

NEW IDEAS NEW GOALS

PROJECT RESULTS MAGAZINE

ARTICLES ON:

Education

Digital Transformation

Social Entrepreneurship

Environment and Fight
against Climate Change

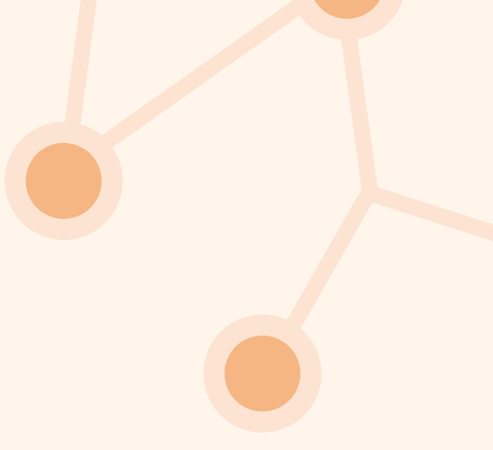
Social Inclusion

VET

Expert Corner

ISSUE 7 | NOVEMBER 2025

creating a sustainable and inclusive
Europe



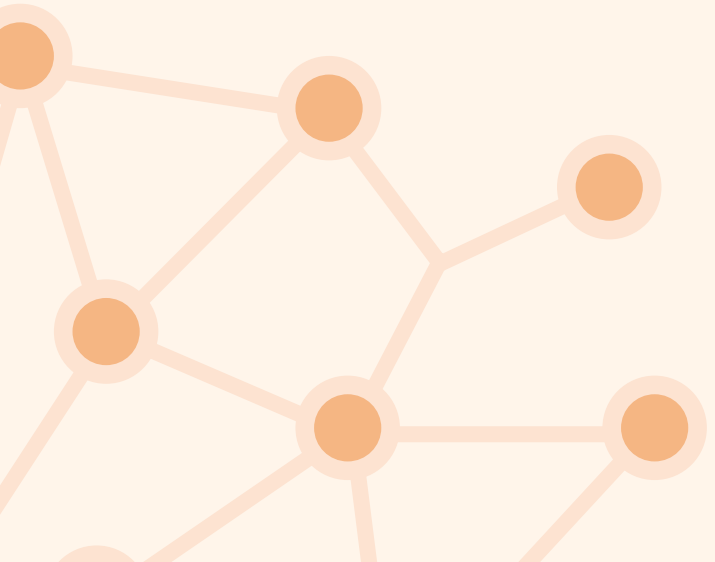
NEW IDEAS NEW GOALS MAGAZINE

EProjectConsult, have created this magazine entitled “New Ideas, New Goals” used to share and publish this year’s network activities from across Europe! It is an opportunity to document the results of the network, featuring the various organisations that have participated as well as the projects they are currently undertaking as a result.

The magazine, as a useful dissemination tool for the network’s partners, shows organisations, projects and their intellectual outputs.

This publication is the seventh issue.

The magazine is available both online and in hardcopy.



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Ignitorhub networking event 2024 (Budapest)



10 YEAR ANNIVERSARY EDITION

We are delighted to celebrate a remarkable milestone -10 years of collaboration, innovation, and shared growth within our European network. Since its beginning in 2015, what started as NETWORK - New Ideas for New Opportunities has evolved into IgnitorHub, a vibrant European community that continues to connect professionals, institutions, and organizations across sectors and countries.

Over the past decade, our network has become a space where ideas ignite and transform into impactful projects. Through countless partnerships and initiatives, we have supported the development of co-financed projects, promoted lifelong learning, and fostered innovation across Europe.

IgnitorHub today stands as a central hub for creativity, collaboration, and progress - a place where businesses, startups, educators, researchers, and local communities come together to share knowledge, experiences, and opportunities. Together, we have built a tradition of trust, inspiration, and partnership that continues to grow stronger each year.

This year, we are especially pleased to highlight that Know and Can Association from Sofia, Bulgaria has taken the lead in organizing and hosting the annual IgnitorHub event. We are happy to welcome all participants to two days of inspiring sessions, collaborative discussions, and networking opportunities that will spark new ideas and strengthen our shared European vision for the future.



SOFIA, BULGARIA

November 26th and 27th, 2025

Grand Hotel Millennium

✓ **European organizations for collaboration, networking & innovation**

✓ **Activities: ideas sharing, Erasmus+ expert talks, speed dating for partnerships**

✓ **Boost your growth: connect, get inspired, and present your project ideas**



JOIN THE MOVEMENT!



ARTICLES ON



EDUCATION



REVOLUTIONAL LEVEL OF EDUCATIONAL DIGITAL TRANSFORMATION

AN ARTICLE BY **VALUEME**
SIDLE.EU

VALUEME
- BULGARIA

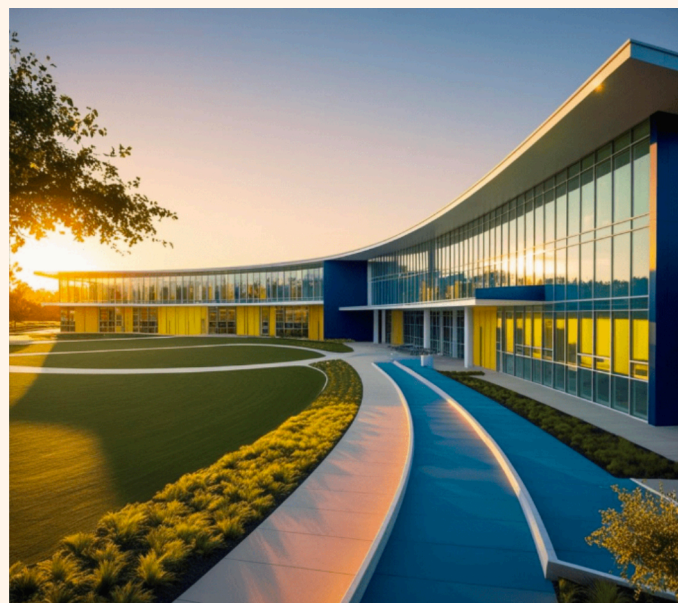


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ValueMe is an AQ CERT certified center/HUB for educational and training activities, accredited by the Bulgarian Accreditation Service Executive Agency (BAS).

We are a strategic educational partner of schools in the transition to adaptive and sustainable education.

As a leading provider of personalized / custom, tailored / pedagogical solutions, ValueMe combines expertise in digital pedagogy, instructional design and innovation to support educational institutions in adapting to Generation Alpha. We offer adaptive learning paths, frameworks, models, curricula, micro-learning with credits, assessment strategies - from basic digital literacy and green transformation to the implementation of AI-tools with working pedagogical methodologies.



ValueMe: Pioneering Pedagogical Transformation

ValueMe is a certified educational and training provider based in Sofia, Bulgaria.

. It excels in delivering high-impact, competency-based learning and digital education across diverse sectors—school education, youth development and training

ValueMe's expertise spans:

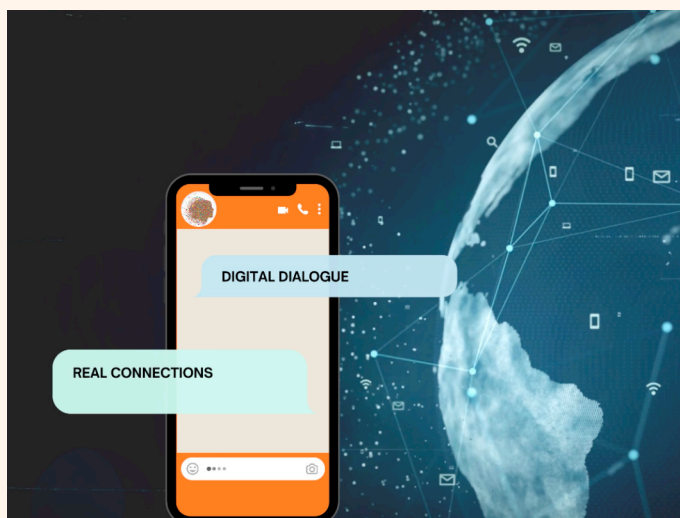
School Education: Teacher training, digital pedagogy, gamification, competency-based curriculum design, inclusive and adaptive methodologies, green innovation, and STEM-focused experiential learning.

Youth & Non-Formal Education: Digital mentorship, entrepreneurship, media literacy, social inclusion, and mental well-being strategies . Soft skills development, digital literacy, AI fundamentals, and accessible training for marginalized groups.

ValueMe also provides a wealth of open-access resources developed under its European projects—like digital toolkits, workshops, and printable materials—for broader application and impact.

SIDLE: Social Interaction in Digital Language Environment.

The SIDLE project is spearheaded by ValueMe and supported under the Erasmus+ KA220 cooperation partnership from Norway, Turkey, Greece, and Italy. A key deliverable is the SIDLE Methodology Framework—a compendium of best practices, digital tools, pedagogical approaches, and interactive activity designs intended to foster social interaction within digital language learning environments. Additionally, SIDLE has recently expanded its online presence by launching a growing Resource Centre featuring , training program, tools and materials dedicated to enhancing social interaction in digital language learning.



PROJECT: SIDLE

2023-1-BG01-KA220-SCH-000161759

Our project results will be tailored to the specific needs and context of each country and region, and will involve collaboration among educators, policymakers, language society organizations, and other stakeholders. The goal is to create an educational environment that prepares students to participate and communicate effectively to think more critically about their language use and to adapt their communication style to fit different contexts and audiences.

INTELLECTUAL OUTPUTS

- Establishing Common Ground for Implementing SIDLE Methodology
- Enhanced SIDLE e-training program for Professional Development
- Toolkit for language teachers to enhance intercultural communication skills
- Handbook for language teachers' creativity and adaptability



Adi Konedareva is an instructional design specialist, expert in European educational programs, and the first certified Google Trainer in Sofia. She began her career as an English teacher in a provincial school and later at the Second English Language High School in Sofia. There she led the transformation of her class into a pilot digital classroom and helped the school become the first Google Reference School in the capital.

Her professional expertise extends to designing innovative learning experiences, implementing the 1:1 digital model, and building strong school-student-parent connections. She has extensive experience in international cooperation through Erasmus+, developing strategic partnerships with institutions in over 10 European countries. Her projects have focused on civic education, sustainability, digital competences, leadership, and inclusive learning, with tangible results integrated into school practices.

Today, Adi is the founder of Teacher's Café, a professional community for educators, and a recognized leader in applying instructional design and AI as tools for meaningful educational change.

Adi Konedareva

ValueMe



BUILDING BRIDGES, BREAKING BARRIERS: DESIGNING INCLUSIVE DIGITAL HUBS FOR PEOPLE WITH DISABILITIES

AN ARTICLE BY **BOSEV**
DIVERSHUBILITY.EU

**BÜYÜK ORTADOĞU SAĞLIK
VE EĞİTİM VAKFI (BOSEV)**
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Büyük Ortadoğu Sağlık ve Eğitim Vakfı (BOSEV) is a non-profit foundation based in Türkiye, established in 2009. BOSEV integrates healthcare, education, vocational training (VET), and ICT innovation to support lifelong learning, mental health, and social inclusion. The foundation operates hospitals, rehabilitation centers, and medical facilities, providing training to caregivers, students, and educators. BOSEV is active in EU-funded projects and develops gamified digital platforms, micro-credentialing systems, and tools for vulnerable groups, especially women, migrants, and individuals with special needs. Its mission centers on community well-being, inclusive education, and sustainable innovation across healthcare and education sectors.



The digital age has transformed how we learn, work, and connect—but for people with disabilities, accessing digital resources remains a persistent challenge. The DiversHubility project, co-funded by the Erasmus+ Programme, responds to this gap by reimagining learning environments that are not only digital but truly inclusive. Our mission is simple yet ambitious: to co-create accessible e-learning hubs that empower people with disabilities through tailored tools, collaborative content, and a community-first approach.

The Need for Inclusive Digital Education

According to the European Disability Forum, over 87 million Europeans live with some form of disability. Yet many are excluded from digital learning due to poor platform design, inaccessible content, or lack of support structures. While the Digital Education Action Plan (2021–2027) promotes digital equity, there is an urgent need to translate this vision into practical, inclusive strategies—especially for marginalized learners.

The DiversHubility project bridges this gap by bringing together organizations from Italy, Türkiye, Slovenia, and Ireland to design and test hybrid learning spaces informed by universal design for learning (UDL) principles and co-creation with persons with disabilities.

From Consultation to Co-Creation

What sets DiversHubility apart is its deep commitment to user engagement. Our approach doesn't just consider learners with disabilities as

beneficiaries but includes them as co-designers of the digital space. Through structured interviews, focus groups, and national workshops, we've gathered over 100 firsthand perspectives that inform every element of our platform—from interface design to training content.

Each partner piloted unique use cases: BOSEV (Türkiye) focused on cognitive accessibility for learners with mental health challenges, while the Irish team explored inclusive communication strategies using simplified text and voiceover features. Meanwhile, the Italian team experimented with tactile feedback and symbol-based navigation systems for users with sensory impairments.

A Platform for Empowerment

The resulting platform is more than just a learning management system—it's a community hub. It houses explainer videos, interactive modules, accessible infographics, and a repository of success stories from real users. Built with WCAG 2.1 accessibility standards and translated into multiple languages, the platform ensures multi-layered access for diverse users.

A major highlight is the Good Practice Gallery—a space where users and trainers can share locally adapted learning tools, building a library of grassroots innovation. This peer-exchange mechanism promotes sustainability and scaling beyond the project's duration.

Rethinking Inclusion

Beyond the technical achievements, DiversHubility calls for a shift in mindset. Inclusion is not a checkbox—it's a continuous process that starts with listening. Our experience proves that inclusive design benefits everyone: clearer navigation helps all users, plain language improves comprehension, and multimodal content enhances engagement. As we prepare to disseminate our model across Europe, DiversHubility offers a replicable framework for any institution seeking to improve digital accessibility. Policymakers, educators, and technologists must come together—not just to accommodate—but to empower.

PROJECT: TRAINING AND ENTREPRENEURSHIP PROGRAMS FOR PEOPLE WITH DISABILITIES

DiversHubility addresses the social and labor exclusion of young people with disabilities by equipping them with essential digital, green, and entrepreneurial skills through inclusive and flexible learning models. The project aims to develop a fully accessible, multilingual online training platform (D-HuB).

Objectives:

Enhancing digital and soft skills for youth with disabilities.

Supporting youth educators and trainers with inclusive methodologies.

Promoting accessible learning using universal design and WCAG standards.

Encouraging active citizenship and labor market integration.

INTELLECTUAL OUTPUTS

The diversHubility project delivers two main intellectual outputs aimed at improving employment opportunities for people with disabilities. Output 1 is a professional university-level course titled "Diversity Management and Work Inclusion of People with Disabilities", tailored for both business managers and health professionals with disabilities, fostering inclusive workplace practices. Output 2 is an open-access digital Toolkit Platform with modular educational content, including video lessons, resources, best practices, and self-assessment tools. It serves both people with disabilities seeking to upskill and organizations aiming to improve inclusion standards in the workplace, thus bridging education, employment, and accessibility gaps.

