

State of the ART report

INFORMATION AND COMMUNICATION TECHNOLOGY



"ENTREPRURAL SOCIALY"



Co-funded by the
Erasmus+ Programme
of the European Union



Agency for International
Programs for Youth
Republic of Latvia

"ENTREPRURAL SOCIALY"



"EntrepRURAL socialy" is a strategic partnership in the youth field aimed at promoting the role of Social Entrepreneurship, in combination with Non-formal Education and practical learning, as a tool for enhancing social inclusion and employability of disadvantaged sectors of the youth population from rural area.

ICT (information and communication technology), as a crucial area of expertise of a social entrepreneur profile and sector of direct entrepreneurial engagement.



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Romania

GOOD PRACTICE 1



Title of practice: *DQ Skills Project – Developing Digital Intelligence of adult learners for an active Citizenship*

Name of organization(s): Media Creativa (ESP), Mis Foundation (PL), Drosostalida (EL), Spektrum (RO)

The timeframe of practice: 2017-2019

Place of implementation: Spain, Greece, Poland, Romania

Target group(s): Adults, Training for Adults

Methodology(s): Digital Storytelling. Non Formal Education. NFE Training

Impact of practice: A training course addressed to adults who want to improve their skills to exercise active and effective digital citizenship.

Summary of the practice: A learning pathway for adults about digital citizenship. This product has as the final objective the development of a complete learning pathway that provides the necessary competencies to exercise digital citizenship to adult students.

The itinerary, based on the European Digital Competence Framework, offers a training course that allows students to progress through 3 levels that go from basic to advanced. The DQ learning pathway is structured according to a clear competence relationship, training actions, and levels in order to be used/adapted to any interested entity in designing its own training actions to provide training in the field of digital citizenship. The learning pathway, validated and tested in the four participants countries (Spain, Greece, Poland, and Romania) and available in all partner languages is the basis for the DQ SKILLS training course apart from being an efficient working document for any training who is interested in developing a training program in the field of digital citizenship.

The DQ SKILLS training course on Digital Competences for Active Citizenship aims to improve the skills to exercise an active and efficient digital citizenship of adults who would like to. To this effect, the following training areas and competencies are included.

Online information:

- http://dq-skills.eu/wp-content/uploads/2019/04/DQSkills_IO1-Training-Itinerary-on-Digital-Citizenship.pdf
- <http://dq-skills.eu/en/what-does-dq-skills-offer/>

Romania

GOOD PRACTICE 2



Title of practice: *Tourism Urban & Social Tapestry - Developing Soft & ICT/Mobile learning skills*

Name of organization(s):

1. Necmettin Erbakan Üniversitesi (TK);
2. Konya Bilim Merkezi İşletme Hizmetleri San. Tic. Anonim Şirketi (TK);
3. INEUROPA SRL (HU);
4. Stichting Project Realisatie van Initiatieven door Modulatie van Entrepreneurschap (NL)
5. INSTITUT NATIONAL DE CERCETARE DEZVOLTARE IN TURISM (RO);
6. Konya Büyükşehir bld (TK)

The timeframe of practice: 2016-2018

Place of implementation: Turkey, Hungary, Netherlands, Romania

Target group(s): University teachers, students & young people

Methodology(s): Research and needs analysis. Interviews. Business Models Canvas. Big Data analysis. Non-Formal Education

Impact of practice:

- 1 **ICT Curriculum training improvement** applied to real cases using Smart ICT on social media channels,
- 1 **ICT Thematic maps of tourists' space usage**, Big Data analysis report of Konya, Modena, Den Helder, Bucharest,
- 1 **Training program on curriculum design**, Social Media Data Community Manager trends, tourism service design,
- 1 **Training program (OER)** and how to choose, use and manage games to work in the tourism business to create branding,
- 1 **Branding strategy report** based on visitors experience,
- 200 participants** took part in the events, **20 teachers** trained.

Romania

GOOD PRACTICE 2



Summary of the practice: The project focused on the Knowledge Triangle, digital integration, opening up education, entrepreneurship, and soft skills tackling a very large stakeholder map in the tourism sector.

At the end of the project five (5) intellectual outputs, two multiplier events, one was "Hackatour Event" focused on mobile tourism and the other was "Tourism Science Event" attracting more than 200 participants were being realized.

IO1 was about a research analysis on understanding "Tourism consumer behavior experience - driven by Mobile ICT on Social Media". IO2 was about a training program on social media and its impact on the educational process. IO3 was about another training program on how to apply games on tourism services using mobile devices. IO4 was about a training program on how to innovate in designing new business models in tourism, based on education. Final IO5 was our MOOC 4.0, which was about how to implement innovation in tourism education and services.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-TR01-KA203-035297>



Romania

GOOD PRACTICE 3



Title of practice: ADD ME – Adopting Digital Media in Youth Work

Name of organization(s):

1. CYPRUS ORGANIZATION FOR SUSTAINABLE EDUCATION AND ACTIVE LEARNING (S.E.A.L CYPRUS),
2. Asociacija "Aktyvus jaunimas" Lithuania,
3. PRISMS Malta,
4. EUROTEAM CZECH REPUBLIC, z.s.,
5. PRAXIS Greece,
6. ADEL Slovakia,
7. MITTETULUNDUSÜHING ISLANDER Iceland,
8. EXPRESS YOURSELF Latvia,
9. SDRUZHENIE WALK TOGETHER Bulgaria,
10. Asociatia TEAM 4 Excellence Romania,
11. FUNDACJA RA I DO MIEDZYNARODOWE CENTRUM WSPARCIA MŁODZIEZY I DOROSŁYCH Poland

The timeframe of practice: 2019-2020

Place of implementation: Cyprus

Target group(s): 33 youth workers and youth trainers participated in this training course

Methodology(s):

- Digital Competence and Youth Work;
- Digital Youth work targeting the needs of refugees;
- Digital Youth Work targeting the needs of People with Disabilities;
- Coding for Girls;
- Online youth counseling;
- Digital games in youth work and youth training visit by experts;
- The practice of digital tools for visibility.

