YOUCAN TOOLKIT

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YOUCAN – Toolkit
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Authors
Ana Moreira, Francisca Prazeres, Marisol Carmelino, Meda Vaitonytė , Sofia Simões – AidLearn
Elena Montero, Luis González - Cámara De Comercio Cáceres
Gabriele Sospiro - ECEPAA
Giuseppe Florio, Katia Bortolozzo - Associazione Di Promozione Sociale Joint
Maali Atila Sarih – AMECE
Sidiropoulos Dimitrios - 2o Epaggelmatiko Lykeio Katerinis

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YOUCAN

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Summary

Education is a crucial aspect of personal growth and development and has numerous socio-economic benefits. Therefore, it is important for societies to ensure that all individuals have access to high-quality education. However, in Europe, certain vulnerable groups, such as young people with migrant backgrounds, face significant challenges in entering the education system. These students are at a higher risk of dropping out of school, which can have negative long-term impacts both on their economic and social well-being and on the society. The reasons for this over-representation are likely due to socioeconomic disadvantage, language barriers, and social segregation. To address these challenges, the YOUCAN project was established.

Objectives

YOUCAN aims to build the capacity of a consortium of organizations to work together across sectors to address the issue of early school dropout among young people with migrant backgrounds. By strengthening cross-sectoral cooperation and capacity building, YOUCAN aims to modernize education and training systems and youth policies to better address the challenges faced by young people with migrant backgrounds.

The project also aims to increase the allocation of financial resources to organize EU/international projects in the field of education, training, and youth. By increasing the quality of preparation, implementation, monitoring, and follow-up of these projects, the consortium hopes to enhance its professionalism and capacity to work at the EU/international level. Additionally, YOUCAN seeks to establish stronger partnerships with local organizations active in fields outside of education, training, and youth to open up new avenues of cooperation and synergies.

Partnership

The project brings together a variety of organizations, including schools, youth organizations, chambers of commerce, and training centers, to advocate for a holistic approach to education. Transnational cooperation allows to have a greater perception of cultural differences experienced not as an obstacle but as a source of richness, and allows to enrich the skills of the participants in the project. YOUCAN is organised and implemented by a consortium composed of six partners belonging to different countries and sectors - **AidLearn, Consultoria em Recursos Humanos Lda.** (Portugal); **Associazione di Promozione Sociale Joint** (Italy); **Associazione Sportiva Dilettantistica Association Maison d'Enfant pour la Culture et l'Education Baity APS** (Italy); **Camera Oficial De Comercio e Industria de Caceres** (Spain); **ECEPAA** (Belgium), and **2o Epaggelmatiko Lykeio Katerinis** (Greece).

Results

The project has two main outputs: a **Best Practices publication** and a **Toolkit.** This first project result, displays a main view of the collection of good practices from each country for dealing with youth school dropout, particularly migrant youth dropout. It also focuses on how to organize EU/international projects in the field of education, training and youth, and is directed for a variety of different people, but with one thing in common, it is addressed to people working with immigrant and migrant population.

The second project outcome, is a toolkit containing guidelines for a successful project cycle management that addresses all the steps of a project cycle. It supports a diversity of people such as organisations, school teachers, senior and junior researchers, youth workers and trainers.

PROJECT PARTNERS

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AidLearn - Consultoria em Recursos Humanos, Lda.

AidLearn is a research-action, consulting and VET and adult training provider, operating at national and EU level. The company founded in 2003 aims to promote learning and training in various areas through innovative, needs-based services. AidLearn has extensive experience in design and development of studies and projects, often within an action-research perspective, geared towards innovation in education/training systems, able to promote organisational learning and diversification of the training offer. Being a VET provider organisation certified by DGERT for various areas of education/training, AidLearn has extensive experience in curriculum and learning content development. This expertise has been strengthened by working in transnational and multifunctional teams that have enabled the development of innovative profiles, curricula and courses, many of them addressing social inclusion and promoting equal opportunities.

Associazione di Promozione Sociale Joint

The Associazione di Promozione Sociale Joint, founded in December 2003, is one of the biggest and most innovative Youth Association in Italy. It is based in Milan and its mission is to provide non-formal education opportunities for young people through international mobility. Moreover, it is the Italian member of ICYE global network, the coordinator of the Italian Network for European Volunteering (RIVE) and the coordinator of an informal network recognized by the European Union counting on 232 international partners. Joint focus on providing learning opportunities to young people through international experiences such as European Solidarity Corps, International volunteering, Work Camps, local and international Training Courses, Youth Exchanges and Capacity Building Projects focusing on advocacy, active participation, intercultural learning, social entrepreneurship and sustainable tourism.

Associazione Maison d’Enfant pour la Culture et l’Education Baity APS

The Associazione Maison d’Enfant pour la Culture et l’Education Baity APS (AMECE) is a social promotion NGO based in Turin since 2000. Its activities aim to understand and address the needs of children, teenagers and young adults with migrant background, most of them originally from north African countries. The organization seeks to foster the growth and education of the new generations, starting from their extra-curricular and social education. In particular, AMECE works in order to raise awareness in migrant families about their children’s needs, offer targeted action in-school support, promote opportunities for discussion and intergenerational dialogue and push for intercultural social education in the local community.

Chamber of Commerce, Industry and Services of Cáceres

The Chamber of Commerce, Industry and Services of Cáceres is a Public Law Body, whose main aim is to defend the general commercial and industrial interests of the companies in the province of Cáceres. The organisation has alarge number of experts in different fields of expertise, mainly Business Support, Entrepreneurship, Innovation, Internationalisation, and Training. We belong to the High Council of Chambers, at national level, and also Eurochambres, internationally, where we undertake global actions to enhance and reaffirm the presence of Spain in other European countries and to promote cooperation in different areas. Besides, being our region, Extremadura, the only one in Spain stillconsidered as less developed within the EU, we are committed to the ten shared goals of the long-term vision for the EU's rural areas and we have joined the Rural Pact Community to reflect on how to build the Rural Pact.

ECEPAA - European Centre for Economic and Policy Analysis and Affairs

The European Centre for Economic and Policy Analysis and Affairs (ECEPAA) is a non-profit organization founded in 2011 and located in Brussels (Belgium). It is organised on a voluntary basis, and it is specialised in the research and development of European Union projects concerning education, social inclusion, youth and migrant. The organization aims to contribute to the knowledge of the difficulties of marginalised people due to economic, class, race and gender reasons. ECEPAA has a long tradition of international exchanges for youth and trainees, and it has implemented many projects concerning topics of social interests, in order to manage the above-mentioned issues. Specifically, as for education, the organization has coordinated several projects on the prevention of early school leaving, on the importance of learning the language of the country as a fundamental aspect for integration, and on the need for formal and non-formal methods in order to make the learning path fruitful. Beyond the YOUCAN project, ECEPAA addressed this issue with other projects such as the LAB (Language As a Bridge) - focused on the importance of language for the integration; or the WAY (Whole-school Approach for Youth with migrant background) - based on preventing disadvantaged students from social exclusion and school dropout.

2o Epaggelmatiko Lykeio Katerinis

The 2nd Vocational High School of Katerini is located in the province of Pieria in northern Greece, 70km far from Thessaloniki. Founded in 1984, the school has been located in the suburbs of the city since 2000, in a nice countryside just below mount Olympus, the home of Greek gods, and at a distance of only 10 Km from the coastline. The school serves about 800 students aged 16 – 19 with 100 teachers and comprises four different sectors (Informatics, Healthcare & Welfare, Agriculture/Food Technology/Nutrition and Business/Economics). The school includes a number of specialized teaching laboratories for each department and is equipped with modern ICT infrastructure. Many of the students come from villages in Pieria region and some of them (~15-20%) come from families who have migrated to Greece from Albania, Bulgaria, Russia, etc. The following four sectors with corresponding specialties work at school: I) Informatics (Informatics Applications Technician; Computer and Networks Technician), II) Business and Economics (Administration and Finance; Logistics, Marketing and Advertising; Economy and Management in Tourism),

III) Agriculture, Food Technology and Nutrition (Plant Production; Floriculture and Landscape Architecture; Food and Drink Technology) and, IV) Healthcare and Welfare (Nursery; Medical Lab Assistant; Nursing).

METHODOLOGY

METHODOLOGY

Creating a toolkit about a project's life cycle and funding a project idea typically involves a combination of research, analysis, and practical knowledge. The methodology used to develop this toolkit included the following steps:

Research and Literature Review: Conduct a comprehensive literature review on project management methodologies, project life cycle models, and various funding options available for projects.

Define Objectives and Scope: Clearly define the objectives of your toolkit and the scope of topics you want to cover. Determine the target audience and their specific needs to tailor the toolkit accordingly.

Content Development: The toolkit is organized into sections covering different aspects of the project life cycle, such as initiation, planning, execution, monitoring, and closure. Include sections about different funding options, like grants, crowdfunding, venture capital, or loans.

Practical Examples and Case Studies: Incorporate practical examples and case studies to illustrate each stage of the project life cycle and demonstrate how different funding options have been utilized in real-world scenarios.

Templates and Tools: Provide useful templates, checklists, and tools that can help project managers plan and execute their projects effectively. This could include project charters, budget templates, risk registers, and more.

INTERCULTURALITY

INTERCULTURALITY

Generalities about interculturality

Interculturality is a fundamental concept in today's globalized society, characterized by the intensification of flows of people, information, and ideas between different cultures and societies. In this context, dialogue and cooperation among individuals from diverse cultural backgrounds become essential to promote respect, mutual understanding, and peace. This academic text aims to discuss the importance of interculturality, its challenges, and benefits.

Interculturality refers to the interaction and coexistence among individuals or groups from different cultures. It is an approach that values and respects cultural differences, seeking to promote mutual understanding and collaboration among people of diverse origins. Interculturality acknowledges that each culture has its own beliefs, values, customs, and traditions, and these differences should not be a source of conflict but rather an enriching experience.

Promoting interculturality brings numerous benefits to society as a whole. Firstly, it allows the exchange of knowledge and experiences between cultures, enriching the understanding of the world and contributing to creativity and innovation. Moreover, interculturality strengthens tolerance and empathy, as living with people from different backgrounds helps break stereotypes and prejudices.

Another important benefit is the promotion of peace and cooperation. By learning to deal with cultural differences in a respectful manner, societies can avoid conflicts and build more harmonious relationships. Interculturality also contributes to economic and social development, as cultural diversity can stimulate tourism, trade, and collaboration in international projects.

Despite its benefits, interculturality also faces significant challenges. One of the main obstacles is the language barrier, as effective communication is essential for mutual understanding. Additionally, cultural differences can lead to misunderstandings and conflicts, especially when there is a lack of openness to diversity.

Preserving cultural identity is also a significant challenge. As cultures interact, there is a risk that some may become dominant while others are marginalized, potentially leading to the loss of valuable traditions. Therefore, it is crucial to promote interculturality in a balanced way, valuing the cultural diversity of all involved groups. Diversity in Europe is on the rise, and sometimes educators are facing different values in the same classrooms creating a new identity, based on different cultures. Promoting alternative forms of participation bring people together for different kind of intercultural dialogue.

Culture is in itself a complex, dynamic, multifaceted and captivating phenomenon. Therefore, there are several definitions of culture. UNESCO defines culture as "a set of distinctive spiritual, material, intelectual and emotional characteristics distinctive of a society or social group, (which) encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs", (UNESCO).

Societies require an intercultural approach as a strategy for coexistence, and this intercultural action should have the following premises: human dignity the recognition of cultural differences; respect for the cultural, social, political and religious rights of communities; respect for the legal order; and tolerance and solidarity, as a central form of peaceful coexistence and well-being. Cultures are all involved with each other, none is pure and singular, all are hybrid, heterogeneous, extraordinarily differentiated and not at all monolithic“ [1].

Interculturality indicates how culture flows and merges with other cultures. Something that is in constant mobility capable of changing the environment in which we live, either by fusion, addition of new elements or even subtraction of others. Interculturality emerges as a means of experiencing another person's culture, showing interest in getting to know it, based on values such as respect, citizenship, equality, tolerance, democracy in education and human rights.

The main objective is not only to form groups among themselves, but to manage to integrate groups in an increasingly diverse society. It must be taken into account that interculturality depends on several factors, such as various conceptions of culture, communication barriers, weak government policies, social hierarchies and economic differences.

It is precisely in education and institutions that interculturality finds the means to develop. Considering that educating for interculturality and for Global Citizenship is a challenge posed by globalisation, in the dynamic and interdependent world of the 21st century, it should not be understood as a form of loss of identity. On the contrary, we must enhance the differences between peoples and enrich the cultural landscape around us.

Awareness that educating for interculturality and global citizenship in a world thirsty for peace and well-being, brings new challenges and simultaneously demands new perspectives, skills, attitudes and strategies, requires acceptance of the 'other', sensitivity to their differences, implies adequate training and knowledge of cultural interaction, knowing how to interact and communicate with cultures, mastering languages, contexts and customs.

It focuses on approaches to intercultural, episodic, additive, transformative and interventional education, presenting educators and educational professionals different pedagogical forms to develop with its migrant and/or refugee students, while promoting their participation, in full exercise of citizenship.

Back in 1997 Glazer has already stated the fact that “We Are All Multiculturalists Now”. Therefore, creating and securing environment that allows positive intercultural communication is crucial. The paradigm had changed, as only shared engagement by the individuals can help to constsruct the space for social justice and diversity [2].