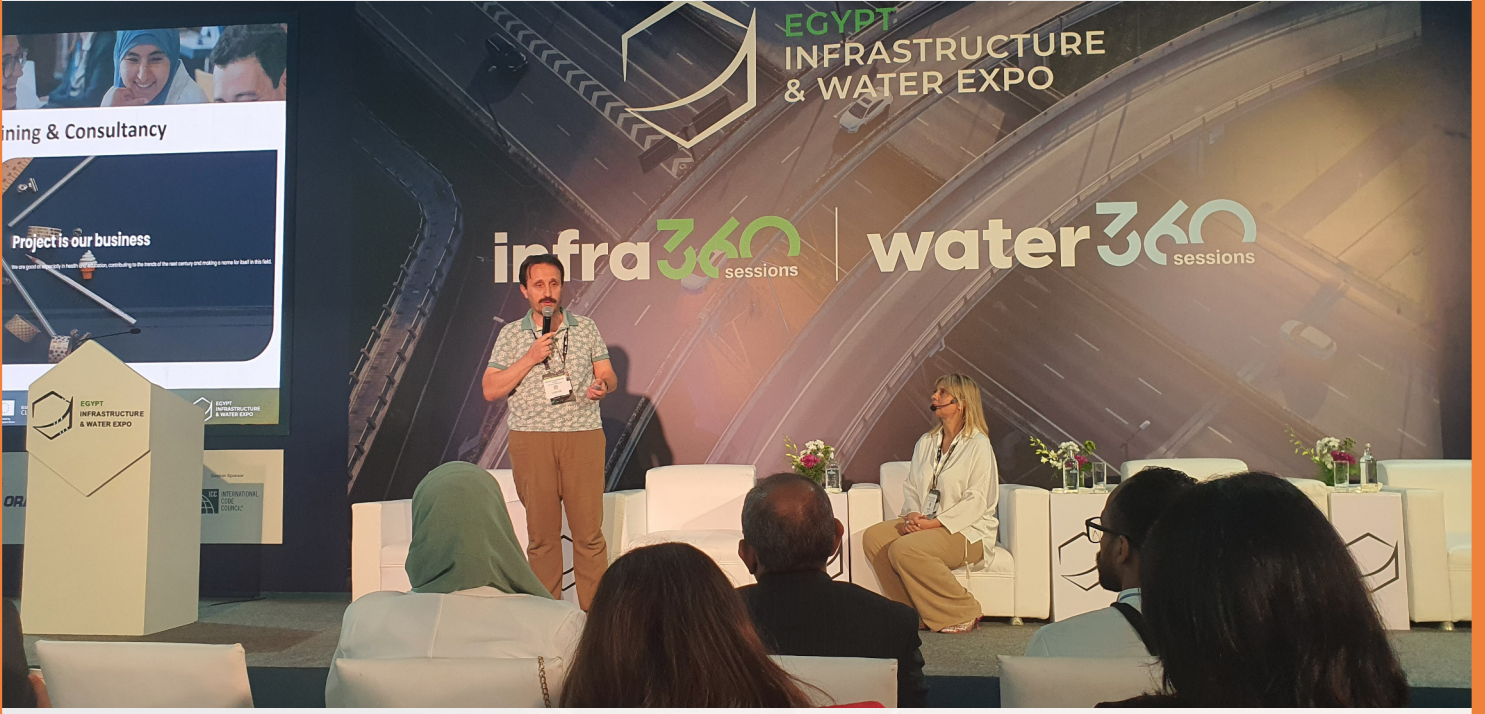




Following our presentation and activities at the recent Learning, Teaching, and Training Acquisition in Tunis, our interactions and shared experiences with fellow Tunisian teachers were a truly unique experience. This moment reaffirmed the importance of our digital transformation in vocational education and training. Our SHIFT approach brought together local vocational education and training providers, employment agencies, and NGOs to develop inclusive strategies, particularly for women and young people in vocational training, and leveraged digital tools for visibility and microlearning.

BOSEV

**Büyük Ortadoğu
Sağlık ve Eğitim Vakfı**



EU Projects Expert and Coordinator of International Cooperation Projects Ercan Küçükarslan is a seasoned expert in education management, digital innovation, and EU-funded project coordination. With over 20 years of experience, he has led and participated in numerous Erasmus+ projects across VET, adult education, digital inclusion, and social impact domains. As the head of Mamak District Directorate and BOSEV's project and innovation unit, Ercan has designed and implemented training models integrating AI, mental health, and green skills. He holds multiple academic experiences and a strong advocate for inclusive education, digital transformation, and community empowerment. His work has significantly contributed to policy alignment, capacity-building, and sustainable development across Europe and neighbouring regions.

Ercan Küçükarslan

Project Manager: BOSEV (Büyük
Ortadoğu Sağlık ve Eğitim Vakfı)

THE VITAL ROLE OF DUAL CAREERS IN SPORTS

AN ARTICLE BY **SPORT INNOVATION HUB**

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SPORT INNOVATION HUB
- SPAIN



team@sportinnovationhub.com

Sport Innovation Hub (SIH) is a Spanish Sport Tech SME driving innovation and science in sport. Recognised regionally with funding and awards (Margarita-Salas Innovation Company 2023), SIH has significant impact. Nationally, they partner with key institutions like the Spanish National Olympic Committee, universities, and federations, ensuring broad stakeholder access. At the European level, their network includes National Olympic Committees, International Federations, companies, and sport clubs. SIH provides technological and scientific expertise in Sport Sciences, supported by a multidisciplinary team of Sport Scientists, Engineers, and other specialists. They conduct pioneering research across areas like physiology, sport sciences, and sports medicine,



The world of sports is rapidly evolving, demanding a new kind of athlete, one who can achieve high-level performance while simultaneously building a sustainable future. This concept, known as a dual career, is at the heart of the STARS project, the first Centre of Vocational Excellence in the field of sports. While dual careers represent a key focus, they are but one example of how STARS is applying a holistic approach to modernize the sports sector and create a workforce prepared for the future.

The journey of an athlete is often demanding and complex, with a career that can be short-lived and provide little financial security. Many face the prospect of a sudden transition to the workforce without the necessary skills or qualifications. The STARS project directly addresses this by championing a holistic approach that integrates a high-level sports career with education, training, and a future profession. This is not merely a backup plan; it's a vital strategy for the well-being of athletes and the long-term health of the entire sports sector.

To tackle this challenge, the STARS project's Dual Career Building Block focuses on practical solutions. We have mapped existing support programs and best practices across Europe, and

are currently creating a role model for an Athletes Dual Career Support Service within sport schools. Our research, which includes desk-based data collection and interviews with key experts, aims to uncover how these support systems function and where the gaps lie. The ultimate goal is to design a personalized tutorship and mentoring program that fosters both vocational and higher education pathways. We hypothesize that successful dual career services must effectively integrate academic and athletic development, offering flexibility and personalization to meet the individual needs of the athlete.

The dual career initiative, however, is just one part of a much larger, coordinated effort. The STARS project's true power lies in its holistic framework of skills partnerships, which tackles a range of interconnected challenges facing the sector. Beyond dual careers, the project's "building blocks" address other critical areas like anti-Gender Based Violence or the development of innovative financial models for sports education. This comprehensive approach, guided by the European Commission's Pact for Skills methodology, brings together diverse stakeholders, from ministries and federations to schools and businesses, to ensure the entire sports ecosystem is equipped for a rapidly changing world.

By using a single, coordinated framework to address multiple challenges, STARS is not just building a model for dual careers; it's creating a lasting legacy of collaboration and excellence in sports education that will benefit the sector for years to come.



PROJECT: STARS

Project ID: 101143990. The STARS project, or "Shaping Talents and Achieving Vocational Excellence in Sports," is an innovative initiative funded by the EU's Centres of Vocational Excellence (CoVE) program. It is dedicated to transforming sports education and training by bridging the gap between academia, sports institutions, and the professional world. The project's main objectives include promoting regional development and innovation, upskilling and reskilling the paid and volunteer sports workforce, and establishing sustainable skills partnerships. A key element is the creation of a European-level Large-Scale Skills Partnership (LSP) and four Regional Skills Partnerships (RSPs) in France, Germany, Greece, and Spain. By aligning with the European Commission's Pact for Skills, STARS aims to ensure the sports sector is equipped to handle key challenges such as the digital and green transitions, fostering a more inclusive and sustainable industry for the future.

INTELLECTUAL OUTPUTS

The intellectual outputs of the STARS project, referred to as "Building Blocks," are designed and developed as part of the Conceptualization and Design and Building Blocks of a Holistic Sports COVE Model. These 8 Building Blocks are intended to be elements that a Sports VET School should incorporate to provide excellent, market-oriented Sports Education.

The 8 Building Blocks are:

- Building Block 1: Open Sports Schools - Community Engagement
- Building Block 2: Dual Careers for Athletes
- Building Block 3: Anti-GBV and Radicalization in Sports
- Building Block 4: Applied Research in Sports
- Building Block 5: Learning pills for upskilling of Sports Professionals and Educators
- Building Block 6: Validation of prior and informal learning
- Building Block 7: Financial Models for Sports Education
- Building Block 8: Mega Sports Event Management

GAMIFYING SAFETY: RETHINKING BULLYING PREVENTION

AN ARTICLE BY **KNOW AND CAN ASSOCIATION**

KNOWANDCAN.COM/EN/

**KNOW AND CAN
ASSOCIATION
- BULGARIA**



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

Bullying is not a new problem in European schools, but its face has changed. Incidents are becoming more organized, more violent, and increasingly digital. Cyberbullying in particular knows no classroom walls or time limits; it can follow a child home and grow in intensity through the power of networks. For teachers and parents, this evolution creates enormous pressure to find new, effective strategies. Across the European Union, nearly one in five students reports being bullied regularly. The consequences reach far beyond the school years: reduced academic performance, absenteeism, and in some cases long-lasting psychological harm. It is clear that rules and punishments alone are not enough. Prevention must be proactive, inclusive, and rooted in education.

Children who feel safe at school are more engaged and achieve better results. Creating secure and inclusive environments is therefore not only a moral responsibility but also a condition for academic success. Research has shown that educational and experiential approaches (from social-emotional learning to gamification) reduce aggression and foster empathy.

Traditional lectures about bullying often fail to reach students. Young people live in a world where interaction, challenge, and play are central to their daily experience. This is why gamification has emerged as a promising tool. Through role-play and digital scenarios, learners can explore consequences, test reactions, and build empathy in ways that are both safe and engaging. Studies confirm that gamified learning strengthens motivation and improves long-term retention.

Teachers are crucial in addressing bullying, yet many report feeling unprepared, particularly in relation to online harassment. Training is therefore essential. Professional development that equips teachers to recognize subtle signs, intervene constructively, and foster respectful classroom



cultures creates ripple effects across entire schools. When teachers feel empowered, classrooms become calmer, students more engaged, and a culture of respect emerges. Teacher capacity-building is not simply an add-on, it is the backbone of effective bullying prevention.

The Erasmus+ project Strengthening Anti-Bullying Efforts: Addressing Violence in Schools around EU (SABE) responds to these challenges with an innovative approach. By combining gamified learning, teacher training, and community engagement, SABE aims to transform how schools prevent and deal with bullying. At the same time, SABE invests in teachers, providing training that helps them respond effectively to incidents and integrate prevention strategies across the curriculum. The project's whole-school perspective, involving parents, administrators, and policymakers, ensures that prevention becomes part of the culture rather than a one-off initiative. Bullying cannot be eliminated overnight, but the direction is clear. Europe needs strategies that are creative, research-based, and inclusive. Gamification, digital tools, and strong teacher training represent important steps toward safer schools.

Ultimately, prevention is not only about reducing conflict. It is about cultivating empathy, resilience, and respect — values that extend far beyond the classroom and into society. Every innovative effort, whether through projects like SABE or other initiatives, brings us closer to schools where every child can learn without fear.

PROJECT: SABE

SABE: Strengthening Anti-Bullying Efforts: Addressing Violence in Schools around EU
Nº: 2024-1-BG01-KA220-SCH-000248175

Bullying and violence in schools remain serious concerns across Europe, with cyberbullying adding new challenges for students, teachers, and families. The Erasmus+ project Strengthening Anti-Bullying Efforts: Addressing Violence in Schools around EU (SABE) aims to tackle these issues in innovative ways.

The project introduces a gamified learning platform for students aged 7–16, helping them build empathy, cooperation, and resilience through interactive scenarios. At the same time, it provides training and resources for teachers, equipping them to prevent and respond effectively to bullying. By involving parents, schools, and communities, SABE works to create safer, more inclusive environments where every child can learn with confidence.

INTELLECTUAL OUTPUTS

The project will deliver a set of innovative and practical intellectual outputs designed to strengthen anti-bullying efforts:

- Research report: A detailed mapping of the current state of bullying and violence in schools across partner countries, to provide an evidence-based foundation for the project.
- Teacher training curriculum: Comprehensive materials and workshops to equip teachers with practical strategies for identifying, preventing, and addressing bullying.
- Bullying scenarios & pilots: Development of 6–12 detailed bullying scenarios (e.g., name-calling, social exclusion, physical, racial, disability, appearance-based, and online bullying), piloted in schools.
- Gamified digital learning platform: An interactive tool for students aged 7–16, using game-based learning.

CLOSING THE DIGITAL GENDER GAP OR WHY GIRLS BELONG IN ICT!

AN ARTICLE BY **KNOW & CAN LTD.**

EDU2KNOW.EU/EN/HOME-EN

KNOW & CAN LTD.
- BULGARIA



KNOW AND CAN

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Know&Can LTD, established in 2013 in Sofia, Bulgaria, is a licensed Center for Career Guidance and Information (License No. 201614045) and ISO 9001:2015 certified training provider. Its mission is to equip youths and adults with knowledge, skills, and qualifications to meet labour market demands. The organisation delivers educational courses, teacher training, language programs, career counselling, and educational consulting, using modern, interactive methods such as simulations, role play, storytelling, and digital activities. A member of IVETA, with its Director serving as Vice-President for Eastern Europe and Central Asia, Know&Can actively participates in national and international educational projects and initiatives.



The digital revolution is reshaping our societies, yet half of Europe's population remains underrepresented in its most dynamic fields. Women account for less than 20% of ICT specialists in the EU, and the root problem begins early. In schools, girls are less likely to choose ICT-related subjects, and when they do, they often face stereotypes, lack of encouragement, or the absence of visible role models. The foundations of digital skills are built in childhood and adolescence. If girls are not encouraged to code, explore robotics, or see themselves in future ICT careers, the imbalance persists into higher education and the workforce. Research shows that by the age of 15, many girls already perceive ICT as "not for them." This is not due to lack of ability but rather to cultural and social barriers that limit aspirations. Early empowerment changes trajectories. UNESCO studies highlight that engaging girls in ICT before secondary school significantly increases the likelihood of them pursuing digital studies and careers later on. The challenge is not a lack of interest, but the environment in which that interest is either nurtured or discouraged.

One proven strategy to shift perceptions is mentoring. When girls meet women who have succeeded in ICT, they gain both inspiration and practical guidance. Mentors help demystify career pathways, share experiences of overcoming challenges, and provide encouragement at moments of doubt. The presence of female role models also challenges stereotypes, making it clear that technology is not an exclusively male domain.

Mentoring works best when it is embedded in broader school initiatives. Structured programs that connect girls to ICT professionals, combined with hands-on digital activities, make abstract career paths concrete and attainable.