Romania

GOOD PRACTICE 3



Impact of practice: After their involvement in this training the youth workers are better prepared in delivering digital youth work in the following forms:

- Using social media in communication and sharing information with the young people;
- Online youth counseling;
- Supporting digital literacy;
- Enabling participation with digital tools;
- Supporting the needs of young people with fewer opportunities;
- Use digital games;
- Support validation and certification of learning.

Summary of the practice: The training course aims at the exploration of digital tools in youth work. The participants had the opportunity to try in practice tools they can use in their everyday youth work practice. They acquired/ improved their skill set to communicate with young people and to inform the young people with contemporary apps and tools. They explored the possibilities of online counseling, support apps for young refugees, assistive apps for young people with disabilities, gaming, and coding for girls. They improved their knowledge on digital tools for validation of learning (their own learning and that of their target groups).

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-2-CY02-KA105-001592>

Romania

GOOD PRACTICE 4



Title of practice: My City, My Home, My Responsibility

Name of organization(s):

1. Colegiul National de Arta "Octav Bancila" - Romania
2. Kallitehniko Gymnasio-Lykeiakes taxeis Ampelokipon - Greece
3. FLORIDA CENTRE DE FORMACION SOCIEDAD COOPERATIVA Spain
4. IISSMerendino - Italy
5. Atatürk Ortaokulu - Turkey
6. Agrupamento de Escolas Emídio Navarro - Portugal

The timeframe of practice: 2017-2019

Place of implementation: Romania

Target group(s): High School Teachers and Teenagers

Methodology(s):

1. Introduction: The Role of Local History in Preserving the Cultural Heritage and Collective Memory
2. The importance of valuing the local monuments giving students a feeling of pride and a sense of belonging
3. Visiting the monuments and their areas
4. Getting to know the historical background in which the chosen monuments were built.
5. Artistic interpretation of the monuments and town history
6. Setting up to write a play, using a traveler's adventures



Romania

GOOD PRACTICE 4



Impact of practice:

- Raised awareness of the students' own metropolis and share this internationally with the partners to turn educational commitment into EU value through media and artistic interpreting;
- Designed and experimented with an innovative methodology in order to strengthen students' IT skills, to increase their English language competencies, and to get acquainted with the languages of our partners;
- Promoted to our students' employability through empowering their skills and work attitude by stimulating their interest in their community culture;
- Revived the urban stories about buildings whose history was forgotten;
- Gave our students the possibility to know their own community features, to share them with their partners, to facilitate their communicative skills in foreign languages, to acquire new IT media skills;
- Preserved the collective wisdom, to make it known by the youth.
- Gave an incentive to the participant teachers to be part of the city life working together with their students in non-formal activities that define the theme and revive their schools' fame in the community.

Summary of the practice: The project was planned as an adjustment or alternative to the classic school history teaching method that shall include new realities of the labour market so that students will have the required skills and competencies to become competitive on graduating. Students' needs are: high IT skills proved in a thematic of multidisciplinary approach; good command of foreign languages use; the stimulation of students' emotional and competitive intelligence in a wider context - achieved through exercised communication and teamwork in a European project.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/project-result-content/17a8d31a-8a67-42be-9743-3dfd809c4652/e-brochure.pdf>
- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-RO01-KA219-037098>

Romania

GOOD PRACTICE 5



Title of practice: *Head in the Clouds: Digital Learning to Overcome School Failure*

Name of organization(s):

1. TECHNISCHE UNIVERSITAET WIEN Austria
2. Sukromna zakladna skola Croatia
3. Fundatia Crestina Diakonia Filiala Sfantu Gheorghe Romania
4. GAIA Kosovo
5. VEREIN OFFENES LERNEN Austria
6. TECHNICKA UNIVERZITA V KOSICIACH Croatia
7. WWW.SCIO.CZ SRO Czech Rep

The timeframe of practice: 2015–2018

Place of implementation: Austria, Croatia, Czech Republic, Kosovo, Romania

Target group(s): children aged 6-17 years, struggling with the formal educational system or having no access to education at all.

Methodology(s):

Head in the Clouds provides Open Educational Resources for kids and youth aged from 6-16 years. The materials offer ideas for activities in the domains of:

- IT education,
- Programming,
- English,
- Environmental education,
- Video Making,
- Real Life challenges.

They are usable in schools, as well as in any form of non-formal education settings (including in and after school programs, learning centers, at home, etc.). The tasks are available in English, Slovak, Hungarian and Serbian language.

Romania

GOOD PRACTICE 5



Impact of practice:

- 1.Video Box
- 2.IT IOI Box
- 3.English Box
- 4.Programming Box
- 5.Ekopolis Box
- 6.Real Life Box
- 7.Manual How to learn in the clouds
- 8.Head in the Clouds Documentary

Summary of the practice: The project started with a needs assessment to tailor materials to the local contexts. It developed 6 learning modules, supported by digital materials, tools, and software. The chosen approach - MINIMAX - is an innovative educational approach aiming at minimal teacher invasion and maximum learner autonomy. It was inspired by Sugata Mitra's Self-organized Learning Environments (SOLE), as well as Constructionist learning theory. The learning modules consist of simple and modular structured task sheets, allowing learners to playfully acquire skills, knowledge, and competencies in a variety of subjects as well as interdisciplinary, transversal, and social skills.

Each task sheet is linked to an online hand-in application via QR-code, which allowed users to analyze their achievements while interacting with members of their group and peers in 2 other European countries - creating a positive individual learning process. The developed educational materials focus on a broad variety of topics including programming, video making, digital literacy, English, environment, culture, history, customs, hygiene, and first aid.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-AT01-KA201-005024>
- https://brainsintheclouds.eu/?page_id=85

Latvia

GOOD PRACTICE 1



Title of practice: *Be digital: tools for rural entrepreneurship*

Name of organization(s): Karsavas municipality youth center "Puga"

The timeframe of practice: 2017-2018

Place of implementation: Karsava, Latvia

Target group(s): Rural youth facing economic, geographic, and social barriers aged between 18 and 30.

