

ERASMUS+

&

AVRUPA DAYANIŞMA PROGRAMI

*ilhamı al
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uygula
parçası ol*

BİR DERLEME:
İNSAN HAKLARI VE
DEMOKRASİ

konusundaki Erasmus+ projeleri

İÇİNDEKİLER

1. Digitised Education of Parents for Children Protection
2. "The Role of Education in Protecting Children and Women in Conflict"
3. Radicalization Prevention in Prisons
4. Blended Learning Environment for European Prisoners
5. Open Your Arms For Who Need Them
6. Struggle Against Violent Extremism
7. Child-Friendly Justice in Action
8. 100 VOIX
9. HateBusters: Youth Against Hate
10. Supporting Ties in the Education of Prisoners
11. PROFESSIONAL DEVELOPMENT TOOLS SUPPORTING PARTICIPATION RIGHTS IN EARLY CHILDHOOD EDUCATION
12. myPart - Participatory Approaches in the Civic Education with and for People with Intellectual Disabilities
13. Their right is your right
14. Youth: participation and empowerment
15. Freedom - commonplace or privilege? Life without freedom - different places, different people, different periods
16. Personal narratives made by low skilled adults learner to illustrate European Human Rights Charter
17. comMUNity
18. Civic and History Teachers' Education in Europe. Modules for the Development of Democratic Competences and Social Responsibility of Teacher Trainees.
19. Speak Up!
20. Say NO to Extremism
21. The judicial protection of the fundamental rights in the Area of Freedom, Security and Justice (AFSJ)
22. Roads of Democracy
23. Modernisation, Education and Human Rights
24. 100% Human
25. European Interaction Guidelines for Education Professionals when working with Children in Juvenile Justice Learning Contexts
26. Educational Music Tools To Promote Human Rights Among Young People
27. LOST- Learning Opportunities, Instruments and Investigation Techniques to fight the growing phenomenon of missing people in Europe
28. Acting & Collaborating to Tackle Intimate Violence
29. PLAY-IN: gamification and social innovation to combat the increase of xenophobia in EU

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Erasmus+ Proje Örnekleri



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AVRUPA BİRLİĞİ

Erasmus+
Hayatları zenginleştirir, ufukları açar.

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

Action Type: Strategic Partnerships for adult education

Project Title

Digitised Education of Parents for Children Protection

Project Coordinator

Organisation KUTAHYA DUMLUPINAR UNIVERSITESI
Address EVLIYA CELEBI YERLESKESI , 43100 KUTAHYA , Kütahya , TR
Website <http://www.dumlupinar.edu.tr/>

Project Information

Identifier 2019-1-TR01-KA204-077577
Project Web Site <http://depcip.com/>
Start Date Sep 1, 2019
End Date Dec 31, 2022
EC Contribution 187,741 EUR
Partners MYKOLO ROMERIO UNIVERSITETAS (LT) , UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (IT) , ELLINIKO MESOGEIAKO PANEPISTIMIO (EL) , Kutahya Aile, Calisma ve Sosyal Hizmetler II Mudurlugu (TR) , M&M Profuture Training, S.L. (ES)
Topics New innovative curricula/educational methods/development of training courses ; Home and justice affairs (human rights & rule of law) ; Social dialogue

Project Summary

Background

Child abuse and neglect are one of the most important problems in the world. In 2014, 1 billion children between the ages of 2 and 17 were exposed to physical, sexual, emotional or multiple forms of violence worldwide. Despite the fact that 142 countries in the world have signed the Convention on the Rights of the Child, unfortunately, all kinds of abuse take place constantly, even in the most developed countries. So, the prevention of child abuse and neglect has become a priority in Europe and the EU has begun to attach importance to children's rights. To raise awareness in Europe and the world, 47 European member states and some non-member states have signed the "Lanzarote Convention" which criminalizes all kinds of sexual crimes against children. The Lisbon Treaty aims to protect the rights of children in EU. In this project, it's aimed to benefit from the national strengths of each partner country and the high-level talents of the partner organizations, with the awareness that only international and coordinated work can enrich the process and expand the power of cultural phenomena from a regional scale to a global scale. Also, it's aimed to provide education to families on the subject and to take precautions against child abuse and neglect.

Objectives

Child Abuse and Neglect are issues that have been taken so far in Europe and in the world, but it is clearly seen that the problems continue in a dimensional way and is on the agenda of the official institutions of many countries. In this regard, even a drop of knowledge or innovation can create an information storm effect in the area. The pedagogical competence and awareness of the family, which is the first step of the child's educational status, is very important for the prevention and intervention of child abuse and neglect. Being aware of the importance of the family for children, with this project it is aimed to increase the awareness of families against violence against children. As factors that contribute to the development of families, it is aimed to increase their skills by training educators who teach such sensitive subjects to families. Throughout the project, a communication bridge has been created between families with different traditional values for each partner country by using special, innovative and modern techniques. Thus, it is believed that a significant contribution has been made to the prevention of child abuse and neglect within DEPCIP project.

Implementation

Throughout the project, there have been a number of events designed to educate parents on the value of protecting children from abuse and neglect. Trainers have been able to identify the gaps in the context and pedagogical approaches they provide to families in addition to parents. The Intellectual Outputs have been assisted by multiplier events in the course of achieving these intended objectives. More than 12 families in each partner country have been subjected to fresh qualitative evaluations, and both the new and old results have been integrated and examined. Education modules have been created from psychological, educational, and legal viewpoints, free from cultural variations, and have been made available via brief videos in the respective partner languages. The utilization of education materials and digital tools in trainers' trainings with adults regarding child protection have been covered. The trainers have provided other trainers with trainings that were enhanced by an emotional intelligence approach. To increase awareness, academic papers have been published and a guidebook has been written to make it simple to find information. Free information on the subject has been available through trainings, presentations, and social media.

Achievements

Although a large part of our project was carried out during the covid period, more than the intellectual outputs promised in the project application form have been conducted. The current situation in the countries has been analyzed even though it is not supported financially. Training videos curriculum has been designed. Survey studies, an international online workshop and articles have been published to facilitate parenting in emergencies when there was lockdown due to Covid which is an extra output. Training videos were shot in Turkish and English languages, and subtitles were added. A guidebook to prevent child production and abuse has been prepared, and the importance of the subject has been emphasized in national and international media with 12 academic articles. With the training of trainers, the number of trainers in countries has increased, and the continuity of the project has been ensured through online and face-to-face multiplier activities. With the contributions of the personnel involved in the project, the promotion, sustainability and dissemination of the project have been ensured. With the project, local institutions have been contacted and people working on the protection of children have been reached.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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

Action Type: School Exchange Partnerships

Project Title

"The Role of Education in Protecting Children and Women in Conflict"

Good practice example

Project Coordinator

Organisation Ceskoslovenska akademie obchodni doktora Edvarda Benese, stredni odborná škola, Praha 2, Resslova 8

Address Resslova 8 , 120 00 Praha , Hlavní město Praha , CZ

Project Information

Identifier 2018-1-CZ01-KA229-048017

Start Date Sep 1, 2018

End Date Aug 31, 2021

EC Contribution 104,970.5 EUR

Partners Liceul Teoretic "Johannes Honterus" (RO) , Zespół Szkol Ogólnokształcących Nr 2 (PL) , mehmetçik anadolu lisesi (TR) , Istituto Comprensivo Corrado Melone (IT) , OSMAN GAZI ANADOLU LISESI (TR)

Topics Inclusion - equity ; Migrants' issues ; EU Citizenship, EU awareness and Democracy

Project Summary

Context/Background:

Millions of children and young people worldwide are affected by war and conflict. They are confronted with physical harm, violence, danger, exploitation, fear and loss. Many children are forced to flee. Some children witness the death of beloved ones. Communities are disintegrated and can no longer provide a secure environment for children. Adults are busy surviving, parents have little time for their children. During this conflict, especially young people's rights are abused on a large scale. As a consequence of conflict, children and young people can lose their confidence, their trust in others and their trust in the future. They often become anxious, depressed and withdrawn, or rebellious and aggressive. As a result of low awareness of equalities, democracy, women and children rights, students can not be an active part of society. Lack of moral values like tolerance, respect, honesty decrease their motivation and satisfaction in life.

The mainstay of this project was to enhance opportunities and raise awareness by using the variety of activities, methods, training sessions, curriculum and educational elements. Education programmes supported students to regain their confidence and build positive relationships with their peers, families and wider communities. They played and had fun together, learned and developed. Children and young people found out how to contribute to a peaceful future for their communities. Within the project, we took further steps that connected schools with local communities. Pupils are aware of interconnection of the world and of the fact that they are not affected by immediate problems only.

Objectives that we have met:

- *to help students develop their full potential,
- *to educate students and families about the importance of equity, democracy and rights,
- *to make the students apprehend moral values,
- *to develop students' abilities to manage stress and problem solving,
- *to enable democratic atmosphere to students in order to regain their self-esteem and sense of security,

Number and Profile of Participants:

- *This project was a result of the collaboration of six European schools from Turkey, Romania, Italy, Poland and Czech Republic,
- *approximately 30 teachers in the given schools assured to provide an understanding of human rights as a part of their educational curriculum and project,
- *approximately 50 students in each school took an active role during project studies.

Each partner school had specific responsibilities to fulfill such as;

- *Running the project according to the time schedule and plan of the activities,
- *Preparing the activities held in international meetings properly beforehand,
- *Disseminating the subject of the project to reach large masses

Description of Activities:

*Through the project, we raised awareness in society concerning the issue of war and its negative effects on children. In the meantime, we promoted positive attitudes towards European Union values, human rights, nondifferentiation and critical thinking.

We focused on activities such as;

- *organizing campaigns, exhibitions, competitions,
- *creating pages on social platforms,
- *creating a webpage of the project,
- *holding training sessions, seminars and workshops,
- *producing materials made the project prominent

Methodology:

- *Guidance for students: With the help of social learning strategies, we provided awareness about values, equalities, human rights and democracy.
- *Training for school staff: We provided preservice and in-service training for staff in terms of teaching strategies for behavioral change.
- *Family and community: We involved families and community in every phase of the project by motivating to embrace and disseminate the principals of our project.

Description of the results and impact:

- *We raised our students as respectful individuals towards human rights,
- *We created a school atmosphere in which students feel free to express themselves and put themselves imaginatively in other places and respect one another's' differences

Longer Term Benefits:

Within individual schools, we established a policy which supports our curriculum in that democracy and human rights.

We also adopted moral values to maintain a positive educational atmosphere in and around our schools.

Link to project card: [Show project card](#)

- * Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Radicalization Prevention in Prisons

Good practice example



Project Coordinator

Organisation UNIVERSIDADE DA BEIRA INTERIOR
Address CONVENTO DE SANTO ANTONIO , 6201 001 COVILHA , PT

Project Information

Identifier 2015-1-PT01-KA204-013062
Start Date Sep 1, 2015
End Date Aug 31, 2018
EC Contribution 326,039 EUR
Partners UNIVERSITATEA DE VEST DIN TIMISOARA (RO) , STICHTING FOUNDATION ICPA OFFICE IN EUROPE (NL) , EUROPEAN ORGANISATION OF PRISON AND CORRECTIONAL SERVICES (EUROPRIS) (NL) , QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA (PT) , ADMINISTRATIA NATIONALA A PENITENCIARELOR (RO) , DE FEDERALE OVERHEIDSDIENST JUSTITIE - LE SERVICE PUBLIC FEDERAL JUSTICE (BE) , Ceza ve Tevkifevleri Genel Mudurlugu (TR) , KRIMINALOMSORGSDIREKTORATET (NO)
Topics EU Citizenship, EU awareness and Democracy ; New innovative curricula/educational methods/development of training courses ; Home and justice affairs (human rights & rule of law)

Project Summary

Prisons are often described as “breeding grounds” for radicalisation and violent extremism, since they are highly unsettling environments in which individuals are more likely than elsewhere to explore new beliefs and associations. Deprived of their existing social networks and given the conditions of their confinement, prisoners with no previous involvement in politically motivated violence are vulnerable to being radicalised and recruited into terrorism. A key driver of radicalisation prevention in prisons is the training and awareness raising of the staff. First line workers have been identified as a key group that can make an important contribution to this issue and include prison and probation staff.

Radicalisation Prevention in Prisons (R2PRIS) Project seeks to reduce radicalisation and extremism inside prisons by enhancing the competences of frontline staff (correctional officers, educational staff and psychologists, social workers) to identify, report and interpret signals of radicalisation and respond appropriately.

Specific goals included:

1. Create awareness on the broad picture of terrorism, the mind set and narratives used by understanding why prisons are a breeding ground for radicalisation; the difference between conversion, radicalisation and moving to extremist views (terminology); the pathways and levels of radicalisation, role in the network; recruitment tactics employed within the prison environment; and indicators on how to identify vulnerable people at risk of radicalisation;
2. Develop the tools and instruments for prison administration and line-level staff to recognise signs of radicalisation at an early stage within their specific facility;
3. Provide common, consistent and effective instruments to help staff report their observations to the appropriate intelligence staff;
4. Provide model procedures for intelligence staff to vet the data they receive from prison staff and to appropriately interpret it;
5. Establish a series of training programmes and tools for all staff within a prison to respond appropriately to potential vulnerable individuals at risk of radicalisation.

Participating Organisations:

R2PRIS project promoter:

BSAFE LAB law enforcement, justice and public safety research and technology transfer lab
University of Beira Interior, Portugal

IPS_Innovative Prison Systems, Portugal

Belgian Federal Public Service of Justice, Belgium

EuroPris - European Organisation of Prison and Correctional Services

The Netherlands

ICPA - International Corrections and Prisons Association (European branch), The Netherlands

Norwegian Correctional Service, Kriminalomsorgen, Norway

National Administration of Penitentiaries (NAP), Romania

Romanian Centre for Penitentiary Studies

Universitatea De Vest Din Timisoara (UVT), Romania

Turkish Prison Administration (Turkey)

Main activities

The main activities developed along the project implementation term were:

Management activities (including project management and evaluation and project meetings);

Intellectual outputs (six foreseen intellectual outputs, including written documents, assessment tools, e-learning programs and an online repository);

Transnational training activities - Three 1-week staff training events;

Dissemination Activities: six multiplier events took place, plus several dissemination activities.

Results

The following results were achieved during the R2PRIS project:

An innovative methodological framework for analysing radicalisation and prevention of radicalisation strategies within prison;

A radicalisation screening tool, with respective assessment materials and guidelines for prison administration, line-level and technical staff to recognise signs of radicalisation at an early stage within their specific facility. The tool will be adapted to the specific legal and cultural context of the countries involved in the project;

A training course for all staff within a prison on how to detect and respond appropriately to potential vulnerable individuals at risk of radicalisation;

An e-learning training course;

A train the trainer course;

Five national seminars and an international seminar;

A handbook and online repository of best practices on radicalisation prevention in prisons, than can be used by trainers;

Three short-term transnational staff trainings.