Teachers have enormous influence in shaping students' attitudes toward ICT. However, many classrooms still rely on "gender-blind" teaching approaches, which inadvertently reinforce bias. Boys may be encouraged to experiment and take risks in coding, while girls receive praise for diligence and neatness. Training educators to adopt gender-responsive methods, encouraging curiosity, valuing creativity, and ensuring equal participation, can transform the learning experience.

Whole-school approaches, involving families and communities, also matter. Parents often guide children's career expectations, and community support can reinforce the message that ICT is a space for everyone.

Across Europe, new initiatives are tackling this issue. One example is the Erasmus+ project LeadHER, which develops teaching frameworks, DigiSphere activities, and mentoring schemes to support girls in ICT education. By training teachers, engaging families, and connecting students to role models, the project demonstrates how schools can build more inclusive pathways into digital careers. Closing the digital gender gap is not just about equality - it is about Europe's future. Without the participation of women, the ICT sector loses half its potential innovators, problem-solvers, and leaders. Encouraging girls to explore ICT from an early age, supporting them through mentoring, and training teachers to challenge stereotypes are vital steps. Each girl who discovers her potential in digital skills strengthens not only her own future but also the competitiveness and inclusiveness of Europe's digital society.



PROJECT: LEADHER

LeadHER: Teaching Framework for boosting ICT literacy and jobs for girls in basic and secondary education - Nº: 101195675.

LeadHER project aims to address the gender gap in ICT literacy and careers through gender-responsive education and policymaking. Targeting Bulgaria, Portugal, and Spain, it will be implemented over two school years.

LeadHER's primary goal is to address barriers that prevent girls from pursuing ICT studies and careers, aiming to create a sustainable impact on gender equality in the sector. This includes enhancing girls' exposure to ICT through tailored pedagogy and resources, fostering their interest, and dismantling stereotypes.

Key activities include developing and implementing the LeadHER ICT Gender Balance Teaching Framework, which includes: structured mentoring schemes that connect girls with female role models in ICT; a Teachers' Toolbox ensuring educators can create inclusive classrooms that support and encourage girls; a programme to engage families and community members to foster broad support for girls' interests in ICT.

INTELLECTUAL OUTPUTS

Expected results and outputs:

1. A validated LeadHER ICT Gender Balance Teaching Framework accessible to teachers and policymakers.
2. A curriculum (25+ hrs) for teacher training, supported by a practical toolbox of DigiSphere activities.
3. At least 1200 students reached across participating schools, with measurable improvements in ICT literacy, self-efficacy, and interest in ICT careers.
4. 90+ teachers trained in gender-responsive practices.
5. 30 female mentors/role models engaged in pilot activities.
6. 12 policy workshops across partner countries, producing evidence-based roadmaps.
7. A strong communication and dissemination strategy, including a project website, social media presence, and 20+ outreach events.

My name is Natalia, and since 2009 I have been part of Know and Can family, where I work as an Expert in Programmes and Projects. Over the years, I have had the chance to be involved in so many different projects, each one with its own story, challenges and rewards. One of the things I value most about my work is exactly this diversity. One day I might be working on an online learning platform for teachers, the next on a mobile app that helps young people build new skills, and then on a game designed to make education fun again. Every project is like a puzzle: it takes time, creativity and teamwork to fit all the pieces together until we see a complete picture. It's like opening a new door, behind it are new people, new cultures, new challenges and always something to learn.

I often say that this profession had found me, not the other way around. As a student of European Studies, I started helping with small project tasks just to earn a little extra. But step by step, I discovered how exciting it is to turn an idea into something real and how much you can grow along the way. And 16 years later, this excitement is still with me.

What inspires me most is that no two days are alike. Each project brings new topics, new people, and new lessons. This constant change keeps me curious, motivated and grateful. For me, Know and Can is not only a workplace, but also a family where I have found precious colleagues, friends, and countless memories and opportunities to grow. And the greatest reward of all? Seeing how projects empower others to learn, to create, and to believe in themselves.

Natalia Shalamanova
Know & Can Ltd.





PROJECT: CO.DE. CO-DESIGN LEARNING FOR THE SCHOOL OF THE FUTURE

by BOSEV

The Co.De. project, 2023-1-ES01-KA220-SCH-000154536, aims to foster innovation in school education by promoting co-design as a method to modernize learning environments and pedagogical approaches. It brings together schools, researchers, and education professionals from across Europe to rethink how learning spaces and teaching methods can be co-created by educators and students. The project enhances collaboration between key actors in the school community, introducing participatory design methodologies into educational planning. With a strong focus on digital tools, inclusivity, and creativity, Co.De. supports the development of tailored solutions for each school's unique context. Mamak MEM, under the leadership of Dr. Bilal KILINÇ, is contributing through piloting activities and teacher training workshops in Türkiye. The outcomes will serve as models for how participatory design can be scaled across Europe, reinforcing engagement, motivation, and innovative thinking in education.

INTELLECTUAL OUTPUTS

The Co.De. project produces impactful intellectual outputs that promote inclusive, collaborative school transformation. Outputs include a Research Report mapping current co-design practices and trends; the Co.De. Framework, which offers pedagogical and practical guidance; and a Digital Toolkit supporting schools in applying co-design principles. The project also develops pilot co-designed learning environments in participating schools and a Training Programme that empowers educators with co-design methodologies. These outputs collectively aim to enhance student engagement, creativity, and inclusion by integrating learners, teachers, and communities in the educational design process.

PROJECT: GAMEY by Know & Can Ltd.

GAMEY - Gamified Approach to Money Education for Youth.

The GAMEY project (Nº: 2024-1-PL01-KA220-YOU-000251498) aims to boost financial literacy among youth through gamified and interactive learning. By equipping young people with essential financial skills, they'll be better prepared to make informed financial decisions and manage personal finances. The initiative will also foster a learning community that supports youth development and economic engagement.

INTELLECTUAL OUTPUTS

Leveraging partner expertise, GAMEY will develop tools and training to enhance financial awareness and skills, including the GAMEY platform for sustainable knowledge-sharing.

Main project results:

- improved financial knowledge
- an interactive educational platform
- an innovative training program
- competitive elements
- an European network for financial education

ARTICLES ON

DIGITAL TRANSFORMATION



FROM TRADITION TO INNOVATION: HOW AI IS TRANSFORMING ARTISTIC AND CULTURAL EXCHANGE

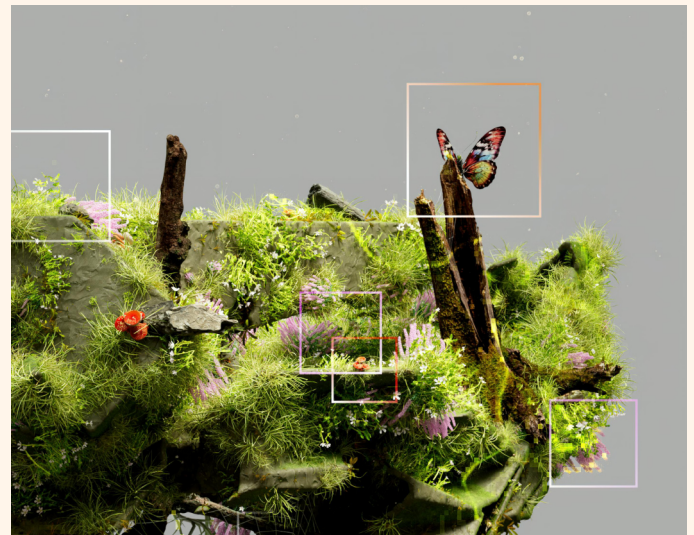
AN ARTICLE BY **A ROCCA ASSOCIAZIONE ARTISTICA CULTURALE**
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A Rocca is a nonprofit organisation based in the Province of Messina, active since 2007 in youth and adult education, social development, and international cooperation. Committed to inclusion, civic participation, and intercultural dialogue, it is a key reference point for European initiatives in Sicily, particularly within the Erasmus+ programme. Through local and international projects, the organisation promotes non-formal education, digital innovation, green transition, social inclusion, human rights, culture, creativity, and heritage. It also supports sustainable tourism and local development, working to build resilient, innovative, and supportive communities.



Digital tools are reshaping how we learn and create, and the intersection of art, culture, and artificial intelligence (AI) offers new possibilities. For over two decades, A Rocca Associazione Artistica Culturale has promoted cultural dialogue, creativity, and lifelong learning through art and international exchange. Our participation in the Erasmus+ project EXChange AI – Expeditions for Change marks a new step in this evolution, bridging tradition with innovation.

While AI is often associated with automation and data, its most meaningful role in education lies in its capacity to enhance human creativity. At A Rocca, we view AI not as a replacement for artistic expression, but as a catalyst that can inspire new ideas, enable intercultural learning, and broaden access to knowledge.

AI and the Future of Adult Learning

Adult education thrives on adaptability. Yet many educators feel unprepared to integrate digital tools into their practice. EXChange AI, developed with partners from Bulgaria, Germany, and Italy, supports educators in gaining confidence with AI through tailored training modules, online

resources, and hands-on “learning expeditions.” This aligns with A Rocca’s philosophy of experiential learning and international exchange, encouraging teachers to rethink how creativity and critical thinking can coexist with intelligent technologies.

Creativity Meets Technology

Concerns that AI could diminish human creativity persist, but research suggests it can expand artistic potential. AI tools can assist with repetitive tasks, generate new artistic ideas, and support personalized learning. They can visualize cultural content, simulate artistic techniques, or facilitate multilingual communication. For A Rocca, these tools help create more inclusive and engaging cultural learning experiences. As part of EXChange AI, we are developing materials that show educators how to use AI in learner-centered ways while preserving the human connection essential to meaningful education.

A Learning Expedition for the Future

The project’s learning expeditions reflect our longstanding commitment to learning by doing. These immersive experiences allow educators to test AI tools in real environments and discuss the ethical, creative, and pedagogical implications of technology. A Rocca contributes by hosting activities and fostering collaboration across artistic, educational, and digital sectors.

Bridging Cultural and Digital Divides

Inclusivity remains a major challenge in the digital era. AI can help bridge gaps by personalizing learning, supporting accessibility, and aiding educators in identifying learners’ needs. Through EXChange AI, we explore how such tools can serve both urban and smaller communities where cultural institutions are essential to lifelong learning.

Looking Ahead

For A Rocca, integrating AI into adult education is a way to carry cultural heritage into the future. EXChange AI represents an invitation to learn differently, teach creatively, and strengthen connections across borders and generations.

PROJECT: EXCHANGE AI

EXChange AI (Expeditions for Change: Navigating the Skills & AI Landscape) is a pioneering Erasmus+ project that equips adult education professionals across Europe with the skills to embrace artificial intelligence in their teaching. Bringing together partners from Bulgaria, Germany, and Italy, the initiative combines training modules, online resources, and hands-on “learning expeditions” to make AI both accessible and practical in education.

At its heart, EXChange AI is about innovation and inclusion. Teachers and trainers gain new digital competences, institutions adopt cutting-edge methodologies, and learners experience engaging, future-ready education. From understanding AI tools to exploring real-world applications, the project fosters collaboration and knowledge exchange across borders.

Led by a strong international consortium, with Italy’s A Rocca at the forefront of content development and training, EXChange AI is shaping a new generation of educators who are prepared to meet digital challenges with confidence — and to inspire adult learners in an AI-driven world.

INTELLECTUAL OUTPUTS

- **AI Training Modules:** Tailored educational content for adult educators to understand and apply AI in their work
- **Online Learning Resources:** A comprehensive portfolio of self-paced materials and AI tools
- **Learning Expeditions:** Real-world training missions that explore AI implementation and digital skills enhancement in education

EMPOWERING ADULT LEARNERS THROUGH EMERGING TECHNOLOGIES: THE ETHLAE VISION

AN ARTICLE BY **CPIP-CENTER FOR PROMOTING LIFELONG LEARNING**
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CPIP works in the area of lifelong learning since 2005 and is committed to mainstreaming the principle of equal opportunities for all citizens in the public policies and associated practices, as an integral part of democratization and the creation of an open society, to re-define the status of community coproduction in all areas related to lifelong learning.



Emerging technologies such as Artificial Intelligence (AI), the Internet of Things (IoT), Augmented and Virtual Reality (AR/VR), and robotics are rapidly reshaping the way we learn, work, and interact with the world around us. Their potential to transform education is immense, offering new possibilities for engagement, inclusivity, and skill development across all sectors of society.

In the field of adult learning and education (ALE), however, a critical gap remains. While these technologies have been widely explored in various initiatives, there is still limited understanding of how to effectively embed them within adult education contexts, particularly in holistic literacy and life skills programmes aimed at vulnerable groups. Addressing this challenge is central to the Emerging Technologies for Holistic Literacy in Adult Education (ETHLAE) project.

Policy Context and Rationale

The ETHLAE project builds upon EU priorities, notably the European Commission's Digital Education Action Plan (DEAP), which responds to the urgent need for digital proficiency in education and society. DEAP highlights the role of emerging technologies (including AI, blockchain, and IoT) not only as tools for innovation but also as essential drivers of resilience and adaptability in the digital age. By integrating these technologies into curricula, the initiative aims to equip citizens with

the skills needed to thrive in a complex, technology-driven ecosystem.

ETHLAE complements this vision by focusing specifically on adult learners, seeking to bridge the gap between technological innovation and pedagogical practice.

Work Package 2: Mapping and Methodological Analysis

The project has recently achieved a major milestone with the successful completion of its second work package (WP2). This phase focused on mapping and conducting a methodological analysis of existing approaches, both in terms of technology integration and holistic literacy programmes for adults. The objectives of WP2 are to:

- Define a core methodological framework to guide the project's next activities (including the development of a toolbox, capacity-building scheme, and pilot initiatives).
- Map and analyse existing practices for implementing emerging technologies in education, with a special focus on lessons learned from schools and vocational education and training (VET).
- Map and analyse existing practices in holistic literacy programmes for adult learners, particularly those addressing vulnerable groups.
- Identify contextual obstacles and enablers for the implementation of ALE holistic literacy programmes, and explore how emerging technologies can strengthen inclusiveness and accessibility.

Looking Ahead

By laying this foundation, ETHLAE is now prepared to move forward with designing practical tools, strategies, and pilot actions that bring emerging technologies into the heart of adult education. The ultimate goal is to ensure that adult learners - not least those in vulnerable situations - can benefit from inclusive, innovative, and future-ready literacy programmes.

ETHLAE is not just about technology! It is about empowerment, equity, and preparing adult learners to navigate and contribute to a digital society with confidence!

PROJECT: EMERGING TECHNOLOGIES FOR HOLISTIC LITERACY IN ADULT EDUCATION

Project number: 101184061

Call reference: ERASMUS-2024-PCOOP-ENGO

The project aims to integrate emerging technologies into Adult Learning and Education (ALE) and holistic literacy programs. It supports ALE educators in designing inclusive, context-sensitive learning for vulnerable adults while promoting diversity and inclusion. By building educators' capacity, it enhances digital skills, teaching methods, and sustainability-oriented education through peer learning and professional exchange. The initiative also provides training, resources, and support to address digital transformation. Additionally, it promotes local learning centers and innovative spaces by piloting technology-embedded literacy programs within ALE organizations, fostering adaptable, inclusive, and future-ready adult education practices across diverse contexts.