Methodology(s):

The activity was a 10-day youth exchange project based on an innovative approach of combining non-formal education in the field of entrepreneurship and digital literacy with outdoor activities (in particular hiking tours). The whole project was based on non-formal tools and methods of education which fostered participant's learning process. Different methods such as outdoor education, co-operative games, individual work, small discussion groups, plenary work, hiking tours, group dynamics, personal challenges, theoretical input, etc.

Impact and results of practice: Developed toolkit, which was created due to common efforts and involvement of all partner organizations and participants. The toolkit illustrates the top 8 modern digital tools that participants have explored and want to share with others. The toolkit contains detailed information regarding each digital tool and its advantages for young entrepreneurs. Moreover, it contains also a brief presentation of the business model CANVAS, which is an important step in bringing any idea into a real business initiative.

Impact of the practice was made on rural youth developing their entrepreneurial and digital competencies.

Summary of the practice:

"Be digital: tools for rural entrepreneurship" allowed focusing on the emergency of providing necessary entrepreneurial and digital competencies to rural young people who can further start their business or boost their startups using state of the art digital tools. Through several practical sessions organized by participants, they increased their peers' digital competencies, enriched their toolbox with modern apps, services, and platforms, using which they can promote their business in Eco agriculture, rural tourism, and many more fields.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-LV02-KA105-001535>

Latvia

GOOD PRACTICE 2



Title of practice: Digital Storytelling

Name of organization(s): Nodibinajums Apvienotai Latvijai

The timeframe of practice: 2019-2020

Place of implementation: Ventspils, Latvia / Dilijan, Armenia

Target group(s): Young people living in rural areas of Latvia, Italy, Romania, Spain, Greece, Armenia, Georgia, Ukraine, and Moldova. These are mostly young people that face problems in the field of economy, have some social or other suchlike barriers as well as problems related to their geographical locations. The target age ranges from 18 to 30, while the main priority will be given to the involvement of people aged 18-25.

Methodology(s):

The project is based on the modern approach of combining non-formal education forms related to the field of digital literacy and photo shooting.

Impact and results of practice:

- Enhance participants' photo shooting and photo editing skills, thus providing them a new opportunity to continue their career in this field. What is more, they will get a chance to illustrate their photos during outdoor and online photo exhibition events;
- Develop young people's overall digital competencies and skills, through the provision of a stage for exploring and practicing 13 states of the art digital tools, applications, and platforms;
- Enhance participants' cultural awareness and positive attitude towards multicultural society, by boosting their sense of tolerance, mutual understanding, and common sense of equality;
- Upskill participants' social, civic competencies, develop a sense of initiative and entrepreneurship, likewise upgrading almost all YouthPass 8 key competencies through the given non-formal learning environment and peer-to-peer learning methodology;
- Develop a positive attitude among participants towards risk-taking and a sense of self-confidence while setting up own business, starting any initiative, fighting rural unemployment, and just applying for a new job.

Latvia



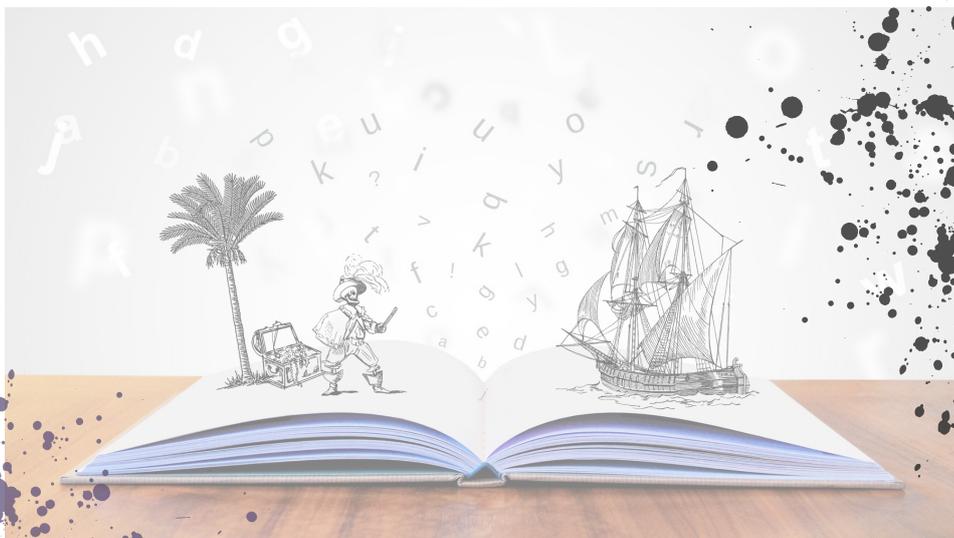
GOOD PRACTICE 2

Summary of the practice:

"Digital Storytelling" gives the advantage to the young people living in the rural areas of different countries to enlarge their knowledge on the sphere of photo shooting to just get knowledge about them thus becoming competitive in labor markets not only in their home countries but worldwide.

The main objectives of the project were:

- Fight against unemployment in the rural areas of different countries and increase competitive advantages of the participants in the local and international labor market;
- to enrich participants' digital competencies (Adobe Lightroom/Photoshop, Mailchimp, Google Drive/Dropbox, AdWords, Canva, Trello, Dreamhost, Facebook/Instagram, WordPress, etc.);
- to develop participants' skills in photo shooting, photo editing, and their promotion through different digital tools and platforms;
- to raise awareness about different youth issues through photography and photo exhibition;
- to consider the possibilities of the Erasmus + program as a tool for youth employment, as well as mobility and non-formal education;
- to identify the certifications that Youthpass provides and to introduce European non-formal learning projects.



Latvia



GOOD PRACTICE 3

Title of practice: Biz2Youth

Name of organization(s): "MIHI"

The timeframe of practice: 2020-2021

Place of implementation: Saldus, Rīga, Latvia

Target group(s): NEETs (18-25 years old), young entrepreneurs, youth workers

Methodology(s): Design Thinking methodology

Impact and results of practice:

- 5 creative digital campaigns on the promotion of entrepreneurship in relation to promoting entrepreneurship as a way to curb youth unemployment,
- the creation of 7 Business Plans, ready to be implemented, that are based on the work of the participants,
- infographics summarizing the local and national entrepreneurial realities of each group of participants (9 countries) based on qualitative and quantitative research work.