Impact and long term benefits

Implementing the developed tools that allow prison staff at different decision levels to assess inmates vulnerabilities and risk of engaging in radicalisation and violent extremism;

Having prison staff that is aware and knowledgeable of inmates' vulnerabilities as well as the radicalisation process;

Training front-line, technical and management staff in the field of radicalisation and assessment of risks related with inmates' radicalisation and vulnerabilities that can be found in the prison itself, using the developed training programs and assessment tools

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Blended Learning Environment for European Prisoners

Good practice example



Project Coordinator

Organisation Click F1

Address Kromme Nieuwegracht 41 Abis , 3512 HE Utrecht , Utrecht , NL

Website www.clickf1.nl

Project Information

| | |
|-------------------------|--|
| Identifier | 2019-1-NL01-KA204-060491 |
| Project Web Site | http://projectbleep.eu |
| Start Date | Sep 1, 2019 |
| End Date | Sep 30, 2022 |
| EC Contribution | 443,612.17 EUR |
| Partners | STEPS SRL (IT) , European Prison Education Association (NO) , DIRECAO-GERAL DE REINsercao e servicos prisionais (PT) , CHAINS (NL) , PENITENCIARUL BUCURESTI JILAVA (RO) , Stichting Exodus Zuid-Holland (NL) , Kocaeli Open Correctional Institution (TR) , QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA (PT) |
| Topics | Reaching the policy level/dialogue with decision makers ; New innovative curricula/educational methods/development of training courses ; Recognition (non-formal and informal learning/credits) |

Project Summary

Background

BLEEP is a learning tool and database that can be used by all European prisoners (the end-users of BLEEP). The European context provides us with enough knowledge and perspectives to design a tailor-made blended learning environment. With BLEEP we designed a universal environment, in which the learning process for each prisoner can be monitored so that it can become more effective. BLEEP provides the end-user with information in a clear and respectful way about housing, health, income etc. BLEEP is especially designed that it can be used safely in a secured (internet) environment as detention. In addition, it is a learning environment for digital information skills and it increases the end user's self-management because he/she receives a personal account in which they can record the personal reintegration path. The account can be transferred to outside detention allowing the end-user to continue to use their BLEEP environment in society. The BLEEP partners are: Netherlands: Click F1 and CHAINS and Exodus. Italy: Steps. Portugal: IPS and DGRSP Services Prisionais - Probation. Romania: Penitenciarul Bucharest Jilava. Turkey: Kocaeli Open Correctional Institution European organization involved: European Prison Education Association.

Objectives

BLEEP as blended learning environment:

In the field of blended learning and digital skills a lot of initiatives and developments have been occurring in recent years. There is plenty of information and lots of games and tools for both formal as well as informal education. The art is to look at this from a meta point of view. How can we integrate all the energy from education and reintegration efforts into one learning process for prisoners from the inside to the outside? And how should staff training relate to this? With BLEEP we create an environment in which prisoners can work with their experiences, their personal development. We will focus on the experience and created a platform that enhances this so that they can reintegrate successfully.

BLEEP as a European community:

Working in a European context provides us knowledge and perspectives to design a tailor-made blended learning environment for different European countries. Needs of people are universal, we all need a home, fulfillment in the job, etc. A person needs many skills in order to obtain all this. For prisoners in a secured environment this is not that easy. The partner countries learned how we can translate this universal needs in the context of different countries.

Implementation

1 We have done very valuable research in which we have learned a lot. What is the mission of BLEEP and for whom do we do this. How can we anticipate the limited education, reintegration and digital access in detention. What preconditions must we meet to enable BLEEP in detention?

2 We had great training moments that matched the stage of BLEEP development. Online, during the transnational meeting and the Learning and Training Event. We learned how to build up this custom made education-environments (inside and outside secured setting) in a users-friendly clear respectful informational way.

3. We learned how to set up a good working rich data system. BLEEP is now a sustainable environment that can be used for all kind of participants that need to find their way in society.

3 During the project we have piloted, inside prison and outside prison. We learned with prisoners how we could make BLEEP users-friendly and meaningful. We used the comments of the first round of pilots to improve BLEEP and the second round to test if people could work independently, within their own personal BLEEP tool.

4 We builded up a sustainable national and international network, exchanging knowledge on education and skills for prisoners.

Achievements

Concrete numbers

- o 84 (ex-) prisoners in four countries piloted and/ or gave input on how to use BLEEP.
- o More than 14 facilitators (prison staff, teachers) are trained in using BLEEP and started to train colleagues. BLEEP is now an active tool in this prisons.
- o BLEEP platform is tested in 5 partner countries and also with prison staff from Norway and Suisse.
- o We developed a method in which prisoners set-up a personal lifelong learning plan with a focus on skills and needs in society and that they can use in the activities and appointments with care and reintegration providers. It's a plan from inside prison to outside prison with this pathways as a base: Work&Learning, Money&Income, Health&Wellbeing, Friends&Family.
- o We developed a customized database with information on this pathways for each country, End-users have acces to this database with there own personal account.
- o We developed a facilitators quide and tutorials in order to improve the learning plan for a facilitator.
- o At least 12 decision makers from six different countries are aware of the important of blended learning approach for prisoner education like BLEEP. But also on a European level during our presentation on the ICPA conference in Istanbul in 2022.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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

Action Type: Strategic Partnerships for Schools Only

Project Title

Open Your Arms For Who Need Them



Project Coordinator

Organisation ANAFARTALAR ANADOLU LISESI

Address COBANLI MAHALLLESİ AYDINLIK CADDESİ , 55000 SAMSUN ,
Samsun , TR

Project Information

Identifier 2016-1-TR01-KA219-035162

Start Date Sep 1, 2016

End Date Aug 31, 2018

EC Contribution 99,655 EUR

Partners Colegiul National de Informatica Traian Lalescu, Hunedoara (RO) , IIS L.ACCIAIUOLI - L. EINAUDI di ORTONA (IT) , "St.St. Cyril and Methodius" Comprehensive school (BG)

Topics Integration of refugees ; Migrants' issues ; EU Citizenship, EU awareness and Democracy

Project Summary

This was a social responsibility project that takes “REFUGEES and IMMIGRATION” in its centre with the approach that everybody deserves a life as stated in UNIVERSAL DECLARATION OF HUMAN RIGHTS. For more than ten years of research in Europe and beyond, Human Rights Watch (HRW) has documented serious violations of children’s rights arising from immigration detention of children. Children are arbitrarily detained, held in cells with unrelated adults and subjected to brutal treatment by police, guards and other authorities. They are often held in poor conditions that fall far short of international standards governing appropriate settings for children deprived of their liberty. Children in immigration detention include unaccompanied migrant children, children in families (including young infants), asylum-seeking and refugee children, and children whose parents are refugees or people seeking asylum. The project came out of the most serious social problems in recent years as stated above. It is a very serious issue for all of us. We cooperated with the institutions from the countries being more and more affected by the problem. Turkey and Bulgaria are the countries where the problem is dramatically increasing. The Italian school has refugees among their students and they have experience in dealing with the problem of integrating these people and children into the European culture. PT and RO are the other countries which are familiar with the issue as the members of the European Union. The project did not solve the problems but it increased social awareness in terms of understanding those people, helping them in their difficult situation. Children are the main case to be dealt with. As they are the most innocent actors of the issue, it is our responsibility to do our best to take care of them. Our starting point of this project was humanism. We had to show our respect to those people because we live in the same world. This must be seen as our common responsibility. As educational institutions we could not solve this very serious problem, but we provided social acceptance and manage to give people in need stronger motivation/hope for a happy life. Furthermore, this project was very useful for our students while developing their social skills, social sensitivity and autonomous personalities. The project examined the following issues: -forced immigrants-the causes and consequences of forced migration-the impact of immigration detention on children-insufficient sensitivity towards immigrantsIt promoted and developed:-increasing social responsibility campaigns for migrants-social consciousness, social awareness , social sensitivity, tolerance, empathy for the immigrants and refugees-destroying stereotypes-entrepreneurship and volunteering skills of our students. The project activities were applied at five schools, the schools in the neighbourhood, NGOs in a local area, local community. Students, teenagers, parents, people in local community were the main actors. There were five stages of the project: - Searching immigration and refugees issue -Why do immigrants and refugees move to Europe searching for a happy life?-Getting familiar with refugees and immigrants (taking videos and preparing documentaries of them)-Organising social volunteering activities for them including as many people as possible-Disseminating project activities effectively in local, national and international areas to create spreading waves in Europe and across the world

NUMBER AND PROFILE OF THE PARTICIPANTS

Teenagers: 500 active+ 500 indirect : 1000
 Teachers: 50 direct + 50 indirect : 100
 Members of NGOs: 50 direct + 70 indirect: 120
 Administrative staff: 20 direct + 20 indirect: 40
 Parents: 300 direct + 300 indirect: 600
 Local community : 300
 Total number of beneficiaries : Direct:920 Indirect: 1340 : 2260

RESULTS AND IMPACTS

Through our project the five partners intend to create both short-term and long-term tangible and intangible results and to achieve the biggest possible impact to future projects and policy processes such as leading students to overcome lack of social skills, setting up the project website in order to provide continuous access to the general information of the project activities, progress and results, writing newspaper reports and creating on-site panels or leaflets to inform non-specialist audience about the project background and the main results, communication, and cognitive skills of students, cultivating effective partnerships between trainers, educators and community organizations so as to amplify our collective impact on the students.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Struggle Against Violent Extremism

Good practice example



Project Coordinator

Organisation KONYA IL MILLI EGITIM MUDURLUGU
Address Akçeşme Mahallesi Garaj Caddesi No:4 , 42020 Konya , Konya , TR

Project Information

Identifier 2017-1-TR01-KA201-046311
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 152,460 EUR
Partners SELCUK UNIVERSITESI (TR) , Nyströmska Skolan (SE) , Zespol Szkol Ponadpodstawowych w Chojnie (PL) , KOSZEGI TESTVERVAROSI EGYESULET (HU) , Selcuklu Mahmut Sami Ramazanoglu Anadolu Imam Hatip Lisesi (TR) , PIA, informacijski sistemi in storitve d.o.o. (SI)
Topics Inclusion - equity ; Social dialogue ; EU Citizenship, EU awareness and Democracy

Project Summary

Cases of violence, suicide bombers, blasts in capital cities and planned terror attacks, combined with the worrying number of young people joining extremist groups and enlisting to fight for them abroad, had already proved that radicalisation and extremism remained a challenge for our societies. All types of extremists had turned out to be more globalized and they make use of opportunities provided by internet. As a result, it was getting difficult to detect the actions of these groups earlier and protect lives of innocent people..

By taking into account these realities we initiated SAVE Project as a prevention based approach.

Our first target group was teachers. We created educational materials to equip them with the knowledge and the skills to detect the warning signs of extremism and how to respond to them. We prepared a guide “Empowering Teachers Against Extremism” and we organized a training activity for teachers in Poland. Then participant teachers organized training activities for the teachers in their schools.

Our second direct target group was students. We focused on strengthening their resistance to extremism. These young people were defined as Peace Envoys and they were selected by other students by elections. With the help of these elections they experienced democracy from the first hand We organized two different LTT activities for young people.

The first one was in Hungary. During this training activity the topics were selected to empower them on respect for human dignity, freedom (including freedom of expression), the rule of law and respect for human rights, citizenship, preventing stereotypes, discrimination, extremism, enriching democratic values, cultural diversity. Materials used in this training activity was brought together as a guide to be used by other young people both in and outside the partner organizations. These guide has been translated to Turkish, Polish, Slovenian, Hungarian and English. After the training young people organized training activities for their friends in their school who didn't take part in this activity in Hungary.

The second LTT activity towards young people focused on improving students critical thinking and media literacy skills. This training activity was released in Slovenia. Participants learnt how extremist and radical groups use online channels to deceive young people and recruit them in their nets. Youngsters learnt online propaganda techniques and how radical groups use them for their purposes. During the training activity participants learnt how to create their own propaganda as counter-extremist movement. They developed their own videos and disseminated it through their own and institutional social media channels. Training materials have been brought together as a guide and translated into English, Polish, Turkish, Hungarian and Slovenian so that participants of the training activity could use them to organize similar training activities for their schoolmates.

Number and profile of participants

There were seven partner organizations from 6 different countries. There was one local educational authority, one university, one NGO, one ICT company and three schools within partnership. In addition to these partners there were associated partner organizations from Lithuania, Bosnia and Herzegovina, Bulgaria, Italy, Macedonia and Romania.

Methodology:

Plan,do,check,act (PDCA) was the methodology of the project for the control and continuous improvement. We created a project management office for monitoring of the project and each step has been planned, checked and implemented successfully.

The results of the projects were:

1- Project web page where all the carried out activities and produced intellectual out puts have been shared with

wider

2- Europe wide baseline assessment,

3- Teacher training module,

4- Lesson plans and worksheets for teachers,

5- Guide for young people

6- Guide for young people for media literacy and online propaganda videos

7- Peace campaign videos

7- Research conducted for young people and teachers

8- E-Twinning project

9- Teacher training course content for the teachers from other countries

Teachers from partner organizations have been equipped with the skills to discuss the extremism issues with their students. Young people had the chance to come together with other youngsters from different countries. For majority of them it was for the first time in their lives to come together people from other countries. They got rid of their prejudices. They learnt extremism concept and how to protect them from online propaganda. Partner organizations improved their international cooperation skills. During the project new partnerships have been established. Partners from Poland, Slovenia, Hungary and Turkey have worked in 3 different youth projects. Konya Il Mem prepared a training content to "Empower Teachers Against Extremism" It's been advertised via social media and School education gateway <https://bit.ly/2lQzTAm>

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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

Action Type: Strategic Partnerships for youth

Project Title

Child-Friendly Justice in Action

Good practice example

Project Coordinator

Organisation DEFENSE DES ENFANTS INTERNATIONAL BELGIQUE BRANCHE FRANCOPHONE ASBL

Address RUE MARCHE AUX POULETS 30 , 1000 BRUXELLES , BE

Website <http://www.dei-belgique.be>

Project Information

Identifier 2018-2-BE04-KA205-002381

Project Web Site <http://www.cfjnetwork.eu/child-friendly-justice-in-action>

Start Date Oct 1, 2018

End Date Aug 31, 2021

EC Contribution 136,597.38 EUR

Partners D.E.I.-France (Défense des enfants international - France) (FR) , Spolek zastáncu detských práv (CZ) , DEFENCE FOR CHILDREN INTERNATIONAL ELLINIKO TMHMA (EL) , DEFENCE FOR CHILDREN INTERNATIONAL- ITALIA (IT) , DEFENCE FOR CHILDREN INTERNATIONAL-WORLD SERVICE (BE) , ASOCIACIÓN PARA LA DEFENSA DE PERSONAS MENORES DE EDAD, DNI INTERNACIONAL - SECCIÓN ESPAÑA (ES) , STICHTING DEFENCE FOR CHILDREN INTERNATIONAL NEDERLAND - ECPAT NEDERLAND (NL)

Topics Youth (Participation, Youth Work, Youth Policy) ; Home and justice affairs (human rights & rule of law)

Project Summary

The diversity of justice systems in Europe is a major issue. Respect for children's rights in the field of justice for children is relatively heterogeneous, while all European countries have signed and ratified the UN Convention on the Rights of the Child (UNCRC).

Furthermore, juvenile justice systems in European countries remain insufficiently adapted to children and still lack an educational approach. They still too often favor a punitive approach. Justice institutions and individuals working in them are not sufficiently trained for educational intervention when confronted with children. Youth protection and juvenile justice professionals lack capacity and skills in this area. This system does not allow the young person to internalize the values and principles of society.

The Council of Europe and the European Union have in the last years developed an innovative approach in adopting various standards, guidelines and directives in the field of child-friendly justice. These standards aim at improving the justice system and adapting it to the specific needs of children. This entails creating a justice system which guarantees respect for and the effective implementation of all children's rights. However these standards, that are still quite recent, are not enough disseminated and known by professionals working directly or indirectly with children in contact with the justice system.

The objectives of the project are to:

- Make sure that the voice of children is heard in litigation; guarantee the participation of children in all proceedings involving them
- Advocate for an adaptation of the judicial systems in line with children's rights ;
- Make sure that the best interest of the child is taken into consideration also when the child is not directly concerned.
- Strengthening capacities of professional working directly or indirectly with children in contact with the judicial system

Main activities are:

- Mapping of good practices and existing tools in terms of child-friendly justice
- Need analysis of relevant organization of professionals working directly or indirectly with children in contact with the justice system
- Participative workshops with children concerning their needs/expectation/experience of the judicial system for children in each country (child participation)
- Writing of a toolkit on child-friendly justice including the mapping of good practices and existing tools in child-friendly justice; recommendations based on the need analysis of professionals; and recommendations based on the results of the participative workshops with children.

CFJ-IA is based on a methodology where the research material comes directly, on one hand, from professionals working in the field

and, on the other hand, from children themselves. During the first phase of the project (September to December 2019), partners

consulted professionals working in administrative proceedings involving unaccompanied foreign children (in Spain, France, Italy,

Greece and The Netherlands) and accompanied foreign children (in Belgium). They conducted one-to-one interviews and/or asked

the professionals to fill in a specific questionnaire to assess whether they are embracing a child-friendly approach in their daily

work. The second phase (January to April 2020) focused on gathering the voice of children involved in

administrative proceedings related to international protection applications. All six partners held participative workshops, organized interviews and asked voluntary children to fill in a child-friendly questionnaire in order to collect their opinion and experience of their administrative journey as part of their international protection application.