INTELLECTUAL OUTPUTS

- Participatory approach: Engaging experts, ALE providers, and learners through Capacity Building Labs and pilot activities in five countries.
- Methodological analysis: Mapping and analyzing existing tools, methods, and practices for integrating emerging technologies in adult education.
- ETHLAE Toolbox: Developing a user-friendly repository with resources, tools, methodologies, and learning scenarios to support educators in applying emerging technologies.
- Capacity Building Labs and peer mentoring: Implementing a participatory programme to strengthen ALE educators' competences, involving adult learners in selected activities.
- Testing and piloting: Validating the ETHLAE Toolbox and learning scenarios through EAEA and All Digital networks.

DARE 4.0 – A JOURNEY TOWARDS INNOVATION IN DIGITAL AWARENESS

AN ARTICLE BY **PROMIMPRESA SOCIETÀ BENEFIT SRL**

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"Promimpresa Società Benefit S.R.L. is a dynamic VET provider with over 20 years of experience promoting socio-economic inclusion for NEETs, unemployed individuals, and young offenders. Headquartered in San Cataldo (Sicily) with offices across Italy, Promimpresa delivers upskilling programs, job counseling, and placement services, supporting individuals and companies. Through its European Projects Department, Promimpresa coordinates Erasmus+ and international initiatives focused on education, inclusion, and sustainable development. With a team of experts and an extensive network of partners, it fosters mobility, professional development, and lifelong learning while supporting the reintegration of vulnerable groups into the labor market



The DARE 4.0 project (101083723) , a Virtual Exchange Programme funded by Erasmus+, is approaching its conclusion — and the results speak for themselves. This ambitious initiative has focused on strengthening digital awareness, entrepreneurship, and empowerment for young people, educators, and citizens across Europe and beyond.

Through the Virtual Exchange format, participants have been able to collaborate, learn, and connect across borders, bringing together diverse perspectives to co-create innovative solutions. Among the key outcomes are several interactive applications and prototypes that encourage users to reflect on their digital habits, engage in responsible online behavior, and build resilience against disinformation and harmful content.

A Final Gathering in Palermo

The DARE 4.0 journey will culminate with a final international event on 14 November 2025 in Palermo, Italy. This gathering will bring together project partners, stakeholders, educators, youth workers, and policymakers for a day of exchange and inspiration.



Highlights of the event will include:

A panel of expert speakers exploring the future of digital education and civic participation.

Live demonstrations of the tools and applications created during the project.

Interactive workshops where participants can experience and test the project outputs.

Networking opportunities to connect with professionals and institutions committed to building a safer and more inclusive digital society.

Looking Forward

As one of the Erasmus+ Virtual Exchange initiatives, DARE 4.0 has demonstrated the power of cross-border collaboration to promote critical thinking, digital literacy, and civic participation.

While the project is formally coming to an end, its tools and resources will remain available for educators, institutions, and citizens across Europe — ensuring that the project's impact continues to grow beyond its lifetime.

We look forward to welcoming you to Palermo and celebrating the achievements of this exciting initiative.



PROJECT: DARE 4.0

"Promimpresa Società Benefit S.R.L. is the coordinator of the Erasmus+ Virtual Exchange project DARE 4.0 – Digital Acceleration to empower young Entrepreneurs (Ref. N. 101083723 — ERASMUS-EDU-2021-VIRT-EXCH). The project enables youth across Europe and the Southern Mediterranean to participate in meaningful online intercultural exchanges as part of their formal or non-formal education. DARE 4.0 will engage 1,500 young people (18–30), youth workers, and young entrepreneurs from Italy, the Netherlands, Sweden, Lebanon, Tunisia, and Morocco, equipping them with the digital, entrepreneurial, and soft skills needed to drive economic and societal transformation. The project promotes diversity, inclusion, and active participation while bridging the digital divide. It fosters intercultural dialogue and develops interpersonal skills such as creativity, critical thinking, analytical reasoning, and collaboration, empowering youth to become drivers of innovation in their communities."

INTELLECTUAL OUTPUTS

- 5 Online facilitated dialogue on intercultural topics and themes
- 5 Online facilitated dialogues on digital topics and themes
- 5 IOOCs on digital marketing, crowdfunding, social media strategy, mobile app creation and coding. The IOOCs will be available on open licenses to ensure that the benefits and impact of DARE 4.0 is sustained beyond the project lifetime.
- 10 mobile apps created and tested by 60 young participants. The apps will be presented during the

DARE 4.0 Summit

- 20 young people participated in 1 interactive training on podcasts and storyline. Young participants will learn the basics of creating a story suitable for a podcast, how to use the professional voice recorders and voice editing programs.

ATTENTION! COMING SOON: MICRO-CREDENTIALS WITH THE EUROPEAN PROJECT DIGITMI

AN ARTICLE BY **DEFOIN - FORMACIÓN PARA EL DESARROLLO Y LA INSERCIÓN**
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DEFOIN (Training for Employment and Insertion of employed and unemployed workers) works in the Spanish country by providing certificates of professionalism and VET for employment. Count a national network of more than 200 training centers and has provide training opportunities to over 40,000 students.

The company collaborates with over 750 trainers with a large experience in the design, implementation, development and evaluation of training programs and holds collaboration agreements with universities, councils, chamber of commerce and businesses.

At EU level Defoin is member of Pact for Skills and member of different networks such as Anna Lindh Euro-Mediterranean Foundation or the Micro credentials EU Alliance.

After the summer break, the partners of the DIGITMI project (2023-1-AT01-KA220-ADU-000153178) are finalizing the e-learning platform, which will soon be available in English, Italian, French, German, Spanish, and Czech.

The platform is designed to support unemployed adults or those in professional transition in developing the digital entrepreneurial skills needed to create and grow a business.

The training offer will include micro-learning courses on key topics such as business planning, e-commerce management, social media marketing, SEO strategies, and website creation.

In addition to technical knowledge, the platform will also focus on soft skills, which are essential for every entrepreneur.

The project is now in the pilot phase and micro-credential validation stage. During this phase, the courses will be tested to ensure their quality, relevance, and practical usefulness for participants. In the coming weeks, DIGITMI will officially launch the platform, offering courses designed to develop concrete digital skills.

Why Follow DIGITMI?

Micro-credentials are a growing trend in education and professional training, as they allow learners to gain and certify specific skills in short, flexible formats.

Staying up to date with project news will ensure you can register as soon as the courses become available.

Participating in the pilot gives you the advantage of being among the first to experience the

platform, provide feedback, and benefit from specialized mentoring.

Invitation to Join the Pilot!

If you are interested in developing digital skills for entrepreneurship, you can register to take part in the DIGITMI platform pilot.

Selected participants will receive early access to the courses and specialized mentoring on the covered topics.

Pilot Registration Link:

<https://forms.gle/jib3Qhp1lcggqbgc9>

We encourage you to follow DIGITMI on social media and check regularly for updates so you don't miss the opening of registrations and other important news.



PROJECT: DIGITMI

DIGITMI (Empowering digital entrepreneurial skills of unemployed or in transition adults through microlearning)

The project aims to upskill unemployed and in transition adults. DIGITMI will develop a training package for these target groups covering (1) digital entrepreneurial competences and (2) e-commerce. The importance of e-commerce is significant as the market is expected to continue to grow, and traditional shopping habits are changing, especially due to the current external effects. E-commerce has reduced costs of launch than traditional shops, so it can be a good choice for those, who have a good idea but not enough financial capacity to start.

INTELLECTUAL OUTPUTS

Microlearning courses on topics such e-commerce management, social media marketing, SEO positioning, and set up of a professional website

A pilot phase of the courses followed by mentoring sessions where trainees will be supposed to assemble their "digital" business plan.

A micro-credential recognition scheme that allow the trainees to have the knowledge acquired certified through the open badges system.

NAVIGATING THE NEW DIGITAL CITIZENSHIP: WHY ETHICAL AI MATTERS MORE THAN EVER IN ADULT EDUCATION

AN ARTICLE BY **WAY S.A.S.**
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Way S.a.S. is a full-service production coordination company based in Italy, specialising in television programmes, commercials, films and documentaries across Europe. They handle everything from location research and planning, permits and crew/equipment rental, to full video production and editing. With a bilingual Japanese/Italian team and extensive local networks, they help clients shoot cost-effectively overseas — whether simply sending footage or offering complete turnkey video production.

As Europe moves deeper into an AI-driven era, the key question is not whether technology will shape our lives, but how—and who will be prepared to navigate its impact. AI already influences work, communication, creativity, and access to information, yet many adult learners and educators still lack the skills and awareness to engage with it critically. This gap is not merely technical; it is civic, ethical, and profoundly human.

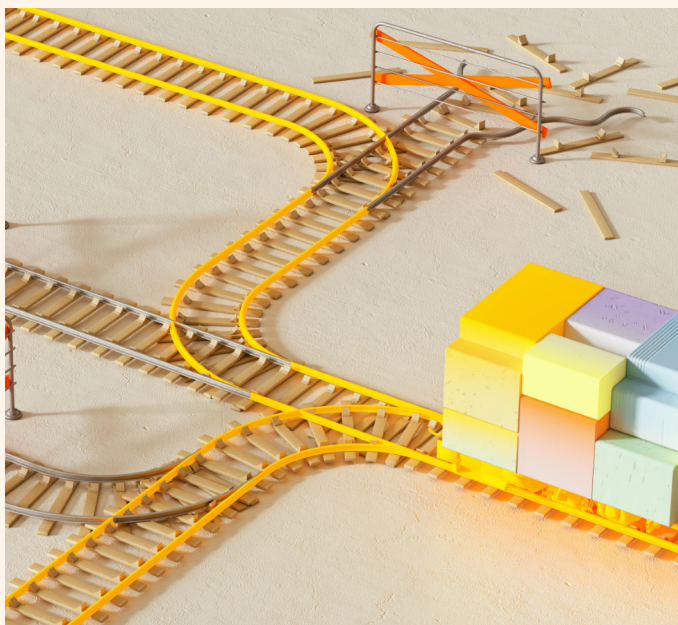
The Erasmus+ project Digital Citizenship Education (DCE), developed with partners from Bulgaria, Norway, and Italy, seeks to ensure Europeans become not just users of AI, but responsible digital citizens who understand how technology affects inclusion, creativity, and democracy.

From Digital Skills to Digital Citizenship

Traditional digital education has focused on technical proficiency, but the rise of AI changes the stakes. Algorithms increasingly shape what we see, learn, and choose. Digital competence must therefore expand to include ethical awareness and critical thinking. DCE aligns with the priorities of the European Year of Digital Citizenship Education 2025 by emphasizing that digital learning must cultivate responsibility as much as skill.

Why Ethical AI Matters in Adult Education

AI offers enormous possibilities for adult learning: adaptive platforms, intelligent tutoring systems, and data-informed teaching can support accessibility and personalized learning. Yet these benefits come with risks—bias, misinformation, privacy issues, and unequal access. Adult educators stand at the frontline of these challenges, but many lack the guidance and confidence to address AI's ethical dimensions. European Commission studies consistently



highlight the need for practical, approachable resources.

This is where DCE becomes essential.

Innovating Through Collaboration: The DCE Approach

DCE aims to build a European culture of conscious AI use by offering tools that are both ethical and practical. Its four key outputs—the Prompt-a-thon Toolkit, Digital & Ethical Competence Self-Assessment Tool, Practical AI Ethics Guide, and Methodology Handbook—equip educators to strengthen AI literacy and integrate ethical reflection into their teaching.

The Transformative Power of Prompt-a-thons

Prompt-a-thons offer a hands-on, collaborative model of learning. These creative labs allow participants to experiment with AI, gain confidence, and discuss real-world implications. They show that AI is accessible, useful, and capable of supporting inclusion and intercultural dialogue.

Building Europe's Digital Future—Consciously

As technology accelerates, adult education must evolve while staying rooted in human values. Ethical AI education is essential for democracy, inclusion, and social cohesion. Through DCE, we contribute to a Europe where technology enhances—not replaces—our capacity to think, create, and connect.

PROJECT: DCE

Project code: 2025-1-BG01-KA220-ADU-A8A91AAC

The Erasmus+ project Digital Citizenship Education (DCE) aims to promote ethical and responsible integration of Artificial Intelligence (AI) in adult education. Implemented by partners from Bulgaria, Norway, and Italy, the project supports adult educators and learners in developing digital skills, critical thinking, and ethical awareness in the use of AI. Through three European Prompt-a-thons and the creation of innovative learning tools, DCE fosters civic engagement, inclusion, and digital transformation in line with the priorities of the European Year of Digital Citizenship Education 2025. The project contributes to building a sustainable and inclusive European model of digital education that empowers lifelong learners to use technology consciously and creatively.

INTELLECTUAL OUTPUTS

The project will develop several innovative resources, including:

- A Prompt-a-thon Toolkit with a replicable methodology for AI-driven collaborative learning.
- A Self-Assessment Tool (SAT) for evaluating digital and ethical competencies.
- A Practical AI Ethics Guide promoting responsible technology use.
- A Methodology Handbook for educators on integrating AI in adult learning.

These outputs will enhance AI literacy, promote ethical digital practices, and support educators across Europe in adapting to the evolving digital landscape.

AROUND EU APP

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

[HTTPS://EPROJECTCONSULT.COM/](https://eprojectconsult.com/)

In line with the new European guidelines, we are taking some actions to become eco-friendly. "Around EU" is our biggest step in that direction, a tangible result of a great deal of study and research.

The Around EU app is a project designed, developed and financed by EProjectConsult. The overall objective of the app is to fully digitalise the VET mobility experience and become the leading EU VET mobility tool while bringing a green component to the process. Currently the APP is being used by around 2000 number of registered users and include three cities in Sicily, Barcellona Pozzo di Gotto, Milazzo and Catania.

A customised app that connects participants directly to members of our team - providing them with all the information they will need to make their stay in Sicily enjoyable and rewarding.

Within the app there is a Chat function for participants to communicate with others in their group and their project coordinator.

They have access to information regarding their company, along with tips to help them discover the city they are staying in and interesting places to visit.

We have gathered a list of restaurants, cafés, and bars where they can enjoy specialities and meet new people in a vibrant atmosphere.

In few words, we are offering our participants the possibility to use an app for all things related to their Erasmus+/VET mobility in Sicily.

It is already available on the Play Store and App Store.



ARTICLES ON

SOCIAL ENTREPRENEURSHIP



GOGREEN AND SUSTAINABLE ENTREPRENEURSHIP

AN ARTICLE BY **DEFOIN**

DEFOIN.ES/PROYECTOS-EUROPEOS/ | GOGREENHUB.EU

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DEFOIN (Training for Employment and Insertion of employed and unemployed workers) works in the Spanish country by providing certificates of professionalism and VET for employment. Count a national network of more than 200 training centers and has provide training opportunities to over 40,000 students.

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In a world facing unprecedented challenges related to climate change, environmental degradation and social inequality, sustainable entrepreneurship is not only an ethical choice, but also a strategic necessity. Projects such as GO GREEN have the opportunity to lead real change by training a generation of young entrepreneurs capable of combining innovation, environmental impact and social justice.