Impact on NEETs:

- A positive perception of entrepreneurship as a driving force for economic and social development
- By acquiring an entrepreneurial spirit, young people will have a clearer vision of their careers and develop their employability.

Summary of the practice: Bi2Youth is an entrepreneurial journey to enhance the NEET youth's entrepreneurial competencies to raise their employability. The project takes the format of a youth exchange, addressing the following objectives:

- Promote the sense of initiative and entrepreneurial spirit of the NEETs.
- Gather the participants (NEETs and young entrepreneurs) to work on one business idea in groups for one week, using the 'Design Thinking' method.
- Equip the participants with digital skills that would allow them to put their ideas into practice (startups, NGOs, personal brands/freelancing);
- Assess the realities of youth unemployment in the 9 participating countries and draft solutions to limit it.

Using Design Thinking methodology where participants will come up with ideas aimed at solving challenges inspired by local needs. In this process, they will develop innovative solutions that meet the needs of their communities. Besides, the NEETs will meet and exchange ideas with young entrepreneurs who have dared, and embarked on the quest for entrepreneurship for at least 3 years. Through the transmission of the entrepreneurial culture, young people are expected to develop confidence and audacity, promoting initiative and giving them a new professional perspective. The approach of the exchange will be based on non-formal education allowing the involvement of all participants in the learning process in an intercultural setting.

Latvia

GOOD PRACTICE 4



Title of practice: Digital platform „Visas iespējas”

Name of organization(s): Visas iespējas

The timeframe of practice: From 2018

Place of implementation: Rīga, Latvia

Target group(s): Youth

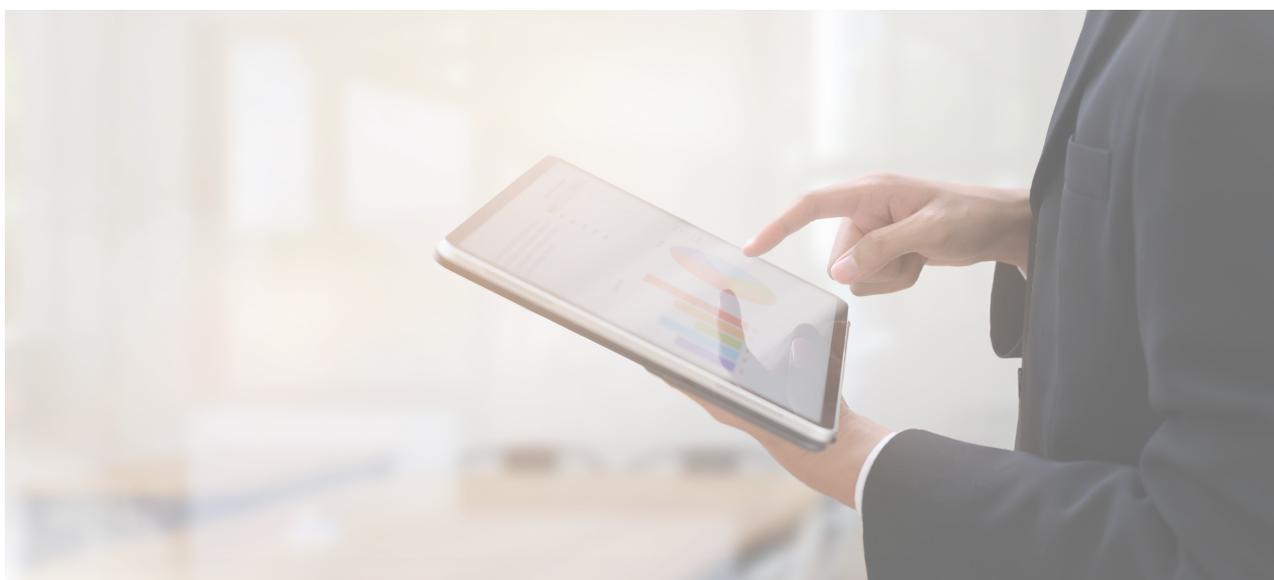
Methodology(s): Digital platform

Impact and results of practice:

10000 youth visit the platform each month, in the platform is registered 85% of the Latvian youth organization. On 10.06.2020 there were 240 opportunities for young people - 140 different opportunities and 100 work opportunities.

Information platform for youth to find different opportunities.

Summary of the practice: Social entrepreneurship Visas iespējas is a platform that gathers youth organizations and diverse projects in Latvia and the rest of the world. Our aim is to allow every young person to find the right opportunities and to fulfill their potential. With this platform, we want to give youth participate in socially active life, find like-minded young people, also explore different opportunities - voluntary work, competitions, international motilities, etc.



Latvia



GOOD PRACTICE 5

Title of practice: *INDIGISE project – adjusting to and supporting youth on socialenterprisebsr.net*

Name of organization(s): Social Innovation Centre

The timeframe of practice: 2020

Place of implementation: Online

Target group(s): Young people who seek positive social or environmental changes in society, feel the need to create their own business, but lack support of competencies and finance.

Methodology(s): Online platform

Summary of the practice: INDIGISE aims to improve the platform by adjusting it to the younger entrepreneurs, aged 16–30, and offering relevant Open Educational Resource (OER) information on social business support mechanisms and tools, promoting young social entrepreneurs, equipping them with relevant educational materials and networking services.

Objectives

- deliver youth-oriented, innovative educational tools to develop the entrepreneurial competence in the field of social economy and engage youth within social entrepreneurship;
- spread the idea of social entrepreneurship in the Northern European Region within the youth sector;
- provide the necessary competencies and support tools to enable young people to develop social business ideas;
- promote the concept of social entrepreneurship and support Baltic Sea Region social enterprise start-ups by maintaining an Open Education Resource platform www.socialenterprisebsr.net;
- encourage young people in innovative and creative thinking, collaboration, and risk uptake via InnoCamps, organized in Norway and Lithuania;
- provide InnoCamp Methodology Handbook – step-by-step replicable and transferable tool for youth, schools, NGOs, educators, etc.;
- promote good practices among local and international partners to achieve sustainable and collaborative social business support within the youth sector.