[1] Said, E. W. (1994). Culture and imperialism. Vintage, p. 30.
[2] Xu, J., Peeters, A., & Gernay, M. (2022). Constructing interculturality through intercultural dialogues and autoethnography: building relations, nurturing preparedness and rejecting boundaries. Language and Intercultural Communication, 22(5), 567–582, https://doi.org/10.1080/14708477.2022.2104863.

Interculturality is a powerful tool for building a more just, inclusive, and peaceful society. By embracing cultural diversity and promoting dialogue among different groups, we can learn from each other's experiences and enrich our worldview. While we face challenges on the journey towards interculturality, the benefits of a truly inclusive and interconnected society are immeasurable. It is up to each one of us to contribute to this process, fostering understanding and mutual respect in our communities and beyond

Intercultural communication

Intercultural communication is becoming increasingly important as people have more freedom to migrate and it is seen that European society is becoming more diverse in many aspects, let it be culturaly, ethnically, and religiously. As a result, the diversity in the classrooms is also on the rise. Therefore, education is an important context for developing and teaching interculturality.

There is no denying that with cultural diffrences challanges in intercultural communication arise, which can be due to different communication or even conflict styles [3]. Some researchers hypothesize that intercultural communication can help people to be more open-minded and increase their appreciation for and awareness of cultural diversity [4]. However, without motivation, the participation in cultural communication remains rather unlikely. A study explored the lack of formation of friendships between the local and foreign students. It was found that local students simply do not find such friendships necessary, therefore, they do not even think about the posibility of such friendships [5].

However, culturally diverse classroom does not leave the space for avoiding intercultural communication and could work as a motivational factor to engage in such communication. Also, it is important to note, that teachers have to be aware of how to manage and address conflict within an intercutural classroom, as it works as an important factor for strengtening interculturality by giving the opportunity to the students to give their perspective of the conflict [6]. Furthermore, the classroom that is accpeting of diversity is found to have particular characteristics that have to be endorsed by the teachers and the school, one of them is practicing multicultural education. Researchers distinguish that one of the most important factors to have good intercultural communication between students, in the classrooms that have students with migrant background, is their acceptance of diversity of the group, that goes beyond the diversity based on ethnicity and also includes diversity of gender, social backgrounds and interests [6].

Intercultural communication is benefitial for one’s expansion of understanding and integration of konwledge, can help develop skills for successfull communication. Moreover, it is particularly important for European society, as in Europe, many diverse cultural groups are in close proximity [7].

[3] God, Y. T., & Zhang, H. (2018). Intercultural challenges, intracultural practices: how Chinese and Australian students understand and experience intercultural communication at an Australian university. Higher Education, 78(2), 305–322, https://doi.org/10.1007/s10734-018-0344-0.
[4] Lee, A. R., Dastpish, F., Freemon, M., & Parks, J. (2023). Insights into intercultural communication from a global citizenship framework: Voices of South Korean university students. Intercultural Education, 1–17, https://doi.org/10.1080/14675986.2023.2180488.
[5] McKenzie, L. B., & Baldassar, L. (2016). Missing friendships: understanding the absent relationships of local and international students at an Australian university. Higher Education, 74(4), 701–715, https://doi.org/10.1007/s10734-016-0073-1.
[6] Solbue, V., Helleve, I., & Smith, K. (2017). “In this class we are so different that I can be myself!” Intercultural dialogue in a first grade upper secondary school in Norway. Education Inquiry, 8(2), 137–150, https://doi.org/10.1080/20004508.2017.1290894.
[7] Collett, D. (2010). Interaction between local and international students using inclusive approaches to intercultural dialogue. In 21 st ISANA International Education Association Conference Proceedings. The Gap, Queensland, Australia. Retrieved from http://isana. proceedings. com. au/2010-conference.

In conclusion, interculturality emerges as a fundamental concept in today's globalized society, offering a powerful tool for fostering a more just, inclusive, and peaceful world. It promotes dialogue, cooperation, and respect among individuals from diverse cultural backgrounds, encouraging the exchange of knowledge and experiences that enrich our understanding of the world. Interculturality contributes to economic and social development by stimulating tourism, trade, and collaboration in international projects.

Despite its numerous benefits, interculturality faces challenges such as language barriers, misunderstandings, and the need to preserve cultural identity. However, by promoting an intercultural approach, recognizing cultural differences, and cultivating tolerance and solidarity, societies can overcome these challenges and achieve peaceful coexistence and well-being.

Education plays a crucial role in developing interculturality, especially in culturally diverse classrooms, where intercultural communication becomes increasingly important. Teachers and educational institutions have a responsibility to create an accepting environment that fosters positive intercultural communication, breaking down barriers and promoting understanding among students from different cultural backgrounds.

By embracing diversity and actively engaging in intercultural dialogue, we can build a society that celebrates differences, enriches our cultural landscape, and paves the way for a brighter future marked by mutual respect, acceptance, and harmony. The path to interculturality may present challenges, but the rewards of a truly inclusive and interconnected world are immeasurable, and it is incumbent upon each individual to contribute to this transformative process.

SCHOOL DROPOUT

SCHOOL DROPOUT

Early school leaving and drop out

Early school leaving (ESL) ranks among the first concerns in the field of education in Europe. Early school leaving takes place when an individual aged between 18 and 24 has attained lower secondary education at most and is not engaged either in education or professional training [8]. Many experts consider this a really concerning phenomenon since it detrimentally impacts the future lives of children both at the economic and social levels.

According to Brunello and De Paola, ESL implies enormous private, fiscal and social costs, both for individuals and societies. However, it is a hard task to obtain accurate quantitative estimations of these costs. Consequently, it is even harder for policymakers to design suitable and efficient countermeasures for ESL. In fact, each Member State develops its own policies, which can then be far tailored or far-reaching - for example, changing the minimum age for school leaving [9]. In European Union, reducing ESL levels has been a core target for decades. The Reflection Paper Towards a Sustainable Europe by 2030, published in 2019 by the European Commission, has confirmed that ESL average rate has steadily fallen since 2002 and maintains that the European Union was on the right pathway to achieve the "Europe 2020" headline target of keeping ESL levels below 10% across the continent [10]. Despite the positive trend, ESL is far from being eradicated. One problem is that early school dropout does not affect European students equally. The Reflection Paper acknowledges that «Young people with disabilities or with migrant background show significantly lower educational attainment. Early leavers and low-educated young people face particularly severe problems in the labour market» [11].

Insufficient education attainment is a serious issue for students with migrant background. In almost all European Countries foreign-born students perform worse relative to their native-born peers in many important subjects at the primary and secondary levels. The Programme for International School Attainment (PISA) developed by the OECD provides additional validation to this argument. As reported in the PISA study of 2015, the difference in the proportion of low achievers between migrant students and native-born students is non-negligible, even when controlling for parameters such as socio-economic conditions [12]. The latest PISA study, published in 2019, further confirms again that students with migrant background still lag behind their native-born peers in terms of school attainments.

Poor performances and early school leaving seem to be quite correlated. In fact, the early school leaving rate is usually higher for student groups generally associated with relatively bad school performances, such as foreign-born students. This of course does not mean that only some disadvantaged categories of students like migrant students are affected by ESL. Broadly speaking, according to Eurydice estimates the highest ESL percentages are recorded in Spain, Italy and Germany (respectively 31,9%, 30,1% and 23,1%), whilst the lowest can be found in Luxembourg (8,2%), Netherlands (6,6%) and Ireland (4%). However, evidence shows that migrant youth is over-represented in ESL rates across the European Union, suggesting that this specific group is particularly vulnerable to the risk of dropping school early [13].

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[8] Brunello, G., De Paola, M., The costs of early school leaving in Europe, p. 1.
[9] Trasberg, K., & Kond, J., Teaching new immigrants in Estonian schools–Challenges for a support network, p. 26.
[10] European Commission, Directorate-General for Communication, Towards a sustainable Europe by 2030: reflection paper, Publications Office, 2019, p. 77. The paper is available at: https://data.europa.eu/doi/10.2775/676251. In 2002 ESL percentage in Europe was 17%, whereas in 2017 it dropped to 10,6%.
[11] Ibid. Emphasis added.
[12] OECD, PISA 2015 Results (Volume I): Excellence and Equity in Education, PISA, OECD Publishing, 2016, Paris, https://doi.org/10.1787/9789264266490-en and PISA 2018 Results (Volume II), Where All Students Can Succeed, PISA, OECD Publishing, 2019, Paris, https://doi.org/10.1787/b5fd1b8f-en.

As noted, this circumstance can be explained by a number of intertwined sensitive factors which normally characterise migrant students, most importantly a likely disadvantaged socioeconomic status, serious linguistic barriers and social segregation. Therefore, it is essential to tackle these issues as much as possible, and indeed there are many possible actions to be implemented to support these students. These measures include providing proper instruction in the host language, building and maintaining relationships with migrant children's parents, channelling more resources to schools with a high concentration of migrants to allow them to employ flexible actions to meet students' needs, ensuring access to high-quality early childhood education and care (ECEC) and disincentivising segregation practices linked to socio-economic factors [14].

Similarly, the policy brief sponsored by the Sirius Network proposes some other interesting policies to reduce the risk of ESL for students with migrant background. The document claims that there are some desirable features of national/regional education systems that can sensibly contribute to reducing ESL among migrant youth. Some of the features most worthy of mention are:

•More comprehensive secondary education and postponed educational tracking;
•Improve language acquisition by increasing quality preschool education;
•Providing quality apprenticeship opportunities to guarantee a smoother transition to the labour market [15].

Moreover, the European Union supports and finances many initiatives and projects in the field of education within the framework of the Erasmus+ program, including those related to tackling ESL. These European funds are commonly destinated for schools, NGOs and youth organisations. The principal aim is to multiply best practices and practical knowledge to be adopted in order to design better policies to counter this phenomenon.

Conclusion

In the European Union, the current early school leaving rates are quite close to the pre-settled objective of keeping them below the 10% threshold. Nevertheless, ESL does not affect the student population evenly. Most of the time, vulnerable groups of students face much higher risks of dropping out of school due to socioeconomic struggles and harsh living conditions which eventually impinge on their school performance. This is the case for many migrant students who frequently have to cope with an educational system that is either unprepared or unsupported to ensure that these pupils could feel really included in the school system. Given this circumstance, it is essential to discourage ESL as much as possible by finding suitable solutions and policies to address the originating roots of the problem.

YOUCAN goes in this direction by seeking for providing innovative measures to address ESL. The following chapter will present the main features of the project, including the actors involved in its realisation and the expected impacts on tackling ESL of youth with migrant background.

[13] Nouwen, Ward, Noel Clycq, and Daniela Ulicna, Reducing the risk that youth with a migrant background in Europe will leave school early, Migration Policy Institute Europe and SIRIUS Policy Network on the education of children and youngsters with a migrant background, Bruxelles, 2015, p. 3.
[14] Janta, Barbara and Emma Harte, Education of migrant children: Education policy responses for the inclusion of migrant children in Europe. Santa Monica, RAND Corporation, 2016, https://www.rand.org/pubs/research_reports/RR1655.html.
[15] Nouwen, Ward, Noel Clycq, and Daniela Ulicna, Reducing the risk that youth with a migrant background in Europe will leave school early, pp 5-6.

SOCIAL PROJECT'S

SOCIAL PROJECT'S

Definition of Social Inclusion (and distinction from integration and assimilation)

Social inclusion refers to the process of ensuring that all individuals in a society have equal access to resources, opportunities, and participation in social, cultural, economic, and political activities. It involves understanding and addressing the various barriers that prevent people from fully participating in their communities, such as discrimination, poverty, and social exclusion.

Integration, on the other hand, refers to the process of incorporating individuals from diverse backgrounds into a society or group. It emphasizes the importance of respecting and valuing cultural differences while working towards common goals. Integration often involves adapting to the dominant culture of a society or group while also maintaining one's cultural identity. Assimilation, however, involves the expectation that individuals from diverse backgrounds will conform to the dominant culture and abandon their own cultural practices and beliefs. It places a strong emphasis on assimilating and conforming, rather than embracing and valuing diversity.

In summary, social inclusion focuses on creating a truly inclusive and equitable society where diversity is valued and all people have the opportunity to fully participate in all aspects of life, while integration and assimilation focus on incorporating individuals into a society or group, but differ in their approach towards cultural diversity.

Definition of Migrants, Refugees & Asylum seekers

Migrants are people who voluntarily move to a new country or region in search of better economic, social or educational opportunities. They may have legal or illegal status in the country they migrate to.

Refugees, on the other hand, are people who are forced to flee their home country due to persecution, war or violence. They seek protection and asylum in another country because their life is at risk or they face serious harm if they stay in their home country.

Asylum seekers are people who have fled their home country and seek protection in another country, but their request for asylum has not yet been granted. They seek refuge in a foreign country, hoping to be granted permission to stay and live there legally.

While there is some overlap between these terms, it is important to distinguish them as each group faces different legal and social challenges while seeking safety and a better life in a foreign country.

Ideas/ tried methodologies to work social inclusion (e.g., sports, arts, etc).

1. **Sports:** Sports can be an effective way to promote social inclusion. It encourages people of different backgrounds to come together and work towards a common goal. This can help break down social barriers and promote a sense of community.