The GO_GREEN project is a clear example of how to enhance the sustainable dimension of youth entrepreneurship. Some of its most notable contributions include:

It uses a non-formal educational model, the Pyramid of Learning, which combines practical learning, community collaboration, mentoring, hackathons, real sustainability challenges, etc.

It promotes green, social and entrepreneurial skills, which not only adds value to the individual profile of young people, but also to the social fabric of their communities.

It supports educational innovation (digital tools, flipped learning, accessible resources) to make access to sustainable entrepreneurship more inclusive.

As part of the project, two key reports have been produced showing the progress, challenges and prospects of sustainable entrepreneurship among young people. These documents not only collect data, but also point to ways that can inspire new initiatives, improve practices and reinforce the collective mission towards a greener future.

What do these findings mean for GoGreenHub and young entrepreneurs?

Targeted training: Training programmes within GoGreenHub can include modules on sustainable business models, carbon footprint measurement, circular economy, waste management, and clean energy.

Mentoring and collaborative networks: Facilitate connections between young participants and entrepreneurs who have already travelled the path, environmental technicians, legal advisors, or green finance experts.

Access to green finance: Explore partnerships with financial institutions, European public funds, donations, innovation programmes, and introduce training on how to submit projects to these funds.

Local pilot projects: Support small local initiatives that can serve as success stories, show concrete results, and be replicated in other regions.

Communication and transparency: Create spaces where project results are shared publicly—both achievements and difficulties—to inspire, learn, and build trust.

PROJECT: GOGREEN

GO GREEN (New learning path for promoting green entrepreneurship) is the continuation of the Young GREENtrepreneurs project. This project is related to the promotion of sustainable entrepreneurship skills among young people. That is why this new edition proposes to carry out ideas from the outset through the Learning Pyramid, which will culminate in the participation of young people and youth workers in three different hackathons, to be organised throughout 2025 in Ireland, Hungary and Bulgaria. During the two years of the project, it is hoped to train youth professionals and young people through the development of social and leadership skills to undertake sustainable projects.

INTELLECTUAL OUTPUTS

- Development of a platform linked to the previous result (Link to HUB:<https://gogreenhub.eu/>)
- Review of sustainable youth entrepreneurship needs in all consortium countries. In this result, we will organise surveys and analyse good practices.
- Joint report: needs in sustainable entrepreneurship learning
- Detailed report on the perspectives of young people and areas for sustainable intervention
- Materials for the development of social skills
- Materials for the development of leadership skills
- Three Hackathons in Ireland, Hungary and Bulgaria

PROJECT: FYLL by Know & Can Ltd.

(2024-1-IT03-KA210-YOU-000246569)

FYLL project (Fair Youth Labour Label), funded by Erasmus+, aims to empower young people and promote fair, inclusive work environments in Cellole (Italy), Aegina (Greece), and Sofia (Bulgaria). Its core goal is to raise awareness of workers' rights while encouraging businesses to embrace socially responsible practices. The project also analyzed current policies, explored innovative solutions, and promoted active participation in public life, resulting in empowered young people, socially responsible businesses, and stronger, more inclusive local labor markets.

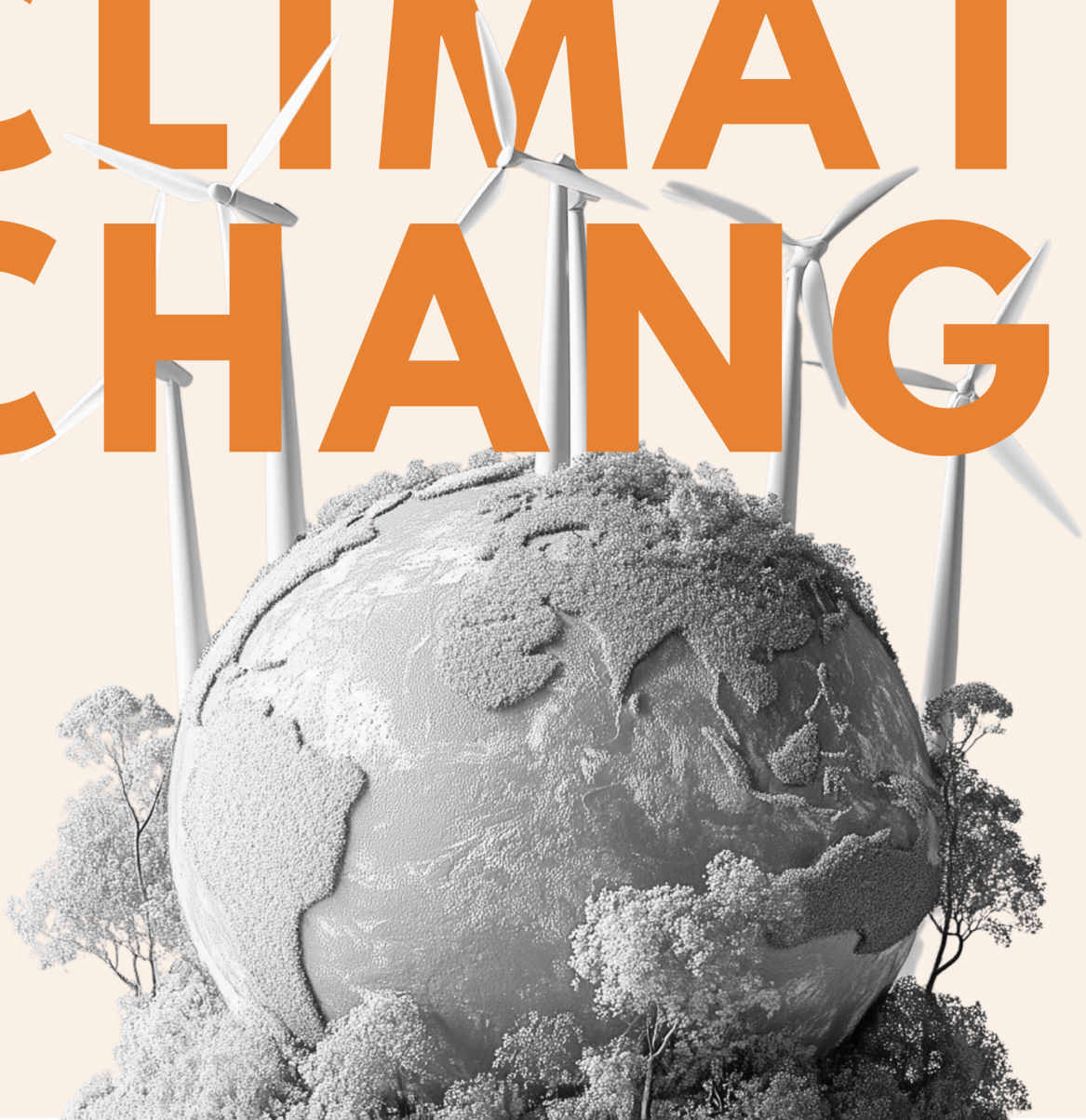
Website: <https://fyll-project.eu/>

INTELLECTUAL OUTPUTS

The key result is the FYLL ethical label, which identifies and rewards businesses that respect workers' rights and social responsibility. Additionally, the project delivered training workshops for youth and entrepreneurs on labor rights and ethical business practices, fostering awareness and skills for a sustainable labor market. The international workshop enabled cross-country collaboration, sharing best practices and developing a common framework for responsible employment. These results contribute to stronger community engagement, empowered youth, and a more inclusive and transparent labor market in Italy, Greece, and Bulgaria.

ARTICLES ON

ENVIRONMENT AND FIGHT AGAINST CLIMATE CHANGE



ENSURE: EMPOWERING SKILLS FOR FUTURE WORKPLACES

AN ARTICLE BY **PROMIMPRESA SOCIETÀ BENEFIT SRL**

PROMIMPRESA.EU | ENSURE-PROJECT.EU

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Promimpresa Società Benefit S.R.L., founded in 2003 in Sicily, is a dynamic VET provider and SME dedicated to socio-economic inclusion and lifelong learning. With over 20 years of experience, it delivers upskilling programs, job counseling, mobility opportunities, and corporate consulting, supporting NEETs, unemployed people, and vulnerable groups. Through its European Projects Department, Promimpresa has coordinated and partnered in more than 20 Erasmus+ projects, focusing on digital transformation, green skills, and social innovation. As a Benefit Company, it integrates environmental and ethical principles into all activities, ensuring sustainable impact while fostering cooperation between education, enterprises, and communities

The world of work is undergoing rapid transformation. Digitalisation, automation, green transition, and globalisation are reshaping the skills demanded by employers across Europe. Traditional education and training systems often struggle to keep pace, leaving gaps between the competencies learners acquire and those enterprises urgently need. This is where Vocational Education and Training (VET) becomes a decisive tool for preparing resilient, adaptable, and future-ready citizens.

The ENSURE project (Project Code: ERASMUS-EDU-2024-PI-ALL-INNO-EDU-ENTERP) addresses precisely this challenge. Co-funded by the Erasmus+ programme, ENSURE brings together universities, training providers, and enterprises to design innovative solutions that align learning objectives with the European Skills, Competences, Qualifications and Occupations (ESCO) framework. By integrating ESCO occupational sub-profiles into curricula and mapping them against practical learning outcomes, ENSURE ensures that VET institutions deliver transparent, transferable, and labour-market-relevant skills.

Why ENSURE Matters for VET

The European Centre for the Development of Vocational Training (CEDEFOP) has long emphasised that skills mismatch is one of the major barriers to growth and inclusion. According to recent CEDEFOP research, nearly 45% of adults in the EU are under-skilled or working in jobs unrelated to their qualifications. This not only weakens competitiveness but also risks deepening social inequalities.

ENSURE directly responds to this by bridging the gap between education and employability. Through targeted work packages, the project develops sub-profiles for emerging occupations, maps competences to learning objectives, and



provides a framework that VET providers can embed into training pathways. This creates a structured, transparent link between what learners are taught and what employers expect, making transitions into the workforce smoother and more equitable.

Education Meets Enterprise

One of the innovative aspects of ENSURE is its insistence on cooperation between education and enterprises. Employers are not just end-users of skills but active partners in shaping them. By engaging enterprises in the design of occupational sub-profiles, the project guarantees that training content reflects real-world scenarios. This partnership model enhances the relevance of VET, boosts learner motivation, and provides employers with a talent pipeline better aligned to future needs.

A Model for Inclusion and Growth

Beyond employability, ENSURE also contributes to social inclusion. Vulnerable groups — such as NEETs, unemployed adults, or those at risk of marginalisation — benefit when training pathways are clearer, more accessible, and directly linked to labour opportunities. By reinforcing VET systems with competence-based tools, ENSURE helps to democratise access to high-quality training, giving disadvantaged learners a better chance to thrive in modern labour markets.

Looking Ahead

The results of ENSURE will include ESCO sub-profiles, skills-to-learning objectives mapping, quality frameworks, and toolkits for training providers. These resources are designed not just for project partners, but for VET institutions across Europe looking to modernise their educational offer.

Ultimately, ENSURE is more than a project; it is a statement about the future of education. By aligning VET with Europe's fast-changing labour market, it empowers learners, strengthens enterprises, and promotes inclusive, sustainable growth. In doing so, it demonstrates how vocational training can truly become the engine of innovation, resilience, and opportunity in the workplaces of tomorrow.

PROJECT: ENSURE

The ENSURE project (Project Code: 101187688) is an Erasmus+ initiative that addresses the urgent need to align educational pathways with the evolving demands of the labour market. By focusing on the integration of ESCO occupational profiles and mapping them against relevant learning objectives, ENSURE supports the development of future-proof skills in higher education and vocational training. The project emphasizes employability, adaptability, and innovation, ensuring that young people and professionals alike are better equipped to thrive in rapidly changing environments. ENSURE also fosters closer cooperation between enterprises and education providers, helping to bridge the persistent skills gap and promote inclusive growth in Europe. Through a collaborative approach involving universities, enterprises, and training centers, the project will generate high-impact resources for both learners and institutions, ultimately reinforcing the link between education, innovation, and employability.

INTELLECTUAL OUTPUTS

WP1 – Management and Coordination, providing strategic oversight, monitoring, and reporting.

WP2 – Research and Analysis, mapping the evolving skills needs of enterprises and education systems.

WP3 – ESCO Sub-Profiles, designing occupational sub-profiles adapted to future labour market challenges.

WP4 – Skills-to-Learning Objectives Mapping, creating structured pathways that make competences visible and transferable.

WP5 – Quality Assurance and Evaluation, ensuring consistency and impact throughout the project.

WP6 – Dissemination and Exploitation, delivering guidelines, toolkits, and communication strategies to maximize sustainability.

Together, these Work Packages reinforce the project's mission of modernising education and training, while supporting learners with transparent, transferable, and future-oriented skill sets.

GROWS – MOVING TOWARDS A GREEN TRANSITION THROUGH SUSTAINABLE WASTE MANAGEMENT EDUCATION IN THE VET SECTOR

AN ARTICLE BY **SYSCO POLSKA SP.Z O.O.**
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Sysco Polska Sp.z o.o. has been involved in the implementation of training/consulting projects in the field of human resources, VET sector, education, green transition, circular economy, entrepreneurship, social/professional activation projects for various groups of recipients. It delivers business mentoring, certified ILM leadership and management courses for companies. Sysco Polska is ISO 9001:2015 certified organization and a non-public lifelong learning institution. Company is a member of the British-Polish Chamber of Commerce and Polish Chamber of Training Companies. It's entered in the Register of Training Institutions kept by the Provincial Labor Office in Warsaw and in the National Register of Employment Agencies.

Across Europe, the urgency of addressing climate change and waste management is becoming increasingly evident. According to the European Environment Agency, municipal waste generation in the EU reached 505 kg per person in 2021, with recycling rates still uneven across Member States. Education and training are therefore central to changing behaviours and equipping citizens with the skills needed for a sustainable future. This is precisely the focus of the Erasmus+ project GROWS (Moving towards a Green tRansitiOn through sustainable Waste management education in the VET Sector).

The importance of GROWS lies in its dual approach: strengthening the capacity of vocational education and training (VET) providers while raising awareness among learners. VET has a crucial role in preparing the workforce of tomorrow, and embedding green skills in its curricula ensures that sustainability becomes a professional standard, not an optional add-on. Studies on green transition in education highlight that practical tools, teacher training, and accessible resources are essential to translate policy goals into everyday learning (CEDEFOP, 2022).

GROWS responds to this need through three intellectual outputs: a Toolkit on Green Strategy development in VET, a digital e-learning platform with open educational resources (OERs) and Intelligent tutor, and a training programme for trainers and providers. Together, these tools create a holistic system where awareness, knowledge, and practice are combined. The toolkit collects guidelines and case studies on effective waste reduction strategies, the platform offers gamified learning modules and an intelligent tutor, and the training programme equips educators with skills to design and implement green action plans.

GROWS is particularly valuable because it emphasizes culture change. Waste management is not only a technical matter; it reflects values, behaviours, and awareness. Embedding sustainability into VET creates ripple effects: learners influence their families, trainers inspire communities, and institutions lead by example. As UNESCO notes, long-term impact comes from embedding sustainability into systems rather than treating it as a temporary initiative.

Looking ahead, GROWS can serve as a model for how education and training can drive Europe's green transition. By combining practical tools, innovative technology, and cross-country cooperation, it shows that environmental responsibility can be integrated into professional training pathways. This is not only about reducing waste today but about shaping a generation of professionals who see sustainability as the norm.



