some activities focused on physical and mental health. We aimed to provide our participants the opportunity to widen their horizons, to take responsibility for their own health and for their environment, and finally, to be an active citizen in Europe. Participants also exchanged methods and information, with which they could start their own projects at home, so as to bring the “Think global, act local.” motto to life. We chose the title after an idea: we prepared green paper goggles with environmental information and motivational messages on them. We started making them during our project week and gave them to local people on the streets of Hungary. After the project, each participating nation can continue making and sharing the bags at home, this way raising the visibility of our project and of the local issues. We started a website and a Facebook page to give other people around Europe the opportunity to join our mission. Our goal was to create a group of young people in the Union, actively working together for a greener Europe.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/epluc-project-details-page/?nodeRef=workspace://SpacesStore/4fb6f135-eeeb-4340-8440-e9ac4dec46e4>

## 2015-1-NO02-KA105-000502

### GOOD PRACTICE EXAMPLE

**Project title:** YW-Shared Responsibility

**Project number:** 2015-1-NO02-KA105-000502

**Key Action/Action type:** Youth Mobility

**Coordinating organisation:** Hordaland Fylkeskommune (NO)

**Partner organisations:** Zealand Business College (DK), Stichting Bloom (NL)

**Start date:** 01-05-2015

**End date:** 30-09-2015

**EC contribution:** EUR 10,891

One of the key goals of the Erasmus+ Programme is to fight against the rising level of youth unemployment. As the Programme Guide mentions, "Too many young people leave school prematurely and run a high risk of being unemployed (Part A, page 9)." The aim of the project 'Shared Responsibility' is to guide young people who dropped out of formal education towards successful paths by connecting informal learning with formal learning. Thus, the network partners in this project have a strong sense of shared responsibility to provide support for this target group.

The project brought together 28 participants working in the field of "Early school leaving" from three European countries in a seminar to exchange best practise, discuss and develop future Erasmus+ projects. These participants were representatives from; 1. The school sector; 2. Non-governmental organisations; and 3. Public authorities from Netherlands, Denmark, and Norway. The project was executed in the following order; first, necessary preparations were made to organise the seminar while participants had opportunities to get to know one another before and on the first day of the seminar; second, the activities focused on facilitating the exchange of best practises; third, participants developed future Erasmus+ strategic partnership projects; and finally, the last days of the seminar focused on evaluation and follow-ups of the seminar.

The pedagogical basis of the programme was a method called 'dragon dreaming' – to help dreams turn into concrete plans. The impact made on the participants through the project demonstrated the success of the project as participants exchanged best practises, developed two new concrete Erasmus+ Projects along with other project proposals that are in their preliminary stages. The expected long-term impact of the project is to develop new and effective methods of youth outreach targeting those who have dropped out of the formal education system. The project also aims to facilitate the introduction of more 'hands-on' methods to prevent young people from dropping out of schools.

The project Shared Responsibility was one of the instruments to support the Europe 2020 Strategy to include more young people into the education system and increase youth employability in Europe.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/6516869b-9db3-4c8a-b441-276c3286ded1>

## 2015-1-AT01-KA107-004599

**Project title:** Project for higher education student and staff mobility between Programme Countries and Partner Countries

**Project number:** 2015-1-AT01-KA107-004599

**Key Action/Action type:** Higher Education student and staff mobility between Programme and Partner countries.

**Coordinating organisation:** University of Natural Resources and Life Sciences (Universität für Bodenkultur Wien – BOKU) (AT)

**Start year:** 2015

**EC contribution:** EUR 66,870

The Austrian university (BOKU) was awarded around 60,000 EUR to undertake staff and student exchange with higher education institutions in a wide variety of countries around the world. They are exchanging teaching staff with partners in Bhutan, Indonesia, Nepal and Uzbekistan, and exchanging teaching staff and students (in both directions) with partners in Kyrgyzstan and Kazakhstan.

Apart from the interesting spread of emerging economy and developing country partners, BOKU was rare in that in its application it made a virtue of its focus on development co-operation as part of its holistic internationalisation strategy. The Himalaya region is one of BOKU's geographic focus areas and in this geographic area containing some of the least developed countries in Asia they were building on longstanding bilateral cooperation with the Royal University of Agriculture in Bhutan and Kathmandu University and Tribhuvan University in Nepal.

The project, which is now half way through, is running well.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/b123558c-01c9-4c79-bc80-fda8baf17ae7>

## 2015-2-NO02-KA105-000581

**Project title:** EVS – Tønsberg Youth Work (Café Quasimodo)

**Project number:** 2015-2-NO02-KA105-000581

**Key Action/Action type:** Youth Mobility

**Start date:** 01-08-2015

**End date:** 30-11-2016

**Coordinating organisation:** Tønsberg Kirkelige Fellesråd (NO)

**Partner organisations:** Time for God (UK), Anafora Retreat Center (EGY), Aha Tipps und Infos für junge Leute (DE)

**EC contribution:** EUR 39, 759

Café Quasimodo (EVS - Tønsberg Kirkelige Fellesråd)

"So one of the best things of coming to Quasimodo is actually to find a family from all over the world." This statement made by a Café Quasimodo worker perfectly encapsulates the spirit of this safe space established specifically to target young people. Located in Tønsberg, the café is run by the local Church Council, providing a safe haven for young people in difficult situations be it bullied, drug abuse, unemployment, loneliness, and other struggles while an increasing number of young refugees are using the facilities as well. Many come to Quasimodo searching for friends and acceptance.

At Quasimodo, volunteers and patrons are constantly engaged in intercultural and interreligious dialogue as patrons from all different social backgrounds from across the world are encouraged to engage in dialogue with one another. Combining food, drinks, leisure activities, youth work and volunteering, the café is a unique place where volunteers and patrons can truly feel at ease and to be the individuals that they are. As interactions and conversations enable volunteers and patrons to interact with each other and to share their own experiences, the café provide unique opportunities where both volunteers and patrons are able to take part in each other's healing process.

Volunteers working at Café Quasimodo will work alongside a Deacon and one to two volunteers and will be required to volunteer at the Café for five days a week. The volunteers will also be encouraged to be creative and come up with ideas for youth activities. Furthermore, the volunteers will get a chance to grow, learn, lead, and use their capacities to help colleagues and patrons. Opportunities to travel within Norway and partner countries will also be provided for volunteers to contribute to youth work networking.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/24f6a886-47d0-4524-92a8-db6bb2970bed>



## 2015-1-SK01-KA103-008772

**Project title:** WorkSpace Europe

**Project number:** 2015-1-SK01-KA103-008772

**Key Action/Action type:** KA103 – Higher education student and staff mobility

**Start date:** 01-06-2015

**End date:** 31-05-2017

**Beneficiary:** WorkSpace Europe (SK)

**EC contribution:** EUR 257.833,00

"WorkSpace Europe" is a Slovak mobility consortium in higher education supported by Erasmus+. This consortium specialises in traineeships for recent higher education graduates. Traineeships abroad for young people having just finished their studies can boost their professional skills and thus their employability as studies show; as well as provide them with a transition towards employment at home or in the larger European labour market. The mobility consortium enjoys very good coverage of the country as its members are the biggest Slovak universities and public and private colleges from different regions of Slovakia. In 2015, the consortium sent 137 trainees abroad from seven Slovak higher education institutions, out of which some 82% were recent graduates. The particularity of this consortium is not only the fact that it sends recent graduates in a large numbers, and as a large share of all Slovak Erasmus+ trainees abroad but also to actively support foreign students in finding traineeship opportunities in Slovakia after graduation. In this respect, the consortium works together with mobility consortia in other countries to attract human capital to Slovakia to boost its economic development. Encouraging labour mobility flows from other parts of Europe towards Central and Eastern European countries that joined the EU in 2004 could help to balance labour flows which typically go into the opposite direction.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/d5f9dbb7-d66f-4b74-82d4-d0ac43a60635>

## 2015-1-DK01-KA103-004251

**Project title:** Higher education student and staff mobility project

**Project number:** 2015-1-DK01-KA103-004251

**Key Action/Action type:** Higher education student and staff mobility

**Start date:** 01-06-2015

**End date:** 31-05-2017

**Beneficiary:** Copenhagen Business Academy

**EC contribution:** EUR 263,280

By signing the Erasmus Charter for Higher Education, a higher education institution confirms that its participation in Erasmus+ is part of its own strategy for modernisation and internationalisation. Copenhagen Business Academy focusses on providing its 5000 students with the international competencies that are demanded in a global business environment, thus creating synergies with the labour market that are essential for modernisation. The study programmes are career-focused and taught by lecturers that are connected to Danish and international companies, bringing the latest trends of business life into the classroom. The teaching methods alternate between lectures, exercises, case studies, interdisciplinary projects, individual tutoring and visits to companies. All programmes include a compulsory traineeship component of 3 months, which gives students the chance to test and use their theoretical knowledge in a real-life business context. Students get assistance in finding a traineeship position, and a specific page on the website is dedicated to companies that are looking for trainees. Traineeships abroad with Erasmus+ amount to more than 40% of Erasmus+ student mobility from the institution and are highly valued as an opportunity for students to improve their competences while abroad and to establish a valuable network for their future careers.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/f839e0e9-e748-4fd9-91bb-a1474eebc05e>

## 554477-EPP-1-2014-1-PL-EPPKA1-LARG-EVS

### GOOD PRACTICE EXAMPLE

**Project Title:** Youngsters Originate Unique Team of Harmony

**Project number:** 554477-EPP-1-2014-1-PL-EPPKA1-LARG-EVS

**Key Action/Action type:** large-scale European Volunteering Service events

**Coordinating organisation:** EUROPEJSKIE FORUM MŁODZIEZY STOWARZYSZENIE (PL)

**Start date:** 01-04-2015

**End date:** 31-10-2015

**EC contribution:** EUR 40,233

Coming from 12 different countries, 36 volunteers helped the Polish Federation of Athletics, The Department of Sport Promotion in Municipality of Bystrzyca Klodzka, The Commission for Street and Mountain Cross-country, the Village Council and EFM, to organise the 23<sup>rd</sup> edition of the Mountain Running Championship, which took place in Miedzygorze, Poland, on 25-26 July 2015. The volunteers helped the organizer with the preparation, implementation and evaluation process of the event. As the attendance of foreign participants kept increasing in time, in 2012 the organizers decided to involve foreign volunteers and following the good results obtained it was decided to take the involvement of international volunteers to a larger scale. In 2015 the expected number of participants was more than 300 and the expected number of spectators around 2000. The participants, between 10-70+ years old and split into groups according to their gender and age, followed Alpine or Anglo-Saxon mountain- racing styles and routes. At the end of the one-day races, cyclists got their medals.