Italy



GOOD PRACTICE 1

Title of practice: *Higher education student and staff mobility*

Name of organization(s): ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA

The timeframe of practice: 2018-2019

Place of implementation: Bologna, Italy

Target group(s):

- 2931 students of the 1, 2, 3 cycles;
- 230 recent graduates,
- 44 academic staff,
- 24 administrative staff

Methodology(s):

Students have carried out different activities during their study abroad period taking class, sitting exams, preparing thesis work (gathering data), doing a traineeship in companies, libraries, laboratories. For academic staff, teaching (lessons, seminars) in the partner universities has always been an essential part of mobility experiences, but sometimes the possibility of working in existing research network or setting up new ones has also been as important as ever for future collaborations.

The technical and administrative staff has carried out training periods in different fields of interest (librarianship, public administration, scientific research, ICT, international relations), they have also participated in Erasmus+ staff week organized by partner universities. In particular, technical staff already involved in the research team has had the opportunity of working in interesting international research networks.

Results:

- An increase of mobility figures both for study and for the traineeship, for 1 and 2 cycle and for all disciplines due to a high recognition rate of credits obtained by the mobile students, with an average of about 5 credits recognized per month;

An enhancement of the international profile of students and graduates linked to an idea of mobility as a tool to improve educational quality and to internationalize curricula (JDP, mobility windows);

- An enhancement of the international cooperation based on a synergic approach with other UE funds.

Italy



GOOD PRACTICE 1

Summary of the practice:

In the last Strategic Plan 2019-21, Internationalisation plays a key role, being considered one of the most important transversal dimensions to the three University pillars (education, research, and third mission or knowledge transfer for the benefit of society). The relevance of internationalization already emerges in the SWOT analysis of the same plan. Incoming and outgoing student mobility is considered one of the five main strengths of the entire University as well as national and international reputation. In particular, the key goal 0.4 Attractiveness is focused both on maintaining the incoming and outgoing mobility rate in Europe in order to keep on leading the European rankings and on increasing the included which is expected to measure the increase of the number of active agreements and it is related to the idea that the international cooperation agreements (such as the Erasmus+ agreements) must be fully exploited in terms of exchanges of incoming and outgoing students. This promotes the efficacy and the improvement of the quality of a number of graduates with at least 12 ECTS credits obtained abroad. In addition to that, a new goal has been cooperation between universities.

The aims of the projects are:

- Enhancing the quality of the educational offer for students of all cycles and disciplines;
- Facilitating and simplifying the recognition procedures and increasing the number of recognized credits of mobile students trying to remove all possible obstacles,
- Enhancing the graduates' employability
- Supporting students and graduates in developing language competencies and soft skills (such as intercultural skills, working in an international team, etc.);
- Increasing the number of students and graduates who have carried out an international mobility experience:
- Promoting the development of a set of skills of academic and administrative staff which can effectively support the internationalization strategy
- Improving the quality of cooperation between universities, and universities and companies or other relevant bodies.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-IT02-KA103-047045>

Italy



GOOD PRACTICE 2

Title of practice: Made in Europe

Name of organization(s): Cooperativa Sociale Kara Bobowski

The timeframe of practice: 2015-2017

Place of implementation: Multiple cities

Target group(s): Young people

Methodology(s):

The activities carried out during the project were as follows:

- information and promotion of the project
- candidates' selection
- pre-departure preparation (a 2 days training session): one day dedicated to work orientation and advice about how to deal with the labour market and one day dedicated to the experience abroad with non-formal education activities, presentation of contents, administrative and logistic aspects. 62 participants used OLS for the linguistic preparation
- 3 months of mobility abroad (or 2 weeks for disabled participants) focusing on a professional internship experience (30-40 hours/week) in line with participants' studies (or professional goals). The experience abroad was also an opportunity to know the culture of the host country. 28 participants took a short language course of the destination country's mother language. Mentoring and tutoring activities during the mobility period were carried out by Kara Bobowski and the host partners
- back to Italy, a final meeting with activities about the experience's evaluation, with a particular focus on the acquired skills and their valorization on their cv and in a work interview, activity guidance on tools and methods for an active job search, witness of a young cooperative entrepreneur, delivering of Europasses and participating Certificate
- dissemination and valorization activities

The activities planning, the implementing and monitoring strategies, the local and transnational partnership composition, the dissemination and valorization plan guaranteed the project quality and the sustainability of its in the region, replicate the project, create a positive domino effect that has lead to new partnerships for new results. In particular, the projects succeeded in their aims to produce such an impact to increase the mobilities number projects.

Italy



GOOD PRACTICE 2

Results of the practice:

The results are reachable through the Erasmus+ platform and there are 5 videos documented during the project

Summary of the practice:

Made in Europe offered to 105 newly graduated young people from Emilia Romagna Region the opportunity to live a 3 months internship abroad (2 weeks for people with special needs) in companies of other European countries, in order to gain professional, linguistic and cultural skills to be used in the labour market. The project was promoted by the Social Cooperative Kara Bobowski in partnership with Irecoop and Confcooperative Emilia Romagna, 10 technical and professional institutes, and ANEMIC Parma.