2. Arts: The arts can play a vital role in promoting social inclusion. Arts programs can bring people together to express themselves freely and creatively. It can help people develop a sense of their own identity and promote understanding and respect for others.

3. Education: Education is a powerful tool that can promote social inclusion by creating opportunities for people to learn and build their skills. Education programs can help break down barriers that prevent people from participating in society and can help create a more inclusive and equitable society.

4. Youth programs: Youth programs can create a safe and supportive environment for young people to learn and engage with others. Youth programs can provide opportunities for young people to develop their social and emotional skills, which can help promote social inclusion.

5. Community development: Community development initiatives can help promote social inclusion by bringing people together to address issues in their communities. This can help build a sense of community and promote collective action towards a common goal.

6. Peer support: Peer support programs can be an effective way to promote social inclusion by creating a supportive community of people who share similar experiences. This can help break down barriers and promote understanding and acceptance of different perspectives.

7. Volunteerism: Volunteerism can be an effective way to promote social inclusion by giving people opportunities to get involved and contribute to their communities. Volunteering can help build social connections and develop skills while promoting a sense of community and belonging.

Common issues faced by migrants, refugees & asylum seekers

1. Language barriers: Lack of proficiency in the official language of the host country can make it difficult for the migrant, refugee, or asylum seeker to find employment, housing, or access essential services, leading to social isolation and exclusion.

2. Discrimination and xenophobia: Migrants, refugees, and asylum seekers are often subjected to discrimination or harassment based on their ethnicity, religion, or nationality. This can lead to exclusion, social isolation, and may even compromise their safety and well-being.

3. Financial insecurity: Migrants, refugees, and asylum seekers typically arrive in their host country with limited resources and often face financial hardship. They may lack access to formal employment opportunities, which can make it challenging to meet their basic needs.

4. Legal issues: Migrants, refugees, and asylum seekers may face complex legal issues, including navigating complex bureaucratic systems and being at risk of deportation.

5. Mental health concerns: The experience of displacement, trauma, and uncertainty can lead to psychological distress, anxiety, or depression.

6. Access to healthcare: Migrants, refugees, and asylum seekers often face barriers to accessing healthcare, which can impact their health outcomes and well-being.

7. Separation from family and loved ones: Many migrants, refugees, and asylum seekers have left behind family members and loved ones, which can lead to feelings of loneliness and isolation.

8. Housing insecurity: Many migrants, refugees, and asylum seekers may live in inadequate or overcrowded housing, which can compromise their safety and well-being.

THE PROJECT’S LIFECYCLE

THE PROJECT'S LIFECYCLE

What is a project?

Before starting to talk about the management of a project, there is a first question we need to answer to: what is a project? A project is a series of activities aimed at solving a situation that is considered problematic, by reaching clearly specified objectives within a defined period of time and with a defined budget. A project should also have clearly identified stakeholders, clearly defined coordination, management and financial arrangements, a monitoring and evaluation system, and benefits should exceed costs.

Developing projects can vary significantly in objectives, scope and scale. However, it is important that project cycle management systems have standard working modalities and rules. Effective project management ensures that objectives are met efficiently, risks are mitigated, and stakeholders' expectations are fulfilled, resulting in successful project completion.

The Project Cycle Management approach - a short introduction

In order to outline the process through which projects are developed, designed, and managed, it is essential to define the concept of Project Cycle Management (PCM) as an introductory concept to project management.

Project Cycle Management (PCM) is a systematic and structured approach used to plan, implement, monitor, and evaluate projects. It serves as a guiding framework that ensures projects are effectively managed from start to finish, leading to improved efficiency, enhanced outcomes, and increased chances of success. PCM encompasses a series of interrelated phases that enable organizations and project managers to navigate the complexities of project development and execution.

Project Cycle Management can also be considered as a set of tools used in the management of community-funded initiatives (including volunteering-funded programs) as a method for managing the life cycle of a project. It represents a methodology for ensuring a higher level of participation in a project, introduced in the 1990s by the European Commission, to address the negative assessment given by the Development Cooperation Directorate on projects implemented in the 1980s.

Indeed, the PCM was a state initially applied only to the field of cooperation, but later extended to other areas. As can be guessed from the name, it envisions a circular process, through which it is possible to define all the steps for the preparation and implementation of a project and to identify the interconnections between the individual phases, from a system point of view.

Phase 1: Programming.

The PCM begins with the Programming phase, whose purpose is primarily to identify and agree on the main objectives of cooperation and the relevant sectoral priorities. Secondly, the aim is to provide a relevant and feasible programming framework in which specific projects can be identified and prepared. For each priority identified, strategies will be formulated that take into account the lessons of past experience. The national and sectoral contexts are analysed to identify problems, opportunities and impediments that could be addressed by international cooperation.

Phase 2: Identification.

Specific actions to be taken are identified and subject to further analysis and study. This takes place in the form of consultations with the target group of each action, in the form of an analysis of the problems they are and identification of possible solutions to solve these problems. After this, a decision is made on the relevance or otherwise of each project idea with respect to both the target groups and the established programming framework, and those project-ideas are selected to be further developed during the formulation phase.

Phase 3: Formulation.

Project ideas considered relevant are elaborated into plans of operational projects. The beneficiary groups and other actors participate in the detailed specification of the project idea. It is then checked according to its feasibility (i.e. whether its success is likely) and sustainability (i.e. whether it is likely to generate long-lasting benefits for the beneficiary group). In accordance with this assessment, a decision is made to formulate a formal funding proposal and start the search for funding.

Phase 4: Funding.

Proposals are examined by the competent authorities who decide whether or not to finance the project. The funding body and the partner country agree on the modalities of implementation and formalise them in a legal document ratifying ways of financing and implementing the project.

Phase 5: Implementation

The project is executed: all material and immaterial means necessary for the realisation of the project are put in place as provided for in the Financing Plan. In this phase, tenders are carried out and the awarding of contracts for technical assistance, for supplies and for the realisation of works. During Implementation, the project manager verifies, in consultation with the beneficiary groups and other actors, the progress actually achieved compared to what was planned, to determine whether it is oriented towards the successful achievement of its objectives.

Phase 6: Evaluation

The funding body and the partner country evaluate the project to establish what objectives have been achieved and to identify the lessons learned from this experience, useful for improving the design of future programs. Although, in general, in the Project Cycle the Evaluation follows the Implementation, it is common practice to conduct an Interim Evaluation during the Implementation phase. This serves to apply the lessons learned so far to the remaining part of the project.

In order to sum up visually the aforementioned concepts, here are two slides putting the concepts in the cycle perspective:

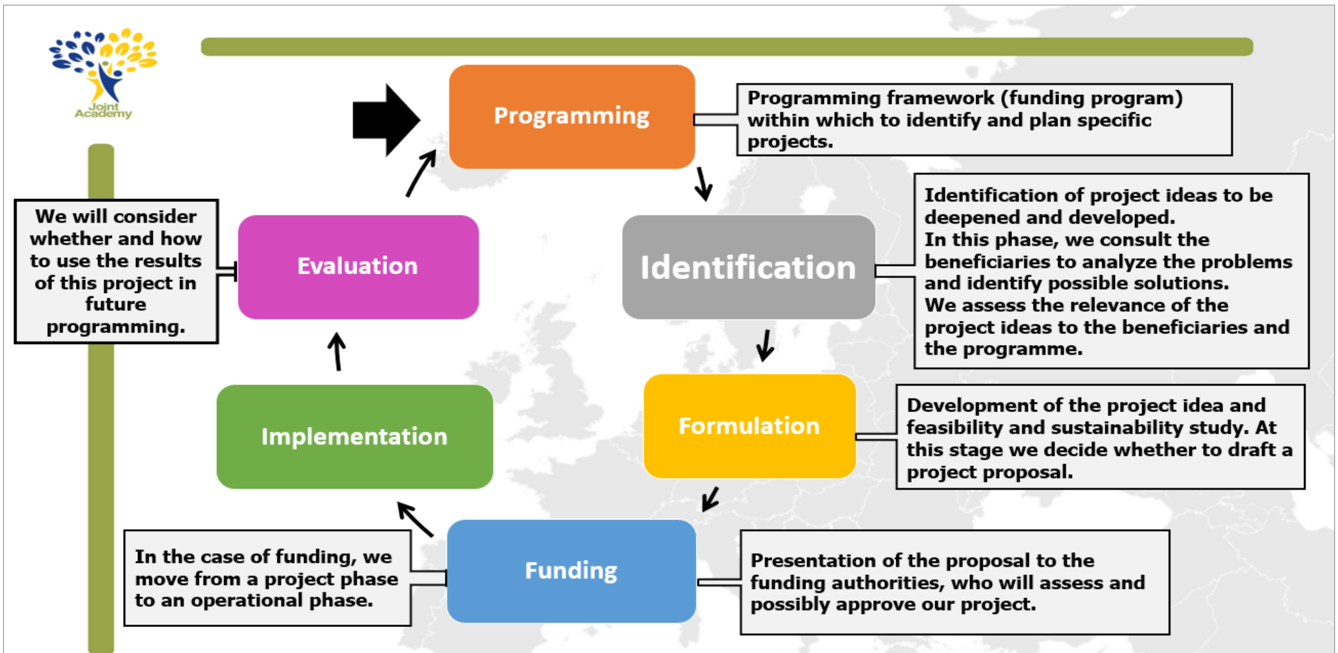


Image 1

Benefits and main features

Adopting PCM brings numerous benefits to organizations and project teams. It ensures a systematic approach to project development and implementation, enhancing efficiency and minimizing the risk of project failure. The Project Cycle Management approach provides a structure that ensures that all actors involved in the process are consulted and all relevant information is made available so that well-founded decisions can be made at key stages in the life of a project. Additionally, PCM's emphasis on monitoring, evaluation, and learning facilitates continuous improvement and capacity building within organizations, leading to enhanced project outcomes and long-term organizational growth.

PCM is useful because, by bringing together management principles, tools and techniques to be applied to a structured process, it enables us to develop projects that are:

- COHERENT: its objectives are consistent with the goals and priorities of the program (or program area) we are applying for; it has internal consistency, i.e., whether objectives, outcomes, activities work plan, business plan, are consistent with each other;

- PERTINENT: It responds to the real problems of the beneficiaries and is dropped into the context. We can do this by conducting a good analysis of the needs. In addition, beneficiaries have been involved from the very beginning the objectives are clear and it is clear how they are linked to the problems and needs of the beneficiaries;

- FEASIBLE: the objectives are achievable, based on the context and capacities of the entities that will have to implement the project; in addition, the objectives are measurable and we have considered the risks;

- SUSTAINABLE: the project effects last over time; Factors that could affect its sustainability have been taken into consideration; The results of the evaluation are used to initiate and improve new projects;

There are some main features characterizing the PCM:

- It consists of 6 phases, that are progressive: you cannot jump to the next phase, before having completed the previous one.
- it defines the information needs and the specific responsibilities of the involved entitities, in each stage.
- It draws from the Evaluation phase, in order to construct future programmes and projects on the basis of the past experiences.
- It is based on the analysis of problems, as a source to define the logic of the intervention.
- It is based on a cause-effect relationship between the problems and thus between the objectives.
- In the PCM logic, first objectives (and related beneficiaries) should be established and, only afterwards, activities should be identified.
- It is not an “at the desk” procedure: you should involve the beneficiaries and the stakeholders interested in the identified problems in the discussion about the actions.

Part 1: From a problem to solutions. How to develop a project idea

In the framework of Project Cycle Management, we start our work from a problem within a community or within a more specific target group. In this context, we can define a problem as “*a gap or discrepancy between the current situation and the desired state, hindering the achievement of project objectives*”. It represents an issue or challenge that needs to be resolved through the implementation of a project. Problems can arise from various sources, such as social, economic, environmental, or institutional factors. These problems could be specific and clearly defined, or they might emerge as complex and multifaceted issues.

Accurate problem definition is critical as it sets the foundation for the entire project. It helps project managers gain a comprehensive understanding of the context, enabling them to devise effective strategies and interventions. By clearly defining the problem, project managers can articulate project objectives, identify relevant stakeholders, and allocate resources appropriately. Furthermore, problem definition allows for the establishment of measurable indicators and evaluation criteria to assess project success.

Certainly, there is a plethora of problems to be solved within a community, therefore, we’ll keep in mind some aspects in order to focus on a specific one: the specific program we’re working on, our priorities, and the partners’ priorities.

In summary, when writing a project, we should keep in mind and follow precise steps in order to develop a good project idea.

First of all, how to identify a problem and how to find the most consistent solutions for it?

Need assessment vs Need analysis

In the PCM framework, as already written above, the identification of needs plays a crucial role. Two commonly used terms in this context are "needs assessment" and "needs analysis." While these terms are sometimes used interchangeably, they represent distinct processes with unique goals and methodologies.

I. Needs Assessment:

Needs assessment is a systematic and comprehensive process used to identify and evaluate the needs of individuals, groups, or communities. It involves gathering information and data to determine the gap between the current state and the desired state. Needs assessment helps stakeholders gain a holistic understanding of the problems or challenges they face and provides a foundation for decision-making and resource allocation.

The primary purpose of needs assessment is to identify existing needs, gaps, and deficiencies. Its objectives include understanding the nature and extent of the problem, determining the causes and consequences of the needs, and prioritizing them based on urgency and significance. Needs assessment is often conducted at the beginning of a project or program to inform planning and intervention strategies effectively.