The project aimed to help young people become youth leaders by providing them with more opportunities through non-formal learning and mobilising local authorities to actively support them. Volunteers were expected to become more self-confident, self-sufficient, and aware of the role of young people in the future social and economic situation in Europe and the rest of the world. Through this project youngsters became aware of problems like poverty, social exclusion, and educational difficulties, and also of their consequences. Further to the participants, the project also influenced their families and friends by sharing with them the memories and feelings, thus spreading information about the project in a non-formal way.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/8ec17cf8-fe8f-4c16-adfb-415340aaf38d>

## 2015-1-CZ01-KA105-012715

### GOOD PRACTICE EXAMPLE

**Project Title:** Don't be afraid

**Project number:** 2015-1-CZ01-KA105-012715

**Key Action/Action type:** Learning Mobility of Individuals - Youth mobility

**Coordinating organisation:** Stredisko volneho casu Decko, Nachod (CY)

**Start date:** 15-05-2015

**End date:** 14-06-2016

**EC contribution:** EUR 15,065.72

The youth exchange Don't be afraid took a place in SVČ Děčko in Náchod (in the Czech Republic) for 10 days. 28 participants and 4 leaders attended on this project from the Czech Republic, Ukraine, Poland and Portugal. All the participants and leaders were involved in the planning, realization and spreading of a result of the project. The aim of the project was to create a dance movie about a young person who must find his intern motivation and overcome an initial fear of his culture and social exclusivity and must integrate to the community of his peers. Thanks to this project we showed that self-realization in an informal activity is an unforced way to the social inclusion. During the project the youth learned how to work with a professional movie technology, they tried different movie characters and they learnt a lot of practical skills for more interests, studies and work. All participants increased their empathy and tolerance of different cultures and they got to know new dance techniques. The final movie included a subtitles in native languages of the participating countries.

The activities during the exchange led to achievement of our set goals – to make a high-quality movie in which all the youth were involved by creating a script, preparation and creation. The participants were not only actors, but also the producers, directors, costumers, make-up artists and technical support. Every day the group was concentrated to a specific sequence of the movie from both – acting and preparatory sides. Each partner organisation was responsible for spreading the final movie among youth in their location and within social media after the exchange.

Apart of formal complications with adding Ukrainian group to the application form, this project had a big success and a lot of organizations - not only the one involved in the project - are still interested in presenting created movie for their workers and for public. The movie was also delivered to Czech NA before its première. Nowadays movie is accessible for free on Youtube.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/06b52e9a-76b3-493b-ac13-b943159ae833>

## 2014-3-CY02-KA105-000384

### GOOD PRACTICE EXAMPLE

**Project title:** Person of the year: THE ENTREPRENEUR!

**Project number:** 2014-3-CY02-KA105-000384

**Key Action/Action type:** Learning Mobility of Individuals - Youth mobility

**Start date:** 10-02-2015

**End date:** 09-06-2015

**Coordinating organisation:** C.I.P Citizens In Power (PO.SI Polites se Ischy) (CY)

**Partner organisations:** ASOCIACION BUILDING BRIDGES (ES), SEIKLEJATE VENNASKOND (EE), Identities (IT), STOWARZYSZENIE EUROPE 4 YOUTH (PL), CONSELHO EMPRESARIAL DO TAMEGO E SOUSA - CETS ASSOCIACAO (PT), Jugend, Bildung und Kultur (DE), Élelmiszerklub Közhasznú Alapítvány (HU), CERCUL EXCELENTEI (RO), RAPLECTION (HR)

**EC contribution:** EUR 13,966

Entrepreneurial experiences – such as making mistakes, trying a concept, developing ideas, actually building, managing, and growing organizations, raising real funds, failing, trying again, building intellectual capital and managing it, and translating intellectual value into economic and social value – should be the acid test in being able to develop an educated opinion about entrepreneurship. Therefore, by converting all these real examples into practical activities, the trainers and the experts on entrepreneurial fields will attempt to attract the attention and the imagination of participants and provide them with all the essential tools for taking conscious decisions based on realistic economic and social conditions. Young leaders from our organizations recognized the need of practical education on entrepreneurship and prepared project called “Person of the year: THE ENTREPRENEUR!” that hosted in Nicosia, Cyprus by Citizens in Power from 27/04/2015 until 03/5/2015 in cooperation with partner organizations from Spain, Romania, Croatia, Italy, Germany, Portugal, Poland, Estonia, Hungary that will be represented by 2 participants each.

The paramount aim of this project is to apply entrepreneurship activities by using non-formal methods to practice entrepreneurship in such a way that youth workers could provide young people with a range of potentials on entrepreneurship!

The objectives:

- To promote practical methods in approaching entrepreneurship education.
- To understand changing and dynamic nature of entrepreneurship.
- To develop creative and entrepreneurial spirit of young people.
- To acquire skills and specific knowledge using non-formal education by developing of human personality and developing set of skills necessary for entrepreneurs.
- To practice entrepreneurship through workshops and practical exercises
- To develop new contacts with organizations from EU and SEE countries to create stronger partnerships for future projects in the European context.

**Website of the project:** [www.citizensinpower.org](http://www.citizensinpower.org)

**VALOR website:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/bf6e109f-740a-4959-8127-282bfc94af7d>

## 2. Examples under KA2

### 2014-1-NL01-KA203-001292

**Project title:** CARPE European Sustainable Solutions for Existing and New City Environments

**Project number:** 2014-1-NL01-KA203-001292

**Key Action/Action type:** Strategic Partnerships for higher education

**Start date:** 01-09-2014

**End date:** 31-08-2017

**Coordinating organisation:** Stichting Hogeschool Utrecht (NL)

**Partner organisations:** THE MANCHESTER METROPOLITAN UNIVERSITY (UK), TURUN AMMATTIKORKEAKOULU (FI), HOCHSCHULE FUER ANGEWANDTE WISSENSCHAFTEN (DE), CITY OF TURKU (FI), Ajuntament d'Alcoi (ES), UNIVERSITAT POLITECNICA DE VALENCIA (ES), GEMEENTE UTRECHT (NL)

**EC contribution:** EUR 450,000

The main objective of the project is to develop integrated sustainable solutions for economic, social and environment problems in urban areas. In short the development of smart sustainable cities. To achieve this, a combination of cooperation between HEIs (Higher Education Institutions) and local authorities is needed, along with the need for a reinforcement of academic programmes that educate professionals in viable solutions for creating smart sustainable cities. The project has been developed to facilitate such cooperation, and develop an interdisciplinary teaching programme in the process. ESSENCE aims to: 1) accelerate the design, development and uptake of viable solutions for sustainable cities (e.g. by introducing an international Sustainable City student competition and a Start-Up competition for students). 2) develop a joint international course programme on creating sustainable cities, involving HEIs and regional authorities and disseminate large parts as open course ware and setting an example for other regions. 3) investigate, exchange and test best practices of innovative teaching approaches, blended learning, distance learning, flipped classroom and ICT methods, and implement those in a joint course (30 ECTS) on creating sustainable cities.

**Website of the project:** <http://www.essence.hu.nl>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/0a9f92e4-108f-409f-b94e-c12db36f2645>

## 2015-1-LU01-KA203-001348

### GOOD PRACTICE EXAMPLE

**Project title:** Learning Agreement Online System

**Project number:** 2015-1-LU01-KA203-001348

**Key Action/Action type:** Cooperation for innovation and the exchange of good practices - Strategic Partnerships for higher education

**Start date:** 01/09/2015

**End date:** 31/10/2017

**Coordinating organisation:** EUROPEAN UNIVERSITY FOUNDATION-CAMPUS EUROPAE (LU)

**Partner organisations:** Politechnika Lodzka, Vieshoji istaiga "Europos Humanitarinis Universitetas", Universite Du Luxembourg, Universite De Nice Sophia Antipolis, Erasmus Student Network, Universidade De Aveiro, Universite De Lorraine

**EC contribution:** EUR 151,799

The objective of the project is to enable students and institutions to prepare their Learning Agreements (LAs) within an online system, which will then allow them to liaise with the coordinators of sending and receiving higher education institutions (HEIs) to finalise the document, approve and sign it online. This process is therefore transferring a paper-based workflow, which is reliant on timely postal deliveries for signature purposes, into an online system that will allow students to gain considerable time when preparing their studies abroad, induce a greater degree of flexibility and efficiency when revising the LA is necessary. The online software will also allow HEIs to mainstream the workflows of the management of the LAs and therefore render the process of approving and managing them more efficient, and thus freeing up time for the staff members to work on other international relation activities or improve the quality of credit mobility. The testing cycles will enable the consortium to produce operational online software that will be made available to all HEIs in Europe. In the long term it is expected that the online tool will potentially benefit over 270,000 credit mobility students per year and will substantially contribute to the goal of reaching 20% of mobile students by 2020 by removing administrative burdens both for students and HEIs. It is also expected that this tool will reduce the occurrence of cases of non-recognition of mobility periods by mainstreaming the administrative workflows through the online tool, therefore also training both students and staff members on the purposes of the learning agreements and the key steps to be undertaken in order to prepare and manage them adequately.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/631cb90d-9406-4be6-b615-cfd0936fc0a7>

## 2014-1-FI01-KA200-000893

**Project title:** Learning Tourism: Creating Innovative and Permanent Methods and Practices for Multidimensional Education Collaboration

**Project number:** 2014-1-FI01-KA200-000893

**Key Action/Action type:** Strategic Partnerships addressing more than one field.

**Start date:** 01-09-2014

**End date:** 31-08-2017

**Coordinating organisation:** LAPIN AMMATTIKORKEAKOULU OY (FI)

**Partner organisations:** INDUSTRIE- UND HANDELSKAMMER SCHWABEN (DE), STICHTING NHTV INTERNATIONALE HOGESCHOOL BRED A (NL), Rovaniemen koulutuskuntayhtymä (FI), Allgäu GmbH (DE), LAPIN YLIOPISTO (FI), HOCHSCHULE FÜR ANGEWANDTE WISSENSCHAFTEN FACHHOCHSCHULE KEMPTEN (DE)

**EC contribution:** EUR 375,450

The project aims at strengthening the partnerships between education and working life by involving actors from the tourism industry in research and teaching activities; improving both teaching staff's and students' proficiency in ICT technologies; and the acquisition of practical entrepreneurial experience through internship placements – both of HEI and VET students. Activities include – joint student research programme on working life case development to enhance students' knowledge of international tourism; – launching interactive, co-operation among participating organisations facilitated through mobility initiatives and joint eLearning; – investigate and benefit from the participating educational organizations' and the working life partnership's structure, stakeholder cooperation practices and the utilisation of their operational model. Main results expected: \* Joint study programme resulting in three working life-based case studies; \* Internet platform "Knowledge Network" providing support to students, staff and enterprises before, during and after the internship; \* Internship Mentoring Scheme; \* Structure for international internships for VET learners between Lapland and the Allgäu; \* Analyses of the partner consortium's organisational structures, stakeholder cooperation practices, utilisation of their operational model and how this benefits future curricula and international activities; \* Article collection on the project's results and best practices.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/e6eaa0d8-caa8-48ca-b898-a99f71af7776>



## 2015-1-FI01-KA201-009076

**Project title:** Moving Europe- Moving oneself and each other through sports, art and culture across borders

**Project number:** 2015-1-FI01-KA201-009076

**Key Action/Action type:** Strategic Partnerships for school education

**Start date:** 01-09-2015

**End date:** 31-08-2017

**Coordinating organisation:** Tähtiniityn koulu, Espoon kaupunki (FI)

**Partner organisations:** Georg Wimmer Schule (DE), Pilehaveskolen (DK), Kansallinen Lastenliitto -Espoon aluejärjestö ry (FI), Karate Do Lahr e.V.(DE).