The project aimed to:

- offer a training opportunity to the participants, in order to improve their CV and turn them more qualified and competitive on the labour market
- promote creativity, competitiveness, employment and entrepreneurship
- facilitate the passage to the labour market, thanks to an experience becoming strategic in a period of economic crisis and high youth unemployment
- promote the opportunity of gaining competences within fields, which are strategic for the Emilia Romagna productivity and economic system
- promote social inclusion and active citizenship also for young people with disability
- thanks to the project partnership, to strengthen the cooperation among bodies at regional and European level representing education and vocational training systems, non-formal education and labour market increasing their internationalisation level and the quality of their services
- develop the consortium staff know-how in terms of project and quality management and networking as also develop the European dimension of the involved partners.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-IT01-KA102-004333>

Italy



GOOD PRACTICE 3

Title of practice: *Digital Transformation and Employability: acquiring transversal competences in curricular education*

Name of organization(s): Università degli Studi di Padova

The timeframe of practice: 2019-2021

Target group(s): teachers, career counselors, students

Methodology(s):

- A methodological reference framework listing learning outcomes for the purpose, and pedagogical approaches suitable to reach educational goals,
- A step-by-step guide on how to integrate in practice the framework in university settings,
- A training course, and related learning materials for teachers and career counselors
- Four modules related to field-specific disciplines (Psychology, Cultural Heritage and Tourism, Business and Economics, and Education),
- Guidelines, both online and offline, to easily take advantage of the project results, and transfer them to other disciplinary fields.

Summary of the practice: Digital transformation (DX) is a technology-driven continuous change process of companies and the entire society, it is about adopting disruptive technologies to increase productivity, value creation, and social welfare (Ebert 2018): it entails the transformation of business, organizational activities, processes, required competencies, and it impacts across society at several levels, from the individual to the collective perspective. Clearly, DX has huge effects on the labour market, which have been largely debated in the past few years. The OECD (2016) has documented that technological change has been a key driver behind the de-industrialization in OECD countries, having resulted in slower job creation. Frey and Osborne (2013) argued that particularly automation had and has greatly impacted the labour market in terms of labour savings: although this phenomenon has so far affected in particular low skilled workers, new business processes also necessarily affect middle management, management, and highly skilled professionals/consultants, which are typical graduate jobs. Being an entrepreneur in the technological era requires a greater level of digital skills and a sound understanding of the digital transformation trends over time, in business and society.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-IT02-KA203-062324>

Italy



GOOD PRACTICE 4

Title of practice: Skill up & go

Name of organization(s): Demostene Centro Studi Per La Promozione Dello Sviluppo Umano

The timeframe of practice: 2019-2021

Place of implementation: Latiano, Italy

Target group(s): Teachers, counselors, students

Methodology(s): 1 training course for 9 participants (Demostene staff) in the entrepreneurship and Internet field in Malaga (Spain) & 1 Job shadowing for 1 person in Malaga

Summary of the practice:

Social innovation and entrepreneurship represent types of actions that are useful for the production of social value at different levels: solving social problems, creating occupation and active citizenship, increasing cohesion between individuals and territories. However, adults do not always take advantage of these innovative actions to make a change in their life and in the society in which they live.

Entrepreneurship is a skill that can be learned not only for young people but also for adults. You don't have to be born an entrepreneur to run a successful business. You can become one by developing an entrepreneurial mindset and skills.

Today there are many adults who need to reinvent themselves, most of them because they are excluded from the labor market. As Europe needs more entrepreneurs creating jobs, it's necessary to support this type of education in all EU countries. The main objective of the European Commission is to promote entrepreneurship education and stress its importance at all levels from primary school to university and beyond.

Entrepreneurship education prepares people to be responsible and enterprising individuals. It helps people develop the skills, knowledge, and attitudes necessary to achieve the goals they set out for themselves. Entrepreneurship education has the mandate to equip the pupils with functional knowledge and skill to build up their character attitude and vision.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-IT02-KA104-062083>

Italy



GOOD PRACTICE 5

Title of practice: Pathways to Youth Leadership

Name of organization(s): Associazione Interculturale NUR

The timeframe of practice: 2018-2019

Place of implementation: Virtually

Target group(s): participants from 12 different countries (6 from Programme Countries, 3 from MEDA and 3 from SEE): young adults, those new to youth work, ex-beneficiaries of Erasmus+ (either youth exchanges or EVS), and young people looking to step up a level.

Methodology(s): Erasmus+ Virtual Exchanges (EVE)

Summary of the practice:

Pathways to Youth Leadership is a long-term training project that offers a systematic approach to developing youth leadership competencies. The project wanted to answer and unpack the question: how do I become a youth leader? The project works on a variety of levels, that include innovation, theory to practice, and experiential learning. It follows two professional personal development models for young leaders and those new to youth work, that explore pathways and progression to become a youth worker. One called 'Cultivate', a leadership training program built around UK Youth Achievement Awards Platinum, and the other the Dutch model 'Effective Youth Leadership Badges', based on the work and the models identified by Stephen Covey.

P2YL has been realized through two distinct activities with the first acting as both an introduction to the main themes of the seminar and a self-exploration of what the participants already know and how they can grow as youth leaders. The second activity focused on fine-tuning the leadership skills and identifying ways in which to apply them. This long-term training project offered a platform for developing and understanding the principles of youth leadership awareness of youth work principles and practice and to explore the opportunities Erasmus+ offers to apply these competencies. The training implemented a range of experiential learning opportunities, non-formal educational approaches, and a wealth of youth work theory and practice.

Main Objectives were to develop a greater understanding of the transferable skills and experiences for youth work, to explore and understand the skills, knowledge, and attitude of youth leadership, to gain a greater awareness of youth work theory and practice to identify and realize youth leadership experiences and opportunities, to explore the opportunities for realizing their youth work potential through Erasmus+.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-3-IT03-KA105-012317>



Bulgaria



GOOD PRACTICE 1

Title of practice: *Active, Attractive And Interactive EU Mathematics*

Name of organization(s): SOU "Sveti Sedmochislenitsi"

The timeframe of practice: 2015-2017

Place of implementation: Bulgaria, Croatia, Lithuania, Estonia, Spain, Portugal, Germany, Italy

Target group(s): 13-19 years students

Methodology(s): The methodology to reach our goals and objectives has been as follows:

- Adaptation of existing materials, creation of new ones; setting up of the e-learning platform; continuous cooperation-import of new content into the platform; quality check of the content and evaluation-feedbacks from the target groups; import of new content into the platform; extension and adaptation to the full-scale potential of the platform; continuous evaluation of project activities and results; experimental use in all partner schools; evaluation, implementation, feedbacks from stakeholders; continuous dissemination of the results and outputs; continuous exchange of good practices among partners and stakeholders; final reporting and evaluation.