Needs assessment employs various data collection methods, including surveys, interviews, focus groups, observation, and document analysis. These methods help gather qualitative and quantitative data from relevant stakeholders, such as individuals, communities, or subject matter experts. The data collected is then analyzed to identify patterns, trends, and common themes.

Needs assessment places significant emphasis on beneficiaries and stakeholder involvement and participation. Engaging stakeholders ensures that their perspectives, experiences, and preferences are considered during the assessment process. This participatory approach promotes ownership, collaboration, and a better understanding of the needs, enhancing the effectiveness and acceptance of subsequent interventions.

II. Needs Analysis:

Needs analysis involves a comprehensive examination of the requirements, expectations, and concerns of all stakeholders involved in a project. It entails identifying key beneficiaries, understanding their socio-economic conditions, and analyzing their specific needs. Whether it is a community development initiative, an infrastructure project, or a healthcare intervention, stakeholders' needs must be at the center of project planning.

For a suitable need analysis we need to consider the entities, people, etc., we can involve. Indeed, in this phase, we include, firstly, our target group, or the young people who attend the activities of our organization the most - in order to actively involve them in the creation process; secondly, the organizations we want to involve as partners - in order for them to know they have a voice in the decision-making process; the organizations in our area, which could become stakeholders; then, our staff and volunteers; lastly - but as importantly - the bodies and agencies from which to draw data statistics.

The reason to do so is to have the chance to create a project that can have a real impact on the community in which we operate and in which the partners operate - meaning tangible benefits within society. Indeed, the inclusion of the aforementioned parties allows us to have a broader view of the needs we are dealing with and to formulate more effectively the problem we want to address. In order to do so, there’s a plethora of tools, options, and ways to achieve this. For example, via questionnaires with specific and open questions, observations, or by listening to the requests coming from your target group. It is important also to ask other organizations in the territory, for a wider perspective, as well as have a look at statistics or conduct Focus groups. These represent the main ways in which it is possible to get a project idea and get to ways of developing it.

Needs analysis enables project managers to anticipate potential risks and challenges early in the project cycle. By thoroughly understanding stakeholders' needs, organizations can develop strategies to mitigate risks and address obstacles that may hinder progress. Additionally, needs analysis helps identify opportunities for maximizing project impact by focusing resources on areas of greatest need. It allows for a targeted and tailored approach, ensuring that interventions are relevant, timely, and impactful.

To conclude, while needs assessment provides a broader understanding of needs at a macro level, needs analysis delves deeper into specific competencies and skills required to achieve desired outcomes. Both processes are complementary and contribute to informed decision-making, resource allocation, and the design of tailored interventions.

From the problem to the solution

To address these challenges, especially in the planning stage of the PCM, a very useful tool is the "*Tree of Problems and Solutions",* a useful **specular** tool to identify a purpose (i.e., a long-term change that we would like to see in society) starting from a problem. In order to better understand the logic of this tool, we will use a practical example.

The Tree of Problems:

As already mentioned, a project is a set of planned actions aimed at reaching specific objectives, building from a situation that is considered problematic.

Once we have identified the core problem (or set of problems) that we want to address, it is time to identify the causes behind the problem. It is, therefore, time to define the concepts of *causes* as well as *effects*.

On the one hand, the causes represent the reasons beyond fact and respond to the question "Why does this happen?"; they can be formulated in three-time rows: short-term causes, mid-term causes and long-term causes. On the other hand, the effects represent the consequences of the aforementioned problem.

Example of The Tree of Problems

To further comprehend how the tree of problems works also in other fields, here is another example based on the steps described above:

In **step 1** Colusa Inc is a web hosting company. In the last semester, it has been presenting a 35% increase in complaints and claims from its customers. Colusa Inc made a classification of the reasons for the complaints by analyzing their frequency. In addition to this, telephone and e-mail interviews were conducted with customers who had reported complaints, which allowed them to further refine the classification.

In **step 2** we identify the problems: From this example and depending on the classification made, we could obtain several problems depending on which one is affecting us the most. In this case, we would be choosing a specific option, however, in this example, we are going to work with the general option. Consequently, the main problem is: Increase of 35% in customer complaints and claims in the last quarter of the year by hiring hosting services.

In **step 3** we will identify the causes and effects. With the information collected above, we are already well on our way. The three main types of complaints are:

- After-sales services is bad: The personnel sent do not know what they are doing and are sometimes rude (this includes telephone support).
- Poor quality of the product: It does not work when installed, the website crashes frequently or does not have enough hosting capacity.
- The product went up too much in price

And as you can see, these are direct causes.
What we have so far from the problem tree is the following:

The first to be identified are usually the causes. Now we identify the effects. In addition to thinking about all the possible effects that the main problem may have, we will consider the 1 to 1 effects of each cause, where, for example, a poor after-sales service will reduce the number of purchases made by customers. The result is as follows:

Image 2

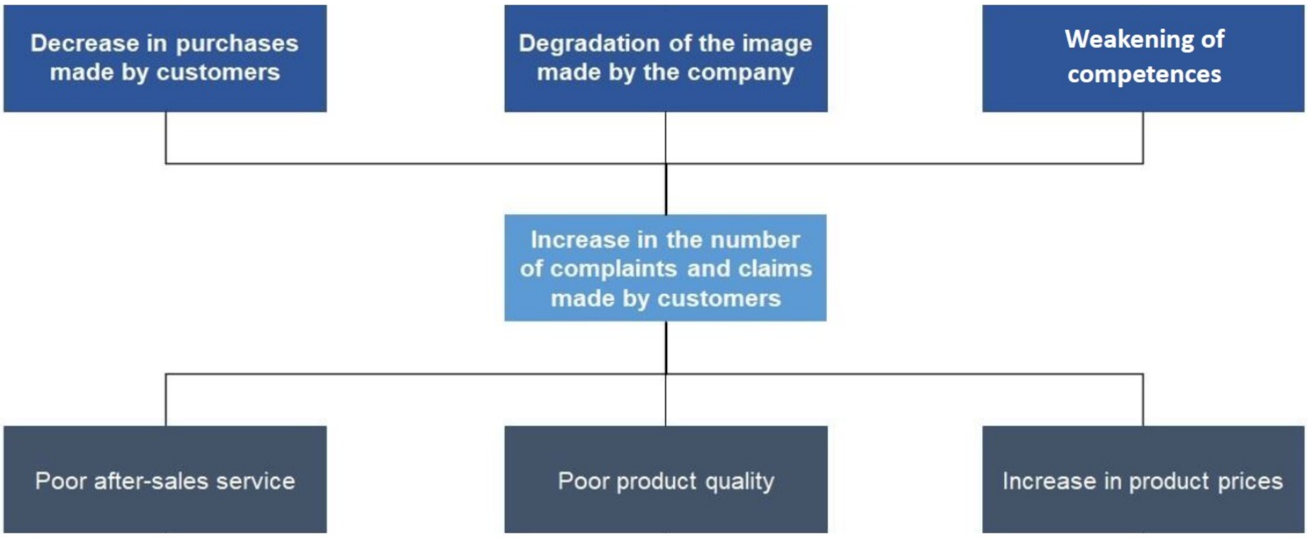


Image 3

This in itself would already be a problem tree, but if we want to make this tool useful, we must get to the bottom of the causes and effects. In the example below, we show up to the second level: This would be the **finished problem tree**.

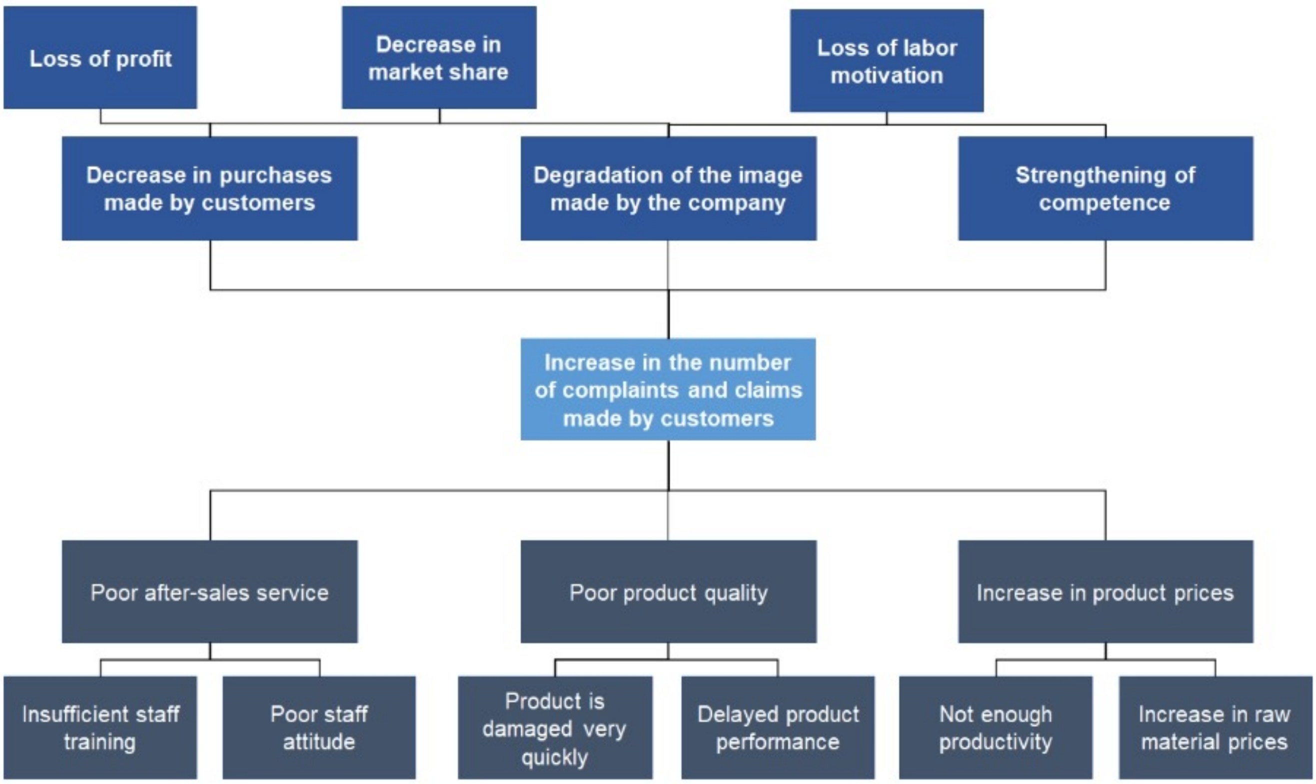


Image 4

(Featured images are from: Freepik)

In summary, in order to use this tool properly and to make it as useful as possible it is important to define the correct causes and effects and work from there on. As seen in the example above, make sure to reach the bottom of causes and effects to reach a good result.

The Tree of Solutions

Before seeing how the Tree of Solutions works, it is fundamental to introduce and clarify some terms that are essential when working on this other side of the tree. In particular, it is important here to introduce the *chain of the results.*

The chain of the results represents the path (and the consequent elements) that, when designing a project we should take into account, in order to reach the purposes of our project. Its main elements are:

Inputs: the resources, materials, and information required to initiate and execute the project successfully. These inputs can include financial resources, human capital, equipment, technology, and project documentation. Inputs serve as the foundation for project management, providing the necessary elements to move forward.

Actions involve the utilization of resources, the implementation of strategies, and the execution of tasks defined in the project plan. Project managers and team members work collaboratively, using their expertise and skills to carry out the necessary actions to achieve the desired project outcomes.

Outputs: the direct results of the actions taken during project execution. They are typically measurable and tangible, representing the immediate deliverables of the project. Outputs can include completed tasks, finished products, reports, data, or any other concrete results that contribute to the project's progress.

Outcomes: the broader effects or changes that occur as a result of the project outputs. They are often associated with the project's objectives and reflect the desired impacts on the target audience or stakeholders. Outcomes can be categorized into short-term, medium-term, and long-term effects, depending on the nature and duration of the project. For example, if the project objective is to improve customer satisfaction, the outcome could be an increased customer retention rate or improved brand perception.

Objectives: the specific, measurable, attainable, relevant, and time-bound (SMART) targets that guide the project's direction and progress. Objectives provide clarity on what the project aims to achieve and serve as a basis for evaluating its success. They are derived from the project's overall goal, which represents the ultimate purpose or vision of the project. Objectives ensure that project activities are aligned with the desired outcomes and facilitate effective monitoring and control throughout the project lifecycle.

Goal: the strategic intent or purpose of the project: it is often broader and more visionary than objectives, emphasizing the overarching aspirations or aspirations to be realized. Goals set the context and direction for the project, guiding the formulation of objectives and the selection of appropriate actions to achieve the desired outcomes. While objectives are specific and measurable, goals are more abstract and focus on the long-term vision of the project.

Impact: the long-term effects or benefits that extend beyond the project's completion. They are the ultimate results of the project and reflect its contribution to the broader organizational or societal goals. Impacts can include improved efficiency, increased revenue, enhanced quality of life, environmental sustainability, or any other positive changes that align with the project's purpose.

Once that the elements of the chain of the results are clear, and if the Tree of problems was developed properly and deeply, it will be very easy to develop a Tree of solutions.