**EU contribution:** EUR 119,610

Three schools with special needs pupils, each team up with a leisure activities organization in their respective countries (Finland/art, Germany/karate, Denmark/soccer), so that pupils get engaged in sports, cultural activities, and exchanges with the other teachers and students in the project.

The pupils participating in the project are in primary/lower secondary education (age group 12-20), they have low self-esteem and as they are not able to stay in the traditional school system they have often experienced several school “drop-outs”. They also have difficulties finding suitable leisure time clubs as they have a poor body image/consciousness and low concentration ability. They have basic learning difficulties and an intellectual/cognitive development which is not age appropriate. The schools are cooperating with the art and sport clubs, for setting up an extracurricular activity for these children, also leading to the exchange of experiences. The objective is that pupils mutually prompt experiences and motivate each other across borders. This should help them improve their self-esteem and well-being with the aim to keep them in lifelong learning and enable them to be perseverent in reaching their future goals.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/73943f2a-b835-4723-8aad-664cc1ecc493>

## 561785-EPP-1-2015-1-LT-EPPKA2-CBHE-JP

**Project title:** Gender Studies Curriculum: A Step for Democracy and Peace in EU-neighbouring countries with different traditions

**Project number:** 561785-EPP-1-2015-1-LT-EPPKA2-CBHE-JP

**Key Action/Action type:** Cooperation for innovation and the exchange of good practices - Capacity Building in higher education

**Start date:** 15-10-2015

**End date:** 14-10-2018

**Coordinating organisation:** VYTAUTO DIDZIOJO UNIVERSITETAS (LT)

**Partner organisations:** UNIVERSITE SIDI MOHAMMED BEN ABDELLAH (MA), STATE HIGHER EDUCATIONAL ESTABLISHMENT PRECARPATHIAN NATIONAL UNIVERSITY NAMED AFTER VASYL STEFANYK (UA), UNIVERSITE DE LA MANOUBA (TN), UNIVERSITY OF SOUSSE (TN), KIROVOHRAD VOLODYMYR VYNNYCHENKO STATE PEDAGOGICAL UNIVERSITY (UA), NIZHYN MYKOLA GOGOL STATE UNIVERSITY (UA), KOZEP-EUROPAI EGYETEM (HU), ARISTOTELIO PANEPISTIMIO THESSALONIKIS (EL), UNIVERSITE SULTAN MOULAY SLIMANE ABENI-MELLAL (MA).

**EU contribution:** EUR 930,000

The conditions in Morocco, Tunisia, and Ukraine are ripe for the successful modernisation with gender studies different Master's programs in the different field of Social and Behaviour Sciences. The consortium is formed on the basis of professionalism, mutual complement and quality sufficient experience of project implementation. It consists of HEIs from the Lithuania, Greece, Hungary, 2 Moroccan, 2 Tunisian, and 3 Ukrainian HEIs and three NGOs as associate partners. There are analyses of existing curricula, concept of updated curriculum; cross-regional contacts as results of the Preparation WP. The main results of the Development WP: Modernised curricula in gender issues (updated curricula; syllabi for updated and new courses); Core resources (teaching, learning and training materials for teachers and students; staff skills in Partner countries HEIs improved at short internships at Program countries); E-resources (OER; E-test system). Dissemination activities, publications, press, posters, printed promotion material etc. International multiplier events will be organised: three Schools, two Conference, Seminar of Young Teachers & Scientists, and Forum. An effective system of project management and quality control is developed. The main results are published in hard & in e-version and posted on the project website in French, Arab, English and Ukrainian. The project creates the new competences and new thinking in gender equality and improve education in gender studios of students of modernised MA Programs in Social and Behavioral Sciences; it disseminates the updated curricula into the universities of other regions; promotes the convergence of the education system in EU-neighbouring countries with European state education systems; promotes an increased level of digital competence in all target groups; promotes strengthening of ties between Europeans and their neighbours; realizes positive changes in gender equality in the world community.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/9e70fd0c-896f-457e-ad4a-dd099d4fcceb>

## 561525-EPP-1-2015-1-LV-EPPKA2-CBHE-JP

**Project title:** Improvement of master-level education in the field of physical sciences in Belorussian universities

**Project number:** 561525-EPP-1-2015-1-LV-EPPKA2-CBHE-JP

**Key Action/Action type:** Capacity Building in the field of Higher Education

**Start date:** 15/10/2015

**End date:** 14/10/2018

**Coordinating organisation:** RIGAS TEHNISKA UNIVERSITATE (LV)

**Partner organisations:** BELARUSIAN PHYSICAL SOCIETY VOLUNTARY ASSOCIATION, Minsk (BY), BELARUSIAN STATE UNIVERSITY, Minsk (BY), BELORUSSKIY GOSUDARSTVENNIY TEHNOLOGICHESKIY UNIVERSITET (BY), FRANCISK SKORINA GOMEL STATE UNIVERSITY (BY), KATHOLIEKE UNIVERSITEIT LEUVEN (BY), MINISTRY OF EDUCATION OF THE REPUBLIC OF BELARUS (BY), RESPUBLIKANSKAYA ASSOCIACIYA NANOINDUSTRII (BY), UNIVERSITY OF CYPRUS (CY), YANKA KUPALA STATE UNIVERSITY OF GRODNO (BY)

**EU contribution:** EUR 660.576

Striving to reform Belarus high education system according to the Bologna process, the Ministry of Education of Belarus set the target for HEIs to reform curricula from the existing system “5 plus 1” to the system “4 plus 2”, which should comply with the Bologna system principles. However, decreasing a training period from 5 to 4 years for physics specialists causes a certain risk providing an impact on the labour market, because it is a challenge for research institution and enterprises due to supply of specialists with a qualification different from that of the previous graduates. The project will upgrade master-level education in the field of physics (functional nanomaterials and photonics, applied physics, etc.) in four universities of Belarus according to Bologna practices in physical science, to enhance the quality and relevance of education by modernizing study programs, focusing on the use of ICT, and through networking activities to the labour market needs. The main results:• Developed, tested and formally approved curricula for master-level in physical sciences in accordance to labour market needs basing on Bologna practices• Developed didactic materials (e-Books, guides for laboratory works, lecture synopsis, etc.) for upgrading master-level education in the field of physical sciences • Readiness for transition from existing “5 plus 1” to a new training system “4 plus 2” (4 years for bachelors and 2 years for master students study) Learning and teaching methodologies, including learning outcomes and ICT based practices (flexible learning, blended courses, virtual and real mobility, practical placement, etc.) will be developed and validated during the project. Labour market needs will be taken into account. Modernized master-students study programs with 2-years training cycle will be tested during two years: one year during the project, the second year after the project will be finished. The curricula will be in English, Russian and Belorussian.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/ae73b147-7f15-4194-a56d-6318d9a330dc>

## 562013-EPP-1-2015-1-PL-EPPKA2-CBHE-SP

**Project title:** QUALITY ASSURANCE SYSTEM IN UKRAINE: DEVELOPMENT ON THE BASE OF ENQA STANDARDS AND GUIDELINES

**Project number:** 562013-EPP-1-2015-1-PL-EPPKA2-CBHE-SP

**Key Action/Action type:** Capacity Building in the field of Higher Education

**Start date:** 15-10-2015

**End date:** 14-10-2017

**Coordinating organisation:** POLITECHNIKA WROCLAWSKA (PL)

**Partner organisations:** ALEKSANDRO STULGINSKIO UNIVERSITETAS (LT), ASIIN CONSULT GMBH (DE), BERDYANSK STATE PEDAGOGICAL UNIVERSITY (UA), CENTRAL AND EASTERN EUROPEAN NETWORK OF QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION (DE), CHERNIVTSI NATIONAL UNIVERSITY YURIY FEDKOYCH (UA), IVAN FRANKO NATIONAL UNIVERSITY OF LVIV (UA), KHMELNITSKY NATIONAL UNIVERSITY (UA), MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE (UA), NATIONAL MINING UNIVERSITY (UA), ODESSA NATIONAL I.I. MECHNIKOV UNIVERSITY (UA), STATE EDUCATIONAL INSTITUTION EDUCATIONAL AND METHODICAL CENTRE ON QUESTIONS OF QUALITY EDUCATION (UA), STICHTING THE NETWORK UNIVERSITY (NL), SUMY STATE UNIVERSITY (UA), TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV (UA), UKRAINIAN ASSOCIATION OF STUDENT SELF-GOVERNMENT (UA), UNIVERSITAET KOBLENZ-LANDAU (DE), UNIVERSITY OF PATRAS (EL)

**EU contribution:** EUR 717,000

The proposal is aimed to contribute to the current reform of Ukrainian system of QA in higher education. The consortium plans to solve the following problems and needs that are crucial for the partner country both at national and institutional levels:- tools ensuring effective functioning of internal and external QA systems; capacity building of HEIs and national QA body through training of staff; Low level of student involvement in university self-assessment processes; make the self-assessment mechanism an integral part of university functioning. Despite being innovative, new legislation has set a strict frame for the reform of HE sector without possibilities for retroaction. In such conditions both national bodies for QA and HEIs are above all in desperate need for capacity building and practical developments. In order to provide sustainable solutions to the problems and needs of the reforming process in HE of Ukraine, the project consortium aims at producing the outcomes and outputs that will facilitate: the analytical background for mapping existing QA system to the new legal frame and EU best practices; capacity building of national QA body and HEIs as well as main developments from general guidelines to practical mechanisms and tools; piloting developed models and tools both at HEI (institutional and AP self-assessment) and national (external evaluation) levels.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/862b6807-0c4e-467e-8508-8341df8c18d1>