Each project partner developed a national report based on the results of these consultations and completed it with desk-based research. The European report summarizes findings from the national reports, highlighting key European common issues related to child-friendly justice principles, inspiring practices and final recommendations. From all the project lessons learned, partner developed a specific toolkit which helps professionals working with child migrants to integrate key elements enabling the mainstreaming of child-friendly principles into their work.

In addition to the planned outputs, we developed a specific document highlighting the opinions of children called "The Voices of children".

The project results were widely disseminated in each country to youth workers, who will be better informed about the principles of child-friendly justice and will thus be better able to take them into account in their daily practices with young people. The project will have a great impact on the justice system to make truly child-friendly using the practical toolkit for a child-friendly justice as a reference.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

100 VOIX

Good practice example



Project Coordinator

Organisation ASSOCIATION ANIME ET TISSE
Address 32 RUE DE LA MARBAUDAIS , 35700 RENNES , Bretagne , FR
Website www.animeettisse.org

Project Information

Identifier 2020-1-FR01-KA204-080424
Start Date Sep 1, 2020
End Date Oct 31, 2022
EC Contribution 54,230 EUR
Partners La carovana Soc. Coop. Soc. Onlus (IT) , ASOCIACIÓN AURYN (ES)
Topics Inclusion - equity ; Intercultural/intergenerational education and (lifelong)learning ; Integration of refugees

Project Summary

Background

In the current European context of the crisis of policies of reception of migration, the presence in our territories of adult persons in situation of exclusion has increased and on the one hand challenges our societies regarding the respect of human rights, On the other hand, it requires trainers and socio-educational actors to adapt their practices and develop new skills on intercultural issues and effective approaches in the fight against discrimination. 100 Voix was born in 2017 from a European contact seminar on "Migration, arts and human rights" In this context, a reflection was developed on how to train professionals in order to promote the learning of migrants in non-formal and informal settings and more generally their social inclusion. Since then, other questions have been asked: how to free and collect the word of these people, how to value it and disseminate it in a way that adapts our practices as companions or activists. How to from the expression of the 100 VOICES working on Intercultural Education and Human Rights.

Based on these findings, the project was created.

Objectives

We wanted to:

- Strengthen and develop the skills of the target audience* in intercultural education, human rights and artistic practices in their work with learners from migration
- Create and strengthen local and European networks of accompanying trainers.
- Exchange, share and systematize the tools and approaches as well as the new teaching methods experienced in the different European territories to make them transferable.

During the implementation of the project we added the objective to systematize the entire process in a publication to collect and highlight and shape the intervention modules, our practices and methods to be able to continue working in our respective territorial realities.

*The target audience: accompanying trainers, socio-educational actors working with adults from immigration, teachers working with an allophone public but also activists working to defend the rights of exiled people as well as people from migration.

Implementation

We set up

11 TEAM MEETINGS:

Initially it was planned just two face to face meetings (preparation and evaluation), The health crisis as well as the will for cooperation between partners, led us to develop remote work by conducting 8 meetings by skype. An intermediate transnational face to face meeting was added to prepare the technical part related to screen printing of the French training (C2)

3 TRAINING ACTIONS

The first two trainings aimed to develop skills in intercultural education, human rights and artistic expression techniques. The third allowed us to create training modules that we have systematized in a booklet that brings together the tools and methods worked and experienced during international meetings and local activities in the different territories.

LOCAL ACTIVITIES, in the territory of each partner organization: we have set up cycles of workshops of expression and screen printing on human rights and intercultural education, interventions in the public space and in training organisations, cultural mediation services, language courses etc.

Achievements

- For THE PARTICIPANTS: - Increasing skills in their adult support work on human rights, intercultural and artistic practices: screen printing and fresco.
- Experimentation and development of tools and methodologies for working in intercultural contexts;
- A network of adult educators from European migration

- For the PARTICIPATING ORGANIZATIONS: -Skills development in the management and coordination of European projects, -Creation and use of training modules in the field of training of adults from migration - Integration of the intercultural and human rights education dimension, as well as artistic practices in the training they offer.

An unexpected result was the CREATION OF A TOOLBOOK on how to use artistic practices to address intercultural and human rights education with migrant people. The production of this booklet exceeded all expectations due to the quality of the contents, the involvement of the participants and the beauty of the final object. A beautiful booklet summarizing the workshops in France was also published.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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

Action Type: Strategic Partnerships for youth

Project Title

HateBusters: Youth Against Hate

Good practice example



Project Coordinator

| | |
|---------------------|--|
| Organisation | SUDWIND VEREIN FUR ENTWICKLUNGSPOLITIK UND GLOBALE GERECHTIGKEIT |
| Address | LAUDONGASSE 40 , 1080 WIEN , AT |
| Website | www.suedwind.at |

Project Information

| | |
|-------------------------|---|
| Identifier | 2019-3-AT02-KA205-002565 |
| Project Web Site | https://hatebusters.erasmus.site/ |
| Start Date | May 31, 2020 |
| End Date | May 30, 2022 |
| EC Contribution | 188,878 EUR |
| Partners | DANMAR COMPUTERS SP ZOO (PL) , KAINOTOMIA & SIA EE (EL) , Crossing Borders (DK) , Mine Vaganti NGO (IT) |
| Topics | Home and justice affairs (human rights & rule of law) ; Social dialogue ; Youth (Participation, Youth Work, Youth Policy) |

Project Summary

Background

Background: Hate directed against certain groups of people can manifest itself in words and actions and is based on ideology and prejudice. According to the latest data from the Organisation for Security and Co-operation in Europe (OSCE) website, the rate of hate crime is rising worryingly in some European countries. Hate speech includes many different forms of expression that promote or justify hatred, violence and discrimination against a person or group of persons for various reasons, which poses a serious threat to the cohesion of a democratic society, the protection of human rights and the rule of law. In Austria's annual anti-discrimination report, hate crimes reported to the police have doubled since 2014. In Greece, the number of reported hate crime cases tripled in 2017, and in Italy and Poland, the number of reported cases has also increased significantly since 2015. As a link between hate speech and hate crime has been identified, there was an urgent need for hate speech prevention and reduction. The HateBusters project aimed to contribute to achieving these goals and by implementing the results, the project partners have been able to contribute a great deal to young people's, youth workers, teachers and NGOs learning.

Objectives

Hatebusters' objectives were to:

- develop and disseminate tools and mechanisms (a guide, a toolkit and an app) for youth workers and young people for recognizing, identifying and classifying hate speech online and offline and its various forms and components such as discrimination, segregation, racism, bullying, cyberbullying, violence and its impact among young people
- equip youth workers and young people with the know-how, tools and methods for building a bottom-up campaign against the perceiving and rising problem as hate speech, through the Hatebusters guide, toolkit and app
- raising awareness of the importance of human rights online activism and youth mobilization and support young people's sense of initiative in the social field and the combat against hate speech, through the Hatebusters toolkit and app
- open up youth work to cross-sectorial and transnational cooperation across the field of youth and enhancing youth workers capacities in preventing racism and intolerance among youth

Implementation

PMI: The activities implemented under the PMI grant were:

- Creation of a logo, a website and various documents and dissemination materials around the project to advertise the project results
- Regular communication with partners through participation in monthly online meetings, communication via Admin Platform and emails
- Dissemination activities for the release of the intellectual outputs of the project and posts for the general progress and partners meetings
- Translation of the projects website in the partner organizations national languages
- Regular creation and translation of news and articles and upload to the HateBusters website
- Overview of the work plan, time management of the tasks

Documentation of the activities (through timesheets, minutes from the online-meetings, dissemination-reports, quality evaluation reports)

Establishment of cooperation with local policy makers such as the Municipal Youth Councils, schools and NGOs

Regular emailing and contact with stakeholders to disseminate and exploit the results developed

Activities implemented under IO1 completed in 1. project year:

IO1: The activity was the implementation of IO1 HateBusters Guide and its dissemination in the framework of the HateBusters IO2 Campaign.

Activities implemented under IO1 completed in 1. project year.

IO2: The activities implemented under the IO2 were related to the final (third) sub output of IO2, i.e., the HateBusters campaign. The activities included: The creation of social media accounts, Facebook and Instagram for the campaign, the regular posting on those media to disseminate the outputs (IO1: How to combat online Hate Speech and Cyberbullying, IO2: The lazy person's guide, IO3: The HateBusters App)

Development of the Campaign Strategy Document including activities and posting schedule

Development of an article for the initiation of the campaign

The implementation of workshops with participants who were trained on how to recognize hate speech and how to combat it

The development of dissemination materials, Gifs, leaflets, short videos

The creation of podcasts, dissemination of the 4 videos against hate speech created under the IO2 by the partners in order to raise awareness

and inform people about the negative effects of those phenomena.

Interview with a victim of hate speech and bullying and creation of a podcast

Creation of dissemination material through canvas for the promotion of the intellectual outputs

Contacting with local stakeholders such as the youth municipal council of Larissa, the No Hate Speech Committee, the NGO ZARA and with

teachers and trainers to promote and exploit the intellectual outputs

Development of the article for the closure of the project

IO3: HateBusters mobile App:

Adjustments and improvements on the app

Review and corrections on the translation of the app

Internal and external evaluation of the app with focus groups of youth workers and young people

Dissemination of the app through HateBusters social media, through emailing to regional stakeholders and in schools during workshops

Achievements

IO1: Hatebusters Guide "How to combat hate speech and cyberbullying"

IO2: Hatebusters Awareness-Toolkit

IO3: Hatebusters App

Hatebusters dissemination materials (website, newsletter, flyer, logo, document templates, GDPR-policy)

Learning results from the Hatebusters Staff Training

Risk plan

Deor plan

Quality and monitoring plan

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Supporting Ties in the Education of Prisoners

Good practice example



Project Coordinator

Organisation Epistimoniki Enosi Gia Tin Proothisi tis Ekpaideftikis Kainotomias
Address Karfi 52 , 413 34 Larissa , Θεσσαλία (Thessalia) , EL
Website www.eepek.gr

Project Information

Identifier 2018-1-EL01-KA204-047874
Project Web Site <http://steps.eepek.gr/>
Start Date Nov 1, 2018
End Date Oct 31, 2021
EC Contribution 293,516.5 EUR
Partners CPIA 1 (IT) , 2nd Second Chance School of Larissa (EL) , C.I.P. CITIZENS IN POWER (CY) , KERIGMA - INSTITUTO DE INOVACAO E DESENVOLVIMENTO SOCIAL DE BARCELOS (PT)
Topics Inclusion - equity ; Home and justice affairs (human rights & rule of law)

Project Summary

S.T.E.Ps project "Supporting Ties in the Education of Prisoners"

A project aiming at Facilitating prisoners' Transformation

The successful transition of (ex-) prisoners from prison to community requires their support, education and training both in prison and in the community.

Detainees, who receive both individual and group counseling and ongoing support and training, as well as general or vocational education, have been shown to have reduced recidivism rates and higher employment rates, findings namely that highlight the need for combined support and training.

Prisoners, in order to "make good use" of their sentence and see the period of confinement as a "second chance" to acquire skills and qualifications in order to better manage or cope with life in general, will have to work within themselves, with their mindset and spirit.

According to research, the change (namely the breaking of the vicious circle of marginalization, crime, etc.) is marked by a shift of positions of the subjects (perceptions, principles, values, etc.), from those that the prisoners possessed in the beginning to more flexible forms, including the multiple voicing.

In order to achieve results capable of giving prisoners the necessary supplies to continue as equal citizens, with obligations and rights, it is necessary to introduce flexible programs that will provide prisoners with support before and after release, which will be combined with career counseling, provision of social skills as well as life skills, preparing the individual for the transition from prison to community.

It is clear that in this context a special role is given to educators and program managers as facilitators, animators and supporters, as well as to prisoners who act as role models and collaborators having the role of mentor.

The STEPs project aims to give these opportunities to the inmate population, freeing them from ignorance, social clumsiness and "disability" and offering them support and remedial experiences to escape the vicious cycle of marginalization, crime and unemployment. The way to break this cycle is to cultivate confidence in them and in society, so that they can survive using legal means and avoid recidivism.

The partners of the "STEPS" partnership work together to create an innovative training material, which - through the prison schools or the support and reintegration centers of prisoners and other related structures - will support the effective reintegration of prisoners into society, in order for the prisoners to improve decision-making ability.

The innovative product of the program is based on new technologies and offers virtual reality experiences to learners and their educators.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

PROFESSIONAL DEVELOPMENT TOOLS SUPPORTING PARTICIPATION RIGHTS IN EARLY CHILDHOOD EDUCATION

Good practice example



Project Coordinator

Organisation Iscte - Instituto Universitario de Lisboa
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Website www.iscte.pt

Project Information

Identifier 2019-1-PT01-KA202-060950
Project Web Site https://child-participation.eu/?page_id=1702&lang=pt
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 333,773.18 EUR
Partners UNIWERSYTET WARSZAWSKI (PL) , UNIVERSITEIT UTRECHT (NL) , HELLENIC OPEN UNIVERSITY (EL) , INSTITUTO POLITECNICO DO PORTO (PT) , APEI - Associação de Profissionais de Educação de Infância (PT) , ODISEE (BE)
Topics Open and distance learning ; New innovative curricula/educational methods/development of training courses ; Inclusion - equity

Project Summary

Background

Children have the right to participate in all matters affecting them, freely expressing their views and having them respected and considered. Young children's participation is key to developing a culture of human rights, democracy, and rule of law. Therefore, young children's active participation and decision-making in society must be protected and encouraged from an early age. Even though children's right to participate is key to education quality, its implementation in early childhood education and care (ECEC) settings remains a challenge. We applied for this project to develop a multilevel professional development approach aiming to support ECEC professionals in providing high-quality ECEC, by strengthening their knowledge, attitudes, and competences to engage in constructive team work towards developing, implementing, and monitoring young children's participation in ECEC classrooms and centres. We explicitly targeted ECEC teachers but also ECEC assistants and ECEC professionals in leadership roles (i.e., coordinators), typically overlooked in professional development initiatives and resources, acknowledging the need to support all professionals who interact with young children in ECEC.

Objectives

The PARTICIPA project aimed to strengthen (1) the knowledge of ECEC professionals (i.e., teachers, assistants, and coordinators), on the current evidence on children's right to participate, including meanings of childhood, dimensions of participation, potential benefits, conditions to implement participatory practices, barriers to children's participation, and relevant participation practices; (2) positive attitudes of ECEC professionals regarding the design, implementation, and monitoring of practices that promote children's right to freely express their views and have them respected and considered in decision-making processes that affect their daily spaces, routines, activities, and experiences in ECEC; (3) the ability of ECEC staff to reflect on and to identify, design, implement, and monitor practices that enhance children's participation in the context of a formative, strengths-based, self-assessment professional development approach; and (4) the ability of ECEC staff to work together, at multiple levels of the ECEC centre, to identify, use, and sustain the individual, contextual, and organizational resources needed to support young children's participation rights.

Implementation

We developed four independent but complementary professional development resources, including: (1) a Massive Open Online Course on children's participation in ECEC, targeting teachers, assistants, and coordinators; and (2) three self-assessment tools designed to support ECEC teachers, assistants, and coordinators in delivering high-quality provision, through informed self-reflection regarding participatory practices at the classroom and centre levels. To support the development of these professional development resources, we implemented multiple activities, including (a) focus groups with ECEC teachers, assistants, and coordinators recognized in the field as providing high-quality ECEC based on participatory practices, aiming to gather relevant testimonies to feature in our resources but, mainly, to obtain a deeper understanding of participatory practices in ECEC and the conditions that facilitate their implementation; (b) pilot studies and micro-evaluations of the preliminary versions of the MOOC and of the self-assessment tools to gather ECEC professionals input to inform revisions and updates; and (c) a feasibility study to examine the efficacy, practicality, and usefulness of our multilevel professional development approach.