As already mentioned, indeed, the Tree of Problems and Solutions is based on a specular mechanism, that allows us to transform the Causes, the Problem and the Effects into elements of the chain of results. What we need to do is to transform the negative matrix into a positive matrix.

Let’s proceed step by step.

Problem: the problem becomes the Goal of our project, i.e. the visionary purpose, the aspiration of our action. More than a measurable objective, the goal represents the reason why we want to act.

To transform a Problem into a Goal, it will be enough to turn it in its positive version.

Therefore, the **Problem** *“Increase in the number of complaints and claims made by the customers*” will become, in its positive version, “*Decrease in the number of complaints and claims made by the customers*”.

Causes: according to their position in the tree, the causes of our problem, will become our Actions, Outputs, Outcomes or Objectives. In particular, the lowest levels of our tree are more likely to become actions and outputs, while the highest levels are more likely to become Outcomes and Objectives.

N.B.: in case we transform one of the causes into an Output, it will be needed to define the action or actions to reach the Output.

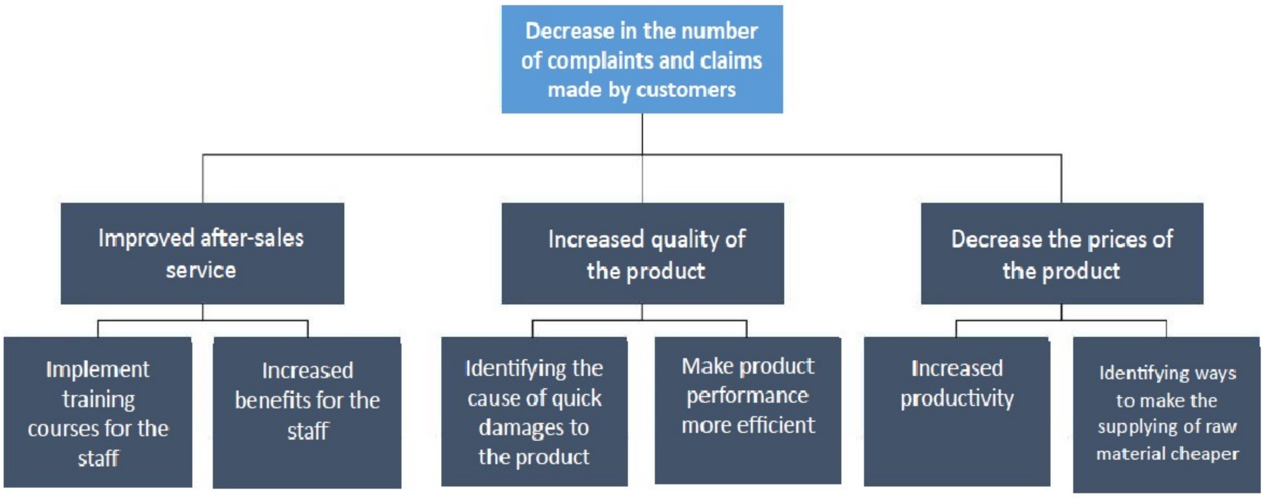


Image 5

Effects: the effects of our tree will become the wider impact of our project. Therefore, they won't be completely under our control. However, picturing the wider impact is very important, since it gives us the opportunity to identify paths for new projects, that we could implement in the moment in which the available resources will allow us.

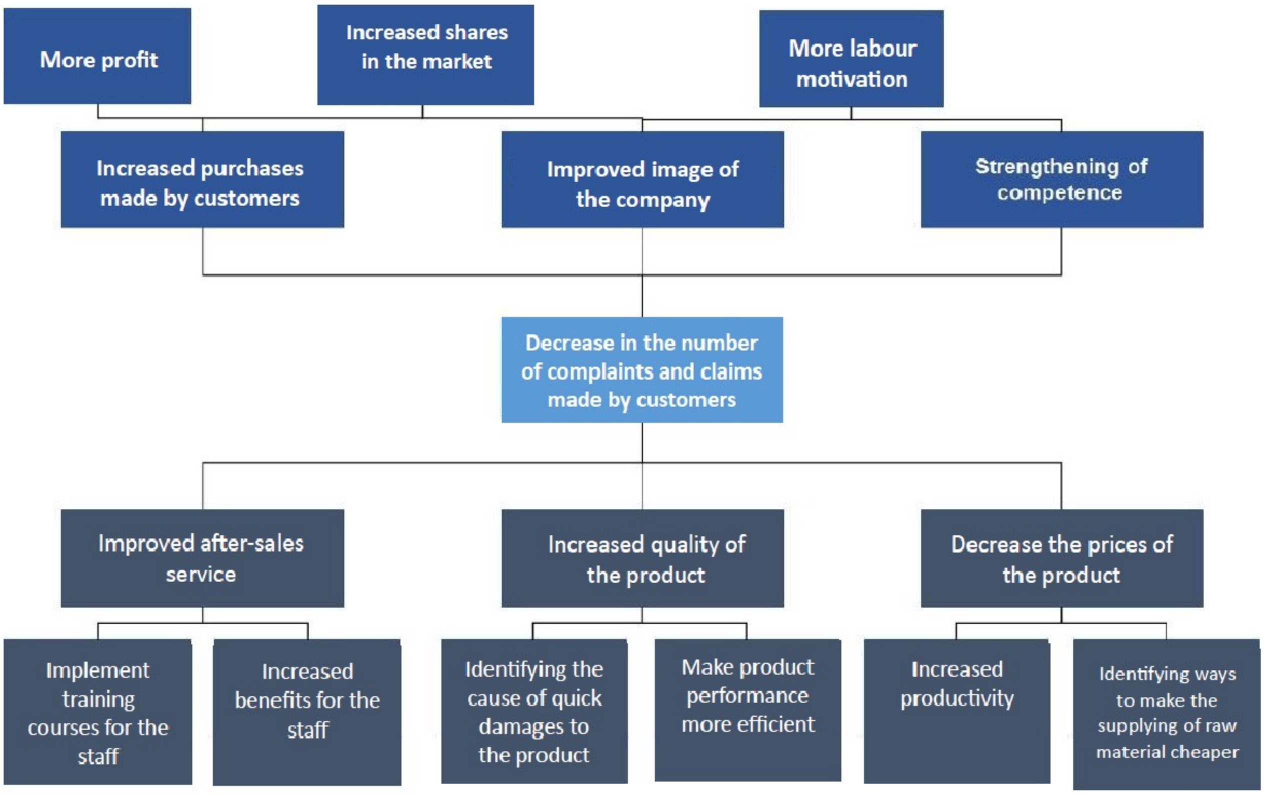


Image 6

Part 2: How to design a project?

Choosing the right funding programme for your project idea

When talking about the Tree of Solutions, we introduced the concept of *input,* defined as the resources that are available for implementing your project idea. A crucial element for the input is represented by the funding programme that we choose. But how to make this choice?

7 factors that we should consider when choosing a programme are:

1. Alignment with your project goals: Evaluate how well the funding program aligns with the objectives and focus of your project. Ensure that the program's mission and funding priorities align with the goals and outcomes you aim to achieve.

2. Eligibility criteria: Review the eligibility requirements of the funding program to determine if your project meets the specified criteria. Consider factors such as project size, geographical location, target audience, and sector compatibility to ensure your project qualifies for the program.

3. Funding amount and duration: Assess the funding amount and duration offered by the program. Consider whether the financial support provided is adequate for the scale and duration of your project. Additionally, evaluate the flexibility of fund allocation, as some programs may have restrictions on how funds can be utilized.

4. Application process: Understand the application process, including the required documentation, deadlines, and any additional application criteria. Consider the complexity and time required to complete the application and determine if it aligns with your available resources and timeline.

5. Reputation and credibility: Research the reputation and credibility of the funding program and the organization administering it. Look for past projects that have been funded and assess their impact and success. This information can give you insights into the program's track record and whether it is a reliable source of funding.

6. Reporting and accountability: Consider the reporting and accountability requirements associated with the funding program. Assess whether the program expects regular progress reports, financial statements, or impact assessments. Ensure that you are willing and able to meet these requirements throughout the project duration.

7. Networking and support: Evaluate the additional benefits provided by the funding program, such as networking opportunities, capacity-building resources, and mentorship. These additional resources can significantly contribute to the success and sustainability of your project.
By carefully evaluating these factors, you can choose a funding program that not only provides financial support but also aligns with your project's goals, values, and long-term objectives, increasing the chances of project success and impact.

Now that you have identified your problem and the solutions that you want to reach, you are ready to start designing your project. But how to have a clear idea of the connection between your actions and your objectives and goals?

To face this challenge, the Logical Framework Matrix is the tool that you could need.

The actors involved in a project

Before analysing the Logical framework, it is important to define some essential figures involved in the process of designing and implementing a project. These parties are: the beneficiaries, the stakeholders, and the partners.
Firstly, the **beneficiaries** are the people the project targets, those they aim for and who (hopefully) are reached by the results. They can be divided into two categories:

- <u>Direct beneficiaries:</u> Those who benefit directly from the project. ES: Anti-bullying project. Beneficiaries = victims of bullying or potential victims.
- <u>Indirect beneficiaries:</u> although they are not the main target, they get indirect benefits from the project. In our example = family members of bullying victims.

Secondly, the **stakeholders** are influential parties to a project or organization. It is the task of the project manager, at the project initiation stage, to identify and precisely define stakeholders based on the following characteristics: interests and relationship to the problem; ability to participate in the project; and possible involvement actions, so as to obtain their proactive participation from the outset and a favorable attitude throughout the life of the project. Thirdly, the **partner organizations** are entities (organizations, institutions, informal groups...) active in the area that the project intends to address. Depending on the type of project, partners may or may not even be from our own country. The European programs we will deal with all involve the creation of transactional partnerships. At the time of project submission, we already need to know who our partners will be.

Therefore, actions need to be put in place to identify and select the entities we want to involve in our project.

The partner should be an active part of the project creation and management process. The project, therefore, should respond to the needs of the partners and also valorize their experiences (contributions). In addition to the selection and preparation phase, partners may also contribute during the implementation of activities, usually through group leaders. Partners have direct contact with the participants who will take part in the activity, they select them, prepare them and follow them in the phases following the activity. They plan communication with partners and assign them a task, based on previous experience.

Logical Framework Approach - a theoretical introduction

Developed in the late 1960s to assist the US Agency for International Development to improve its project planning and evaluation system. It's an analytical process and set of tools used to support project planning and management. LFA (the analytical process involving stakeholder analysis, problem analysis, etc.) should be distinguished from the Logical Framework Matrix (LFM), that in turn is the documented product of the analytical process.

The Logframe (LFM) consists of a matrix with four columns and four (or more) rows, which summarize the key elements of a project plan:

- the project's hierarchy of objectives (Project Description or Intervention Logic)
- the key external factors critical to the project's success (Assumptions)
- how the project's achievements will be monitored and evaluated (Indicators and Sources of Verification).

The Logframe also provides the basis on which resource requirements (inputs) and costs (budget) are determined.

The LFA is a core tool used in different stages of PCM:

1. During the **identification** stage, to help analyze the existing situation, investigate the relevance of the proposed project and identify potential objectives and strategies;
2. During the **formulation** stage, to support the preparation of an appropriate project plan with clear objectives, measurable results, a risk management strategy and defined levels of management responsibility;
3. During project **implementation**, to provide a key management tool and support operational work planning and monitoring;
4. During the **evaluation and audit** stage, to provide a summary record of what was planned and provide a basis for impact assessment.

Drawing up a Logframe has two main stages that are carried out during the Identification and Formulation phases of the project cycle:

Analysis Stage: it consists of five main elements, namely:

a) Preparatory Analysis: it is important that those involved in the formulation of projects are sufficiently aware of the policy, sector, and institutional context within which they are undertaking their work.

b) Stakeholder Analysis: stakeholders are defined as all individuals, groups of people, institutions or firms that may have a significant interest in the success or failure of a project. The key questions that need to be addressed in this phase are:

- Whose problems or opportunities are we analyzing?
- Who will benefit and how from a proposed project intervention?

The main steps involved in the stakeholder analysis are identifying the general **development problem** or **opportunity** as well as the **stakeholders**, investigating their roles, interests, strengths and weaknesses, and extent of cooperation or conflict among each other, and incorporate these findings into project design. In the context of development projects, a key purpose of stakeholder analysis is to understand and address distributional and equity concerns, in the context of effectively addressing the needs of vulnerable groups.

There are a variety of tools that can be used to support stakeholder analysis, like SWOT analysis or Venn diagrams.

c) Problem Analysis: as already seen in the paragraphs on the Tree of Problems, it identifies the negative aspects of an existing situation and establishes the **cause and effect relationships** between the identified problems. It involves three main steps:

1. Definition of the framework and subject of analysis
2. Identification of the major problems faced by target groups and beneficiaries
3. Visualization of the problems in the form of a diagram, called a **problem tree**, to help analyze and clarify cause-effect relationships

A clear problem analysis provides a sound foundation on which to develop a set of relevant and focused project objectives. Once complete, the problem tree represents a summary picture of the existing negative situation, and therefore it guides all subsequent analysis and decision-making on priorities.

d) Analysis of Objectives: a methodological approach employed to describe the situation in the future once identified problems have been remedied, verify the hierarchy of objectives, and illustrate the means-ends relationships in a diagram.