## 561735-EPP-1-2015-1-PT-EPPKA2-CBHE-JP

**Project title:** Educational Modules for Electric and Electronic Circuits Theory and Practice following an Enquiry-based Teaching and Learning Methodology supported by VISIR

**Project number:** 561735-EPP-1-2015-1-PT-EPPKA2-CBHE-JP

**Key Action/Action type:** Capacity Building in the field of Higher Education

**Start date:** 15/10/2015

**End date:** 14/10/2017

**Coordinating organisation:** INSTITUTO POLITECNICO DO PORTO (PT)

**Partner organisations:** ASSOCIACAO BRASILEIRA DE EDUCACAO EM ENGENHARIA (BR), BLEKINGE TEKNISKA HOGSKOLA (SE), FACHHOCHSCHULE KARNTEN-GEMEINNUTZI (AT), FACULDADES CATOLICAS ASSOCIACAO SEM FINS LUCRATIVOS (BR), INSTITUTO FEDERAL DE EDUCACAO, CIENCIA E TECNOLOGIA DE SANTA CATARINA (BR), UNIVERSIDAD DE LA IGLESIA DE DEUSTO (ES), UNIVERSIDADE FEDERAL DE SANTA CATARINA (BR), UNIVERSIDAD NACIONAL DE EDUCACION A DISTANCIA (ES), UNIVERSIDAD NACIONAL DE ROSARIO (AR), UNIVERSIDAD NACIONAL DE SANTIAGO DEL ESTERO (AR)

**EU contribution:** EUR 668.058

There has been an increased interest in science and engineering education due to: (1) the shortage of professionals required in scientific and technical areas; (2) the considerable low ratio of students opting for science- and engineering-related degrees, when entering higher education; and (3) the number of dropouts exhibited in the initial years of undergraduate studies. All stakeholders have devoted a great deal of attention and concern to this problem, considering the high number of reports published about and initiatives taken in recent years. In sum, the solutions have been dealing with: raising the society awareness for such a problem (1); increasing the interest for STEM among youngsters (1 and 2); and, promoting new teaching and learning methodologies, especially student-centred ones involving the use of ICT-tools, for coping with a new generation of digital natives (3). This project targets the broad area of Electrical and Electronics Engineering, and, within it, the subject of circuit theory and practice. It aims to define, develop and evaluate a set of educational modules comprising hands-on, virtual, and remote experiments, the later supported by a remote lab named Virtual Instruments Systems In Reality (VISIR). The nature of each experiment (hands-on, virtual, real-remote) has an impact on the students' perception of circuits' behaviour, being therefore mandatory to understand how these different learning objects can be arranged together in order to scaffold their understanding and increase their laboratory-based skills. This is the concern of the underpinning teaching and learning methodology, favouring in particular the students' autonomy for discovering how circuits work, through an enquiry-based approach. VISIR+ brings together the power of the best remote lab for experiments with electrical and electronics circuits and the long history of collaboration among the consortium partners from Argentina, Austria, Brazil, Portugal Spain, and Sweden.

**Website of the project:** <http://www2.isep.ipp.pt/visir/>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/5baadcef-0a61-4592-8196-c63d200f36ea>

## 561530-EPP-1-2015-1-RO-EPPKA2-CBHE-JP

**Project title:** Gas and Oil Processing, a European Lebanese Cooperation

**Project number:** 561530-EPP-1-2015-1-RO-EPPKA2-CBHE-JP

**Key Action/Action type:** Capacity Building in the field of Higher Education

**Start date:** 15/10/2015

**End date:** 14/10/2018

**Coordinating organisation:** UNIVERSITATEA PETROL SI GAZE PLOIESTI, Ploiesti (RO)

**Partner organisations:** BEIRUT ARAB UNIVERSITY (LB), ECOLE NATIONALE SUPERIEURE DES MINES DE SAINT-ETIENNE (FR),

KUNGLIGA TEKNISKA HOEGSKOLAN (SE), LEBANESE UNIVERSITY (LB), NATIONAL TECHNICAL UNIVERSITY OF ATHENS – NTUA (EL),

NOTRE DAME UNIVERSITY – LOUAIZE (LB), UNIVERSITY OF BALAMAND (LB)

**EU contribution:** EUR 563.656,00

Energy problems play an important role in the global development of industrial and underdeveloped countries. Energy issues are usually accompanied with the challenging trade off of energy production and environmental sustainability. Recently, an offshore reserve of Oil and Gas was localized in the Mediterranean Sea near the Lebanese coast. The Lebanese Government set up a new “Gas and Oil Committee” belonging to the Water and Energy Ministry. The goal of this Committee is to publish tenders for Gas and Oil Offshore inspection and exploitation. An increasing demand for Engineers in the field of new reservoir drilling and fuel raw material processing is expected in the upcoming twenty-five years. The Lebanese Higher Education sector is a well-developed one. This sector regroups one public University which is the Lebanese University and more than 50 private universities. All the Lebanese universities’ curricula are one step behind in the field of Gas and Oil processing. This is due to the fact that the country is not a producer of this kind of raw material. Two refineries were present in the country before the civil war (1975-1989). Those refineries were completely destroyed during the civil war and their actual role has been reduced to the imported fuel storage. This project will address all the above problems by setting up a new teaching curriculum at the Lebanese universities by a joint effort with the European universities members of the Consortium. This project will also help in creating a network of Lebanese and European universities promoting academic excellence through joint research, education, and exchange of experience. This will contribute in the sustainable development of the Lebanese higher educational system and in improving the career prospects of scholars in their home countries. This new curriculum will allow forming engineers who can produce and manage innovation in the chemical, Gas and Oil processing, environmental, and new materials sectors.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/54f70ccb-bb73-4c99-b8de-a2a9f0af1f9f>

## 2015-1-EE01-KA201-013448

**Project title:** Let's Discover Digital Learning and Technology

**Project number:** 2015-1-EE01-KA201-013448

**Key Action/Action type:** Cooperation for innovation and the exchange of good practices - Strategic Partnerships for school education

**Start date:** 15-09-2015

**End date:** 14-09-2017

**Coordinating organisation:** Väätsa Rural Municipality (EE)

**Partner organisations:** Väätsa Lasteaed (EE), koycegiz belediyesi (TR), Ataturk Ilkokulu (TR), Koycegiz Ilce Milli Egitim Mudurlugu (TR), MUĞLA IL MILLI EGITIM MUDURLUGU (TR), KIZILYAKA ORTAOKULU (TR), Väätsa Põhikool (EE), Koycegizgücü gençlik spor kulubu (TR), Väätsa Avatud Noortekeskus (EE)

**EU contribution:** EUR 107,430

The project has the following priorities:

1. To enhance digital integration in learning, teaching, training and youth work at various levels;
2. To develop basic and transversal skills using innovative methods
3. To develop effective strategies for enhancing basic skills.

Both partner municipalities will involve direct target groups as children, students, teachers, and people at social risk. A group of students who have founded Väätsa television, radio and help to publish Väätsa local newspaper will be also involved to the project. They will create films and broadcasts about events carried out during the project, and will participate in exchanging events, workshops and seminars to present their work. The aim is to strengthen the collaboration between administrative staff and schools, playschools, youth centres and local people. Also, to strengthen the profile of teaching, to handle better different situations in the classrooms using new methods with web and digital tools, make studies more innovative for young people and lessen school failure. As a Lifelong Learning Program, adults will be helped to get a job and manage better in the labour market, improving their skills on ICT and technology. In all levels everybody can improve their language learning skills, become aware of cultural diversities and more tolerant towards others. The project also provides knowledge for adults about ICT solutions in partner countries and how it is integrated to lifelong learning there. Participating in the project gives them skills that are nowadays necessary to manage better on labour market and finding a job. The topic is directly connected to Development Plan in Väätsa Rural Municipality that has taken a priority to specialize studies on using digi- and webtools in Järva County since childhood. The project has long lasting impact for all participants: better results in studies, more active young people in social life, therefore more possibilities for getting job, more motivated and satisfied people, better language skills and intercultural knowledge, more self-confident people.

**Website of the project:** <http://letsdiscoverdigitallearning.weebly.com/>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/13283b33-4821-4f5f-bd45-88cff15a0525>

## 2014-1-IE01-KA200-000358

**Project title:** CoderDojo Training in ICT Programming Skills

**Project number:** 2014-1-IE01-KA200-000358

**Key Action/Action type:** Strategic Partnership in more than one field

**Start date:** 01-09-2014

**End date:** 31-08-2017

**Coordinating organisation:** CORK INSTITUTE OF TECHNOLOGY (IE)

**Partner organisations:** INSTYTUT BADAN EDUKACYJNYCH (PL), WIMI 5 DEVELOPMENT SL (ES), THE NERVE CENTRE (UK), Hello World Foundation (IE).

**EC contribution:** EUR 316,380

CoderDojo is a global movement of free, volunteer-led, community-based programming clubs for young people. At a Dojo, young people aged between 7 and 17 learn how to code and develop websites, apps, programs and games, and explore technology in an informal and creative environment. Dojos are largely unstructured and young people are given the opportunity to work on projects of their choosing which makes learning to code seem less like another subject and more like a hobby. The project's aim is to examine how evidence of learning gained by CoderDojo participants might be recognised. A large part of the initiative is listening to parents, mentors and organisers involved in the Dojo, finding out what the important issues are and developing resources based on this feedback. Ultimately, the project will develop a CoderDojo International Toolkit, i.e. a detailed set of recommendations, methodologies and guidelines covering all aspects of establishing and operating a CoderDojo Chapter.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a453996c-f7b1-4abc-9e89-f7c9e1e6f2a6>



## 2015-1-LU01-KA203-001348

**Project title:** Learning Agreement Online System

**Project number:** 2015-1-LU01-KA203-001348

**Key Action/Action type:** Cooperation for innovation and the exchange of good practices - Strategic Partnerships for higher education

**Start date:** 01-09-2015

**End date:** 31-10-2017

**Coordinating organisation:** EUROPEAN UNIVERSITY FOUNDATION-CAMPUS EUROPÆ (LU)

**Partner organisations:** POLITECHNIKA LODZKA (PL), Vieshoji istaiga "Europos Humanitarinis Universitetas" (LT), Universite Du Luxembourg (LU), Universite De Nice Sophia Antipolis (FR), Erasmus Student Network (BE), Universidade De Aveiro (PT), Universite De Lorraine (FR).