Achievements

As planned, PARTICIPA delivered a Massive Open Online Course, consisting of 20h of learning materials/activities, aiming to support ECEC professionals in learning about children's participation, its benefits and conditions, and most importantly, about practices at the classroom, centre, and community level that support children's participation. It also produced three self-assessment tools for ECEC professionals with a feedback feature, with one version targeting each professional role. The Lundy model of participation was the conceptual framework in all resources, ensuring the coherence of this multilevel professional development approach. A feasibility study documented promising results: participants who accessed the PARTICIPA resources showed positive (statistically significant) changes in their beliefs, attitudes, and practices towards the promotion of children's participation. In addition, we found evidence of ECEC professionals' endorsement of the acceptability, appropriateness, usability, and complementarity of the PARTICIPA resources. The MOOC, the self-assessment tools, as well as the articles and main conference papers/posters produced within the PARTICIPA project are freely available from www.child-participation.eu.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

myPart - Participatory Approaches in the Civic Education with and for People with Intellectual Disabilities

Good practice example



Project Coordinator

Organisation LEBENSHILFEN SOZIALE DIENSTE GMBH
Address CONRAD-VON-HOTZENDORF-STRASSE 37A , 8010 GRAZ , Steiermark , AT
Website www.lebenshilfen-sd.at

Project Information

Identifier 2019-1-AT01-KA204-051251
Project Web Site <https://mypart-project.eu/>
Start Date Nov 1, 2019
End Date Apr 30, 2022
EC Contribution 155,076.25 EUR
Partners Zavod RISA, Center za splosno, funkcionalno in kulturno opismenjevanje (SI) , FENACERCI - FEDERACAO NACIONAL DE COOPERATIVAS DE SOLIDARIEDADE SOCIAL COOPERATIVA FCRL (PT) , LATERNA MAGICA Nonprofit Korlátolt Felelősségű Társaság (HU)
Topics Disabilities - special needs ; EU Citizenship, EU awareness and Democracy ; Inclusion - equity

Project Summary

Background

Art. 29 of the UN Convention on the Rights of Persons with Disabilities states the right to political participation for all persons with disability. This calls for people with disabilities to be able to participate effectively and fully in political and public life on an equal basis. It is the responsibility of a nation to ensure this. But still, people with intellectual disabilities face many substantial limitations in practising their political rights what can be attributed to various reasons: barriers like in accessible voting procedures or in a lack of appropriate and accessible materials and information. All this is systematically based. One very important requirement for political participation is to understand the role of oneself as a citizen in a democracy. Due to the education pathways of adult people with disabilities which were often marked by the transition into segregated work and residential settings with no possibilities to acquire knowledge in civic education, people with intellectual disabilities did not develop interest nor knowledge on the topic. To reduce this lack and to support the acquirement of understanding and interest on politics and civic participation was the core intention of the myPart project.

Objectives

The main aim of the project was to enhance the political participation of people with intellectual disabilities. The project focused on two pillars: On the one hand it promoted political participation and citizenship for people with intellectual disabilities through tailor-made and accessible educational activities. On the other hand, it increased the awareness of society, policy makers, politicians about the rights of people with intellectual disabilities and the possibilities to better involve them in the political and public life.

In the learning biographies of people with intellectual disabilities knowledge of democratic values, fundamental rights, active citizenship and their individual situation relating to political processes was often not imparted. To compensate this lack the project developed tailor-made educational measures: workshops, accessible information and further materials (videos) related to the educational activities.

Another objective of the project was to initiate a change towards a participatory conception of politics and society. This was done by establishing Civic Circles, a format where people with intellectual disabilities, politicians, policy makers and people of the community came into dialogue.

Implementation

Cooperation Groups: Essential in the implementation of the project was a participatory and inclusive approach through involving people with intellectual disabilities in all stages of the project. This was achieved by the establishment of Cooperation Groups in each country: Each partner had to form a consistent working group with at least two people with disabilities. This group developed the project products, prepared and conducted the pilot testing as well as the Civic Circles.

Development of four Intellectual Outputs together with the Cooperation Groups: myPart Workshops for Civic Education, myPart Handbook ETR, myPart Videoclips, myPart Policy Recommendations.

Pilot Testing: In each partner country a pilot testing for the workshops, handbook and videos was conducted to deploy the developed material and to receive feedback directly from the target group.

Civic Circles were the Multiplier Events in the project. Each partner had to conduct two national events, one in the meantime, one at the end of the project's lifetime. The purpose of these events was to promote the project's topic and products but also to give the floor for a low-threshold get together with politicians, policy makers for people with intellectual disabilities.

Achievements

myPart Workshops for Civic Education: The Workshops cover five topics (modules): Human and Civic Rights, Democracy, European Values, Choice and Decision-making Process, Political Participation. They focus on the needs of people with intellectual disabilities regarding their political participation and learning abilities.

myPart Handbook (easy-to-read): The handbook is a tool for people with intellectual disabilities so that they have material for the workshops at hand. It can be used during the workshops as a training handbook but also for deepening the contents individually.

myPart Videoclips: Five videos take up the workshop topics and present them for people with intellectual disabilities but also for the general public. People are provided an emotional context to the topics and are well suited to open discussions on relevant topics like discrimination, equality, decisions, human rights.

myPart Policy Recommendations provide information and recommendations about civic participation of people with intellectual disabilities on regional, national and European levels. It gives practical advice on an accessible environment promoting the civic and political participation of people with intellectual disabilities.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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

Action Type: Strategic Partnerships for youth

Project Title

Their right is your right

Good practice example



Project Coordinator

Organisation RAAMA NOORTE UHING NOORUS MTU

Address ROHELINE 1 B , 80036 PARNU , EE

Project Information

Identifier 2020-1-EE01-KA205-077616

Start Date Jun 1, 2020

End Date Jan 31, 2022

EC Contribution 96,270 EUR

Partners EUROPEYOU (ES) , FUTURO DIGITALE (IT) , SDRUZHENIE ALTERNATIVI INTERNATIONAL (BG)

Topics Home and justice affairs (human rights & rule of law) ; Romas and/or other minorities ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

“Their right is your right (TRIYR)” project aims to strengthen the competences of youth workers in key concepts of human rights education with minority young people and provide them the necessary knowledge and tools as learning resources to promote equality and address intolerance in the society. All learning resources and outputs created during the project will be available as open educational resources (OERs).

The direct target group of the project will be youth workers involved in youth learning who will upgrade their skills in human rights education, whereas the indirect target group are young people, who will benefit from youth workers through the provision of high quality youth learning.

Extending and developing youth workers competences, particularly in protecting the rights of disadvantaged youth minority and promoting tolerance and respect of human rights, is one of the key objectives of the Erasmus+ youth programme for 2020.

The necessity to conduct this project transnationally is due to our intention to mobilise youth organisations and other stakeholders to build coalitions or partnerships that will enhance human rights education in the society to promote tolerance for minorities and understanding of youth minority rights.

TRIYR will have the following main activities:

- Four transnational meetings.
- Four Outputs.
- Four final conferences.
- One training event (C1).
- Project management, communication & dissemination activities.

The project has been designed over 20 months to happen in 3 major consecutive phases. Each phase will mark the beginning of a project intellectual output. Project international meetings (M1,M2,M3, M4) will be included at beginning and end of each intellectual output. In addition, the final conferences (E1,E2,E3,E4) in the form of multiplier events will take place the last month of TRIYR in each partner country with the aim to reach a higher impact.

The project will be an item on the curriculum of each organization and it will be incorporated in the learning activities of all project members. Following, the project will have direct, positive effects on the different participants as they will acquire more specialized knowledge on youth minority human rights education and understand the importance of having competences in minority rights for answering the increasing challenges in European society. Through the peer-learning among youth workers there will be concrete opportunities of intercultural contact as well as upskilling professional competences, adding comparative assessment and rating of the results, the perception of a professional growth and greater social recognition of educational mission by stakeholders.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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

Action Type: Strategic Partnerships for youth

Project Title

Youth: participation and empowerment

Good practice example



Project Coordinator

Organisation Consejo de la Juventud de Ciudad Real
Address BARCELONA S/N , 13004 CIUDAD REAL , ES

Project Information

Identifier 2019-2-ES02-KA205-013528
Start Date Jan 31, 2020
End Date Jul 30, 2021
EC Contribution 71,127.35 EUR
Partners Asociatia Centrul de Copii si Tineret Sfantul Sebastian (RO) ,
ASOCIACION DE INNOVACION EMPRENDIMIENTO Y TECNOLOGIAS
DE LA INFORMACION Y LA COMUNICACION INNETICA (ES) ,
ASSOCIACAO JUVENIL DE DEAO - AJD (PT)
Topics Youth (Participation, Youth Work, Youth Policy) ; Social entrepreneurship
/ social innovation

Project Summary

Background

We decided to write this project because we felt the need to address a major problem that young people are facing in recent years: their low participation and involvement in society, in politics and in their communities. Moreover, the lack of some key competences needed to enter the job market, worsens their chances for a professional development, contributing to high rates of youth unemployment and lower quality of life. Our project idea was also based on the fact that the right to Participation is a universally recognized right, as enshrined in the Universal Declaration of Human Rights, which recognizes that every human being "has the right to participate in the government of his country, directly or through freely chosen representatives"

Participation must be understood as a civic means of intervening and transforming the social environment, which can take different forms.

Associationism is a form of participation that is commonly represented by a group of people with common objectives, immersed in an organizational model and with the will to develop a collective action. Associations are called to perform a number of social functions within their community. Thus, the Youth Council of Ciudad Real, composed of all the youth associations of the City, is committed to their development.

According to the European Commission:

"Despite economic recovery and reduced unemployment, inequalities persist, including between generations. There is a real risk that the current generation of young people will end up with worse living conditions than their parents. 29% of young people aged 16-29 are at risk of poverty or social exclusion, and 11.6% of those aged 15-24 do not study, work or receive training (Neet), while 15.9% of young people in this age group, is unemployed, a rate that is twice the one of the mean population"

At the 1st State Meeting of Youth Professionals held in Alicante, a series of proposals were developed in order to promote the empowerment and participation of young people. These included the drafting of a Youth Participation Act that will allow for the incorporation of new forms of youth representation as informal groups or youth entities of other types.

That is why we wanted to respond to these problems through the empowerment of young people.

Objectives

The main goal of our project was to empower youth at a local, regional, national and European level, through the promotion of participation, entrepreneurship and interaction in European environment; all of these activities were realized with youth workers, youth activity managers, youth activity leaders who were going to be the ones to help young people in the empowerment process.

We wanted to achieve these goals through the following operational objectives:

- Training youth workers and leaders to better inform, motivate, tutor, lead and advise young people in the development of their life projects through youth participation in different ways: associations, personal projects, European programs, meetings, among others.
- Sharing the innovative products planned (Training Manual about youth participation and the Online Collaborative Platform), through different multiplier events, giving them visibility and investigating the best that young people can take from these products.
- Increasing the amount of European associations, activities and European-wide projects in the consortium countries.

The project was created for two target groups:

- Youth workers and youth leaders, to inform them about mechanisms, tools and methodologies that help improve and promote social and civic youth participation.
- Young people aged between 14 and 30, to involve them in the empowerment process that facilitates their participation, through associations and / or other forms of participation.

The fundamental pillar of solidarity, entrepreneurship and cooperation development among young Europeans, is the youth training on how to manage personal projects. For this we need a structured net of information, training and permanent counseling; plus we need motivated and experienced young people wanting to share their thoughts and continue to grow in a European environment, enriching their knowledge of European possibilities.

Initially our project aimed to strengthen this base and then expand actions at the European level, which are the basis for achieving the objectives of the Erasmus + Youth program.

For all these reasons, we believed that our training project for youth workers and young people from the base was fundamental for the successful use of the programs and projects offered by the different administrations, in order to direct ourselves to the formation of youth and therefore have a more committed, competent and supportive society, from the local and regional to the European level.

Implementation

The project started at the beginning of the pandemic by Covid-19, so much of the activities were carried out online.

First, to start the project, we held several meetings between all the partners to discuss work planning, task distribution, quality management, budget management, the communication plan, among other practical aspects. In addition we had to consider the modification and adaptation of the project activities from face-to-face to the online form.

The very first activity of the project was the implementation of the Manual: "How to encourage youth participation in Europe through volunteering, associationism and social entrepreneurship - Training manual for youth workers and youth leaders".

The research and writing of this training tool was carried out over several months among all the partners and their youth workers' team. During this time we had multiple online meetings to discuss the content of each chapter of the Manual, comparing ideas, giving and receiving feedback on drafts and coordinating each other during the process. We also worked on the project's visual identity, which is reflected in the Training Manual, in the Collaborative Platform, the website and social networks of the EmpowerYouth project.

Once the drafting of the English version of the Manual has been completed, we proceeded to prepare the translated versions in the national languages of each partner: in Spanish, Portuguese and Romanian. We then moved on taking care of the design of the printed English version of the Manual, which would be followed by the other languages versions. Having a printed version of the Manual in 4 languages, in addition to the digital documents available online, was very important for us. First of all, because we wanted to use them during the multiplier events and participation workshops developed, and secondly, because we wanted the Manual to be available during our dissemination actions and for the everyday job of the local youth entities.

In this period, the EmpowerYouth website and Facebook page were also created and disseminated, to make visible the work we were doing. In addition, several press releases on the project were published in the local media of each partner country.

Once the training Manual was completed, we continued with the design and creation of the EmpowerYouth Collaborative Platform. Again, we had several meetings to define the contents and the necessary functionalities, as initially proposed in the project.

We created the first versions of the platform and continued to meet regularly to test, give feedback and improve

its functioning.

During the training course we conducted for our organizations' youth workers, we presented the platform to be tested. On this occasion we obtained important recommendations from the participants, which were used to improve the platform usability.

After having postponed several times the project's KickOff Meeting due to the health crisis, we decided to carry out this transnational meeting online, reviewing the approach of the activities planned and taking into account all the adjustments that might be needed in the wake of the Covid-19 pandemic. We made several proposals for the development of the training course, the participation workshops and the multiplier events, to carry out them in person, or online if needed. In addition, we took advantage of this 2-day meeting to follow up on the dissemination of the project and other practical aspects.

In the EmpowerYouth Training Course, which was held online, 16 youth workers from the 4 partner entities participated. We introduced the Collaborative Platform and the training Manual and taught workers how to use it in their daily job with young people. We also held participatory workshop planning sessions, simulations of partnership projects, in addition to commenting on and exchanging ideas on good practices and methodologies, as set out in the Manual.

After the Training course, the Consejoven team, from Ciudad Real, and the partners from Portugal and Romania, organised and carried out several participation workshops with young people at local level. Meanwhile, our partner Innetica made the latest enhancements to the Platform.

In the last months of the project, three multiplier events took place at the local level, involving 80 young people, youth workers and youth policy representatives from Spain, Portugal and Romania.

To conclude the project, we had a last transnational meeting, this time face-to-face in Viana do Castelo, Portugal. During the final meeting, the partners shared the experience of the last events, we made the evaluation of the whole project and discussed the sustainability plan.

Achievements

The results (tangible and intangible) that occurred within the project include:

- Project website with information about the project, description of the partners, information about the most relevant events, link to the collaborative platform and possibility of downloading the training manual. This website will remain operational within five years of the end of the project.
- Communication materials and dissemination actions: Infographics on how to start a social enterprise, posters for different events, various types of merchandising, press releases and media publications, as well as videos and other web content.
- Presence on Facebook through a page dedicated to the project.
- Three multiplier events to present the intellectual products.
- Training course on youth participation for 16 workers and youth leaders from the project partners.
- Participation workshops at local level, organized after the training course in which workers and youth leaders taught youngsters the different forms and opportunities of participation and social entrepreneurship. Moreover, In the last months of the project, the collaborative platform was widely disseminated in order to allow young people to register and participate in it.
- Project sustainability plan that sets out how the partners will continue to exploit the results of the project.

- Intellectual outputs:

O1.- Training manual on youth participation:

*We have conducted research in all partner countries (Spain, Portugal and Romania) with the aim of identifying best practices that favour the participation and empowerment of young people, since in each country participation is seen in different ways.