PROJECT: GROWS

Implementation period: 01.12.2023 – 30.11.2025

Project No. 2023-1-PL01-KA220-VET-000151774

Moving towards a Green tRansitiOn through sustainable Waste management education in the VET Sector.

The GROWS project aims to strengthen the capacity of vocational education and training (VET) providers to adopt sustainable waste management practices and to promote environmental education. By doing so, the project will help VET staff improve their competences in designing and carrying out green action plans, while also raising awareness among both providers and learners about the importance of reducing waste. A key point is the creation of innovative teaching materials and resources to support the development of green skills in the VET sector.

Target groups:

- VET providers/trainers/learners
- Education Decision & Policy Makers/NGOs and wider stakeholders.

INTELLECTUAL OUTPUTS

The GROWS project deliver three main intellectual outputs.

First, a Toolkit on developing a Green Strategy in VET, including guidelines, evaluation tools, survey results and best practices to support VET providers in designing and implementing green education action plans.

Second, an E-learning Platform and OERs, offering gamified learning resources, 21 lesson plans, an intelligent tutor, and digital materials on waste management accessible to all users.

Third, a Training Programme for VET providers/trainers, designed as a blended learning course with theoretical and practical modules, action plan creation, and implementation guidelines aligned with ECTS standards.

Expected results include higher awareness on waste reduction, improved competences of VET providers, and access to practical, gamified learning resources.

PROJECT: ENSURE by CPIP

Project number: 101187688

Call: ERASMUS-EDU-2024-PI-ALL-INNO

Topic: ERASMUS-EDU-2024-PI-ALL-INNO-EDU-ENTERP

ENSURE: Emergency Responders Upskilling System for Enhanced Resilience and Innovation

Climate change in Europe is increasingly marked by severe impacts, particularly in the form of extreme weather events and forest fires. In the face of natural disasters, emergency responders (firefighters, search and rescue teams, and support personnel) are pivotal. Their efficiency hinges on various factors, including preparedness, equipment, and coordination. ENSURE project specifically addresses these aspects with a focus on upskilling and enhancing the resilience and innovation capacities of such emergency responders.

The project aims to address the increasing challenges of climate change, such as forest fires, floods, and extreme weather phenomena. The overall goal is to systematically upgrade the skills set of the firefighter target group based on the ESCO 5411.1 profile, incorporating new competencies into their professional profile and proposing the addition of 4 new sub-profiles to ESCO: Disaster Response Technologist (DRT), International Disaster Response Coordinator (IDRC), Community Resilience and Engagement Officer (CREO) and Mental Health and Resilience Trainer for Emergency Services (MHRTEs).

INTELLECTUAL OUTPUTS

- Mapping and validation of competencies
- Capacity Building intervention Design
- Development of Intervention tools & Infrastructure
- Professional Development of Emergency Responders
- Quality Assurance and Open Recognition

ARTICLES ON

SOCIAL INCLUSION



EUROPE THROUGH STORIES: HOW CREATIVITY AND MEMORY SHAPE OUR SHARED IDENTITY

AN ARTICLE BY **EPROJECTCONSULT**
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"EProjectConsult" Istituto Europeo Formazione e Ricerca (EPC), founded in 2009 in Sicily, is a specialist in adult education, vocational training, and European mobility projects. Through its BrainUpLab Training Center (brainuplab.com), EPC offers more than 30 diverse training programs, promoting innovative learning pathways tailored to today's challenges.

With strong expertise in digitalisation, the organisation develops customised e-learning platforms and applications in-house, enhancing accessibility and flexibility in education. Every year, EPC facilitates international traineeships for more than 1,000 young people, encouraging personal growth, professional development, and creativity.

Backed by a dedicated multicultural team, EPC has extensive experience in the design, management, and coordination of EU-funded projects such as Erasmus+, Life, Creative Europe, and others, building long-term partnerships with educational institutions, companies, and NGOs across Europe.

When we think of the European Union, we often picture treaties, institutions, and economic frameworks. Yet, Europe's essence lies beyond policy — in the lived experiences of its people, whose stories, struggles, and achievements shape a shared identity.

Today, as Europe faces rapid digital transformation and global uncertainty, reflecting on what unites us is more vital than ever. This reflection is not only about recalling milestones — open borders, free movement, or Erasmus+ — but about understanding how these have transformed everyday lives across generations.

Stories as Bridges

Each personal story of European integration carries a fragment of history. A student studying abroad through Erasmus+ represents Europe's promise of learning, exchange, and unity. A family traveling freely from Lisbon to Warsaw symbolizes a continent without borders. These testimonies — when gathered and shared — connect individuals to a collective past, transforming abstract ideals into lived realities.

Creativity as a Language of Europe

Europe's diversity makes its story uniquely vibrant, and creativity becomes its universal language.

- Documentary film gives voice to real people, capturing emotions that transcend borders.
- Art — including works shaped by artificial intelligence — reimagines integration through sound, image, and symbolism.
- Literature invites us into others' experiences, blending fact with feeling, turning policy into human narrative.

Together, these creative forms move beyond archives, creating living expressions of what Europe represents today.

A Dialogue Across Generations

Involving both young people and older generations is essential. For those who witnessed Europe's early integration, storytelling preserves memory. For youth, digital tools and art offer new ways to reinterpret that legacy. This exchange becomes a dialogue — where history meets creativity, and tradition meets innovation.

Why This Matters Now

In an era marked by debates on identity and belonging, focusing on shared human experiences is crucial. Personal stories remind us that Europe is more than treaties — it is a community built on connection and choice. As one participant noted, "When I hear someone's story about Erasmus or crossing borders freely, I see my own life reflected. That's when I feel truly European."

European integration remains a work in progress. By collecting stories, fostering creativity, and celebrating culture, we keep its spirit alive — ensuring Europe's story continues to be written, every day, by its people.



PROJECT: EU JOURNEYS

"EU Journeys: Uniting Stories of European Integration" aims to explore and promote the defining moments, reference points, and impact of European integration on the daily lives of Europeans. European integration has substantially transformed individuals' lives, shaping their identities and providing new opportunities for cross-border travel, study, and work.

Project partners:

- Expert Pool – (BG)
- Peipsi Koostoo Keskus (EE)
- EProjectConsult (IT)
- European Republic (EL)
- M2C Institut Fur Angewandte Medienforschung (DE)

INTELLECTUAL OUTPUTS

Overall Aim:

The project seeks to highlight the historical milestones, rights, and achievements that have contributed to European integration, emphasizing the role of different people and movements throughout history. This is achieved through three main creative and communicative domains: video documentaries, artistic creations, literature

Project Structure:

The initiative is implemented through a series of in situ events across participating EU countries. Each event focuses on one of the three media domains and is designed to encourage dialogue, creativity, and reflection on the meaning and impact of EU integration.

PROMOTING FAIR EMPLOYMENT FOR THE YOUTH

AN ARTICLE BY **DIDAXÉ SOCIAL COOPERATIVE**

DIDAXE.IT

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A dynamic training agency located in Turin, Caserta and Cellole, and offering programmes and projects for young people and adults, aimed at completing their preparation for the job market and/or supporting their re- integration in the job market.

The Fair Youth Labour Label (FYLL) project, funded under the Erasmus+ programme (KA210 – Small-scale Partnerships in Youth), seeks to improve the employability and labour conditions of young people in three European contexts: Cellole (Italy), Egina (Greece), and Sofia (Bulgaria). Coordinated by Didaxé (Italy) in partnership with Odyssea (Greece) and Projecteka (Bulgaria), the project addresses the pressing challenges of irregular, precarious, and poorly paid employment affecting young people. With a total budget of €60,000, FYLL runs from September 2024 to February 2026 and engages both young workers and local entrepreneurs in building a culture of fair employment.

At its core, FYLL responds to widespread issues such as undeclared work, seasonal and unstable contracts, lack of awareness of labour rights, and limited opportunities for disadvantaged youth. These conditions often lead to exploitation, economic insecurity, and social exclusion. The project aims to counter this by promoting fair work practices, raising awareness of legal rights and obligations, and fostering intergenerational dialogue between young workers and employers. Beyond training and education, FYLL's innovative outcome is the creation of a Fair Youth Labour Label, a certification awarded to businesses committed to providing dignified, fair, and responsible employment opportunities.

The project pursues several key objectives. First, it seeks to strengthen the employability of young people by equipping them with knowledge of European and national labour rights, negotiation skills, and awareness of decent work standards. Second, it aims to encourage responsible entrepreneurship by engaging local businesses in a process of reflection and improvement regarding fair working practices. Third, FYLL promotes youth





participation and civic engagement, enabling young people to take an active role in shaping labour culture in their communities. Finally, the project contributes to the European priority of reinforcing links between policy, research, and practice by combining education, participatory research, and practical implementation of fair labour principles.

The target groups of FYLL are primarily young people aged 18 to 25 from disadvantaged backgrounds, including NEETs, seasonal and precarious workers, and those employed without contracts or under exploitative conditions. Many of these young people have limited educational attainment and little exposure to international opportunities. A secondary target group consists of local entrepreneurs, who are invited to participate in training and dialogue sessions, reflecting on their role in promoting fair, sustainable employment. The project also involves local communities, raising awareness of the value of ethical work practices.

FYLL is structured into several work packages. The first phase, recruitment, involves calls for participants, selection, and a needs assessment. The second phase, labour education, includes local workshops on workers' and employers' rights and a major international workshop in Italy, bringing together youth and entrepreneurs from the three countries. The third phase focuses on the creation of the FYLL label, including the development of guidelines, criteria, and the application process. Finally, dissemination activities will ensure wide visibility through a toolkit for replication, digital campaigns, and a final conference in Sofia.

PROJECT: FYLL - FAIR YOUTH LABOUR LABEL

The project promotes fair employment for young people in the EU through training in labour law and the co-design and production of a label supporting those businesses that have offered fair job positions to young people.

INTELLECTUAL OUTPUTS

The project produces:

- online training material
- a toolkit for the production of similar initiatives
- a label to support businesses offering fair job positions to young people in the EU

The project foresees tangible results and impact. At least 60 young people and 15 entrepreneurs will be trained on labour rights and fair employment practices. A minimum of 10 employers across Italy, Greece, and Bulgaria will be awarded the FYLL label, recognizing their commitment to responsible labour. The project also produces a toolkit to enable replication of the model in other European contexts. Most importantly, FYLL seeks to shift the perception of work among young people and communities, moving away from precarious and exploitative practices towards a vision of fair, inclusive, and sustainable employment.

In conclusion, FYLL is not only a training and awareness initiative but also a transformative project that gives young people a voice in shaping labour culture. By bridging education, entrepreneurship, and civic engagement, it promotes European values of fairness, inclusion, and youth empowerment, ensuring long-lasting impact beyond its 18-month duration.

FROM RECOGNITION TO SUPPORT: HOW NEXUS TRANSFORMS YOUNG CARER POLICY INTO PRACTICE

AN ARTICLE BY **REDIAL PARTNERSHIP**

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Redial is a Dublin-based voluntary and community sector organisation promoting social inclusion across Ireland. Our vision is to build inclusive learning communities that empower individuals to overcome barriers, gain skills, and reach their full potential. At local and EU levels, our experienced staff and volunteers support disadvantaged groups—including migrants, minorities, ex-offenders, and those facing isolation or mental health challenges—through mentoring, education, and employability programs. We also lead transnational projects in community health, gender equality, youth empowerment, and creative resettlement, often using performative arts to foster engagement, resilience, and active citizenship across communities.

NEXUS exists to connect research, policy, and everyday practice so that the lived realities of young carers directly shape services and decisions that affect them. Instead of treating young carers' needs as an awareness problem, the project invests in upskilling youth workers to co-produce evidence and channel it into concrete policy dialogue and service improvement.

The project is launching a 26-hour, blended training programme for youth workers—teachers, social workers, psychologists, educators, sociologists, and volunteers—focused on engaging users in participatory research and policy consultation, with courses starting in Belgium, Ireland, Italy, and Greece. Structured into four modules (Young Carers and Participatory Research; Youth and Intergenerational Approach; Qualitative Research; Policy on Young Carers), the programme will train at least 40 practitioners and reach 1,200 stakeholders through dissemination. Alongside training, NEXUS is developing open educational resources and policy recommendations to make replication and scale-up feasible across diverse contexts.

NEXUS has grounded its curriculum in focus groups and interviews with youth workers and young carers, ensuring the content reflects real barriers, language, and workflows from frontline settings. Early sessions in Italy and Greece highlighted both the need for broader definitions that capture diverse family realities and the underuse of participatory methods in current practice—insights now being translated into training and guidance. This design choice turns user voice into operational change, not just consultation.

Young carers remain frequently invisible within schools and communities, facing risks of isolation





and educational disruption that demand systematic, practice-ready responses rather than ad hoc goodwill. With EU-level attention growing, NEXUS offers a timely, transferable model that helps Member States move from policy intent to implementation in classrooms, youth services, and municipalities. By embedding participatory routines where young carers are actually seen, the project builds a durable engine for equity and continuous improvement.

Education leaders and youth services can enroll staff in the NEXUS training to build shared, evidence-based language and procedures for identifying and supporting young carers in non-stigmatising ways. Policymakers, NGOs, and service providers can partner in the project's dissemination network to turn locally generated insights into practical guidelines and policy improvements. Researchers and practitioners can adopt the forthcoming OER to replicate NEXUS methods and keep the feedback loop between lived experience and decision-making active after the project ends.

If practice is where policy succeeds or fails, then equipping practitioners to generate, interpret, and act on evidence with young carers is the shortest path from recognition to support. NEXUS offers that path: a structured, multilingual programme with clear modules, concrete learning outcomes, and a built-in pathway from training to policy conversation and system change.

PROJECT: NEXUS

n°2022-2-IE01-KA220-YOU-000094072

The project aims to strengthen the links between policy, research and practice both in the youth as well as in the welfare sector by raising awareness on the importance of end-users' involvement in research and policy development among youth and young carers' support workers by upskilling them to that end and by promoting their work. Finally, the project aims to support active citizenship, sense of initiative and entrepreneurship of young people and, in particular, of young carers.

INTELLECTUAL OUTPUTS

- A multi-language training program about the core-competencies needed by youth workers to contribute to research and policy around young carers, together with a guide for its replication by other providers.
- An open online educational resource (OER) for youth workers across Europe to acquire the skills they need to engage in evidence-based policy development.
- Policy recommendations to meaningfully engage with youth workers, young carers, service providers, researchers and policy makers in the format of a national and European workshop.



CLIMBING FROM DIFFERENT BACKGROUNDS WITH THE CLIMB IT UP PROJECT

AN ARTICLE BY **DEFOIN - FORMACIÓN PARA EL DESARROLLO Y LA INSERCIÓN**

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DEFOIN (Training for Employment and Insertion of employed and unemployed workers) works in the Spanish country by providing certificates of professionalism and VET for employment. Count a national network of more than 200 training centers and has provide training opportunities to over 40,000 students.

The company collaborates with over 750 trainers with a large experience in the design, implementation, development and evaluation of training programs and holds collaboration agreements with universities, councils, chamber of commerce and businesses.

At EU level Defoin is member of Pact for Skills and member of different networks such as Anna Lindh Euro-Mediterranean Foundation or the Micro credentials EU Alliance.