**EC contribution:** EUR 151,799

The objective of the project is to enable students and institutions to prepare their Learning Agreements (LAs) within an online system, which will then allow them to liaise with the coordinators of sending and receiving higher education institutions (HEIs) to finalise the document, approve and sign it online. This process is therefore transferring a paper-based workflow, which is reliant on timely postal deliveries for signature purposes, into an online system that will allow students to gain considerable time when preparing their studies abroad, induce a greater degree of flexibility and efficiency when revising the LA is necessary. The online software will also allow HEIs to mainstream the workflows of the management of the LAs and therefore render the process of approving and managing them more efficient, and thus freeing up time for the staff members to work on other international relation activities or improve the quality of credit mobility. The testing cycles will enable the consortium to produce operational online software that will be made available to all HEIs in Europe. In the long term it is expected that the online tool will potentially benefit over 270,000 credit mobility students per year and will substantially contribute to the goal of reaching 20% of mobile students by 2020 by removing administrative burdens both for students and HEIs. It is also expected that this tool will reduce the occurrence of cases of non-recognition of mobility periods by mainstreaming the administrative workflows through the online tool, therefore also training both students and staff members on the purposes of the learning agreements and the key steps to be undertaken in order to prepare and manage them adequately.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/631cb90d-9406-4be6-b615-cfd0936fc0a7>

## 2015-1-UK01-KA204-013755

**Project title:** Creativity, The Connected Economy and Offenders

**Project number:** 2015-1-UK01-KA204-013755

**Key Action/Action type:** Strategic Partnerships for Adult Education

**Start date:** 01-09-2015

**End date:** 31-08-2017

**Coordinating organisation:** Pictora Ltd (UK)

**Partner organisations:** Associação Humanidades (PT), Panevezio pataisos namai (LT), Resocializācijas un Integrācijas Asociācija (LV)

**EC contribution:** EUR 53,635

'Creativity, The Connected Economy and Offenders' project, is a partnership of organisations working in the criminal justice system. Each partner brings a special skill set to the project and is passionate about developing innovative approaches to support offenders in resettlement and to reduce the likelihood of reducing reoffending. Between the 1st - 7th December 2015, Pictora (UK), the Co-ordinating organisation, hosted a training programme for partner organisations from across the EU: Panevezio pataisos namai (Lithuania), Associacao Humandades (Portugal) and Resocializācijas un Integrācijas Asociācija (Latvia).

During the weeks training, participants visited two prisons HMP The Mount and HM YO1 Aylesbury, meeting and discussing the project concepts with both prison staff and prisoners. Half a day was spent in discussion with a group of 12 adult male prisoners who have inputted into the projects design. Time was used to develop innovative training ideas and concepts around how to ignite creativity; develop trust and sharing; Social Return on Investment (SROI); link creativity to The Connected Economy, employability and resettlement; develop social capital. Based on the outcomes of this training programme, project partners will be refining the training tools and testing them with diverse groups across the EU during spring and summer 2016

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a229763f-c744-4b18-8158-c51f52b95091>

## 2013-1-FR1-LEO05-49021

### SUCCESS STORY

**Project title:** Promote diversity and fight against discrimination in the labour market

**Project number:** 2013-1-FR1-LEO05-49021

**Key Action/Action type:** Strategic Partnerships for VET

**End date:** 21/04/2016

**Coordinating organisation:** Environnement Développement Action Europe (FR)

**Partner organisations:** Institut de recherche et d'information sur le volontariat Conseil (FR), Stiftung ECAP Schweiz (CH), Istituto per l'Europa Centro-Orientale e Balcanica (IT), bildungsmarkt e.v. (DE), Centre Immigration et integration (BG)

The Di&Di project was designed in 2013 by six partners, in five European countries (France, Italy, Switzerland, Bulgaria and Germany) to develop a strategy, combining the fight against discrimination and the valuation of diversity, to support the inclusion of migrant jobseekers in the labour market, an ongoing issue in Europe. The programmes implemented during the project were focused on low-qualified female migrants and qualified young migrants, who are, according to Eurostat data, more vulnerable to unemployment, precariousness and discrimination in all the European countries.

The Di&Di project achieved its objectives as the partners developed and adapted a training programme to support low-qualified female migrants and young graduate migrants to identify and deal with discrimination and to overcome EU labour market obstacles. The project also developed and adapted a mentoring programme for professionals, working in the employment sector or with migrants, to enhance their capabilities in this area.

The training and mentoring programmes were inspired by lessons learnt from the innovative Migrapass and Diversité+ projects. The determination of all the partners to reach the common objectives despite different contexts and cultures, encouraged open-mindedness, new perspectives and approaches which enriched the project, its reach and impact. The project inscribes itself in the Lifelong Learning approach, enabling an ongoing pursuit of knowledge and learning, which are essential for the Di&Di partners in their common effort for more inclusive job markets in Europe.

**Website of the project:** <http://www.di-di.eu/>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/ed64b7a2-2a46-4707-b162-862e320d2869>

## EST-2013-1-ES1-COM06-73146

### SUCCESS STORY

**Project title:** Travelling towards multicultural Europe

**Project number:** EST-2013-1-ES1-COM06-73146

**Key Action/Action type:** Strategic Partnerships for VET

**End date:** 29/08/2016

**Coordinating organisation:** CP BAUDILIO ARCE (ES)

**Partner organisations:** Botanic Primary School (UK), Stanley Primary School (UK), Szkoła Podstawowa w Siedlinie (PL), Balçova Vali Kutlu Aktaş İlkokulu (TR), 10<sup>th</sup> Primary School of Neapoli - Thessaloniki (EL), Ist. Comp. Falcone (IT)

The project “Travelling towards multicultural Europe” will be undertaken by schools from Spain, UK (England and Northern Ireland), Poland, Turkey, Greece, Italy and Romania. The whole project will follow the itinerary of a traveller who will travel through the partner countries, using different kinds of transport, compiling some information about the different ways of life in each country, to promote a common idea of European citizenship’. The main goal is to develop a project focusing on one of the basic competences our students have to acquire: “The social and citizen competence”. It allows a societal coexistence and makes use of democratic citizenship. Another objective is making students aware of the importance of learning about the rights and opportunities open to everybody thanks to the EU citizenship, particularly the right to live and work anywhere in Europe. Students will also learn about transport and its importance through the history of migration. They will create the logo and mascot of the project in a democratic way; look for information about their country, culture, society, to share with their partners. They will improve their English; use information and communication technology to make a website, blog, PPTs, DVD, mini-guide, magazine, poster and film (lipdub). Each partner school will be responsible for the preparation of final products. The coordinating school will be accountable for the preparation of tasks. Project content will be included in syllabuses of English, Science, ICT, History, Art, PE, Maths and Music. All activities and tasks by each partner will be monitored and evaluated. The outcomes of this monitoring will be shared regularly by project members via emails, video-conferences and during the project meetings.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a50c5e65-f6bf-408b-983b-4bd3559293a8>

## 2015-1-CY01-KA204-011868

**Project title:** Online Game for Entrepreneurship and Innovation (EntrInnO)

**Project number:** 2015-1-CY01-KA204-011868

**Key Action/Action type:** Cooperation for innovation and the exchange of good practices - Strategic Partnerships for adult education

**Start date:** 01-09-2015

**End date:** 31-08-2017

**Coordinating organisation:** CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET

**Partner organisations:** INNOVADE LI LTD (CY), SOCIALINIU INOVACIJU FONDAS (LT), Kopin (Koperazzjoni Internazzjonali) (MT), ASOCIATIA CENTRUL DE DEZVOLTARE ARAD (RO), CSV MARCHE CENTRO SERVIZI PER IL VOLONTARIATO DELLE MARCHE (IT), Danmar Computers sp z o.o (PL), KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (EL), INOVA CONSULTANCY LTD (UK)

**EC contribution:** EUR 255,433

EntrInnO addresses the need for optimizing the development of entrepreneurship and innovation in Europe, with a main focus on enhancing the skills of young EU citizens. For that purpose, an interactive online game is being developed by the nine partners, which will be accessible online and offline, and can be adapted to fit various contexts. One year into the project, several focus groups, a literature review and a needs analysis have already been conducted (<http://entrinno.org>).

**Website of the project:** <http://entrinno.org/>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/13eff22e-9107-4b36-a087-adc1840d430b>

## 2015-1-FR02-KA205-009802

**Project title:** ABEONA

**Project number:** 2015-1-FR02-KA205-009802

**Key Action/Action type:** Strategic Partnerships for Youth

**Start date:** 01-09-2015

**End date:** 30-09-2017

**Coordinating organisation:** S.O.S Insertion et Alternatives (FR)

**Partner organisations:** (PO), (AT), (ES), (DE), (BE), (FR)

**EC contribution:** EUR 260, 947

The ABEONA project aims to promote social inclusion and well-being amongst youth people by fostering successful transition into adulthood by strengthening youth workers' competences. Investing in the skills of youth workers, is a crucial element to promote the well-being and successful future of youths. Care leavers are a vulnerable group who, without targeted support, may face an increased risk of social exclusion, homelessness, and unemployment. As successful transitions to adulthood are strongly correlated with quality education, training, and work experiences, young people need to develop formal and informal job-related capacities before entering the workforce in order to establish a foothold in a professional field.

However, youth workers often lack the necessary tools and methodologies to provide adequate support to for youth integration in the professional world. Therefore, the ABEONA projects aims at pooling good practices already practised by youth workers in Europe and at developing a comprehensive training program that would improve their support to young people from foster/residential care to transition into adulthood and professional life. To reach those objectives, the ABEONA project aims to set up a best practice methodology exchange between European organisations working in the youth care sector. The operational objectives are to develop training modules and tools for professionals in youth care sector to facilitate transition from a foster care or residential environment to the professional world.

The project also has a strong political dimension. One of the major purposes of ABEONA is to identify and analyse prominent and reoccurring topics related to youth workers' work and care leavers, integrating political debate and dialogue to the project's activities. Thus, the project hopes to bring these political arguments and proposals to European political parties to facilitate better understanding of youth work and youth issues amongst political authorities.