*Collection of success stories based on good practices provided by partners.

*Manual in hardware and in digital format. This Manual was used in the training activity (C1) and later in the participation workshops and multiplier events. It can be downloaded from the project website and from the collaborative platform (O2).

O2.- Collaborative platform on youth participation and social entrepreneurship:

*Consulting report of the collaborative platform structure.

*Validation of the collaborative platform. Testing and pilot testing among all partners and then among their youth workers/staff during the training course.

All the partners have collaborated on the use of the platform to proceed to its validation through its workers/ young women and inviting the youngsters to use it. Therefore, in the activities carried out both in the workshops and in the multiplier events, they were motivated to test it, so that they contributed their feedback in the construction and design of the same.

Thanks to these tests, several changes and improvements were made in the architecture of the platform to make it more functional, useful and more attractive for young people.

The platform exists in English, Spanish, Portuguese and Romanian versions and each of these versions has been tested and validated.

*Dissemination activities of the platform in multiplier events, in social networks and between professionals in the youth field.

*The platform will remain operational for 5 years after the end of the project.

In addition, intangible results have been achieved, such as:

- Relations between the partners have been strengthened with a view to establishing possibilities for collaboration in future projects.
- Networks of stakeholders and organisations from all partners at local, regional, national and European level have been expanded.
- The exchange of practices and experiences between partners has helped to improve and innovate our activities and future projects.
- New skills and knowledge acquired by the youth workers of our entities.

We have also improved our capacities for international cooperation and implementation of European projects, as well as new skills to carry out projects mainly online, thanks to the processes of work sharing and the development of tools such as:

- Quality and Project Management Plan.
- Bilateral contracts between the project leader and the partners.
- Two transnational meetings focused one on the planning of training, participation and dissemination activities, and the other on the final evaluation, the sustainability plan and the closure of the project.
- Participation of partners in multiple online working meetings throughout the project.
- Final report in which all partners, in a collaborative manner, have reflected the objectives achieved, the activities carried out, the results obtained and the evaluation thereof.
- Corporate identity manual with the design of the project logo and the templates of the different documents and communication materials generated.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Freedom - commonplace or privilege? Life without freedom - different places, different people, different periods

Good practice example

Project Coordinator

Organisation Stredni odborná škola stavební a Stredni odborné učiliste stavební, Kolín II, Pražská 112

Address Pražská 112 , 280 02 Kolín , Středočeský kraj , CZ

Project Information

Identifier 2018-1-CZ01-KA229-048155

Start Date Sep 1, 2018

End Date Jun 30, 2021

EC Contribution 84,888 EUR

Partners Georg-Mendheim-Oberstufenzentrum (DE) , Stredna odborná škola Jána Antonína Batu, Namestie SNP 5, Partizanske (SK) , Eötvös József Református Oktatási Központ (HU)

Topics EU Citizenship, EU awareness and Democracy ; Civic engagement / responsible citizenship

Project Summary

The main aim of the project was to make pupils aware of the importance of freedom, that freedom is not a matter of course and what its limitation may lead to. The theme of freedom is increasingly topical, with various expressions of intolerance, hatred and violence often encountered in the world. Ignoring these manifestations can go as far as restricting the fundamental human rights and freedom of certain groups of people. Through the planned activities, the pupils got to know different places, different fates and different forms of human freedom restrictions. The title of the whole FREEDOM project was based on this idea – COMMONPLACE OR PRIVILEGE? LIFE WITHOUT FREEDOM – DIFFERENT PLACES, DIFFERENT PEOPLE, DIFFERENT PERIODS. Pupils gained new knowledge about the history of their country and neighbouring EU countries. Learning about other cultures and other environments within the project helped pupils understand other customs, traditions, opinions, religions and ideologies. Four partner schools were involved in the project (Czech Republic, Slovakia, Hungary and Germany). The project was aimed at students in both courses of study and apprenticeships aged 16-20 and teachers in participating schools. Within the project, there were two Short-term staff training events for 29 teachers. There were also four Short-term exchanges of groups of pupils, involving a total of 89 pupils and 8 teachers. Mobility took place each time in a different country, so each school tried out the role of host during the project. Each exchange was focused on a specific historical period, a historical event. During the inter-mobility period, pupils gained new knowledge while working in home schools, working with prepared worksheets, actively seeking out available information on topics, communicating with pupils from participating schools. During the Short-term exchanges of groups of pupils, pupils gained further information on the subjects through excursions, workshops, professional interpretations, lectures, interviews and competitions. All the activities were focused on personal experience, evoking emotions, processing your own feelings. Pupils processed their experiences in a creative way into partial outputs presented at the end of each mobility. Activities had been planned to form a whole together and to lead towards the expected results, outputs and objectives of the project. Participation in project activities has achieved the additional objective of enhancing the skills and key competences of pupils. By participating in the project, pupils have strengthened their self-confidence, been driven to self-reliance, experienced a sense of achievement, been motivated to self-education. Thanks to the active use of the English language, they got rid of the language barrier, they improved at using English. The pupils have made new international friendships during the project, which will certainly continue after the project is finished. Short-term joint staff trainings were aimed at increasing the ICT competence of teachers. During these activities, teachers applied their professional and linguistic knowledge. They used the acquired knowledge from the seminars not only in the implementation of individual project activities, but also in future teaching at home schools. The professional and personality skills of the teachers involved have been increased. The project has increased the knowledge and language skills of both pupils and teachers and strengthened the awareness of European togetherness. The implementation of the project was in accordance with the long-term objectives of the schools involved, it is an appropriate tool for developing the creativity of the pupil, motivating the pupil to self-development and critical thinking.

The Covid-19 pandemic in March 2020 made it impossible to implement the last mobility that was supposed to take place in Slovakia. The project involved schools from four countries, each school followed epidemic regulations in force in its own country. The implementation of the project was extended by 12 months, at this time the project teams of each school implemented the planned sub-activities. Mobility in Slovakia has not been achieved exactly as planned with all partners for the reasons mentioned above. However, it was managed to carry out this activity with two schools at least, which we consider a great success given the situation. Unfortunately, pupils from Hungarian and German schools were not able to participate physically in the mobility, so they met others virtually at least. We selected project partners based on previous positive experience. The unusual epidemiological situation has complicated the implementation of the project for all schools involved. Even

at this difficult time, the project was successfully completed, including the achievement of the expected goals and outputs. We have further deepened our partnership and therefore expect further cooperation in the future.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Personal narratives made by low skilled adults learner to illustrate European Human Rights Charter

Good practice example



Project Coordinator

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Project Information

Identifier 2017-1-BE02-KA204-034759
Start Date Oct 1, 2017
End Date Nov 30, 2018
EC Contribution 92,587.52 EUR
Partners CEPA MONTES NORTE (ES) , Terremondo cooperativa sociale arl (IT) , TELECENTRE-EUROPE (BE)
Topics ICT - new technologies - digital competences ; EU Citizenship, EU awareness and Democracy ; New innovative curricula/educational methods/development of training courses

Project Summary

Our project reached low skilled adult learners from disadvantaged groups and their trainers in Spain, Italy and Belgium have addressed topics from the European Charter of Human Rights and translated them in personal digital stories.

The main objective of the making of the digital stories has been the advocacy about human rights and the dimension of practical issues of these rights for the European citizen-storyteller. However we must conclude that our target was clear for the teacher/ trainer, it was less conclusive for the adult learners.

With this project we developed a method to create civic engagement and generate awareness about European citizenship for low-skilled adult learners as a pathway to increase core skills for employability, with a particular focus on digital skills and soft skills like computational thinking, mindset ability.

The methodology developed by this project also addresses adult education practitioners in helping them to start up similar processes in their learners groups enhancing global citizenship amongst low skilled and disadvantaged people.

At the end of the project, we have around 50 digital stories illustrating some articles of the human rights charter made by the adult learners .

All those stories can be used all over Europe for educational use in all kind of educational situations.

In the described methodology, we provide a photolanguage set made to incite the adult learners to think and tell about human rights and develop guidelines and background information for practitioners who want to integrate the methods in their daily practice.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

comMUNity

Project Coordinator

Organisation Atakum Anadolu Imam Hatip Lisesi
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Project Information

Identifier 2019-1-TR01-KA229-075482
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 114,054 EUR
Partners Liceum Ogólnokształcące im.Mikolaja Kopernika w Ilzy (PL) , Katolické gymnázium Třebíč (CZ) , Jelgavas Valsts gimnazija (LV) , Istituto di istruzione Superiore "Curie Sraffa" (IT)
Topics EU Citizenship, EU awareness and Democracy ; Civic engagement / responsible citizenship ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

Schools shouldn't be seen as institutions that practise certain information and skills to students in a closed area. Schools must play an important role in helping young people to develop and manage their physical and emotional well-being for their future career and to live and work with others in different areas. Schools must provide young people the right knowledge, skills and attitudes. With our Project European youths will gain cultural awareness, active citizenship and personal development.

Teaching students to be good democratic citizens, providing students the analytical and critical thinking skills, teamwork, leadership, developing language skills, public speaking and teaching democracy are the reasons why we would like to initiate this Project. To acquire these skills to future generations we will use Model UN Conferences and debating as our basic mediums.

There are many reasons why we would like to use MUN conferences and debates. First of all, it is a fun way of learning about the world. In this era of globalization, being globally aware is more important than ever. When students debate or do MUN, they improve their performances.

The aim of the project is to bring students to social life as young people who have high self-confidence, have ability of public speaking, can express their thoughts freely and are sensitive to their environment and society. We aim to ensure that young people with high level of awareness will be able to discuss local or global issues in a tolerant, polite, formal manner within the framework of their own world views. With the commUNITY project, we aim to develop awareness of European citizenship.

In our previous project be interesTED we noticed that students were not well informed about global topics such as citizenship, democracy or current issues. Turkey as a coordinator has been organizing ATAMUN conferences for 3 years. In order to work on the topic comprehensively, Turkey wanted to work with Latvia, Czech Republic and Italy and project meetings were used as the preparation phase for a new project.

Partner schools, who are 13-18 years old and speak English in a good level. Nearly 500 students from five partner schools will actively involve the activities of the project and 120 students will attend the project meeting. They will especially be chosen students from socially and economically disadvantages backgrounds. Participant teachers will be language, literature and history teachers. In total there will be 5 LLP and 1 TPM. The students and teacher of the coordinator school are experienced in the project related activities. Other partner schools have also extracurriculum activities about citizenship, debate and public speaking. The partners started this project on etwinning and would like continue as Erasmus+ Project to improve these skills using MUN as a medium.

During the first meeting in Turkey, workshops for teachers and students will be implemented to teach and give idea about the project related activities which will be held the following two years. In the Project there will be 5 mobilities. In the first year there will be preparation activities such as workshops, debate games, trashtag challenge, Hyde Park speech corner. In the second year implementation stage will start and student will be able to organize debate competitions, MUN conferences.

In order to achieve the targeted objectives, we listed the activities, as it is detailed in Activity Chart, from the simple and entertaining ones to the more difficult and academic ones in the 2-year project. In the first year of the project, we planned an activity for each of the topics such as public speaking, discussion skills, environmental awareness and democracy awareness. In the second year, we will organize comprehensive activities in which these skills can be used together. All partners will use eTwinning platform, social media accounts, local and national newspapers for dissemination of the Project. So that, our methodology (from basic to complex) will be

shared with society.

The potential long term benefits are not just for the participants actively involved in project, but also other groups will be inspired. Through this project young people will have the opportunity to challenge their opinions along with the opinions and beliefs of others in a safe and educational environment, to think more critically and later to use these to create change for the good and what young people need as leaders of future. This project will teach lots of valuable skills such as logic, awareness, self confidence, understanding of democracy and most importantly young people will realise that their opinions and ideas have a place in the world.

Almost all the youth in Europe use social media and recently we have seen many good practices like trashtag challenge and Greta Thundberg, 15. She is also nominated for nobel peace award They inspired young people. We expect that our project will also inspire young people.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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

Action Type: Strategic Partnerships for higher education

Project Title

Civic and History Teachers' Education in Europe. Modules for the Development of Democratic Competences and Social Responsibility of Teacher Trainees.

Good practice example



Project Coordinator

Organisation UNIVERSITAET GRAZ

Address UNIVERSITATSPLATZ 3 , 8010 GRAZ , Steiermark , AT

Website <http://www.uni-graz.at>

Project Information

| | |
|-------------------------|---|
| Identifier | 2019-1-AT01-KA203-051234 |
| Project Web Site | http://teem.geschichtsdidaktik.eu/ |
| Start Date | Sep 1, 2019 |
| End Date | Dec 31, 2022 |
| EC Contribution | 350,973.41 EUR |
| Partners | UNIWERSYTET WROCLAWSKI (PL) , Pädagogische Hochschule Luzern (CH) , KAROLI GASPARI REFORMATUS EGYETEM (HU) , UNIVERSIDAD DE VALLADOLID (ES) , UNIVERSITÄT AUGSBURG (DE) |
| Topics | New innovative curricula/educational methods/development of training courses ; Civic engagement / responsible citizenship ; EU Citizenship, EU awareness and Democracy |

Project Summary

Background

The project consortium consists of six key teacher education institutes in Europe. They all identified a dire need for improving Teacher Education on the CHE subjects (= Citizenship Education, Social Studies, Cultural Studies, History) in both structure and content with the aim of preparing young people for a future-oriented, upcoming and diverse Europe.

- a) International and transnational approaches in CHE-Teacher Education are rarely implemented even when it is obvious that in present times, it is crucial to go beyond a static national perspective and to strengthen multiperspectivity and transnationality.
- b) CHE-Teacher Education Institutes need to implement new teaching strategies which are more interactive, which support historical thinking processes and foster historical consciousness, which link first and second order concepts of historical learning, and which offer practicable tools for history didactics.
- c) In most of the curricula of CHE-Teacher Education Institutes, Citizenship Education and Social Studies are integrative elements of studying History Education. However, there is a lack of high-quality approaches as concerns methods and content.

Objectives

One of the most important aims was to provide concepts and examples for dealing with modern issues of history didactics. A pool of materials and tools should be provided and be ready to be used in the different institutions of CHE-Teacher Education in Europe and beyond. Such materials include contextualised sources, plannings for CHE-Teacher Education units, didactical concepts and theoretical approaches. Such tools include an interactive platform, a digital tool for planning CHE-teaching units and a template for contextualising historical sources in a transnational way.

We selected five topics, relevant for all Europeans: European Identity and European Consciousness; Youth Culture and Digital Media; Human Rights and Values of Society; Migration in a Global Perspective; Active Citizenship and Social Responsibility. The overarching goal was to gain experience in how best to compare these topics between two or more European countries, how to elaborate on the differences between the historical narratives, and how to implement them into CHE-Teacher Education courses.

At an institutional level, the most important objective was the development of a Policy Paper which stresses the importance of revamping CHE-Teacher Education curricula.

Implementation

Although the project duration coincided exactly with the COVID-19 pandemic, the project team was able to carry out Transnational Project Meetings and a Learning Teaching Training Activity. Additionally, the project team conducted several online conferences aiming at working on intellectual output with a cross-national approach and at discussing organisational issues related to project progress.

Transnational Project Meetings: Kickoff meeting in Graz, Austria in October 2019; Online meetings in September 2020, in June 2021, in October 2021; Interim meetings in Budapest, Hungary in Sept. 2021 and in Poznań, Poland in August 2022; Final meeting in Vienna, Austria in December 2022.

Learning Teaching Training Activity: from 20–25 June 2022, teacher trainers and students of CHE-subjects met in Augsburg, Germany, for one week and tested the learning/teaching modules which were being developed. An internationally composed class of CHE-students participated in five teacher education courses. The modules were evaluated intensely following a multistage evaluation procedure. The Learning Teaching Training Activity

was a very successful activity which provided substantial support for the achievement of the overall main project goals.