The negative situations of the problem tree are here converted into solutions, expressed as **positive achievements** that are in fact **objectives**, presented in a diagram of objectives showing a means/ends hierarchy that provides a clear overview of the desired future situation. Once complete, the objective tree provides a summary picture of the desired future situation, including the indicative means by which ends can be achieved.

The main steps in the process are:

1. Reformulate all negative situations of the problem analysis into positive situations that are both **desirable** and **realistically achievable**
2. Check the means-ends relationships to ensure **validity** and **completeness** of the hierarchy
3. If necessary, revise statements and add new relevant objectives

e) **Analysis of Strategies**: the type of questions that need to be addressed at this stage include:

- Should all the identified problems and/or objectives be tackled, or a selected few?
- What are the positive opportunities that can be built on?
- What is the combination of interventions that are most likely to bring about the desired result and promote sustainability of benefits?
- What are the likely capital and recurrent cost-implications of different possible interventions, and what can be realistically afforded?
- What is the most cost-effective option?
- Which strategy will impact most positively on addressing the needs of identified vulnerable groups?
- How can potential negative environmental impacts best be mitigated or avoided?

This stage involves synthesizing a significant amount of information and making a complex judgment about the best implementation strategy to pursue. Put differently, a number of compromises often have to be made to balance different stakeholders interests, political demands and practical constraints, such as the resource availability.

This task is made easier with key criteria for strategy selection, including:

- expected contribution to key policy objectives (poverty reduction or economic integration)
- benefits to target groups
- complementarity with other ongoing or planned programs or projects
- capital and operating cost implications
- financial and economic cost-benefit
- contribution to institutional capacity building
- technical feasibility
- environmental impact

The selected strategy will then be used to help formulate the first column of the Logframe, helping to identify the project Overall/General Objective, Purpose, and Results.

- Stakeholder Analysis, including gender analysis and needs of vulnerable groups
- Problem Analysis, including cause and effect relationships
- Analysis of Objectives, or the image of an improved situation in the future
- Analysis of Strategies, or the comparison of different options to address a given situation and it should be carried out as an **iterative learning process**, rather than as a simple set of linear steps.

2. **Planning Stage:** the results of the analyses are used as the basis for preparing the Logical frame. It should provide a summary of the project design, and should generally be between 1 and 4 pages in length, depending on the complexity of the projects and on how many objective levels are included in the matrix.

Designing the Logical Framework Matrix

The Logical Framework Matrix (LFM) is an indispensable tool for project managers, enabling them to effectively plan, implement, and evaluate projects. By systematically defining goals, objectives, activities, indicators, and means of verification, the LFM promotes clarity, accountability, and informed decision-making throughout the project lifecycle.

In general, it is recommended that the matrix only includes:

- the project General Objective (Goal);
- Purpose (Objectives/Outcomes)
- and Results (Outputs)

The Actions, instead, should be described separately in an activity schedule. Activities are better presented using either a Gantt chart format and/or a narrative description of the activities (as better analysed in the next chapter). Activities should nevertheless be clearly linked to planned results through appropriate use of reference numbers. Similarly, it is recommended that means and costs are not included in the Logframe.

The basic matrix consists of four columns and three or four rows.

The preparation of a Logframe matrix is an iterative process, not just a linear set of steps: as new parts of the matrix are drafted, information previously assembled needs to be reviewed. However, there is a general sequence to complete the matrix.

To better understand the logic of this tool, it is better to visualize it and to analyze it step by step, following the order in which it should be filled.

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Overall Objectives				
Project Purpose				
Results				
Activities		Means	Cost	
				Pre-conditions

Image 7

The first thing to notice is that, in the LFM, there are 2 logics acting at the same time:

- Vertical Logic: it connects, in a hierarchical order, the elements of the first column on the left (Intervention Logic), helping us understand if and how these elements are connected.
- Horizontal Logic: it connects the elements on a single raw, helping us understanding each main item on the left is logically connected with the other three elements (Indicators, Source of Verification, Assumption).

First column: Intervention Logic

The first column to be filled, when approaching the LFM, is the “Intervention Logic”, (i.e. the first column on the left). It summarizes the “means-ends” logic of the proposal and contains the main results of a certain action. Read from the bottom up, it can be expressed as follows:

- IF adequate **inputs/resources** are provided, THEN **activities** can be undertaken; IF the **activities** are undertaken, THEN **results** can be produced;

- IF **results** are produced, THEN the **purpose** will be achieved;

- IF the **purpose** is achieved, THEN this should contribute to the **overall objective**.

When talking about the logical structure of the first column of the matrix, it is often easier to present it in the form of an objective tree, to clearly demonstrate the means-ends hierarchy. The use of reference numbers in the Logframe (and associated Activity, Resource and Budget schedules) is also an extremely useful convention.

It is also useful to standardize the way in which the hierarchy of project objectives is described: a useful convention to follow is

General Objective: "To contribute to…"

Specific Objective: " Increased / improved/etc." (benefits to target groups)

Results: "Delivered / produced / conducted (tangible results)

Activities: "Prepare / Design / Construct / Research" (in the present tense starting with an active verb)

A common mistake to be avoided is formulating the objective statement just as a restatement of the sum of the results, rather than as a higher-level achievement. For instance, in the example above, a bad practice would be formulating the Purpose as "Water treatment is improved and levels of direct discharge into the river reduced" rather than as "Improved quality of river water".

Fourth Column: Assumptions

The second column to be filled is the one of the Assumptions. Assumptions are external factors that have the potential to influence (or even determine) the success of a project, but lie outside the direct control of project managers. They are the answer to the question: What external factors may impact on project implementation and the long-term sustainability of benefits, but are outside of project management's control?

We could say that Assumptions represents the conditions that allow our project to work. They are part of the **vertical logic** in the Logframe, and work as follows:

- ONCE the **activities** have been carried out, and IF the **assumptions** at this level hold true, THEN **results** will be achieved;

- ONCE these **results** and **assumptions** at this level are fulfilled, the **project purpose** will be achieved;

- ONCE the **purpose** has been achieved and the **assumptions** at this level are fulfilled, contribution to the achievement of the **overall objectives** will have been made by the project.

Assumptions are usually progressively identified during the analysis phase. The probability of these assumptions holding true needs to be further analyzed to help assess the project's feasibility, or its probability of success.

The probability and significance of external conditions being met is part of assessing how risky the project is. Some assumptions will be critical to project success, and others of marginal importance. The key is to assemble and analyze adequate information from an appropriate range of sources, including the different viewpoints of different stakeholders.

Once the assumptions have been analyzed and tested, and assuming the project is still considered feasible, the only assumptions that should remain in the matrix are those which are likely to hold true, but which nevertheless need to be carefully monitored during project implementation. They then become part of the project's monitoring and risk management plan.

Pre-conditions

A special type of assumption is represented by the Pre-conditions. They are not linked to any specific activities, but represent what should happen in order for us to implement the activities of our project. For example: getting a 50 thousands euros grant; being able to find people with a certain kind of competences, etc.

Second and Third Columns: Indicators and Source of Verification

Once the project description and assumptions have been drafted, the next task is to identify indicators that might be used to measure and report on the achievement objectives and the sources of that. This is part of the **horizontal logic** of the Logframe.

- **Indicators**: Objectively Verifiable indicators describe the project's objectives in operationally measurable terms (quantity, quality, time - QQT). Specifying OVIs helps to check the feasibility of objectives and helps form the basis of the project's monitoring and evaluation system. They are formulated in response to the question "How would we know whether or not what has been planned is actually happening or happened? How do we verify success?"

A good OVI should be SMART:

- Specific to the objective it is supposed to measure
- Measurable (either quantitatively or qualitatively)
- Available at an acceptable cost
- Relevant to the information needs of managers
- Time-bound

Indicators should be independent of each other, each one relating to only one objective in the Intervention Logic. It is often necessary to establish more than one indicator for each objective statement: one may provide good quantitative information, which needs to be complemented by another indicator focused on qualitative matters.

Finally, the meaning of an Objective Verifiable Indicator is that the information collected should be the same if collected by different people, or it should not be open to the subjective opinion/bias of one person.

OVIs should be defined during the formulation stage, but they often need to be specified in greater detail during implementation.

- **Source of Verification**: it should be considered and specified at the same time as the formulation of indicators, so as to help testing whether or not the indicators can be realistically measured. The SOV should specify **how** the information should be collected (and/or the available documented source), **who** should collect/provide the information, **when/how regularly** it should be provided.

There is often a direct relationship between the complexity of the SOV and its cost. A key question to keep in mind when specifying both indicators and sources of verifications should be “Who is going to use this information?”

Completing the draft Logframe matrix

At this stage of plan preparation the Logframe would still be in draft form, as further work would need to be undertaken on analyzing the indicative activities and assessing the resource and cost implications.

While the activity scheduling, resource and cost analysis cannot be detailed until the framework of objectives, assumptions and OVIs/SOVs has been considered, some preliminary work on activities, resources and costs must be undertaken at the same time as the project purpose and results are being analyzed. If not, there is the risk that the broader framework of objectives would suddenly be determined to be infeasible due to practical considerations of cost/resource limitations.

Part 3: How to manage activities?

When writing a project, you will be asked to give details about the activities that will lead to the achievement of your objectives, as well as the division of the tasks among the members of the consortium. The actions, indeed, are needed to justify the fact that a project has a certain duration, as well as the fact that you are requesting a certain amount of money and the way in which the budget is divided among the partners.

Furthermore, developing a well designed activity plan during the design phase is a very good investment, since it will be useful also for monitoring the project during its implementation.

One powerful tool that aids in visualizing and managing project timelines is the **Gantt chart**. A Gantt chart provides a clear overview of project tasks, their durations, dependencies, and milestones.

The format of the Gantt chart can be adapted to fit with the expected duration of the project in question and to the level of detail that it is useful and practical to provide: the first year’s activities may be specified in more detail, while subsequent years' scheduling should be more indicative.

A step-by-step approach to the preparation of a detailed activity schedule can be followed:

1. List the Main Activities: the main activities identified through the Logframe analysis are a summary of what the project must do in order to deliver project results. These can constitute the basis for preparation of the Activity Schedule;

2. Break Activities Down Into Manageable Tasks: this step may not be appropriate until financing is approved and the project implementation phase has commenced. Each activity should be broken down into its component sub-activities, then each sub-activity should be broken down into its component tasks, each task should be assigned to an individual, and that becomes their short-term goal. The breakdown should stop as soon as the planner has sufficient detail to estimate the time and resources required.

3. Clarify Sequence and Dependencies: broken-down activities should be related to each other to determine both their sequence (in what order should related activities be undertaken?) and dependencies (is the activity dependent on the start-up or completion of any other activity?)

4. Estimate Start-up, Duration and Completion of Activities: specifying the timing involves making a realistic estimate of the duration of each task, and establishing likely start-up and completion dates. However, it is often not possible to estimate timing with great confidence: the most common problem arising in the preparation of activity schedules is to underestimate the time required.

5. Summarise Scheduling of Main Activities: having specified the timing of the individual tasks that make up the main activities, it is useful to provide an overall summary of the start-up, duration and completion of the main activity itself.

6. Define Milestones: milestones are key events that provide a measure of progress and a target for the project team to aim at, and they can provide the basis by which project implementation is monitored and managed. The simplest milestones are the dates estimated for completion of each activity (e.g. training needs assessment completed by January 2025).

7. Define Expertise: when the tasks are known, it is possible to specify the type of expertise required. This provides a good opportunity to check whether the action plan is feasible given the human resources available.

8. Allocate Tasks Among Team: with task allocation comes responsibility for achievement of milestones, and it should therefore take into account the capability, skills and experience of each member of the team.

In this chapter we will mostly focus on the actions that can help in the definition of a Gantt chart, that will be further analysed in the following chapter.

Work Breakdown Structure

Keeping in mind the PCM and the phases we're following to develop the project, the WBS is located in the formulation phase and is used to create the GANTT chart. For a project to be developed at its best, it needs to be analysed in all its individual phases. Indeed, many complex projects involve the implementation of many activities, which, without proper planning and organisation, would be challenging to realise. To try to make all the phases of a project more understandable, we will use the tool *WBS (Work Breakdown Structure)*, also referred to as "structured project breakdown": it is a methodology developed in the United States, useful for structuring and clearly defining all the activities within a project. Specifically, the WBS is a tool used to divide a project into elementary parts to organise the work into more manageable elements and make the understanding of the project less complex. So as to communicate to all the parties involved (stakeholders, partners and so on) the steps and activities to be carried out to achieve the project's specific goal. In general, the objective of the WBS is to identify Work Packages (WP) with defined objectives and individual tasks. WPs facilitate both the process of programming and project control.

The WBS can generally be applied to any type of project - from construction of a building to a volunteering project - and provides a valuable aid to the project manager, especially in defining and organising the activities of the most complex ones. With the WBS tool, therefore, the project is broken down hierarchically into components (e.g. sub-objectives, specific activities, and tasks), with an increasing degree of detail, following a top-down approach. This approach enables a mechanism of progressive articulation into smaller and smaller elements, known as WBEs (Work Breakdown Elements). In this way, each level represents increasingly detailed portions of the project. There is no defined number of levels: the breakdown depends on the complexity of the project and ends when at the last hierarchical level there is a precise degree of detail.

Mainly, we know we have enough levels when we are able to unambiguously describe the individual work to be carried out (including the workflow, tasks division, according to the competencies).