The consortium of partners is composed of 10 different organisations gathering federations of care institutions, Scholars, School of social workers and EUROCEF INGO. first, the project will make a collection of good practises; will hold a European Conference on children at risk; will develop training modules and tool kits; will train 160 youth workers and 'test' best practises with 300 young people between ages of 15 to 21; evaluation of the program will be filled out by all parties involved; will disseminate and consolidate a European Network amongst youth workers, care leavers, and other interested and relevant actors.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/3a9509c0-01d1-4bc3-a1c8-e5d3318421eb>

## 562604-EPP-1-2015-1-EL-EPPKA2-KA

**Project Title:** Innovative Open Data Education and Training based on PBL and Learning Analytics

**Project number:** 562604-EPP-1-2015-1-EL-EPPKA2-KA

**Key Action/Action type:** Cooperation for innovation and the exchange of good practices

**Coordinating organisation:** UNIVERSITY OF MACEDONIA (EL)

**Partner organisations:** ASSOCIATION OF INFORMATION TECHNOLOGY COMPANIES OF NORTHERN GREECE (EL), PROXML BVBA (BE), LINKED ORGANISATION OF LOCAL AUTHORITIES (BE), ACROSSLIMITS LTD (MT), OPEN DATA INSTITUTE LBG (UK), AALBORG UNIVERSITET (DK)

**Start date:** 01-01-2016

**End date:** 31-12-2018

**EC contribution:** EUR 796,527

Open Data initiatives worldwide are boosting with an aim to increase transparency and contribute to economic growth. With a global annual economic potential value estimated to \$3 trillion, this boost seems justified. Current progress however is not satisfactory. We believe a main reason is the lack of relevant skills and competencies. Indeed, current education and training activities are scarce and do not exploit practice-oriented learning methods such as Problem Based Learning (PBL). As a result, public servants are missing skills related to publishing open data. Similarly, companies and entrepreneurs are missing skills related to re-using open data. Students are not provided with sufficient and properly-structured academic courses. The project aims to establish a Knowledge Alliance between academia, business and the public sector that will boost Open Data education and training. The project results include: a novel learning model based on PBL and learning analytics, termed Data Driven PBL (DD\_PBL)-an open-source platform to support DD\_PBL, underpinning flexible learning pathways and course re-design-co-created, freely available for any use, multimodal and multilingual (5 languages) content on the Open Data publication and reuse-innovative activities, e.g. university courses, trainings, workshops, hackathlons etc. in academia, businesses and the public sector to boost innovation, knowledge exchange and transversal skills. The project is anticipated to have significant impact as: academics and trainers in 5 countries will use a new pedagogical method-university curricula will be updated to include Open Data-multimodal and multilingual training material on Open Data will be available to freely re-use-hundreds of students, entrepreneurs, company and Public Authorities employees will receive education and training on Open Data-a culture of collaboration between academia, industry and local authorities will be developed to foster innovation based on Open Data.

**Valor link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/e5eafa5e-a090-45ba-b5bd-381933422502>

## 562595-EPP-1-2015-1-ES-EPPKA2-SSA

**Project Title:** Delivery and recognition of an EU joint curriculum for concentrated solar power operators

**Project number:** 562595-EPP-1-2015-1-ES-EPPKA2-SSA

**Key Action/Action type:** KA-2 Sector Skills Alliances

**Coordinating organisation:** AGENCIA EXTREMEÑA DE LA ENERGÍA AVDA (ES)

**Partner organisations:** (IT), (EL), (ES), (AT), (BE)

**Start date:** November 2015

**End date:** October 2018

**EC contribution:** EUR 796.769

Concentrated Solar Power (CSP) is an emerging technology where solar-field operations suffer from considerable skills gaps. Spain is the leading European country in installed CSP power, with a fully developed labour market, while Italy and Greece, starting plants construction in 2014, will be requiring solar-field operators in 2 years coming but have neither formal nor in-formal vocational training in place yet. This Sector Skill Alliance has been established among key representatives of the CSP sector, in order to cover these emerging labour market needs. This project promises interesting results: (1) definition of a European vocational curriculum for solar-field operators with strong work-based learning elements, (2) delivery of a methodology for the recognition of learning outcomes, and (3) the promotion of national qualifications for CSP plant operators in each country. This Alliance is fully in line with the European Union's environmental policy.

**Website of the project:** <http://www.sinergie-italia.com/index.php/solar-cv>

**Valor link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/5221bc63-60e0-407a-9b7e-d9df8a5142e2>



## EST-2012-1-DE3-COM13-27593

### SUCCESS STORY

**Project title:** Promoting Reading Literacy

**Project number:** EST-2012-1-DE3-COM13-27593

**Key Action/Action type:** LLP Comenius Multilateral Partnership project similar to a KA2 strategic partnership in the field of school education

**Start date:** 2012

**End date:** 22/08/2015

**Coordinating organisation:** Staatliches Schulamt Heilbronn (DE)

**Partner organisations:** Elazığ İl Milli Eğitim Müdürlüğü (TR)

**EC contribution:** EUR 41,366

The project is mainly about creating an exchange bridge between two countries and an innovative cooperation way among local institutions concerning the inclusion of disadvantaged pupils by focusing on 'reading literacy'. The concept of reading and 'reading literacy' used in PISA 2009 is defined as: understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. Project focuses on special encouragement for pupils, carried out by respecting their heterogeneity. Supportive measures for different groups are designed in order to provide full participation in adult life and society. Different kinds of texts – prose, pragmatic texts and texts used in science lessons will increase motivation and prepare cultural understanding. Musical parts are integrated. Mutual sharing of information, education of parents, and seminars will raise reading literacy skills.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/fcb2652b-b984-4254-873e-f937e38f4d6f>

## LLP-LDV-TOI-11-AT-0004

### SUCCESS STORY

**Project title:** Take Tech

**Project number:** LLP-LDV-TOI-11-AT-0004

**Key Action/Action type:** LLP Leonardo da Vinci Transfer of Innovation project similar to a Strategic Partnership in the field of Vocational Education and Training

**Start date:** 2011

**End date:** 25/06/2016

**Coordinating organisation:** Steirische Wirtschaftsförderungsgesellschaft mbH (AT)

**Partner organisations:** Unione Regionale delle Camere di Commercio Industria Artigianato Agricoltura del Veneto – Unioncamere del Veneto (IT), Sihtasutus Junior Achievement Eesti (EE), Chamber of Commerce and Industry-промишлена палата (BG), Steirische Volkswirtschaftliche Gesellschaft (AT), Social Youth Development – KOINONIKI ANAPTYXI NEWN (EL), Kozep-Kozep-dunantuli Regionalis Innovacios Ugynokseg Nonprofit Kft./ Central Transdanubian Innovation Agency Nonprofit Ltd.dunantuli Regionalis Innovacios Ugynokseg Nonprofit Kft./ Central Transdanubian Innovation Agency Nonprofit Ltd (HU).

**EC contribution:** EUR 230,281

The project TAKE TECH aimed at spreading the method TAKETECH awareness raising of young people for technical professions - all over Europe and partly to enhance the already existing TAKE TECH method. The target of TAKE TECH has been to link schools and technical companies through systematic matchmaking and to raise the awareness for technical issues among youngsters through school visits to such companies. On the one hand, young people should get interested in technical professions through these company visits, on the other hand companies can present themselves to future employees and can by that actively prevent themselves a possible lack of skilled personnel. All in all about 4.000 pupils could visit over 150 companies during the pilot Phase of the project.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/48ab2b15-c000-49e5-9a0d-13e8f69e4270>

## 2015-1-BG01-KA202-014348

**Project title:** VET for Business Process Management on Interactive Board (IVBPM)

**Project number:** 2015-1-BG01-KA202-014348

**Key Action/Action type:** Cooperation for innovation and the exchange of good practices - Strategic Partnerships for vocational education and training

**Start date:** 14-09-2015

**End date:** 13-09-2017

**Beneficiary:** Professional School of Mechanical and Electrical Engineering from the city Pirdop (BG)

**Partner organisations:** UAB "Globalios idejos" (LT), BICERO CENTER ZA POSLOVNO INFORMATIKO ROZMAN DOO (SV)

**EC contribution:** EUR 110,790

This project aims at introducing the Business Process Management (BPM) model in vocational schools, and the elaboration of new and dedicated curricula for engineering students assisting them on their road to the labour market. The project targets directly students and teachers as well as experts from the Ministry of Education and Science, representatives of academia and universities, using the BPM model, and regional or national based industry and business.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/0692f4b7-aae2-40ee-bbe1-841f8f76ba92>

## 2014-1-BG01-KA205-001549

### GOOD PRACTICE EXAMPLE

**Project title:** Mobile games in youth work

**Project number:** 2014-1-BG01-KA205-001549

**Key Action/Action type:** Cooperation for innovation and the exchange of good practices

**Start date:** 01-01-2015

**End date:** 31-12-2015

**Coordinating organisation:** National Student Information and Career Center / Natsionalen studentski informatsionen i karieren tsentar (BG)

**Partner organisations:** Student Computer Art Society / Studentsko obshtestvo za kompyutarno izkustvo (BG), Orientare Associazione Culturale (IT), KULTURNO IZOBRAZEVALNO DRUSTVO KIBLA (SV), Stowarzyszenie MANKO (PL), Arbeitskreis Ostviertel e.V (DE)

**EC contribution:** EUR 117,545.39

In the last few years youngsters spend considerable time with their mobile devices playing games or using different social networks, while Smartphones and tablets are radically transforming how we access our shared knowledge sources and create new forms of learning. Obviously, the easiest way to reach the young people is to provide them the information and key competences they need using a user friendly tool, which is very close to their daily habits and lifestyle. But there is still a gap in the existing training tools for mobile phones, suitable for the youth work (youth exchanges, youth training course, youth seminars etc.) and also a lack of experience and training materials to develop and implement mobile games in the youth work.

This project developed methodology and tools for mobile devices (Smartphones and tablets) suitable for the youth work, namely, mobile games for entrepreneurship, intercultural learning and green skills. The project trained youth workers and trainers to use mobile games in their training or consulting activities, as well as youngsters and youth organizations to develop mobile games for non-formal educational purposes.

The project's main objective is to increase the capacity of youth workers, trainers and leaders via development of methodology for designing and implementing mobile games in the youth work.

Main activities:

1. A Survey "The e-games and e-tools in the youth work"
2. 3 mobile games (for Android and iOS) – "Event master" (a game for youth entrepreneurship), "Green skills" (a training game for waste separation) and "Culture trip" (a game on intercultural learning);
3. mGames web platform – with games, information, links and tools useful for youth workers and young people which would like to use or develop mobile games.
4. Manual "Mobile games in youth work" – a practical guidance for youth workers how to develop mobile games and how to use them in the work with young people;
5. Training course – "Mobile games in youth work" – a short term training event for 20 participants from 5 countries.