Achievements

- Five Modules on the topics of 1.European Identity and Consciousness, 2.Youth Culture and Digital Media, 3.Human Rights and Values of Society, 4.Migration in a Global Perspective and 5.Active Citizenship and Social Responsibility. Each module provides a sample of contextualised sources, theoretical texts, and case studies demonstrating how to use the material in CHE-Teacher Education courses. Each of the modules are developed by two partners in settings of cross-national exchange.
- A Policy Paper supports curriculum development and stresses why and how to implement the modules in CHE-Teacher Education institutions.
- A standardised strategy for contextualising and comparing historical sources in order to provide a tool for dealing with sources with a transnational approach.
- A matrix for designing history courses (co-financed by the Univ. of Graz) is a digital tool which supports teacher trainers and students in planning history courses. (<https://matrix.geschichtsdidaktik.eu>)
- The TEEM-platform is an interactive platform integrating the modules, the sources and the policy paper. Additionally, after having registered on the platform, you can create your individual toolbox and learning class. (<https://teem.geschichtsdidaktik.eu>)

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Speak Up!

Good practice example



Project Coordinator

Organisation Európa Ifjúsága Egyesület
Address Fő utca 47. , 8071 Magyaralmás , Fejér , HU

Project Information

Identifier 2020-2-HU01-KA105-078994
Start Date Aug 1, 2020
End Date Mar 31, 2022
EC Contribution 19,990.08 EUR
Partners "The Change is in You" Association (BG) , Youth Dynamics (CY) , SERVICE VOLONTAIRE INTERNATIONAL -SOLIDARITES JEUNESSES VIETNAM (BE) , Institut za poticanje mladih (HR) , Youth Empowerment Center (EL) , MediterrArt APS (IT) , Sdruzenie "Svyat na bydeshteto" (BG)
Topics EU Citizenship, EU awareness and Democracy ; Home and justice affairs (human rights & rule of law) ; Civic engagement / responsible citizenship

Project Summary

Objectives

Human rights are rights and freedoms that all people have the same from their birth. These include fundamental civil and political rights, such as the right to life and liberty, freedom of opinion and expression, equality in law, and economic, social and cultural rights, such as the right to participate freely in cultural life, to eat, education and right to work. All people, regardless of age, gender, origin, sexual identity, must know and enforce human rights. The European Council gives high priority to the awareness and application of fundamental human rights.

On the one hand, we want to implement the project because young people always give it a high priority in our international projects that their peers either do not know their rights or, if they do, cannot enforce them in their daily lives, especially in situations where they are subordinate. This is most common in school settings, but many have cited domestic violence or peer conflicts as examples. In the latter, unfortunately, examples have been given based on stereotypes arising from gender roles. On the other hand, our experience in the international arena shows that it is not only necessary but essential to address human rights at a very young age in order for the members of the growing generation to be spiritually stable, aware of their basic human rights, have the knowledge and means to do so. to take action if they receive non-human treatment if their fundamental rights are violated. In addition to their own tools, they know where, what kind of human rights organization they can turn to if they find themselves or members of their narrower society in a situation that conflicts with their rights.

This project meets the needs of the European Union, which focuses on young people taking human rights for granted, recognizing them as an integral part of their daily lives. These young people, as European citizens, must take responsibility for the development of their wider environment their narrower society and the world.

Through youth exchanges, we contribute to the following objectives of the Erasmus + program:

- Combating cultural prejudices
- Ensuring intercultural dialogue between participants
- Encourage active citizenship and participation in democratic life
- Promoting European values in accordance with Article 2 of the Treaty on European Union, "the Union shall respect human dignity, liberty, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities". based on the values of keeping it. These values are common to the Member States, in a society in which pluralism, non - discrimination, tolerance, justice, solidarity and equality between women and men prevail.

The main, direct goal of our project is to encourage the participating young people to take action, to equip them with the tools and knowledge that can influence the local community in terms of their basic human rights knowledge, and to encourage young people to take action against violations of fundamental rights. also in their environment.

Overall goals:

- exploring hate speech and other forms and concepts of discrimination in European youth society
- reflecting on the impact of hate speech on young people at community, national, regional and European level and its consequences
- developing young people's competences in dealing with discrimination and hate speech in their own community
- exploring activities in the areas of non-violent communication and action, communication, protection of human rights and media literacy

- disseminating European values in the form of tolerance, respect, equality and intercultural dialogue
- involving young people in active citizenship, activism, campaigning, volunteering and participation
- raising awareness of the implementation of local and international projects on hate speech and narratives in support of human rights
- promoting the Youtpass, European Solidarity Corps, Erasmus + program.

We reach out to the participants

- develop the ability to critical thinking, understand and stand up for fundamental human rights,
 - develop their self-knowledge, social skills, ability to cooperate, knowledge in the topic,
 - expanding their toolbox,
 - develop their key competences and critical thinking → Youthpass
- in this way they are able to think independently on the topic, to express their opinion, to sensitize their narrower and wider society, to make them aware of basic human rights.

Activities

During the local and international level activities of the international youth exchange entitled Speak Up!, the aim is to process the following topics, to get to know each other's opinions and situations:

1. Getting to know the Erasmus + Program and the European Solidarity Corps, the significance and benefits of Youthpass, measuring and documenting learning processes;
2. Promoting initiative (preparation with energizers, derivation, planning and implementation of mini-projects)
3. Promoting the ability to formulate and implement individual goals (setting up and documenting a learning process)
4. Getting to know and mapping the fundamental human rights
5. Learning behaviors violate fundamental human rights recognition ability, understanding of their impact on the socialization, youth communities, searching for possible solutions.

We work exclusively with non-formal and informal learning methods. The activities build on each other, providing a framework for participants to participate in the most complete learning process. The most important element of every exercises are the processing and then joint evaluation. By preparing at home our goal is to make the project feel even more their own, to become an active, responsible participant, an "organizer". As a result of the task, their organizational competence, flexibility and independence increase, and their willingness to do things for the community increases.

The youth exchange is planned to take place between 03 November 2020 and 11 November 2020. We agreed with the project partners that in case the emergency due to COVID19 will last longer, the project will be implemented at a later time that is suitable for everyone. This is the reason for the relatively wide time interval of the project period.

Participating countries: Greece, Belgium, Bulgaria, Cyprus, Croatia and Hungary, 5 participants per country and one group leader. The age of the participants can be between 13 and 25 years.

During the exchange, our goal is to create a "product" suitable for sensitizing young people through the joint creation, plans, ideas, initiatives of the participating young people, through mini-projects, which is suitable to raise awareness of the importance of human rights and encourage common thinking. to get to know and exercise human rights, to promote the possibility and relevance of standing up for the fundamental rights of all people, promoting the development of a society of solidarity.

The participants organize a flashmob and campaign events in Székesfehérvár. In addition to promoting Erasmus + and volunteering, the aim is to raise awareness of the fundamental human rights of all people. The events will

be broadcast live on online social channels, shared on Youtube, so more people will reach the goal of our project.

Impact

The participants

- develop the ability to think critically, learn to understand and use media tools appropriately
- understand the dangers, prevention, management of the virtual world, discover the methods of manipulating and persuading media devices (eg one-sided acquaintance, influencing the values and emotions of news consumers, inciting fear) so they recognize them in everyday life
- they are able to think about the topic independently, to express their opinion
- develop their self-knowledge, social skills, ability to cooperate, discover the impact of their own personality on others
- get to know the concept and connection of stereotypical thinking and prejudice
- they become aware of the prejudices and discrimination present in our society, they learn to respond to them,
- raising awareness of the problems associated with social justice,
- get to know national and international law enforcement organizations,
- gain a better understanding of the nature of human rights, a greater insight into internationally accepted human rights,
- increase their visibility and awareness of their responsibilities in the field of human rights,
- see more clearly on issues related to equal opportunities, non-discrimination and fundamental human rights
- their intercultural knowledge and relationship system expands.

Impact on the target group and participating organizations

The impact on the communities of the participants is outstanding, as they are directly involved in the implementation of the follow-up activities, and many communities benefit indirectly from the results of the project through promotion and dissemination activities. Awareness-raising campaigns in Székesfehérvár reach a number of local young people and other youth organizations in Europe and beyond, as a result of which people will become more aware of fundamental human rights and the illegal forms of behavior that run counter to these rights, which belong to all people.

With the project, we contribute to strengthening young people's self-esteem, increase their horizons, make them more receptive to the problems of the world around them and the developing world, and through them we can also shape the attitudes of the rising generations. We contribute to the fight against prejudice, discrimination, the provision of intercultural dialogue, and the promotion of young people's active citizenship and participation in democratic life.

The organizations participating in the program organize similar projects in their own community and in their own society, based on our experience, so that they pass on the acquired knowledge. Participants are given the opportunity to present their knowledge and comments on the program at the local level during thematic days, school visits. In this way, the activity will have a long-term impact on the participants, the partners, the society of different nations. During the future project on the topic, planned together with the partners, we will address new and new target groups and communities.

The communication materials (ppts, presentations on various topics), short film, evaluation video prepared during the project will be available not only in English, but also translated into the country's own language by various media. In the long run, this will serve as a model for the future activities of the participating organizations and their environment. In this way, we multiply the message of the project in local, regional, national and international arenas, ensure international visibility, wide dissemination and use of the results.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Say NO to Extremism

Good practice example

Project Coordinator

Organisation Europsky Dialog
Address Pekárska 7489/40A , 917 01 Trnava , SK

Project Information

Identifier 2020-1-SK02-KA105-002425
Start Date May 1, 2020
End Date Dec 31, 2021
EC Contribution 15,723 EUR
Partners FAJUB - Federação das Associações Juvenis de Braga (PT) ,
EUROPEAN YOUTH PRESS NETWORK OF YOUNG MEDIA MAKERS
EV (DE) , SCAMBIEUROPEI (IT) , SDRUZHENIE BADESHTETO SEGA
(BG)
Topics Home and justice affairs (human rights & rule of law) ; Civic engagement /
responsible citizenship ; EU Citizenship, EU awareness and Democracy

Project Summary

Objectives

The European Dialogue is deeply convinced that the problem of increasing support for extremist movements across Europe is a significant threat to the democratic principles, human rights and freedoms and principles of the European society that supports the rule of law. Support for extremism is growing because there are problems in society which are not solved and thus culminate and grow over time. We believe that such problems can be prevented by means of education, because it is the most powerful weapon of modern civilization. With educated and well-informed young people, we can effectively combat poverty, social exclusion, corruption, discrimination or racial hatred - problems that promote the emergence of extremism.

The media also play an important role in manipulation of public opinion, so one of the aims of this project is to increase the media literacy of participants and through them and their wider surroundings, learn to work with the media, detect manipulation content, fake news and hoaxes.

The European Dialogue also believes that it can achieve the following objectives through this project:

1. Enhance young people's professional competences in education, media and internal development.
2. Reveal external impacts on the functioning of internal processes in individual countries that are fighting extremism.
3. Increase media awareness of the issue of repression of human rights and freedoms by selected national groups.
4. Promote the representation of young people in public institutions and informal groups, in particular those from socially disadvantaged and excluded groups.
5. Develop intercultural relationships and competences of young people.
6. Create an international group to cooperate, inform and encourage each other before, during and after all project activities.

Activities

The main activity of the project will be one youth exchange organized in Slovakia, in an area with less developed opportunities around Bardejov in the northeast of the country.

Youth exchange will involve young people between the ages of 18 and 30 from Portugal, Italy, Germany, Bulgaria and Slovakia, each counting 6 for each country, altogether 30 participants. Applicants who are interested in the chosen issue and willingness to work and develop further in this field will be addressed and selected. The project also includes participants from socially excluded groups, groups with cultural differences, geopolitical problems and other cultural disadvantages, as well as physically handicapped people. These young people will work together before, during and after the project to strengthen their intercultural relationships, inclusion, teamwork, tolerance and acceptance.

Impact

The expected impact of the project lies in deepening public awareness of the threats of the emergence and growth of extremist movements. Through the project, its activities and the participants carrying its message, the capacity of acceptance and mutual tolerance, intercultural relations, mutual understanding and mutual support will develop in society.

Through participants who, during youth exchanges through informal learning - discussions, workshops,

presentations, etc. - acquire mediated information about extremism, its history, its forms, the tools it uses, but also the real experience of it and its implications; through training activities to enhance the empathy, tolerance, acceptance and understanding of other people's thinking and action; deepen their knowledge and skills of critical and analytical thinking, media literacy and work with the media and information; they will learn how to prevent crisis situations, resolve conflicts and successfully cover situations that at first glance seem unmanageable and would result in extreme consequences if they were not caught; consequently, they will affect their surroundings and improve its functioning both internally and externally.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Jean Monnet Activities

Action Type: Jean Monnet Chairs

Project Title

The judicial protection of the fundamental rights in the Area of Freedom, Security and Justice (AFSJ)

Good practice example

Project Coordinator

Organisation UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA

Address BARRIO SARRIENA S N , 48940 LEIOA , País Vasco , ES

Project Information

Identifier 553187-EPP-1-2014-1-ES-EPPJMO-CHAIR

Start Date Sep 1, 2014

End Date Aug 31, 2017

EC Contribution 50,000 EUR

Topics EU Citizenship, EU awareness and Democracy ; Home and justice affairs (human rights & rule of law) ; Inclusion - equity

Project Summary

This Jean Monnet Chair shall contribute to meet the enormous demand for training and skill formation relating the “triangle” composed by the relationship between these three fields: the Area of Freedom, Security and Justice (AFSJ), fundamental rights and the need for an effective judicial protection of those rights. The main objective for this Chair is to deepen the study of the “crossing-area” where these three fields meet (the broad field of present and future work regarding the European Union Fundamental Rights). Therefore, the Chair offers a range of teaching and research activities as well as promotional events aimed at updating the knowledge and skills of those that implement European Law (i.e. judges, prosecutors, lawyers, public administration officers, etc.), and at promoting the training and formation of young and new professionals lecturers and researches, University students and civil society in general. The AFSJ Jean Monnet Chair activities are based on a simultaneous learning correlation between face to face and online training by using the Information and Communication Technologies (ICT), and the participation of renowned professors and several Jean Monnet Chairs. This Chair will directly benefit at least more than 200 professionals (legal studies) and new students, civil society or general public, teachers and researchers related to the Eu Legal studies field and also the Master Degree and Doctoral Programme on “Political Integration and Economic Union in the European Union” (programmes offered by the University of the Basque Country -Campus of International Excellence-). Therefore, the AFSJ Jean Monnet Chair aims to promote excellence in teaching and research EU studies, and, at the same time, innovation in teaching and research.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

Roads of Democracy

Good practice example



Project Coordinator

Organisation Centro Cultural e Recreativo de Aguada de Baixo
Address Alameda Furriel Pratas e Sousa, nº 51 , 3750-031 Águeda , Centro (PT) , PT

Project Information

Identifier 2019-1-PT02-KA105-005881
Start Date Jul 1, 2019
End Date Feb 29, 2020
EC Contribution 22,664 EUR
Partners ASOCIATIA CENTRUL PENTRU STRATEGII DE DEZVOLTARE A TINERETULUI (RO) , Zdruzenie Romski Centar Romano Vilo Kocani (MK) , Community Council of Education in Municipality Gotse Delchev (BG)
Topics Intercultural/intergenerational education and (lifelong)learning ; EU Citizenship, EU awareness and Democracy ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

Objectives

CONTEXT

Nowadays European youth understands democracy as a given state, the standard form of government, as dictatorship or any other form of oppressive ruling is part of a distant past or takes place in distant parts of the world. It's undeniable that citizens play an essential role in both the construction and sustenance of both freedom and democracy. However, this is not viewed as so by young people.

Moreover, as the generation gap increases, it is only expected that intergenerational dialogue becomes a rarer and rarer situation. On one hand, young people feel like they live in a total different world – both fast paced and technologically advanced – of which adults and the elderly cannot keep track, so they feel it's useless to talk about it; On the other hand, adults and senior citizens feel unappreciated and the outcome of a different world, with a special set of values and experiences, that in no way could be understood and appreciated by the new generation. Therefore, besides the standard benefit of exchanging experiences between different generations, we believe that young people can only truly appreciate and assume their role in democracy by understanding what was like living inside totalitarianism in their own countries.