Defoin's European Projects Department, as part of the European Climb It Up Project, has organised an introductory climbing training course for migrants. This training was intensive, lasting 5 days, and was organised in collaboration with the Climbat climbing centre in Avilés, Asturias, with the support of climbers and trainers who have participated in other phases of the project, which has contributed to a diverse profile and promoted inclusion with the local population.

The training followed the training programme developed through the project, coordinated by the German partner Lernlabor and supported by all the partners. Climbat's technical trainer, Adrián, successfully adapted some of the activities to suit the needs and abilities of the group.

Fifteen people participated, two trainers and 13 participants, of whom 10 were migrants from very diverse backgrounds, including Ukraine, Russia, Honduras, Argentina, Venezuela, Mexico and Peru, and three Spanish participants between the ages of 22 and 43. Of these, eight were women and seven were men, breaking with the usual gender gap in this sport.

The training and technical programme followed was as follows:

Day 1:

Objective: Basic introduction to climbing and learning to learn.

Activities:

- Group introduction and expectations
- Basic concepts and climbing equipment
- Basic climbing position, the 3 points of support, and types of grip
- Basic knots and false first climbing (with self-belay)

Day 2

Objective: To build confidence and communication through climbing



Activities:

- Learning to climb, basic body position and foot placement.
- Review of safety knots and how to use quickdraws
- Understanding how the Grigri works
- Partner check

Day 3

Objective: To build trust and communication through climbing.

Activities:

- Learning to climb, different grips and movements (using body momentum)
- Review of safety knots and clipping.
- Learn how to belay (grigri + self-belay)
- Partner check

Day 4

Objective: Cooperation and challenge in movement exercises, problem solving Leadership, resilience, overcoming limits and fears

Activities:

- Body inertia and foot pivoting
- Second climbing and belaying
- Procedures for leaving equipment on the ground and partner check
- Practising falls, climbing and belaying

Day 5:

Objective: Leadership, resilience, overcoming limits and fears. Self-reflection, vision and goal setting.

Activities:

- Review of position, pivot, grip and inertia
- Explanation of how to belay a lead climber in the event of a fall while climbing.
- Climbing and belaying the lead climber

The training concluded with 100% of participants motivated to continue climbing, feeling more confident and secure, with a limited improvement in their climbing knowledge and physical abilities, and with a somewhat improved sense of belonging. We hope to continue organising more activities and that they find the climbing centre a place where they can continue to socialise in a healthy and respectful way.

PROJECT: CLIMB IT UP

The Climb it UP project (Climbing for Social Inclusion and Diversity) aims to promote inclusion and diversity in and through climbing, encouraging participation in healthy sport activities. It also seeks to foster participants' social and intercultural competences, essential for active participation in democratic life, social and civic engagement.

Climb it UP is a 24-month project, funded under ERASMUS-SPORT-2023 (Grant Agreement No: 101132956), which aims to promote inclusion in and through climbing.

INTELLECTUAL OUTPUTS

- Research study on understanding the benefits and barriers of inclusion in and through climbing: this Handbook brings together twenty practices from the five member countries of the project consortium
- Electronic publication on the results of primary and secondary research activities and recommendations on how to promote inclusion in and through climbing
- Training to make climbing a more inclusive and diverse sport
- Development and testing of an adapted climbing programme for immigrants and ethnic minorities



MINDSET: REWRITING THE RULES OF THE GAME

AN ARTICLE BY **FUNDACJA INNOWACJA I WIEDZA**

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**FUNDACJA INNOWACJA I
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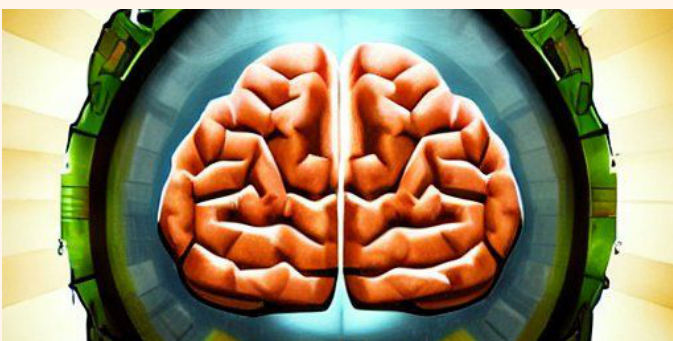
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The Foundation Innovation and Knowledge (FIIW) supports socio-economic development and education by spreading innovative solutions, raising awareness and fostering entrepreneurship. Its activities focus on democracy, access to education and innovation. FIIW promotes creative use of knowledge, entrepreneurial attitudes and social activism. Our programmes help those distant from the labour market enter sustainable jobs, provide counselling and financial support for new businesses, and promote mentoring as a form of knowledge sharing. Education and financial literacy are treated as core life skills. FIIW creates projects with novel approaches for vulnerable groups, supported by research and international cooperation.



Video games are an integral part of young people's lives, offering entertainment, creativity and social interaction, yet excessive use can lead to serious risks. In 2018, the World Health Organization officially recognised gaming disorder as a mental health condition linked to anxiety, depression and social exclusion. To address this challenge, the Erasmus+ project Mindset – Supporting youth organisations and youth workers for the Identification and Prevention of Youth Gaming Disorder was launched. Its purpose was to equip youth workers, organisations and families with knowledge and tools to recognise early warning signs and prevent problematic gaming among young people. Running from October 2022 to September 2025, Mindset was coordinated by Succubus Interactive in France, a pioneer in serious gaming, and brings together eight partners from across Europe: Fundacja Innowacja i Wiedza in Poland, Impact Circles e.V. in Germany, Future in Perspective in Ireland, die Berater GmbH in Austria, Citizens in Power in Cyprus, Mobiliza-te in Portugal and KMOP – Education and Innovation Hub in Greece. This diverse consortium combines expertise in digital learning, psychology, youth work, education and social innovation, ensuring that the project's outcomes are practical and widely applicable. Research conducted within the

project shows that while gaming is widely accepted across Europe, awareness of its risks remains limited. Many youth workers feel unprepared to act, while parents often lack the knowledge to guide their children. To fill these gaps, outcomes such as the Mindset Guide for Youth Workers were developed, containing clear strategies for identifying healthy gaming from problematic gaming, tools for identifying risks, and practical methods such as mindfulness training, time management exercises, and challenges such as a 'week without games.' This project emphasises the role of parents and families, encouraging open communication and providing accessible resources to support balance between digital and offline activities. The Guide also recommends cooperation with mental health professionals, policy makers and even the gaming industry to promote responsible game design and regulate risk factors such as loot boxes. Alongside the Guide, the project produces a capacity building programme for training youth workers, a set of practical prevention tools including questionnaires and action sheets, and policy recommendations for decision-makers. Mindset goes beyond prevention by promoting digital well-being, resilience and social inclusion. By empowering youth workers and organisations, the project builds capacity to identify risks earlier and provide support more effectively. At the same time, it encourages young people to engage in creative, educational and social opportunities beyond gaming. The digital world is here to stay, and gaming will remain part of youth culture. The challenge is not to eliminate games, but to promote balance, awareness and healthy lifestyles. Mindset demonstrates how international cooperation and strong community engagement can help young people thrive both online and offline.



PROJECT: GAMING DISORDER YOUTH

The Erasmus+ project Mindset – Supporting youth organisations and youth workers for the Identification and Prevention of Youth Gaming Disorder (KA220-YOU-F582B9C6) addresses the growing challenge of excessive gaming among young people. Recognised by the World Health Organization in 2018 as a mental health condition, gaming disorder is linked to social isolation, anxiety, depression and educational difficulties. Mindset aims to strengthen the capacity of youth organisations and youth workers across Europe by providing innovative tools, training and guidance to identify risks early and support healthier gaming habits. Coordinated by Succubus Interactive (France) and involving partners from Poland, Germany, Ireland, Austria, Cyprus, Portugal and Greece, the project develops a Handbook for Youth Workers, a Capacity Building Programme, practical prevention tools and policy recommendations. Through workshops, campaigns and international cooperation, Mindset promotes digital well-being, resilience and social inclusion, helping young people achieve a healthy balance between online and offline life.

INTELLECTUAL OUTPUTS

The Erasmus+ project Mindset (KA220-YOU-F582B9C6) produces a set of innovative intellectual outputs to support youth organisations in preventing gaming disorder. The main result is the Handbook for Youth Workers, offering guidance on recognising problematic gaming behaviours and strategies for early intervention. Complementing this is a Capacity Building Programme, designed to strengthen youth workers' skills through training modules, practical tools and activities. The project also develops assessment and prevention resources, including questionnaires, action sheets and best practice examples, alongside policy recommendations and a roadmap for decision-makers.

SCAFFOLD: SUPPORTING SUSTAINABILITY CHAMPIONS OF THE FUTURE

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

CPIP.RO

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CPIP works in the area of lifelong learning since 2005 and is committed to mainstreaming the principle of equal opportunities for all citizens in the public policies and associated practices, as an integral part of democratization and the creation of an open society, to re-define the status of community coproduction in all areas related to lifelong learning.

Europe's transition towards a greener, more inclusive future is underway through ambitious initiatives such as the Green Deal and the New European Bauhaus. Yet, many young people with fewer opportunities remain excluded from these transformations. Their creativity, energy, and talents are underutilized, while structural barriers prevent them from fully participating in shaping sustainable societies.

The challenge

The core issue SCAFFOLD addresses is the persistent exclusion of disadvantaged youth from sustainability initiatives and opportunities for personal development. This exclusion is rooted in intersectionality - the overlapping challenges of low education, disadvantaged family background, gender and ethnic inequality, and cultural disadvantage. The COVID-19 pandemic further deepened these inequalities. Young people with fewer opportunities were disproportionately affected by digital exclusion as education and daily life shifted online. At the same time, youth services, which play a critical role in supporting disadvantaged youth, have been weakened by decades of funding cuts. This has reduced their capacity to address increasingly complex needs. As a result, young people with fewer opportunities not only miss out on contributing to Europe's sustainability transition but also lack the support to become active changemakers in their own communities.

The SCAFFOLD approach in Portugal, Spain, Greece, Cyprus, Italy and Romania

SCAFFOLD provides a dual solution aimed at both youth workers and young people:

- Innovative training for youth workers: equipping them with the knowledge, skills, and sustainability focus required to better support disadvantaged youth.



- Learning and development programme for young people: offering opportunities for those with fewer opportunities to grow into Sustainability Champions within their communities.

The project promotes collaboration between trained youth workers and young people through Living Labs - community-based initiatives where they co-create solutions for a sustainable and inclusive Europe. This collaborative, hands-on approach is reinforced by a broader programme of outreach and community engagement.

Lasting impact

Beyond its direct activities, SCAFFOLD will produce an Open Toolkit containing practical resources, methods, and tools to guide policymakers, youth services, and stakeholders. The toolkit will help design and implement future sustainability-focused innovations and support more effective youth services based on a shared vision and common standards.

Towards a sustainable and inclusive future

By combining capacity building for youth workers with empowerment opportunities for disadvantaged young people, SCAFFOLD seeks to bridge the gap between sustainability goals and youth inclusion. Its vision is clear: young people with fewer opportunities should not be left behind, but instead supported to become active leaders of Europe's green and inclusive future.

PROJECT: SCAFFOLD

Project number: 101187336

Call ERASMUS-YOUTH-2024-YOUTH-TOG

SCAFFOLD aims to help young people – particularly those with fewer opportunities – become Sustainability Champions of the future. Its main objectives are:

- to improve the capacity and skills of youth organisations to work effectively with young people with fewer opportunities;
- support young people with fewer opportunities to become 'sustainability activators' in their communities;
- set up community-based Sustainability Co-Design Labs so youth organisations and Activators can collaborate with other stakeholders to solve EU sustainability problems in local ways through action research projects;

INTELLECTUAL OUTPUTS

Expected project results include an online Sustainability Activator Foundation course and interactive game, an Immersive Mobility Residential Programme, Evaluation Report and Transferability Toolkit. At least 50 youth workers and 50 young people with fewer opportunities will enrol in the programme. The co-design Labs will produce at least 20 proposals for community-based sustainability projects. Participating, youth workers will improve their knowledge and skills in the sustainability field, and in working with 'hard to reach' youth. Participating, young people become peer role models for sustainable futures.

LiberateSkills Pact: Advancing Professional Excellence in Correctional Education

The LiberateSkills Pact for Skills is a European initiative, dedicated to upskilling and reskilling professionals in the correctional ecosystem. By developing competency-based training, micro-credentials, and transnational learning opportunities, it enhances correctional pedagogy and promotes professional excellence.

Center for Promoting Lifelong Learning-CPIP (Timisoara, Romania) is coordinating, under the supervision of DG EMPL a Pact for Skills initiative for the correctional ecosystem professionals upskilling and reskilling. This Pact is a voluntary association in a network of relevant organisations that are interested in developing training and learning experiences for professionals that work with the prisons, inside or outside, and with the people that are entering / exiting prisons. We are focused on developing projects for non-formal adult continuous vocational training that are transnational, with mobilities and micro-credentials, and follow the quality assurance procedure set by the European Commission.

LiberateSkills Pact for Skills, is an initiative dedicated to enhancing the professional development and training of individuals working within the correctional justice system, coming from the perspective of public employment policy at the intersection with civil society and education. As a key component of the broader European Union's Pact for Skills, our mission is to foster a culture of continuous

learning and skill enhancement tailored to the unique needs of correctional professionals practicing education in the correctional ecosystem. The European Union's Pact for Skills is a central part of the European Skills Agenda, aiming to mobilize public and private entities to collectively support upskilling and reskilling efforts across various sectors. Our LiberateSkills Pact aligns with this vision by focusing on the correctional environment, addressing the critical need for specialized training and educational resources especially in professionalising the educational practices and bringing at the forefront the correctional pedagogy concepts. Our mission is to foster a culture of continuous learning, professional growth, and collaborative engagement among all stakeholders involved in correctional services, further beyond the justice and the prison gates.

Join us in our mission to enhance skills, foster professional growth, and drive positive change in the correctional justice sector. Together, we can build a future where every professional is equipped with the knowledge and skills needed to excel in their roles and support the rehabilitation and integration of individuals within the justice system.

Being a member of the Pact does not have any financial obligation; it is a voluntary process! But each Pact member is eligible to be part of restricted proposals we will develop.

CPIP
Center for Promoting
Lifelong Learning

ARTICLES ON

VET



DIGIBUILD: SUPPORTING THE DIGITALISATION OF THE GREEN SECTOR IN COSTA RICA AND HONDURAS

AN ARTICLE BY **DEFOIN - FORMACIÓN PARA EL DESARROLLO Y LA INSERCIÓN**

DEFOIN.ES | DIGI-BUILD.EU

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- SPAIN

Defoin

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DEFOIN (Training for Employment and Insertion of employed and unemployed workers) works in the Spanish country by providing certificates of professionalism and VET for employment. Count a national network of more than 200 training centers and has provide training opportunities to over 40,000 students.

The company collaborates with over 750 trainers with a large experience in the design, implementation, development and evaluation of training programs and holds collaboration agreements with universities, councils, chamber of commerce and businesses.

At EU level Defoin is member of Pact for Skills and member of different networks such as Anna Lindh Euro-Mediterranean Foundation or the Micro credentials EU Alliance.