**Website of the project:** <http://www.mgames-youth.org>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/67ab1be8-fdbe-432f-b57a-641c777ecb34>

## 561884-EPP-1-2015-1-DK-EPPKA2-CBHE-JP

**Project title:** Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability

**Project number:** 561884-EPP-1-2015-1-DK-EPPKA2-CBHE-JP

**Key Action/Action type:** KA2 – Capacity Building in the field of Higher Education

**Start date:** 15-10-2015

**End date:** 14-10-2018

**Coordinating organisation:** AALBORG UNIVERSITET (DK)

**Partner organisations:** ACADEMY OF ECONOMIC STUDIES OF MOLDOVA (MD), KUNGLIGA TEKNISKA HOEGSKOLAN (SE), UNIVERSITAET SIEGEN (DE), UNIVERSITATEA DE STA ALECU RUSSO DIN BALTI (MD), UNIVERSITATEA DE STAT B.P.HASDEU DIN CAHUL (MD), UNIVERSITATEA DE STAT DE MEDICINA SI FARMACIE NICOLAE TESTEMITANU DIN REPUBLICA MOLDOVA (MD), UNIVERSITATEA DE STAT DIN MOLDOVA (MD), UNIVERSITATEA TEHNICA A MOLDOVEI (MD), UNIVERSITY OF GLOUCESTERSHIRE LBG (UK)

**EU contribution:** EUR 1,544,760

This project addresses the extant problem of student's diminishing competitiveness and diminishing employability rate as reflected in priorities of the Moldovan Government. This project responds to these needs by introducing innovative teaching methods: Problem Based Learning (PBL), Enquiry Based Learning (EBL) and Simulations (S). These innovative teaching methods contribute substantially to enhancement of students' competitiveness and employability as witnessed in various universities across Europe. Each partner country university chose a study program to be re-designed based on these innovative teaching methods: MSc in Business Administration (AESM); MSs in Information Technology (TUM); MSc in Human Rights (MSU); MSc in European Policy and Public Administration (USARB); MSc in Entrepreneurship and Business Administration (USC); BA in Medicine (SUMPh). The following key outputs are envisaged: work plan; consortium agreement; training materials; roadmaps for change; training of trainers; roadmaps for content change; PBL/EBL/S based study programs/curricula; semester 1 and 2 learning outcomes; evaluation reports; project website; progress and final reports. The following impacts are expected: (1) short term - improved ability for academic staff to draw roadmaps for program and curricula modernization; improved skills of staff working with PBL/EBL/S teaching methods; improved support and access for disadvantaged students; improved participation of business communities; improved knowledge and competences expressed as learning outcomes; (2) long term - at involved Moldovan universities: improved available teaching methodologies that can be applied in other study programs; improved quality of education; improved participation and performance by disadvantaged students; improved cooperation with business communities; improved integration into the EU based excellence networks; at system level - improved quality of educational policy and modernized HE system in Moldova.

**Website of the project:** <http://www.pblmd.aau.dk/>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/c376afc2-e6de-4d61-911e-6a6a6991ec7d>

## 561847-EPP-1-2015-1-EL-EPPKA2-CBHE-JP

**Project title:** School-to-Work Transition for Higher education students with disabilities in Serbia, Montenegro and Bosnia & Herzegovina

**Project number:** 561847-EPP-1-2015-1-EL-EPPKA2-CBHE-JP

**Key Action/Action type:** KA2 – Capacity Building in the field of Higher Education

**Start date:** 15/10/2015

**End date:** 14/10/2018

**Coordinating organisation:** UNIVERSITY OF MACEDONIA, Thessaloniki (EL)

**Partner organisations:** BALKAN DISTANCE EDUCATION NETWORK BADEN (RS), DEKRA AKADEMIE GMBH (DE), GNOSI ANAPTIKSIKI ASTIKI MI KERDOSKOPIKI ETAIRIA (EL), HUMANITARNA ORGANIZACIJA PARTNER (BA), JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA (ME), NATIONAL EMPLOYMENT SERVICE (RS), PROCOM DOO ZA USLUGE TRGOVINU I PROIZVODNJU GRACANICA (BA), PROFIL MANAGEMENT CONSULTING D.O.O (BA), UDRUZENJE MLADIH SA HENDIKEPOM CRNEGORE PODGORICA (ME), UDRUZENJE STUDENATA SA HENDIKEPOM (RS), UNIJA CACAK 2000 ASSOCIATION (RS), UNIVERSITY OF DONJA GORICA (Me), UNIVERZA V MARIBORU (SV), UNIVERZITET U BANJOLUCI (BA), UNIVERZITET U ISTOCNOM SARAJEVU (BA), UNIVERZITET U KRAGUJEVCU (RS), UNIVERZITET U NOVOM SADU (RS), UNIVERZITET U SARAJEVU (BA), UNIWERSYTET WARSZAWSKI (PL), VISOKOSKOLSKA USTANOVA METROPOLITANUNIVERZITET U BEOGRADU (RS), ZAVOD ZA ZAPOS LJAVANJE CRNE GORE (ME)

**EU contribution:** EUR 995.333,00

This project proposal addresses regional priorities for JP in Serbia and Montenegro and Bosnia and Herzegovina, concretely the priority “Developing the Higher Education sector within society at large, University-enterprise cooperation, entrepreneurship and employability of graduates”. The Trans2Work project is designed as a complementary with EquiED (<http://www.equied.ni.ac.rs/en/>) in RS and SINC@HE (<http://sinche.uom.gr/>) in ME and EQOPP (<http://www.eqopp.ba/>) in BiH. The aim of the project is to improve the quality and relevance of school to work transition of HE SwD in Serbia and Montenegro and Bosnia and Herzegovina. The main objectives are to: (a) upgrade and prepare HEIs services to support SwD to their transition from HE to Work following the EU policies, (b) link Higher Education to “disability friendly” work environments, (c) assimilate transition opportunities and skills with EU practices and policies and (d) to prepare employers on understanding the needs of employees with disabilities in order to offer new jobs. The project is divided into 6 phases: Preparation, Development, Quality Plan, Dissemination, Exploitation & Sustainability, Management, according to the guidelines of the call. All identified project activities within those phases are divided into respective Work Packages (WPs). The preparation phase aims to (a) research on a sample of employers in all participating countries, to identify the needs of employers and desired qualifications needed, and (b) Research on a sample of lWd in partner countries to ascertain the educational needs of lWd. Furthermore the WPs under Development follow the three key components of the transition process. All stakeholders during the life cycle of the project and after the end of the project will be reached through e-seminars and the accessible portal that will electronically connect employers, SwDs and transition in each partner HEI.

**Website of the project:** <http://www.trans2work.eu>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/df533e3d-1429-4ef9-b390-9ee1dbc4daa9>

### 3. Examples under KA3

#### 2015-1-BE05-KA347-001608

**Project title:** Preparatory Youth Meeting of UNESCO Youth Europe

**Project number:** 2015-1-BE05-KA347-001608

**Key Action/Action type:** Dialogue between Young People and Policy Makers

**Start date:** 01-05-2015

**End date:** 31-12-2015

**Coordinating organisation:** VZW EduKrea (BE)

**Partner organisations:** National organisations from 26 countries

**EC contribution:** EUR 14,175.81

The Preparatory Youth Meeting (PYM) of UNESCO Youth Europe aims to introduce the idea of a structured dialogue between youth and policy-makers on the UNESCO platform and this project aspires to normalise youth participation at the UNESCO-level and to consolidate a continuous partnership between youth and policy-makers.

The PYM gathered 31 young people from 26 European countries in Brussels between the 15<sup>th</sup> - 17<sup>th</sup> of October 2015, two weeks prior to the 9<sup>th</sup> UNESCO Youth Forum. The youth participants were selected among former, present, and future UNESCO Youth Delegates. Activities of PYM involved educating participants about youth policies and acquiring skills and competencies useful in the field of policy-making (e.g. public speaking). These competencies were recognized with the award of Youth Passes at the end of the Seminar. The participants could also evaluate their new knowledge and skills during a simulation of a UNESCO General Conference on the post-2015 agenda. The main activity of the Seminar however, has been the discussion of the common recommendations to youth policy to be presented at the 9<sup>th</sup> UNESCO Youth Forum and ensuring a follow-up to these recommendations. Young people were invited to participate in the project via our interactive website.

The key words of these activities and the project overall are *participation* and *dialogue*, therefore, all workshops are presented in an interactive manner. Non-participants were allowed to make their opinions heard through the PYM website, where young people were invited to share their opinions on recommendations proposed by their peers.

The PYM website is also a key tool to disseminate and evaluate our results. It contains information on youth policies, UNESCO, and the policy outcomes of the PYM. Equally important is developing a common platform for sharing blog posts, photos, and videos. Moreover, through a poll youth people could evaluate participants' recommendations. The policy outcomes of the PYM, will also be included in the booklet to be sent to stakeholders and policy-makers such as the Ministers of Youth of participating countries, national UNESCO commissions, national youth councils, EU-UNESCO liaison office, and of course, the Sports and Youth Section of UNESCO. Moreover, a second booklet will be created in the form of a 'guide' for future Youth Delegates.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/9e360e5e-70f6-4921-b07b-4caa2a8155e3>

## 2014-2-IT03-KA347-004581

### SUCCESS STORY

**Project title:** Tu cittadino come me

**Project number:** 2014-2-IT03-KA347-004581

**Key Action/Action type:** Structured Dialogue Project

**Start date:** 02-06-2015

**End date:** 01-02-2016

**Coordinating organisation:** Associazione italiana persone down onlus (IT)

**EC contribution:** EUR 20,700

As life expectancy of people with Down syndrome (Ds), due to recent developments of the medical science and care, has increased to 62 years, it becomes urgent that these people raise their awareness as citizens and that they are enabled to exercise their political rights. This does not happen due to lack of: Awareness and education of people with intellectual disabilities themselves; Awareness of their families, carers and professionals who work with them; Facilitating measures and tools by Public Authorities.