How a WBS is represented

The WBS is generally represented in graphic form (tree structure - image n.8) or descriptive form (index structure - image n.9).

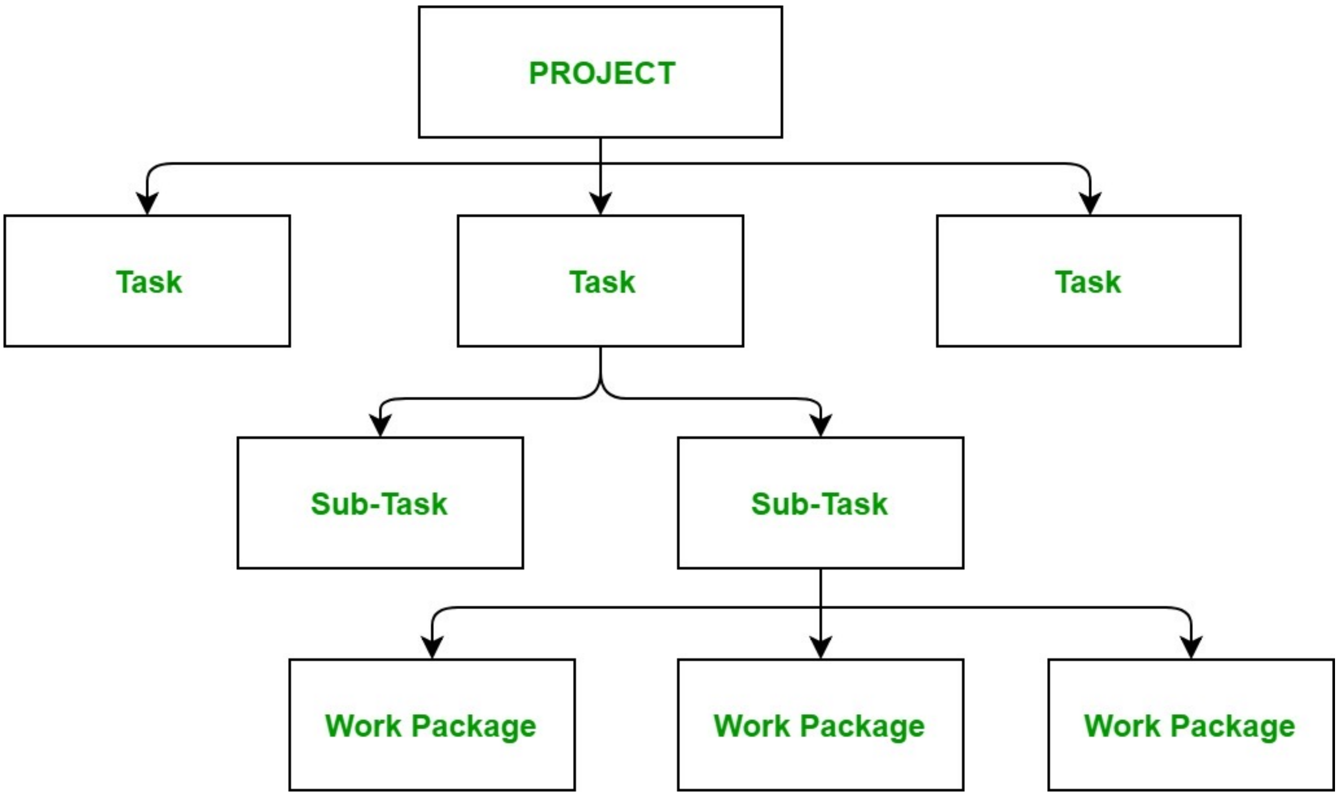


Image 8

S. No.	Item	Description
1	WBS Identifier	This is the WBS title, number, or any other identifier.
2	Responsible Team Member	This is the team member responsible for the WBS element.
3	Description	This explains the work package scope and defines boundaries.
4	Deliverable	Identifies deliverables or intermediate deliverables or the product, service, or result.
5	Duration	Duration of the WBS element.
6	Start & End Dates	Start and end dates of the WBS element.
7	Resource Required	Resource requirements for the WBS element.
8	Budget	The cost required to complete the work package.
9	Milestones	Important project milestones.
10	Risk	Mention any risk that can impact the WBS element.

Image 9

For the WBS to bring concrete results, it is necessary to be clear about the objective to be achieved already at a preliminary stage. Furthermore, it is important to keep in mind that before work begins on each individual activity, the breakdown can be progressively redefined.

Work Packages in the WBS

Each element or macro activity in the WBS is called a Work Breakdown Element (WBE). At the lowest level of the WBS (at the last level of decomposition), these parts are better referred to as "Work Packages". The "Work Package" (or simply WP) contains all the instructions to be carried out in order to achieve a certain activity and task. For the breakdown to be optimal, each work package must be:

- Described in a clear and concise manner;
- Differentiated from other work packages;
- Assigned to a single person;

Furthermore, in the work package, it is possible to identify several aspects and details of the project you are implementing. For example, they include:

- All the activities (tasks) and tasks to be carried out;
- The inputs needed to carry out the work and achieve the objectives;
- The description of the expected results;
- The necessary resources identified;
- The start and end dates of the work;

- The outputs of the work (known as "deliverables");
- The activities that are not included in the project;
- The responsibilities of the task;

The Identification of Milestones

Another important concept to mention when defining any WBS is the "milestone". Milestones are goals or intermediate objectives that are identified within the project in order to monitor its progress. Some examples could be the end of the testing of an electrical system or the signing of a contract.

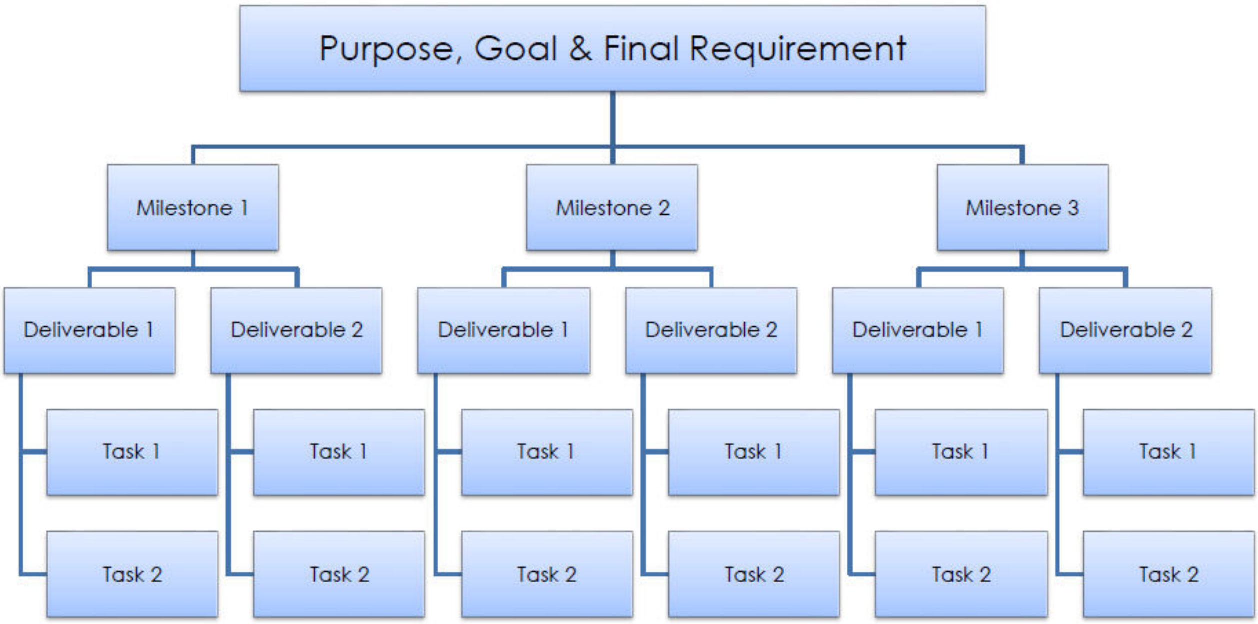


Image 10

The identification of milestones can be represented through a GANTT diagram. A GANTT chart is a project management tool that illustrates work completed over a period of time in relation to the time planned for the work. It typically includes two sections: the left side outlines a list of tasks, while the right side has a timeline with schedule bars that visualize work. For example:

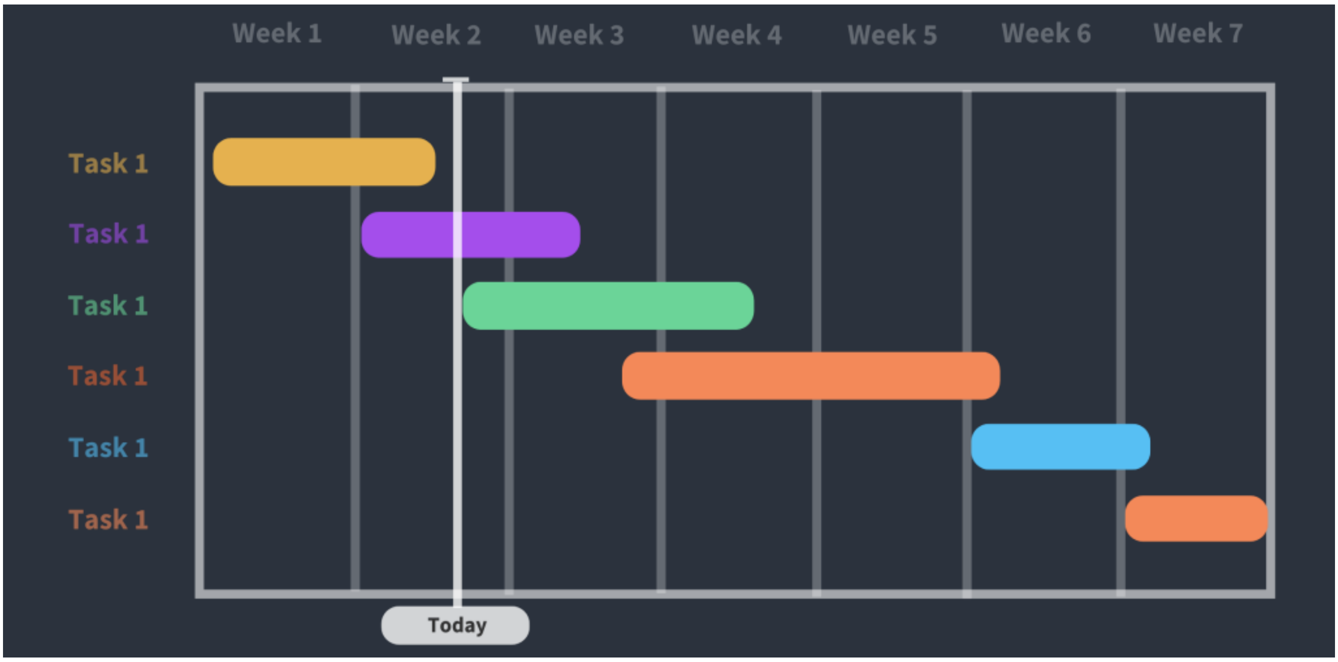


Image 11

Rules for the correct creation of a WBS

For the creation of a WBS, whatever the type of project, it is necessary to know in advance the objectives to be pursued, already at a preliminary stage. Without proper planning upstream, it would be complicated to define the individual activities to be carried out. For this reason, the level of decomposition must be such that the "work packages" can be clear and well-defined, avoiding duplication in the allocation of tasks.

It is advisable that the breakdown of the project is followed logically by defining the level of disaggregation beforehand. The process can happen in different ways, for examples:

- By *phases*: the breakdown happens by the various phases, leading to the realisation of an objective (e.g. design, procurement, construction, etc.);
- By *processes*: the breakdown is done according to the processes that lead to the realisation of deliverables. It is generally used in works with a high level of standardisation (e.g.: foundations, walls, roof, etc.);
- By *location*: the breakdown is made according to the place of realisation (e.g.: Rome construction site, Milan construction site, etc);

Advantages of the WBS

After such analysis, it is possible to notice the advantages for using a WBS within a project. For example:

- Identifying responsibilities for each project phase;
- Describing the activities to be carried out in a clear and complete manner avoiding any ambiguity;
- Assigning a task to a specific person or resource avoiding duplication of tasks;
- Facilitate communication between the different actors involved in the execution of the project;
- Improve the understanding of the project by all those involved;
- Improve understanding of the project by external actors;

How to disseminate a project?

Introduction

Some very important parts of a successful proposal of a European Erasmus project are the monitoring of the progress of the project, the communication between the partners, the final evaluation of the project, the dissemination of the results and the sustainability after its end. Many times we ignore the above elements, or do not give the necessary importance, as a result of which our proposal is not complete and ultimately rejected. We must therefore pay special attention to these factors, in order to have a complete proposal, with more chances of success. Below you can find some useful ideas and practices on the topics mentioned, without them being conducive to the successful outcome of your proposal.

Monitoring of a project

The communication between the partners and the monitoring of the progress of the project are directly related to each other and are two issues that we should give special importance to. More specifically, when writing our application, we should clearly define the communication channels between the consortium, the roles that each member will undertake, the delivery dates of the deliverables and the ways of monitoring them.