In February 2024, Defoin, together with partners from Greece, Luxembourg, Costa Rica and Honduras, embarked on the DigiBuild adventure, a European project that aims to provide vocational training providers in Costa Rica and Honduras with the skills and abilities to digitalise their teaching approaches related to the green sector, particularly agriculture. The project thus seeks to transfer the experience of European countries to these two countries in the Latin American region, with the aim of contributing to the achievement of their priorities. In turn, DigiBuild has a dual purpose: on the one hand, to train VET and training providers for the digital transition with a specific focus on the green sector and, on the other, to train professionals in the green sector, especially women, to act as mentors in this transition.

At the start of the project, the partners carried out various analysis and research activities and contacted experts in the field to develop an Updated analysis of the digital needs of the green sector, presenting the main needs and trends in the Latin American agricultural sector, particularly in Costa Rica and Honduras, as well as good practices currently being implemented in Europe. This comprehensive report reflects the reality of the green sector in both countries and proposes improvements and ways forward.

Furthermore, with the aim of helping training providers and the labour market to promote the digitalisation of the green sector, the consortium





has also developed a Manual to strengthen the link between training providers and the labour market and a List of materials, tools, methods and resources. Both outputs offer resources, tools and ideas aimed at the vocational training sector so that it can keep pace with the current changes and trends that are booming in the green sector.

All of the above results form the basis for the Training Program for the Development of Digital Microlearning Resources, which consists of five learning units including information on good practices in Europe, the European Green deal, current trends and tools used in the green sector (for example, smart farming technologies) and resources to promote entrepreneurship and digital marketing, among others. At the end of 2025, this Training Program will be implemented in Costa Rica and Honduras. However, prior to this implementation, on 9 and 10 September 2025, the project organised the Trainer of Trainers event in Athens, Greece, where professionals from the green sector in both Latin American countries met to learn how to deliver the training program once back in their home countries. Not only that, but participants also had the opportunity to visit the Agricultural University of Athens and the SMARTAGROHUB that is being carried out there, allowing them to see how theory becomes reality. Thus, these same professionals will be responsible for guiding many others during the piloting of the training programme, laying the foundations for the future of digitalisation in the green sector in Costa Rica and Honduras.

Digitalisation is the future, and projects such as DigiBuild remind us of and demonstrate the importance of working together towards professional education that is committed to a more sustainable future.

PROJECT: DIGIBUILD

The Building Digitalisation in the Green Sector (DigiBuild) (ERASMUS-EDU-2023-CB-VET, N° 101128733) project seeks to provide vocational training providers in Costa Rica and Honduras with the capabilities and skills to digitalise their pedagogical approaches related to the green sector, particularly agriculture. The project will transfer the experience of European countries to these two countries in the Latin American region, with the aim of contributing to the realisation of their priorities. DigiBuild has a dual purpose: 1) to train VET and training providers for the digital transition with a specific focus on the green sector, and 2) to train professionals in the green sector, especially women, to act as mentors in this transition.

INTELLECTUAL OUTPUTS

- Green sector current analysis
- Report on experts' groups result
- Upgraded Green sector digital needs analysis
- Handbook
- Report/List of the material, tools, methods and resources
- Training Program for the development of the digital microlearning resources
- Virtual Learning Environment
- New upgraded framework
- VETs' action Plans



PROJECT: BEHEALTH by BOSEV

The BeHEALTH, 2024-1-SK01-KA220-VET-000253130, project aims to strengthen quality assurance practices within nursing and healthcare-related Vocational Education and Training (VET) institutions. With rising global health challenges and increasing demands on healthcare professionals, ensuring high-quality and responsive nursing education is critical. BeHEALTH supports VET and Work-Based Learning (WBL) providers by developing tools and guidelines aligned with EQAVET and European health standards, promoting transparency, reliability, and adaptability in training systems. Through benchmarking, peer learning, self-assessment frameworks, and a digital toolkit, the project enhances institutional capacity for quality assurance. Ultimately, BeHEALTH will deliver a replicable model to boost quality assurance culture across Europe's nursing VET landscape—supporting both education providers and the healthcare workforce.

INTELLECTUAL OUTPUTS

- Benchmarking Guide of EU Quality Assurance Frameworks in Nursing
- QA frameworks for VET organisations offering nursing qualifications and organisations offering WBL in nursing
- 360 degree control tools for self-evaluation, for VET providers and WBL providers
- Intelligent Mentoring tool, which will integrate frameworks and tools, and will be piloted in all partner countries
- Trainings and Workshops
- Testimonial videos
- Digital Badges
- White Paper on Supporting QA in VET and WBL

PROJECT: TOURICULTURE by CPIP

Project number: 2024-1-BG01-KA220-VET-000253727
 -Tackling geographical remoteness and involving rural areas
 -Cultural heritage Entrepreneurial learning – entrepreneurship education

TouriCulture project seeks to support VET trainers in the development of skills to encourage entrepreneurs in the creation of new business models combining tourism and culture. It raises awareness among educators and learners about the importance of keeping nature and cultures intact and authentic. Moreover, it seeks to create a social network for entrepreneurs trained in rural and cultural tourism where they can share new business and future proposals.

INTELLECTUAL OUTPUTS

1. TouriCulture Mentor Booklet: This activity is mainly focused on providing VET educators with the necessary tools so that they can educate entrepreneurs in this field.
2. TouriCulture Tales through Storytelling” and “TouriCulture Labs”: The online platform will be able to be used by VET trainers to provide online training as well as by learners as a self-directed learning tool and will establish Interactive storytelling with decision making scenarios, quizzes, role-playing elements. The other expected result “TouriCulture Labs” is the creation of a real professional network where rural and cultural tourism entrepreneurs can upload their tourist offers, experiences and knowledge.

EXPERT



CORNER

LEVEL UP YOUR ERASMUS+ PROJECTS

AN ARTICLE BY **RUMYANA SHALAMANOVA - CHAIRPERSON**

KNOW AND CAN ASSOCIATION - BULGARIA - [KNOWANDCAN.COM/EN/](https://knowandcan.com/en/)



1. TOP THREE TIPS FOR WRITING A STRONG KA2 OR KA3 PROJECT PROPOSAL

1. Read carefully, as many times as necessary, the Erasmus+ Guide and align everything with Erasmus+ Priorities and Policy Context. It is also good to get acquainted with the Policy documents, at least the ones directly connected to the specific sub-E+Program under which you plan to submit your proposal.

A strong proposal clearly connects your project idea to the EU's strategic priorities, such as:

- Inclusion and diversity
- Digital transformation
- Environmental sustainability (Green Erasmus)
- Active citizenship and participation

Tip: Use exact language from the Erasmus+ Programme Guide when describing how your project contributes to these priorities. Evaluators look for explicit alignment and policy relevance. That is why it is good to cite extracts from the Guide and closely align them during the preparation of your project idea.

2. It is very important to show a clear, strong logic and consistent and achievable impact chain.

Successful projects follow and develop a coherent story from problem → objectives → activities → outputs → impact.

Best practice:

Use a simple “logic model” approach:

- Need: What challenge does your target group faces?
- Objectives: What change do you want to see?
- Activities: What actions will achieve that change?
- Results: What tangible and non-tangible products or outcomes will emerge (e.g., toolkit, training modules, digital platform, microcredentials, educational games)?
- Impact: How will it improve practices, influence policy, or empower direct and non-direct target groups?

Include SMART indicators (Specific, Measurable, Achievable, Relevant, Time-bound) for impact measurement.

3. Build a Distinctive, Evidence-Based Concept

Erasmus+ evaluators see hundreds of proposals — stand out by:

- Basing your concept on firm and fact-based research or needs analysis (data, surveys, stakeholder consultations, focus groups).
- Clearly identifying your innovation and added value compared to previous projects. Always have in mind that innovation is not something that did not exist before but something that will be innovative for the involving partners.
- Showing transferability — how your results can be used by others beyond your partnership and beyond partners' countries.

Tip: Reference relevant past Erasmus+ or EU-funded projects (but avoid duplicating them). This demonstrates awareness of the European landscape.

2. COMMON MISTAKES — AND HOW TO AVOID THEM

Mistake 1: Vague, not-clearly formulated or generic objectives.

Many proposals use abstract terms (e.g., “improve educational quality”) without concrete defining or

targets.

Solution: Define exactly how and for whom quality will be improved (e.g., “Train 80 youth workers in digital mentoring skills to improve employability support for rural youth”).

Mistake 2: Unbalanced or Weak Partnerships formed by partners with not adequate to the envisaged project activities expertise

A partnership that looks good on paper but lacks adequate to the envisaged project activities expertise often leads to implementation problems. Solution: Choose partners with complementary expertise and clear, realistic roles. Ensure each partner contributes substantively according to their profile — not just formally, on paper or just because you know them well.

Mistake 3: Poor Dissemination and Sustainability Planning

Applicants often treat dissemination as an afterthought.

Solution: Develop a well-designed realistic and comprehensive dissemination strategy from the start, with clear audiences, channels (events, media, platforms), and follow-up plans. Describe how results will live beyond the funding period (e.g., open-access materials, integration into institutional practices).

Mistake 4: Budget and Work Plan Mismatch

Over- or underestimating resources creates red flags for evaluators. Calculate well-matched budget according to the envisaged project activities.

Solution: Cross-check that every activity and result is directly linked to a budget item and justified by effort/time. Before preparing the budget ask partners for their real staff rates and the time they will need for delivering results in good quality. Then you personally check if the provided information is realistic.

3. STRENGTHENING PARTNERSHIPS

Build Trust Early

- Hold at least one online or in-person preparation meeting before starting the preparation of the project application.
- Agree on shared values, communication tools,

and decision-making methods.

Formalize Responsibilities

- Draft clear partnership responsibilities during the proposal writing.
- Define deliverables, deadlines, and quality assurance responsibilities.

4. ADVICE FOR FIRST-TIME COORDINATORS

Start Small and Focused

For your first project, choose a clear, manageable scope rather than trying to be overly ambitious. It's better to implement a smaller project (e.g. Small-scale projects) well than a large one poorly.

Use National Agency Support

Your National Agency (NA) should be your best ally. Some NAs (unfortunately not all) can:

- Review your draft concept informally
- Provide training and webinars
- Connect you with successful project coordinators

If your NA is well-disposed enough, contact them early in the process — not just before submission.

Prioritize Project Management and Documentation when you already have an approved proposal

Set up a shared cloud folder structure or any shared place (I would suggest AdminProject as a very good one) from day one for:

- Allocation of tasks and activities
- Timesheets
- Meeting minutes
- Dissemination materials
- Financial records

This will make reporting or audits much easier later.

Build a Core Team

Have a small group (2–3 people) responsible for project coordination, communication, dissemination and finances. Empower partner coordinators to act locally but within a common framework.

Learn from partners that have experience in Erasmus+ project management to identify what worked.

BUILDING BETTER PROJECTS, FROM PROPOSALS TO IMPACT

AN INTERVIEW WITH **ANDRÉS ABAD PACHECO, STRATEGIC EU DEVELOPMENT MANAGER**

EPROJECTCONSULT - ITALY - EPROJECTCONSULT.COM



GENERAL INSIGHTS AND TRENDS

What are the most exciting developments or trends you see emerging in Erasmus+ KA2 and KA3 projects this year?

Forward-Looking Projects and Alliances pushing cross-sector innovation. Small-scale Partnerships still vital for inclusion pipelines. And sharper links to green, digital and participation priorities across actions. Capacity Building and Centres of Vocational Excellence keep raising the bar on excellence and transferability. Global Europe (https://commission.europa.eu/publications/global-europe_en) is becoming a trend for Capacity Building calls too.

How do you think the priorities of Erasmus+ are evolving in response to current social or educational challenges?

Inclusion remains non-negotiable; digital moves from tools to transformation of practice; green shifts from awareness to skills for transition; and democratic participation gets more explicit. The Annual Work Programme keeps hard-wiring these into award criteria and budgets. It has been published the draft for 2026.

In your view, what makes a truly impactful cooperation or policy innovation project?

A realistic needs analysis with the beneficiaries, direct target groups, not only desk analysis, to tight problem statement, policy relevance, and a design that converts outputs into adopted practice—plus credible pathways to scale (standards, credentials, policy hooks). Impact looks like systems change, not just nice pilots. Key Performance Indicators (KPIs) are the core ingredient of impact.

TIPS FOR APPLICANTS AND COORDINATORS

What are your top three tips for writing a strong KA2 or KA3 proposals?

Anchor needs in EU priorities and evidence (alignment). Co-design for adoption (pilots → validation → policy/market uptake). And budget for Dissemination and Exploitation as core work, not an afterthought, directly linked to impact and KPIs. Keep evaluation simple, measurable, and tied to decisions, making pre-evaluations of your proposals before submitting them.

Based on your experience, what are the most common mistakes applicants make — and how can they be avoided?

According to the European Research Executive Agency, vague needs, generic activities, and output dumps with no uptake plan. Fix it with a crisp Theory of Change, explicit user journeys, and exploitation routes (standards, recognitions, policy integration). According to my experience, trying to fit a project idea with a call which is not fitting at all. Building consortia on the basis of payback for been invited in (not successful) proposals. And (of course) abuse of ChatGPT or AI to create project ideas and to design the Work Plan.

How can organisations strengthen partnerships and ensure effective collaboration across borders?

Co-design early, assign complementary roles, and use lightweight governance with clear escalation paths. Build trust with joint calendars, open files, and shared Quality Assurance (QA)/evaluation routines from day one—habits I've leaned on coordinating transnational teams

What advice would you give to first-time coordinators of Erasmus+ projects?

Building the consortium with more experienced and reliable partners. Start small on complexity, big on clarity: a realistic workplan, few (or zero) external suppliers, not too many deliverables/outputs and transparent comms. Front-load risk, QA, and reporting templates; rehearse your first 90 days before submission.

IMPACT AND SUSTAINABILITY**How can project teams ensure their results are sustainable and have a lasting impact after the funding period ends?**

Co-design for adoption like open licences, interoperable formats, and ownership by host institutions. Secure post-grant stewards (networks, National Agencies, sector bodies) and line up policy or curriculum anchors.

What are some best practices for disseminating project outcomes effectively?

Segment audiences, tailor value propositions, and mix channels (events, practitioner toolkits, policy briefs). Track engagement and conversions, not just clicks, and budget for post-project amplification.

In your opinion, how can Erasmus+ projects better connect with policy makers and local communities?

Bring them in as co-owners (advisory boards, pilots, not only for the picture!), deliver timely evidence in their language, and tie outputs to existing strategies. Localise through municipalities/NGOs and feedback results to national frameworks.

LOOKING AHEAD**How do you see digital transformation, inclusion, and green priorities shaping future Erasmus+ projects?**

Expect more projects that blend all three (inclusive digital transitions powering green skills and civic participation). Proposals that show integrated competence frameworks and real-world labs will stand out. And it should be taken into consideration the Erasmus+ Guidelines for them:

What skills or mindsets will be most important for educators, youth workers, and project leaders in the next generation of Erasmus+?

Systems thinking, data-literate evaluation, and partnership choreography—plus the humility to iterate and the discipline to close the loop from pilot to policy. That mix has underpinned my work as evaluator and strategic developer. And not to abuse of ChatGPT and AI



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