The project aims to increase the participation in politics/democratic life of young people with Down syndrome. For this purpose, activities were developed, like dialogue with local and national policy makers. Young participants with and without Down syndrome increased their knowledge on the topics related to the project, understood their potential and increased their awareness of being European citizens. The extension of the experience at European level is expected, through the promotion of a new Structured Dialogue Action project involving other associations which support and represent people with intellectual disabilities across Europe. The foreseen impact includes a larger number of people with Ds exercising their citizenship, as well as more comprehensible political manifestos.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/7bde4b6b-ca81-4336-9df9-6f2f4f806d83>



## 562264-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD

**Project title:** Erasmus Without Paper

**Project number:** 562264-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD

**Key Action/Action type:** Support for policy reform - Forward looking cooperation projects

**Start date:** 01-11-2015

**End date:** 30-10-2017

**Coordinating organisation:** UNIVERSITEIT GENT (BE)

**Partner organisations:** UNIVERSITETET I OSLO (NO), SIGMA GESTION UNIVERSITARIA AIE (ES), UMEA UNIVERSITET (SE), UNIVERSIDADE DO PORTO (PT), ERASMUS STUDENT NETWORK (BE), KION SPA (IT), SOP HILMBAUER & MAUBERGER GMBH & CO KG (AT), EUROPEAN UNIVERSITY FOUNDATION-CAMPUS EUROPAE (LU), GRUPO SANTANDER (ES), UNIWERSYTET WARSZAWSKI (PL)

**EC contribution:** EUR 499,982

Every year more than 200.000 students from over 2.000 higher education institutions (HEI) go to study abroad under the LLP flagship programme Erasmus. For each of these 200,000 students several paper documents and information was sent back and forth between institutions. Although the majority of HEIs in Europe use software to handle mobility, to transfer the locally stored data, this data is reproduced or printed on paper in order to send it to the partner institution where, because of the format, it needs to be handed manually. The project partners of Erasmus Without Paper (EWP) believe a lot of work in the context of international student mobility can be avoided by using technology. By replacing the huge paper-based workload by an electronic exchange of data, mobility can be managed more efficiently. In doing so, HEIs will be able to focus on the inherent quality of mobility rather than on coping with a great variety of administrative procedures. For the mobile students themselves, a lot of double administration will be abolished. For potential mobile students an obstacle for going on mobility will be tackled. The main aim of the project is to substitute as much as possible the paper trail required to enable the Erasmus experience and by extension all student exchanges, and replace it by electronic exchanges of data. An electronic 'EWP Network' of trusted users will be defined together with an integrated communication environment. Connectors will be provided and innovative ways will be worked out to enable every institution to communicate with their mobility partners in this way, even if they do not have a sophisticated Student Information System (SIS). No mandatory kind of architecture of the components will be worked out, but instead, interoperability between any kind of them is sought after. The project partners are convinced EWP is realistic: the technology is ready and the time is ripe to apply it in the context of student mobility.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/e0612022-05ff-4dbd-b8bb-5e63bda3a5ed>

## 2015-2-CZ01-KA347-014234

### GOOD PRACTICE EXAMPLE

**Project title:** European Forum Pilsen 2015

**Project number:** 2015-2-CZ01-KA347-014234

**Key Action/Action type:** Support for policy reform - dialogue between young people and policy makers

**Start date:** 01-08-2015

**End date:** 31-10-2015

**Coordinating organisation:** Evropský parlament mládeže v ČR, z.s. (CZ)

**EC contribution:** EUR 22,768

European Forum Pilsen 2015 was a seven-day event, organised by Evropský parlament mládeže v ČR, z.s. (EYP CZ) which took place in the city of Pilsen, European Capital of Culture 2015. This Forum gathered around 100 young Europeans from various European countries in order to discuss current political issues. The main objective of this conference was to support the development of young people into responsible and politically aware citizens, by involving them in European political thinking, and promoting intercultural understanding. Creating a platform for free exchange of ideas and teamwork gives the participants an opportunity to express their opinions and develop their skills and knowledge. Participants of this conference were high school and university students, taking different roles at the session.

Delegates were divided into 7 committees (working groups) – each committee was assigned its own topic (usually a current pressing European issue). The outcome was a resolution, on how the issue should be tackled. All committees then gathered in the General Assembly, debated and voted on.

Due to the internationality among the participants, the official working language during the conference is English. Apart from the academic part of the conference, there was also a concomitant programme, including for example Eurovillage, where each country has an opportunity to present their culture to the others, various workshops on different topics, etc. The resolutions that were approved during the General Assembly are considered to be the result with the biggest impact. These were sent further to Members of the European Parliament, or to the European Commission. There, they were commented on and taken into consideration. Two MEPs have already told us they familiarised themselves with the resolutions and that they will bear them in mind throughout their work in the Parliament. However, it is also important to realise the value of the very enriching impact on every single participant.

The European Forum Pilsen 2015 allowed the attendees to develop their skills, broaden their horizons while meeting young people from all around Europe, and extend their knowledge. It was also an extraordinary opportunity for the students to have an influence and contribute to solve current issues. Events of this kind help raise young people's interest in politics and encourage them to become active citizens, which may be beneficial for all of Europe in the future.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/92a299fa-347c-47bc-ac58-716dab7d97c7>

## 2014-1-EE01-KA347-000449

**Project title:** Noorteparlament

**Project number:** 2014-1-EE01-KA347-000449

**Key Action/Action type:** Support for policy reform - Dialogue between young people and policy makers

**Start date:** 01-08-2014

**End date:** 31-07-2015

**Coordinating organisation:** MTÜ Lastekaitse Liit (EE)

**EC contribution:** EUR 24,998

Youth Parliament is a project, which focuses on youngsters and which main objective is to involve youngsters in to national decision making processes and to give them an opportunity to have a say, when it comes to topics related to them.

The idea for Youth Parliament comes from „101 Children to Toompeale“ youth forum. In March 2014, youngsters gathered to think of ways to continue with youth forum, which has been taken place for 22 years and which needs a bit renewal, as it has got a run-down. As a solution, youngsters got an idea of Youth Parliament, under which 101 delegates across Estonia will gather in Toompea to represent youngsters opinion. To do that, they first of all, carry out opened forums in each county in Estonia. Those forums are for all the youngsters, who are interested in Youth Parliament and in the topic the Youth Parliament will focus on. Also, the experts and decision-makers at local level are involved in the opened forums in county&apos;s, so we can bring to sides – youngsters and decision-makers – closer to find different ways of cooperation.

As the outcome of the Youth Parliament, 101 delegates will put together a document that represents the opinions of youngsters across Estonia. This document will be presented to each party, connected to the topic, so we can hand on youngsters suggestions and ideas. Through Youth Parliament, we are trying to raise the voice of the youngsters in society and to support the attitude towards youngsters as equal partners. The main objective of this project is to create sustainable, systematic national Youth Parliament during the year activities.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/ee8e7518-9e65-4324-aa67-f45e36e68d>

## 2014-2-HR01-KA347-012471

### GOOD PRACTICE EXAMPLE

**Project title:** Go, go, NGO!

**Project number:** 2014-2-HR01-KA347-012471

**Key Action/Action type:** Support for policy reform - Dialogue between young people and policy makers

**Start date:** 16-03-2015

**End date:** 16-05-2016

**Coordinating organisation:** Kulturno umjetnicko drustvo Belec

**Partner organisation:** ALEXANDRU STEFULESCU GORJ COUNTY MUSEUM (RO)

**EC contribution:** EUR 25,000

The project "Go, go, NGO!" included around sixty participants who during 6 meetings dealt with issues related to the structured dialogue with young people: the support to the associations by local government units; the motivation of young people to get involved in social life; and the uniqueness of cultural associations. Before the project started the support to organizations by the local government units was low and not transparent; units of local governments didn't establish youth advisory boards and youth was not motivated to get involved in the social life of the community. The project participants were members of cultural associations and of the surrounding local governments. The methodology to increase the level of structured dialogue was based on the Deming cycle (Plan-Do-Check-Act) and the BSC (Balanced Scorecard). Young people and decision-makers have learned about methods of analysing problems and defining goals (problem tree and SWOT analysis), of creating alternatives for achieving the objectives (brainstorming, forming a strategy based on identified SWOT elements, focus groups) and the methods applied the problems that are at the centre of the project. Participants also learnt about alternative evaluation methods (cost-benefit analysis, scenario analysis) where for each alternative all resources needed for the implementation of the alternative as well as the benefits were identified. In the end the decision-makers of LGUs chose the activities to be implemented during the project. Some LGUs announced a tender and public calls for youth council members, public tender for financing NGOs on the basis of transparent criteria, introduced the Open Door Days in JLS and Day of associations in its LGU, introduced the practice of public debates on issues of public interest, opened profile on social networks, chose children mayors etc.

International partner organization at all times followed, thought and evaluated the activities carried out on the project, stating the practice of the topics of the project in Romania. A similar role was played by the Opatija participants as examples of good practices on these topics in Croatia.

The long-term results of the project are related to the practices adopted in the LGU and the activities that they have begun together with the associations. The way of thinking about these issues is changed, and meetings, workshops, and direct discussion of youth and decision-makers showed the underlying problems that were not solved so far. Some of these problems are solved and some not. We can say that if the activities that have been agreed on a project are implemented continuously, the structured dialogue level will be far better in the long term compared to the situation before. Also, the motivation of young people undoubtedly grew which is important for the future of these small towns and places.

**Website of the project:** <http://ngo.kud-belec.hr>

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/0407794a-cb6b-459a-8917-13d5cd8905bb>

## 2014-1-MK01-KA347-000203

### GOOD PRACTICE EXAMPLE

**Project title:** Creating Effective Youth Employment Possibilities

**Project number:** 2014-1-MK01-KA347-000203

**Key Action/Action type:** Support for policy reform - Dialogue between young people and policy makers

**Start date:** 01-01-2015

**End date:** 31-05-2015

**Coordinating organisation:** Coalition of youth organizations SEGA (MK)

**EC contribution:** EUR 5,288

The most important youth issue in Macedonia is the high rate of youth unemployment. A major obstacle to the full effectiveness and greater impact of the national Employment Strategies is the communication, coordination and especially consultation with the civil society and lack of NGOs' capacity to deploy mechanisms for constructive involvement in the process of preparation, implementation, monitoring and evaluation of these documents. The overall objective of this project is "to enable the active involvement of the young people and youth NGOs in civil dialog with relevant stakeholders, so as to impact on the reforms in line with the EU criteria for the country's full membership. The specific objectives of the action are: a) to ensure greater commitment by the young people and youth NGO's to channel their voice and to boost structured dialogue related to labour market reforms b) to strengthen the influence of young people to the key employment policy documents through the development of a position paper for youth employment. This project involves 245 young people aged 18 – 29, members of youth NGOs and representatives of national and local institutions. SEGA will organize 10 local events for data gathering in 10 cities with 20 participants per event, for young people to discuss the challenges and barriers on youth employment at local level. The main activity is designed as a wide consultation meeting – workshop resulting in a position paper on the youth employment issues in Macedonia. This workshop represents the first Structured Dialogue activity organized in Macedonia and is an entry point intervention that will ensure solid inception for the young people and youth organizations for further Structured Dialogue actions in correlation with EU integration. The final part of the workshop will be directed towards definition of the final recommendations and its formulation into a Position paper. SEGA will then submit the position paper to the relevant institutions at national level. It is expected that young participants will acquire knowledge and information on the state of youth unemployment in Macedonia and that they will change their perception of employment possibilities so as to become agents of promoting employment to other young people but to other stakeholders in the private and public sector.

**VALOR link of the project:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/35dfef26-8163-4f3b-9fab-28e84ee537ee>