OBJECTIVES

The main objective of ROD is to develop European citizenship and communication skills of 40 young Europeans (14-24) by implementing interviews in their communities with real witnesses of totalitarianism and a mobility in which young people will discuss the state of democracy and share the results, similarities and differences in experiences.

Specific Objectives:

- a) Sensitize young people for the role of citizens in the sustenance of democracy and freedom;
- b) Promote healthy and meaningful experiences of intercultural and intergenerational dialogue;
- c) Facilitate a greater understanding and responsiveness to social, linguistic and cultural diversity;
- d) Improve the level of key competences and skills of young people, mostly communicative skills;
- e) Enhance the European dimension of all partner organizations.

It is clear that these specific objectives highlight the needs that are at the origin of this project and relate to young people with weak European identity and little democratic awareness who have never had the opportunity to discuss European values in a multicultural context in an activity based on the precepts of education not formal. Of course, this project is clearly related to the objectives of ERASMUS + and this specific action. Not only does it aim to promote European values, especially the democratic spirit, freedom and respect for human rights, as it seeks to contribute to the objectives of the Renewed Framework for European Cooperation in the field of Youth by promoting non-formal learning experiences for young people with few diversity and encouraging them to participate actively in society. In fact, the young people involved will have the opportunity to develop their sense of initiative and their own European identity by having the opportunity to discuss the topics of the project (citizenship, democracy, freedom) not only with other young Europeans, but also with their own community, in a perspective of sharing experiences not only current but living under a totalitarian regime. They will thus be aware of the relevance of both the European project and active civil participation through peer discussion and non-formal education activities that will promote the development of key personal, social, civic and cultural competences. At the same time, the organizations themselves and their youth professionals will benefit from this project. Not only will the international dimension of the organizations involved be exposed, but the sharing of

good practices inherent in the partnership and the implementation of the project together will result in increased training in international cooperation and intervention in the youth sector. which will benefit an increasing number of young people.

Activities

The participants in the project are young people between the ages of 14 and 24 (10 young participants from each organization), with a weak European identity and little or no experience of intercultural dialogue who identify with the project theme and who are interested in not only participate in an activity of discussion and reflection based on the precepts of the NFE, but also interact in their communities with other generations in order to collect testimonies about experiences in a totalitarian regime (local sessions).

These young people are from rural areas or away from large urban centers that have the following characteristics:

- a) Reduced or no opportunity to discuss matters of European interest with other young people in Europe;
- b) Interest (although coupled with fear) of developing their competence in a foreign language (English);
- (c) weak European identity;
- d) Null or reduced experience of participation in ERASMUS + projects;
- e) Interest in the project theme;
- f) Difficulties in terms of communication skills;
- g) Motivation and willingness to participate in all phases of the project.

Taking into account the outlined profile and the very nature of our communities and our target audience, the participation of young people with fewer opportunities is clear.

ACTIVITIES:

A. VAP (Águeda, Portugal, 2 days):

In September 2019, the project preparation meeting will be held with the participation of one member of the project team and one participant from each organization. In addition to finalizing details related to deadlines related to project management, the logistics and the exchange activities plan and the nature of the local sessions will be discussed in terms of tangible and non-tangible results.

B. Local Sessions (locally, from September to December, flexible periodicity):

In a group, the 10 participants from each organization will develop skills related to communication for different target audiences, capturing and processing data, by interviewing witnesses of the totalitarian regime in their country about their experience of this historical period. These interviews will then be shared in the exchange, in the local community itself and in the social networks of the organizations involved.

C. Exchange (Goce Delchev, Bulgaria, 5 days - December 2019)

Mobility activity will be attended by 10 young people from each community, accompanied by 2 group leaders. Young people will take on the development of this activity in terms of content, as it will focus on the results of local sessions, reflection on European values and the role of citizens in maintaining democracy, freedom and human dignity. Young people will strengthen their European identity by drawing parallels in the various experiences of totalitarianism and how active and vigilant citizenship is an essential tool for the preservation of European values, especially in a climate marked by extremism and lack of solidarity with migrants . At the same time, in this exchange participants will delineate local dissemination events, and this will reinforce our intention to involve all young people in all phases of the project.

Methods of Work: Methodology based on the precepts of the ENF that counts on the co-construction oriented of knowledge and learning.

Types of activities planned: Icebreakers; energizers; group cohesion activities; orientation activity; daily

reflections on learning; intercultural nights; sharing the results of local sessions; reflection on European values (freedom, democracy and human dignity); sharing on the main personal learning within the ROD; similarities and differences between experiences of totalitarianism in Europe; brainstorming on local events to disseminate project results; evaluation of the activity and project;

Impact

PARTICIPANTS

- a) acquisition of skills essential to the development of active citizenship;
- b) Development of communicative skills and practical skills related to conducting interviews and processing of audiovisual data;
- c) Greater sensitivity to intercultural dialogue and acceptance of difference;
- d) Development of the entrepreneurial attitude and the sense of initiative for the maintenance of democracy;
- e) Greater predisposition for intergenerational dialogue;

ORGANIZATIONS

- a) Increased European dimension;
- b) Development of project management and networking skills;
- c) Capacity building to operate with their target group resulting from the sharing of good practices in a European context;
- d) Development of personal, social and intercultural skills;

TARGET GROUP

- a) Contextual knowledge of the mobility and learning opportunities through the Erasmus + program, since in the event of dissemination the program will be presented and the young people will give their testimony of participation;
- b) Increased willingness to participate in future projects in the community;
- c) Verification that youth action in a social context is possible;

LOCAL / REGIONAL

The impact will be felt beyond the communities, as a result of the return of young people with greater intercultural sensitivity and a greater predisposition to act as multiplying agents of European values. These traditionally closed communities will benefit from direct contact with young Europeans, which will allow them to challenge discriminatory stereotypes and to understand the benefits of intercultural dialogue, which will certainly go well beyond the 5 days of intercultural dynamism of the mobility. With regard to local sessions, fostering intergenerational dialogue that will simultaneously value the personal experiences of older generations and the involvement of younger generations will not only promote the value of youth intervention in the community context but also bring together generations that rarely openly dialogue. In turn, the local dissemination event will promote dynamism in the communities involved and instigate joint reflection on European values, youth intervention and the role of citizens in the maintenance of democracy. We believe that the fact that this event intends not only to present the results of the project but also the potential of the Erasmus + program will raise the awareness of the region's youth for European citizenship and for the intervention contextualized in the region by young people for the good of all.

NATIONAL / EUROPEAN

The availability of the project results in digital open resource makes it accessible to any organization or individual

who wishes to know concrete experiences of totalitarianism in some European countries or to know different strategies to approach the project topic with its young people. In fact, we believe that ROD results can be used in both a non-formal and formal context in a multiplicity of scenarios.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Modernisation, Education and Human Rights

Good practice example

Project Coordinator

Organisation UNIVERSITETSKANSLERAMBETET
Address LOJTNANTSGATAN 21 , 103 95 STOCKHOLM , Stockholms län , SE
Contact Ulf Hedbjörk , 00 46 (0)8 563 088 42 , ulf.hedbjork@uka.se

Project Information

Identifier 2016-1-SE01-KA203-022126
Start Date Sep 1, 2016
End Date Aug 31, 2019
EC Contribution 290,826.5 EUR
Partners INSTITUTO DE GEOGRAFIA E ORDENAMENTO DO TERRITORIO DA UNIVERSIDADE DELISBOA (PT) , ESIB - THE NATIONAL UNIONS OF STUDENTS IN EUROPE (BE) , AGENCIA DE AVALIACAO E ACREDITACAO DO ENSINO SUPERIOR (PT) , SVEUCILISTE U RIJECI, UCITELJSKI FAKULTET U RIJECI (HR) , AGENCIJA ZA ZNANOST I VISOKO OBRAZOVANJE (HR) , KAROLINSKA INSTITUTET (SE)
Topics EU Citizenship, EU awareness and Democracy ; Quality and Relevance of Higher Education in Partner Countries ; Recognition, transparency, certification

Project Summary

European Quality Assurance (QA) in Higher Education has been at the core of the project. Learning outcomes (LO) have been described as a fundamental building block of the Bologna process reforms, and LO now feature in the quality assessment and accreditation procedures for HE programmes in several countries. Nonetheless, the degree of implementation and embedding of LO varies widely among and within countries.

Building on evidence from a selection of HE programmes, the MEHR project has intended to investigate the formalisation and assessment of LO on human rights (HR). The aim was to enable quality assurance agencies (QAAs) to undertake a self-assessment of their performance regarding the assessment of LO on HR in their accreditation practices, and to obtain a more faithful estimation of their activities in relation to LO assessment, in a comparative European perspective.

The project consortium gathered three QAAs and three HEIs from three European countries (Sweden, Portugal, Croatia) of different size, educational traditions and structures of higher education systems as well as different levels of development on LO assessment tools and procedures, and one international student organisation located in Belgium (ESU, former ESIB). This variety allowed gaining new knowledge from comparative analysis. The core of the partnership consisted of a selection of accreditation and quality assurance agencies, with the Swedish Higher Education Authority (Universitetskanslersämbetet, UKÄ) acting as project coordinator. The partnership joins different kinds of institutions and stakeholders with a common feature: all of them have former experiences in the topic – LO assessment – and have been involved in the development of theoretical research or/and implementation tools, as users or target groups.

Previous projects focused on, and were targeted to, higher education institutions exclusively. In contrast, the MEHR project adds value and innovation by targeting both QAAs, and Higher Education Institutions (HEIs); particularly through the insight the project has given into how these employ LO in their everyday practices. Through its focus on LO assessment on HR within specific areas of education leading to a profession (medicine, health sciences, social services, teacher education, geography and law) the project is relevant both from a broader employability perspective strengthening recognition and stimulating mobility, and from the perspective of singular HEIs who might use the project results to benchmark and further develop their educational activities on HR.

From 2016 to 2019, the MEHR partnership carried out country specific surveys related to LO assessment of human rights in the above higher educational areas, resulting in three country reports. Each report was produced as a joint venture involving a quality assurance agency, a higher education institution, and the European Students' Union. Questionnaires were sent to all higher education institutions in a country with the right to award degrees for the selected programmes. In addition, a number of programmes were self-selected as examples of good practice and focus interviews were carried out. In relation to the publication of each report, a workshop and a conference were held, where the results were disseminated and discussed with representatives of higher education institutions, students, and other stakeholders. Finally, the project results, together with a final comparative report and a selection of student vox pop videos, were presented at a dissemination conference in Brussels.

The MEHR project has strengthened the skills of the participating organisations in the field of LO assessment on HR. Thus, for the research and teaching institutions, the project has contributed to an advance in the state of the art in the field of LO; for the QAAs the insights gained and made available for member agencies and others represent a significant step forward in the development of their mission. The project has also promoted the dialogue between national agencies and HEIs, enabling the exchange of best practices across cultural contexts, as well as developing suitable methods for comparing practices of LO assessment across Europe, building a better understanding of how QAAs and HEIs can improve LO assessment methodologies. The project results have also reached a wider audience through presentations at external conferences and events. Through mutual learning between different educational programmes, between HEIs, QAAs and student organisations, and

between the different countries in the consortium, the MEHR project has thus had the benefit of spreading knowledge and strengthening HR across Europe.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Youth mobility

Project Title

100% Human

Good practice example



Project Coordinator

Organisation Odred izvidjaca pomoraca Posejdon

Address Stepinčeva 34 , 21000 Split , HR

Project Information

Identifier 2017-1-HR01-KA105-035163

Start Date Sep 1, 2017

End Date Dec 31, 2017

EC Contribution 17,880 EUR

Partners SOCIALAS INOVACIJAS CENTRS (LV) , Atviras Siauliu rajono jaunimo centras (LT) , CSOD (SI) , Jugendbildungszentrum Blossin e. V. (DE)

Topics EU Citizenship, EU awareness and Democracy ; Inclusion - equity

Project Summary

Project "100% Human" has been successfully implemented in the period from 01.09.2017. to 31.12.2017. while the main program activity took place from 21.10.2017. to 29.10.2017 in Solin. The project involved 30 participants from 5 countries (Germany-8, Lithuania-6, Latvia-7, Slovenia-6 and Croatia-8). Young people have gained the knowledge and skills related to discrimination, xenophobia, the fight against prejudice and extremism, respect for other opinions, human rights, tolerance, and inclusion. Furthermore, they have adopted "soft" skills such as: critical thinking, teamwork, self-evaluation, planning and evaluation of realised activities, presentation skills, oratory skills. Participants have become promoters of positive changes in their organisation and the local community, which is evident from 6 already organised workshops - one by each partner organisation (with over 200 participants) and two by OIP Poseidon (with their own members and IV general grammar school Marko Marulić, 60 participants) as well as two humanitarian actions (Slovenia - sharing of the Bethlehem Light - shuffling material resources for people who needing in city Zreče 12/2017, Croatia - helping the children with the difficulties of Queen Jelena Primary School Solin, 12/2017). The participants are using the acquired skills and knowledge to promote the Erasmus+ program and European values such as: communion service, appreciation, cooperation, values from the declaration of human rights.

During the main project activity, all the workshops were realized in cooperation with the town of Solin, Queen Jelena Primary School from Solin, association Zvono, Home St. Rafael and IV general grammar school Marko Marulić from Split what contributed to the involvement of the local community and the visibility of the project as well as the networking of various civil society organisations. For the needs of the project, the participants had designed t-shirts and other work materials with a clearly visible Erasmus+ program logo as well as the project logo. High quality co-operation with local media contributed to the further promotion of the project, so the project was followed by newspapers Solinska Kronika and Slobodna Dalmacija and Radio Split.

For the purpose of the project and with aim of carrying out activities in the local community, a visit was made to the members of the association "Zvono" (people with developmental difficulties), a humanitarian action "Old Things Fair" was organized for Home St. Rafael from Solin, a trip was made where we assisted in picking olive trees for a family with older members and Split "challenge" was organized for project participants.

Through having participating in these activities, the participants further strengthened being proactive and participating in humanitarian actions in local communities after the project's end.

The participants showed their creative side by creating a project logo, realizing two promo video spots (instead of one planned), creating e-flyers, and power point presentations, as well as making the project booklet. All the materials are available at dropbox 100% Human. This link was shared to dozens of Facebook groups and to thousands of potential project beneficiaries:

https://www.dropbox.com/sh/77ae9achjo4btsm/AADVKM0PU_cY1D6zrQoEnBUka?dl=0.