Results and impact of the practice:

As a result of the successful project's implementation, a positive impact on teachers, schools, students, educational institutions outside of the partnership, local communities, and authorities has been reported by all project partners. The main final product is an e-learning collaborative platform accompanied by promotional materials and a dissemination plan ensuring its sustainability.

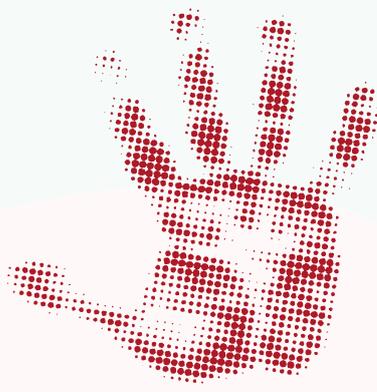
The e-learning platform and the innovative teaching and learning methods have set a benchmark of mathematical knowledge and competencies of the 13-19 years old students and made learning and teaching mathematics much more interesting, motivating, and efficient. It has also been an opportunity for the pupils to learn by themselves.

Summary of the practice:

Designing the project, the partners have focused their efforts in meeting some EC priorities and requirements, as if: fostering innovative approaches to teaching in a technology-rich environment with a particular focus on mathematics; supporting development and availability of open educational resources; increasing the quality of learning through digital integration; promoting best practices; benefiting from training and learning activities at European level.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-BG01-KA201-014198>



Bulgaria

GOOD PRACTICE 2



Title of practice: Innovative ICT Solutions for the Societal Challenges

Name of organization(s): SVEUCILISTE U ZAGREBU FAKULTET ELEKTROTEHNIKE I RACUNARSTVA

The timeframe of practice: 2015-2017

Place of implementation: Slovakia, Bulgaria, Romania, Spain, Hungary, Germany, France

Target group(s): Students

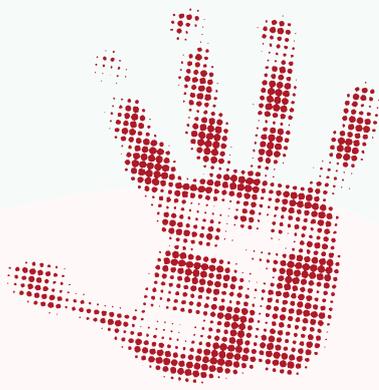
Methodology(s):

The INNOSOC curricula, which was available as a multilingual open educational resource (OER) as well, consisting of four main topic groups:

- "Innovation" as a core topic;
- intercultural topics, with a focus on "Multicultural teams";
- ICT topics, with a focus on "Innovative engineering based on ICT";
- student projects, with a focus on "Case studies on how ICT can contribute to innovative societal development".

„Innovation“ as a core topic of the INNOSOC curricula follows a multidisciplinary approach that includes innovation processes, intellectual property, as well as technology policy issues.

The intercultural part of the curriculum uses an interactive approach and focusses on multicultural teambuilding through the exchange of practices from diverse cultures and by analyzing societal challenges from local, regional and global perspectives. ICT part explains why ICT is one of the Key Enabling Technologies and therefore horizontal technology enabling innovative solutions for societal challenges. It includes practical examples tailored specifically for INNOSOC providing knowledge/insights into hot ICT topics - “innovation in ICT” and “innovation with ICT” (“green”, “smart”, “inclusive”, “disruptive”, ...).



Bulgaria

GOOD PRACTICE 2



Results and impact of the practice:

Multilingual (on 8 EU languages) open course materials on innovation and entrepreneurship including case studies on how ICT can contribute to innovative societal development will be made free to access through the project website. In that way, the INNOSOC project will have a significant impact on the national and EU levels through serving on the long-term benefit of all citizens, academic,s and industry.

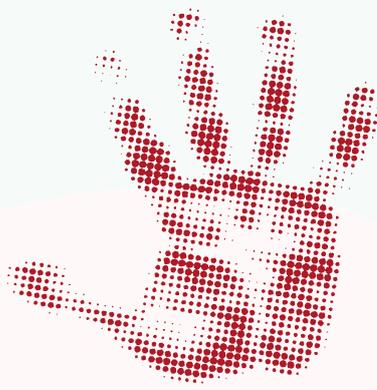
Summary of the practice:

The fast proliferation of information and communication technologies (ICT) caused certain negative side effects for society (e.g., increased energy usage or CO2 emissions). However, "innovation in ICT" and especially "innovation with ICT" offer potential solutions for some of the biggest societal challenges.

These are reasons why it is of significant importance that students understand how ICT can be utilized to tackle societal challenges. The main objective of the INNOSOC project is to set up a transnational multidisciplinary intensive study program in the field of innovations based on information and communication technology targeting societal challenges defined by Europe 2020 and Horizon 2020 programs.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-BG01-KA201-014198>



Bulgaria

GOOD PRACTICE 3



Title of practice: *Developing Adult Educators' Competences to Promote Learners' Life Style Entrepreneurship*

Name of organization(s): Kauno rajono svietimo centras

The timeframe of practice: 2015-2017

Place of implementation: Lithuania, Bulgaria, Great Britain, Poland, Cyprus

Target group(s):

In the project activities two main target groups were directly involved:

- adult educators practitioners (320)
- adult learners from disadvantaged backgrounds (98)

Methodology(s):

The methodology of the project was based on the blended learning approach using the reversed/ flipped training method, ICT tools, OER. The project adapted the good practices from the UK to project partner countries on lifestyle businesses as a useful alternative to self-employment around their lifestyle, abilities, and talents for adults with fewer opportunities and from disadvantaged backgrounds.

Results and impact of the practice:

- a project e-platform was developed www.ace-erasmusplus.eu as an open educational resource (OER) for adult educators and adult learners;
- two self-assessment tests - for adult educators and adult learners;
- 36 digital real-life business stories (12 videos and 24 written);
- three intellectual outputs were developed:
 1. IO1 Curriculum for adult educators - practitioners "Promotion Lifestyle Entrepreneurship (LSE) for disadvantaged learners";
 2. IO2 Training material and ICT tools for adult educators-practitioners,
 3. IO3 - "Guidelines for adult educators-practitioners "How to offer LSE training for disadvantaged learners using OER", "Self-study material for learners, template for the "Action plan".