Proof of the level of success of the project implementation and the quality of the acquired knowledge and skills was obtained through a sociological evaluation (in the attachment) which showed excellent and above-expected results. All the evaluations and self-assessments that were carried out on the project (red-green evaluation, smiley, personal diary, matrix of satisfaction) contributed to successful implementation of Youthpass certificates. All activities from preparation, implementation to dissemination have been shared through the opened public Facebook project group:<https://www.facebook.com/groups/1274782532565398/?fref=ts>. whose link was also shared generously.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

European Interaction Guidelines for Education Professionals when working with Children in Juvenile Justice Learning Contexts



Project Coordinator

Organisation UNIVERSIDADE DA BEIRA INTERIOR
Address CONVENTO DE SANTO ANTONIO , 6201 001 COVILHA , Extra-Regio NUTS 2 , PT

Project Information

Identifier 562146-EPP-1-2015-1-PT-EPPKA3-PI-FORWARD
Start Date Nov 1, 2015
End Date Dec 31, 2018
EC Contribution 393,342 EUR
Partners CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA (RO) , VIESOJI ISTAIGA PSICHOLOGINES PARAMOS IR KONSULTAVIMO CENTRAS (LT) , TITAN PARTNERSHIP LIMITED (UK) , ABCD COMMUNITY SERVICES LIMITED (UK) , QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA (PT) , ADMINISTRATIA NATIONALA A PENITENCIARELOR (RO)
Topics Home and justice affairs (human rights & rule of law) ; New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics

Project Summary

EIGEP project is targeting an educational area extremely challenging but relevant especially in today's context of violent extremism and radicalization: juvenile justice and the quality of learning outcomes arising from this context. At this point, in the European Union there is no common understanding of how education in juvenile justice should be delivered, it is not a topic explicit on the European Agenda. Not even at national level is this priority publicly assumed on the policy agenda. Research has demonstrated the correlation between lack of educational attainment and involvement in the juvenile justice system and the importance of education in preventing recidivism. For example, researchers have estimated that 35% of academically low-performing children became delinquent compared with only about 20% of academically high-performing children (Maguin & Loeber, 1996). Children and youth involved in the child welfare and juvenile justice systems, like all children, deserve a quality education that allows them to develop the skills and competencies necessary for them to become productive adults. Regrettably, this is infrequently the case. Many of these children and youth leave school without a regular diploma, and still others graduate without the academic skills and social-emotional competencies that constitute twenty-first century learning skills. EIGEP will analyse the existing practices in the juvenile justice education and develop an understanding of the context within which decisions are made for policy and practice for the main topic areas: importance of adapting education to the special context of juvenile justice and specific professionalization of education staff that delivers inside the juvenile justice system. We will go further and propose a solution for the found reality, instrument key policy stakeholders to work with our solution and push for making a spot on the public agenda for this frequently overlooked side of education.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for youth

Project Title

Educational Music Tools To Promote Human Rights Among Young People

Good practice example



Project Coordinator

Organisation UNTERNEHMERGESELLSCHAFT HAFTUNGSBESCHRANKT ROTER
BAUM BERLIN

Address Stendaler Straße 43 , 12627 Berlin , DE

Website www.roter-baum-berlin.de

Project Information

| | |
|-------------------------|---|
| Identifier | 2020-2-DE04-KA205-019797 |
| Project Web Site | http://musicforhumanrights.eu/educational-music-tools/ |
| Start Date | Sep 1, 2020 |
| End Date | Jan 31, 2023 |
| EC Contribution | 136,641.5 EUR |
| Partners | Narandzasti (RS) , ASSOCIAZIONE CULTURALE COMALA (IT) , ZDRAVO DA STE UDRUZENJA GRADJANA (BA) , FARRA FANFARRA ASSOCIACAO CULTURAL (PT) |
| Topics | Home and justice affairs (human rights & rule of law) ; Creativity and culture ; Youth (Participation, Youth Work, Youth Policy) |

Project Summary

Background

The project consortium, consisting of 5 partners from Bosnia and Herzegovina, Serbia, Italy, Portugal and Germany, has been working together successfully for 6 years in the context of human rights and musical education. With this project, we respond to needs that we have noticed as organizations, in our countries but also in Europe. These needs are the result of observations, but also of scientific and political contributions, which show that some of the goals set by the UN and the EU in the field of human rights have not been achieved or respected. In addition, we, like many others, stress the enormous importance of human rights education. We developed, with the help of musicians and trainers, innovative educational music tools to increase the quality of human rights education in the youth sector that uses non-formal education in their daily work. The results of this project give young people the opportunity to learn about human rights through a truly unique tool, the music, and enable youth workers throughout Europe to strengthen their ability to work with young people on HRs issues. In other words, by using our results, they can raise their work to a new level of quality.

Objectives

With our project we provide youth workers with a tool that enables them to work with young people on HRs topics in an exemplary way. However, we do not only benefit from this as a consortium partner but also disseminate the results of the IOs among youth workers in our countries and other EU countries. We provide sustainable and long-term support to youth workers in achieving their goals in terms of HRs education, media literacy, critical thinking, active citizenship and, in some cases, creative expression. We also want to support the efforts of governments and European bodies to promote human rights and active citizenship. A population that is aware of its responsibility, questions its own actions, will be positively and actively committed to these issues. We think that if our methods are applied well, the participants of the workshops will not only achieve an increase in knowledge about HRs and an improved expression of basic values, but they will also develop critical thinking. To achieve these goals we worked with a broad team: we achieved a wide range of competence and expertise, from youth workers, HRs educators and musicians.

Implementation

The main project implementation activities included 5 Transnational Project Meetings (TPMs), each in one of the partner countries, the production of 2 Intellectual Outputs (IOs) and 5 Multiplier Events. The TPMs took place in Germany, Italy, Portugal, Serbia and Germany. They were dedicated to time management control; content control; monitoring and evaluation; budget control; activities planning. In particular, the content control of the project was the most important part, because each TPM allowed the partnership to confront in person effectively and productively concerning the project topics, adapt the production of the contents to the needs of the local target groups and conclude in each TM the foreseen objectives.

The Multiplier Events took place in each project country and involved teachers, youth workers, social workers, political educators, music pedagogues and representatives of NGOs from the venue of the country. During these events, the results achieved with IO1 and IO2, representing the joint work of the partners, were presented.

Achievements

We created 2 intellectual outputs, which differ mainly in the target group: youngsters (between the ages of 10-15) and youth (between the ages of 15-30). We created 2 music albums of 10 songs each and 2 collections of

methods for use in non-formal education (NFE). The results are contained in a booklet, printed in 500 copies supplied with a USB stick and downloadable online, on the project webpage.

1) Toolbox for Youngsters: a methodological toolkit designed primarily for youngsters that mostly deal with the Convention on the Rights of the Child (CRC). We have created a music album with 10 songs that address children's rights and for each song a method to use in NFE.

2) Toolbox for Youth: a methodological toolkit designed primarily for young adults that mostly deal with the Universal Declaration of Human Rights (UDHR). We have created a music album with 10 songs that address human rights and for each song a method to use in NFE.

3) The web page of the project: a webpage containing all project results that can be downloaded (musicforhumanrights.eu/educational-music-tools).

4) The booklet: a 134-page book printed in 500 copies supplied with a USB stick containing the methods and music albums.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

LOST- Learning Opportunities, inStruments and Investigation Techniques to fight the growing phenomenon of missing people in Europe

Good practice example



Project Coordinator

Organisation Consorzio Pubblico Società della Salute Zona Pisana
Address Via Saragat 24 , 56125 Pisa , Toscana , IT

Project Information

Identifier 2017-1-IT01-KA202-006241
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 264,504.5 EUR

Partners C.M. SKOULIDI & SIA E.E. (EL) , INSTITUTI PRINCIPE REAL - ASSOCIACAO PARA A INOVACAO E DESENVOLVIMENTO (PT) , ASSOCIAZIONE OMNIS (IT) , EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (BE) , SOSU OSTJYLLAND (DK) , Asociacion sosdesaparecidos (ES) , SIULP Perugia (IT)

Topics Home and justice affairs (human rights & rule of law) ; New innovative curricula/educational methods/development of training courses ; Inclusion - equity

Project Summary

The issue of missing people and children in particular (whereas these people are potential victims of human trafficking), is increasing in Europe: in 2016, according to the EU's criminal intelligence agency, at least 10,000 unaccompanied child refugees have disappeared after arriving in Europe. National statistical data of Police and Ministries of European Member States also reveal a high percentage of people never found.

The project has focused on the needs of improving the investigation processes by carrying out an in-depth analysis of the subject, providing more information and raising social awareness, and offering training for risk groups and operators involved the area of action of a) THE RESPONSE TO DISAPPEARANCE where different kind of professionals are working on cases of missing children and adults would benefit from receiving specific training and support; b) THE PREVENTION TO THE DISAPPEARANCE, especially in relation to adults suffering from psychiatric and dementia diseases.

LOST project concerned two kinds of sectors: 1) FIELD OF THE RESEARCH AND INVESTIGATION where especially law enforcement agencies are working with the help of voluntary associations and 2) FIELD OF SOCIAL SUPPORTING SERVICES provided by NGOs organisations and local public entities, to support the families during the disappearance and the after care support of a person or unaccompanied child who returned or was found after disappearing.

The main target groups were:

- Trainers and operators of professional sectors involved as social assistants, psychologists who provide support to families of missing people, health professionals and legal doctors;
- Members of the police force and police officers, civil protection and other security services
- Representatives of voluntary associations
- Policy makers and officers of Public entities with social competencies in the field of Child protection and parenthood support/aid
- Association supporting Families of people going missing.

In particular, the project aimed at 1) improving the competences of the trainers and of the operators of the sector (police, health, voluntary organisations, etc) in the key first investigation phase (informational phase which support the overall investigation process) with aim of increasing the percentage of people found; 2) to define a new core professional profile supporting any law enforcement agency in the research; 3) increasing and improving social policies of local Public Institutions to support and protect families and in general their local communities from this phenomenon and to prevent it; 3) developing a new operative model that can be easily transferred in any EU country by using innovative and open ICT tools; 4) increasing knowledge and awareness among social groups and communities of social society (families, younger, citizens, voluntary associations) with the cooperation of Local Public entities (Municipalities and Regions).

LOST project, in order to contribute to fighting the phenomenon, has developed and tested an innovative operational approach and methodology on the investigation process by means of the development of a new professional in "Analysis -Information and Research Missing People -A.I.R.M.P" , to support and enhancing the overall investigation process and police forces in EU countries by the definition, sharing and validation of an innovative training programme (O2) at transnational level from the participating organisations which has been tested and tuned in Italy, Spain and Denmark (O3). The training package has been based on a competence model, taking into account the European and national instructions in the field of the competencies framework and assessed and widely disseminated in European countries, together with the toolkit for social services in policies. All these intellectual output are available within LOST platform: <https://lost.team/>, which is freely accessible, with openly licensed documents and media that are useful for learning, assessing as well as for research and transfer purposes.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Acting & Collaborating to Tackle Intimate Violence

Good practice example



Project Coordinator

Organisation POUR LA SOLIDARITE ASBL
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Project Information

Identifier 2020-1-BE01-KA204-074919
Project Web Site <https://activproject.eu/>
Start Date Nov 1, 2020
End Date Dec 31, 2022
EC Contribution 238,750 EUR
Partners FONDATION AGIR CONTRE L'EXCLUSION (FR) , Asociatia Touched Romania (RO) , Mission Locale pour l'emploi de Bruxelles-Ville asbl (BE) , ASSOCIACIO PER A LA CREACIO I ESTUDIS DE PROJECTES SOCIALS C.E.P.S. (ES)
Topics Inclusion - equity ; Enterprise, industry and SMEs (incl. entrepreneurship) ; Gender equality / equal opportunities

Project Summary

Background

Co-funded by the European Erasmus+ programme, the ACTIV project - "Acting and collaborating to combat domestic violence" - has as its main objective the socio-professional (re)integration of women facing domestic violence (DV).

According to a study by the EU Agency for Fundamental Rights, more than one in five European women are confronted with DV. This situation has clearly worsened as a result of the health crisis. Unemployed women facing DV have to overcome a number of obstacles on their way back to work (lack of self-esteem, emotional and material instability, difficulty in dealing with complex administrative demands, confiscation of official documents by the perpetrator and exit restrictions). To overcome them, all the actors involved (support and guidance structures and companies) have to work hand in hand. The ACTIV project was built to enable this collaboration between the different actors involved in the socio-professional (re)integration of women facing DV in order to offer them a global and efficient support in their path back to employment.

Objectives

We wanted to create simple and accessible tools, free of charge for all the structures involved in the process of returning women to employment after domestic violence.

Through these tools, the objectives of the project team were

- Improving support for women facing domestic violence, from prevention to socio-professional (re)integration, in 4 European countries (before disseminating the model at European level);
- Improvement of mutual knowledge between the structures involved in the RTT of the women concerned (including companies);
- Improved synergies and collaboration between public institutions, companies and NGOs to support women facing domestic violence;
- Improved effectiveness of companies in providing employment opportunities for women facing domestic violence and in maintaining their jobs;
- Improving the recruitment process of these women;
- Contribution to the improvement of public and internal policies.

The project partners have developed the capacity to collaborate and build tools together on a European scale, which has enriched the practices of each.

Implementation

The different activities and tools have been set up:

- a mailing list and a whatsapp group allowing partners to contact each other easily,
- an online document sharing tool (Google Drive) allowing partners to access all documents at any time
- a transparent and consolidated budget, validated by all partners at the beginning of the project preparation,
- a detailed Gantt chart that describes the different phases of the project and allows everyone to plan the time and resources needed to complete the activities
- A detailed Gantt chart that describes the different phases of the project and allows everyone to plan the time and resources needed to carry out the activities,
- a risk management plan which anticipates the risks of the project and proposes possible solutions
- a quality management plan (QMP) which anticipates and plans the continuous evaluation of the project.

- Transnational meetings (4) of which 3 face-to-face and 1 remote (COVID-19)
- Local dissemination events: 4 hackathons (1 in Romania, 1 in Spain, 1 in France and 1 in Belgium) + 1 company event (1 in France) and a final conference (1 in Brussels)

Achievements

The different resources have been created:

- 1) A guide that describes the 5 key steps for a successful return to employment of women facing domestic violence (awareness raising, covering basic needs, remobilisation, professional (re)integration, follow-up and communication), puts in perspective the European and national definitions and contexts
- 2) A learning and resource toolkit for structures involved in the return to work process. This tool, co-created with women victims, takes the form of a downloadable document and an interactive pathway accessible on the website in 5 steps.
- 3) A white paper aimed at political decision-makers, business players and all the organisations involved, with concrete recommendations for improving support for women in their return to work
- 4) A large-scale awareness-raising and dissemination campaign, including the creation of a website accessible in 4 languages and free access to the project's tools, resources, information and news (<https://activproject.eu/>), dissemination events, a newsletter distributed periodically as well as a LinkedIn page and an #ACTIVproject.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for youth

Project Title

PLAY-IN: gamification and social innovation to combat the increase of xenophobia in EU

Good practice example



Project Coordinator

Organisation JOVENES HACIA LA SOLIDARIDAD Y EL DESARROLLO
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Project Information

Identifier 2018-2-ES02-KA205-011640
Start Date Dec 1, 2018
End Date Mar 31, 2020
EC Contribution 63,650 EUR
Partners ICM Jindrichuv Hradec z.s. (CZ) , ARIS FORMAZIONE E RICERCA SOCIETA COOPERATIVA (IT) , C.I.P. CITIZENS IN POWER (CY) , Pro IFALL AB (SE) , ACTION SYNERGY SA (EL)
Topics Social dialogue ; Integration of refugees ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

Europe is living the greatest humanitarian and migratory crisis in Europe, following the Second World War, according to the United Nations High Commissioner. The persistence of political conflicts, regional instability and the violation of human rights are the main reasons why a large number of people seek protection in the European Union. The eradication of this situation is becoming one of the greatest challenge of the EU member states. This reality is generating an increase of rejection to migration, generations of hatred, islamophobia, racism and even violence actions. Part of our youth as a consequence, have a partial and negative view about migration and do not identify as needed the social integration processes for newcomers, and specifically of muslim population.

Facing this situation PLAY-IN seeks to generate a positive and tolerant and integrative view to migrants and refugees by working with sensitizing actions towards youth, that can act as catalyst and generate integrational messages and attitudes and fight against racist and xenophobic views in the 6 european partner countries.

The project participants will be: 19 youth workers from the 6 partner organisations (6 countries); 120 young participants from the 6 partner countries that will take part in PLAY-IN training workshops (to fight against prejudices, racism, xenophobia and Islamophobia); 140 diverse social actors (public administration, university, social sector) committed within social inclusion and migratory processes, also interested in identifying mechanisms to promote a more tolerant and inclusive Europe.

The project will develop:

- a) a transnational meeting to define the strategy within partner entities;
- b) design of an specific innovative methodology based on Gamification to promote social awareness related to the content of this project.
- c) a training activity with youth workers from partner countries in order to get trained in the innovative method desgined towards an inclusive Europe;
- d) in order to apply afterwards the learned tools in their countries from training workshops with youth population;
- e) and the development of 6 dissemination events within key social actors in each partner country.

There will also be developed intellectual products (methodology PLAY-IN and a study about the use of gamification in favour of social inclusion) in order to share openly the generated knowledge throw diverse dissemination actions.

PLAY-IN will contribute in the generation of a more positive and critical view to the European migratory reality promoting social inclusion from innovative tools that will promote the collective construction of a more tolerant and inclusive Europe, from social awareness and fight against racism, radicalism and xenophobia. The project will generate innovative intellectual products replicable: an innovative methodology based on Gamification and a Study about the practical application of this kind of methods, gamification, in favour of social inclusion in Europe; contents that will be offered openly to other potential users and organisations.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them