The project results contributed to the implementation of the flagship initiatives: "An Agenda for New Skills and Jobs" - to increase employment rate by 75%, "European Platform Against Poverty" - to reduce the poverty, social exclusion through employment, active participation in public life and learning process (to achieve participation of 15 %).

Bulgaria



GOOD PRACTICE 3

Summary of the practice:

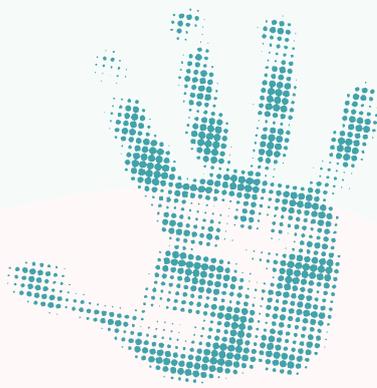
The project “Developing Adult Educators’ Competences to Promote Learners’ Lifestyle entrepreneurship” (ACE) has aimed to solve two main problems: high unemployment of people, especially from disadvantaged backgrounds, and low participation of adults in life-long learning. These issues have been met by implementing the two aims:

- To strengthen the competencies of adult educators-practitioners supplying them with innovative and attractive training material and ICT tools based on the Lifestyle entrepreneurship (LSE) approach;
- To develop the basic and specific adult educators’ competencies working with disadvantaged learners with a focus on innovative ways of outreach and delivery of learning activities.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-LT01-KA204-013404>





Bulgaria



GOOD PRACTICE 4

Title of practice: Webinar 2 learn – video conference use for adult learning

Name of organization(s): Management Observatory Foundation (MOF)

The timeframe of practice: 2011

Place of implementation: Bulgaria, Slovakia, Poland, Austria

Methodology(s):

During the "How to Webcast – new media use in the efficient learning processes" project partners from Poland, Czech Republic, Lithuania, and Scotland composed from experiences of different projects and good practices the Webcast Training Methodology (WTM). WTM and Trainers Manual (TM) was the only structured and complete approach to webinars in Europe. During Webinar 2 learn project we revised and deepened the WTM and transferred it to Bulgaria, Slovakia, and Austria. The WTM was transformed to Webinar Methodology (WM) – a name that better reflects actual trends of on-line trainings. We had capitalized on the experience of testing WM in the new countries, added a new value, and enriched it with blending approaches. The second aim was to raise awareness of streaming media use in education among trainers and educators. This also fostered exchange mechanisms between the project partners, beneficiaries and training institutions.

Results and impact of the practice:

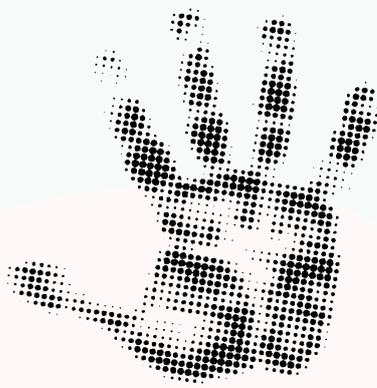
The project results were WM, TM, content-related materials, and training programs. The project resulted in the development of skills and knowledge of trainers and employees of educational institutions in the area of webinars and other streaming media use. Trainees, trainers, and HR department employees that participated in webinars (educational webcasts) realized that it is an efficient alternative for traditional trainings and can be easily blended with other types of education. They knew also that it requires certain knowledge, know-how, and appropriate approach. Training companies and trainers heavily hit by the crisis now face the growing demand for webinars and have to learn fast how to run them.

Summary of the practice:

In 2009 and 2010, nearly every European country was affected by the economic crisis. According to the EUROSTAT, the percentage of European adults who participated in trainings dropped in 2009 to 9,3%. The rapid development of the webcasting market was possible due to the growing popularity of high-speed internet access and dropping prices of webcasting software. Trainees, trainers, and HR department employees that participated in webinars (educational webcasts) realized that it is an efficient alternative for traditional trainings and can be easily blended with other types of education.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-LT01-KA204-013404>



Bulgaria



GOOD PRACTICE 5

Title of practice: *e-Mentoring: New skills and competencies for new jobs*

Name of organization(s): SOCIALINIŲ INOVACIJŲ FONDAS

The timeframe of practice: 2011

Place of implementation: Bulgaria, Lithuania, Italy, Great Britain, Finland, Germany, United States

Target group (s): ts in Higher Education and Vocational Education and Training (VET) institutions and adults to get employment-related skills/competencies for the re-/entering fast-changing labor market.

Methodology(s):

- Open Educational Resources (OER) for self-directed learning
- ICT-enabled learning solutions (Web 2.0, Moodle, etc.)
- Self-training e-Learning courses
-

Results and impact of the practice:

Collection of good practices and tools for increasing employability and entrepreneurship were developed as OER to enhance the e-Mentoring process. Social networks were created to promote e-Mentoring model worldwide.

Envisaged impact - to increase capacities of Higher Education, VET students, and adults to re-/enter labor market.

The project developed the Self-training e-Learning courses for 3M-actors published openly with Web 2.0 tools to cover common learning needs on e-Mentoring management and resulting in an e-Learning platform for e-Mentoring with e-Guidebook.

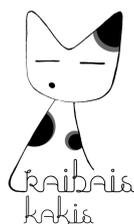
Summary of the practice:

The project creates a possibility to share good practice experiences on mentoring in 3 educational sectors, to transfer best solutions into the common e-Mentoring model, to enhance the e-Mentoring process by integrating Open Educational Resources (OER) for self-directed learning on employability and entrepreneurship into e-Mentoring model. ICT-enabled learning solutions (Web 2.0, Moodle, etc.) enhance productivity and accessibility of e-Mentoring ensuring its common use in 3 educational sectors.

Online information:

- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/EACEA-511579>

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Project summary in English

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-3-LV02-KA205-002794>

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