The key to success for an effective communication between the consortium is the equal participation of all members in the decisions concerning the course of the project but also the prospects of its continuation after its end and its further development. People should be ready to share their experience and need to be inspired to do so. No one should boast of being an expert in the specific subjects, but instead through the sharing of knowledge and experiences, we can all gain new ideas, apply new practices and become more effective through the experience gained.

It is very important to bear in mind that the way we will manage our plan, the methods and practices we will follow to control its progress are elements that matter when writing our application and that they will be checked by the National Unit Coordination (European Commission, 2023). Whatever you have written that you will implement in your application, you should find effective ways to track it throughout the project, but also set measurable indicators that will facilitate you in this direction.

A very useful tool for tracking a plan is the **Gantt plan**, and probably the one you should start planning your project tracking with. A Gantt chart is a project management tool that helps in planning, scheduling and monitoring a project. Using a Gantt chart can improve your planning and scheduling, remote work collaboration, resource allocation and task delegation. A Gantt chart represents all information visually through a horizontal bar graph. Project managers and team members can view the task schedules, dependencies and progress by just glancing at the chart. Planning for all tasks in advance and making them visible in one place empowers teams to deliver on time. A Gantt chart is a horizontal bar chart used to display the start date and duration of each task that makes up a project. It is one of the most popular project management tools, allowing project managers to view the progress of a project at a glance (Shweta, Cassie Bottorff, 2022).

The tasks in a project are represented on the Y axis of the Gantt chart, with its duration for example per month on the X axis. Each task is represented by a bar. The length of the bar represents its duration. If you see two bars overlapping on the X axis, you should conclude that they occur simultaneously.

Before you create a Gantt chart, gather the following information: List of tasks, Start and end dates for each task, Task dependencies, Task owners, Team members allocated to each task. When you sit down with your team, the first thing to create is a list of tasks that will make up the project. After that, you must estimate the duration, resources required, dependencies, etc. for each task. This will help you in allocating the resources properly. However, you must be prepared to replan and reallocate your resources as the project progresses.

As you can see in the example below, a Gantt chart enables project managers to have a quick view of project information like: List of tasks that comprise a project, Start and end dates for each task, Dependencies between tasks, Scheduling, Progress of each task, Task owners and partner responsible for each task.

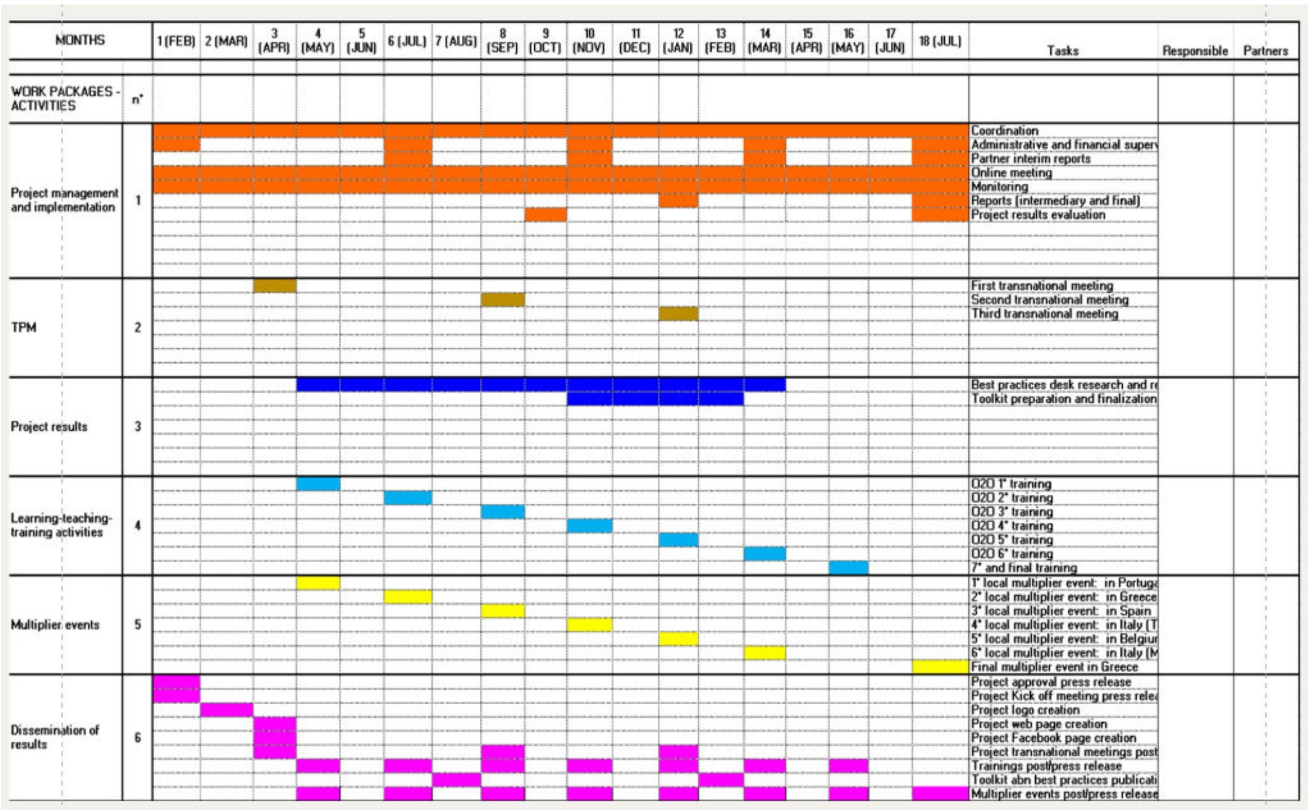


Image 12

A European Erasmus project includes various activities, which are not only implemented in the face-to-face meetings of the consortium members, but also in between. It is very important that there is regular communication between the partners throughout the duration of the project and therefore it is necessary to set online meetings at least every month. In these meetings, in which there will be a clear agenda each time, the progress of the project's work, the problems that exist, ways of dealing with them, changes in the schedule of the work and various other issues that concern the members of the consortium can be discussed. This is necessary in order to have a better control of the development of the program, but also to properly prepare all partners for the face-to-face meetings.

The use of online video conferencing programs such as Microsoft Teams, Zoom, Webex and others are considered very effective towards achieving this goal. Of course, we should not neglect the extraordinary communication of the members of the consortium and through other electronic communication channels such as viber, whatsApp, email, etc. All of the above will certainly contribute to the effective communication between the members of the consortium, in order to have exchange of ideas and experiences, but also quick resolution of extraordinary procedural issues.

It is also considered useful after every planned online communication to have a follow up document, where the coordinator of the project will record all the topics that have been discussed, all the decisions that have been made, the member responsible for the implementation of some planned action, as well as the time limit set for each action.

Action/decision	Who	Deadline	Results
To check how Europass is working	All, especially Partner 3 who has better expertise on the topic	ASAP	Having checked the procedure for Europass
To check names of authors of the publication	All	By mid of March 2023	Having sent the names of authors of the publication
Check the final publication version	All	ASAP	Having checked the final publication version
To send official logo and disclaimer	Partner 1	ASAP	Having sent the official logo and disclaimer
Prepare the meeting Agenda for next TPM	Partner 1	ASAP	Having sent the meeting agenda
Scheduling of the next monthly online meeting	All	Now	The next monthly meeting is scheduled for the 23/03/2023 10:30 CET

Image 13

A very useful tool, but at the same time necessary, for monitoring the development of a project and its evaluation and control by the National Agency units is the Mobility Tool. This tool is provided by the European Commission and is mandatory to be used in order to monitor, complete and evaluate each approved project.

Mobility Tool+ is the system that allows Erasmus+ & European Solidarity Corps beneficiary organisations to access and manage their project information, encoding activities and participants, request individual participants' reports and submit final reports to their National Agencies. You can check here the full guide: https://shorturl.at/vABH9

National Agencies also use Mobility Tool+ to monitor and validate information entered by beneficiary organisations at anytime from anywhere. You can check here a quick guide: https://shorturl.at/cilCF

Mobility Tool+ is designed, developed and maintained by the European Commission and is being used by beneficiary organisations and National Agencies involved in decentralised projects. You can find plenty of information and answer to your questions on how to use the mobility tool at the official guide or at the official wiki of the European Commision: (https://wikis.ec.europa.eu/display/NAITDOC/Mobility+Tool+Guide+for+Beneficiaries). The guide provides an explanation to beneficiary organisations on how to use the Mobility Tool for Erasmus+ and European Solidarity Corps programmes in order to manage project information, such as encoding activities and participants, request individual participants' reports and submit final reports to their National Agencies. You access directly the Mobility tool at https://webgate.ec.europa.eu/eac/mobility , however you will need to have an account in order to see and manage your approved projects.

The Mobility tool offers plenty of management and monitor tabs as you can see at the image below: Organizations details, Contacts, Management and Implementations, Learning and Training Activities, Special Costs, Project Events, Budget, Reports.

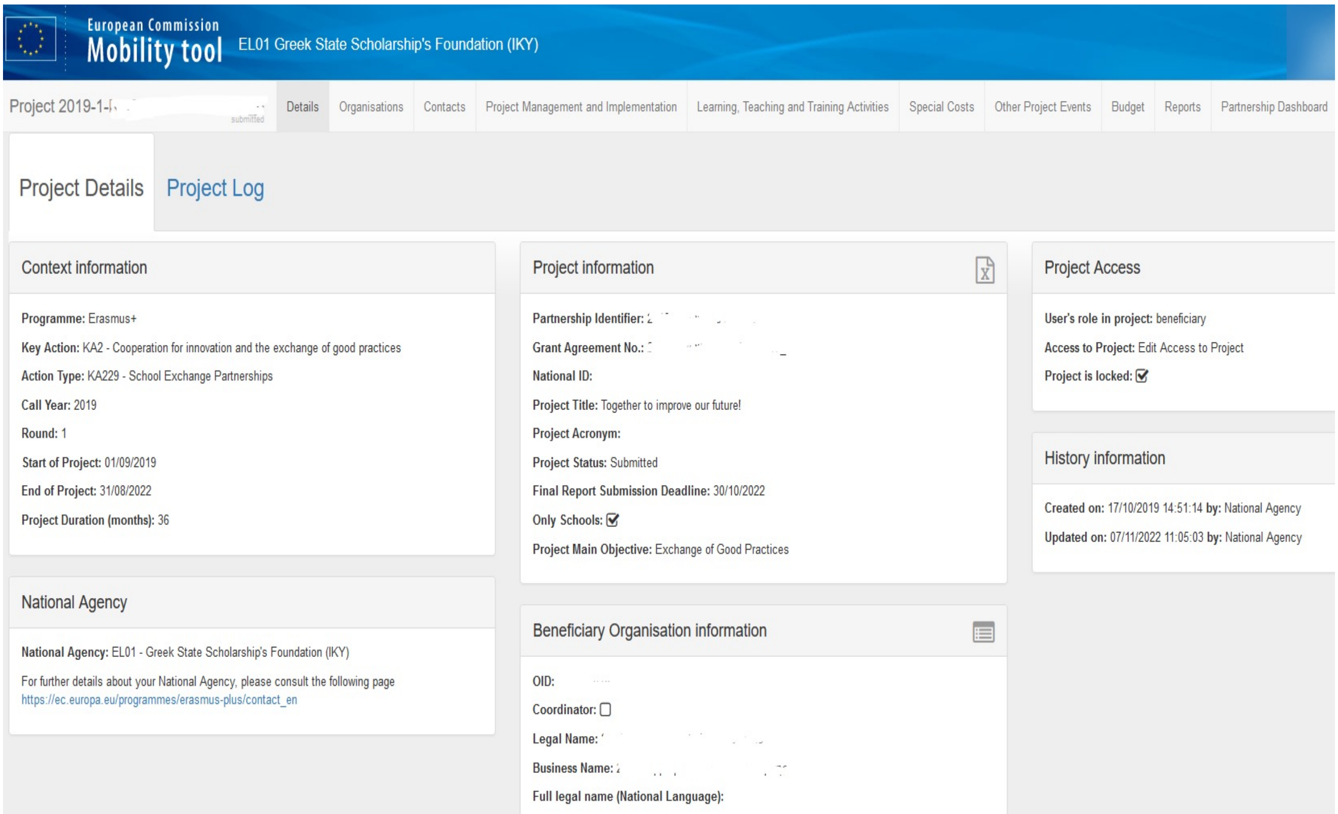


Image 14 – example of a mobility tool

Dissemination of a project

We need to start thinking about our project as a brand name that we want to promote and make known. We could perhaps liken our project to a website that sells products. Our website could be perfectly designed, have good prices and original products. But unfortunately no one knows anything about it.

How can we promote it to get as many visitors as possible and become known? This is how we should think about our project as well. We can have interesting and original ideas, discuss important issues and problems that millions of people around the world have. It may be that what we have achieved will be important and help other people to use the good practices we have discovered. We need to reach out and communicate with these people. We need to effectively and dynamically disseminate the results of our program. This is also the aim of the European programs.

The main goal of dissemination is to raise awareness about your project aims, activities and results through various online and offline channels, materials and conferences. Dissemination can also help you raise the profile of the organisation, create new opportunities to extend the project and develop partnerships for the future. You are also asked to detail dissemination activities as part of reporting requirements. So it is a good thing to bear it in mind at the start, during and after your project.

Communication and dissemination activities of the project will adhere to the Dissemination and Sustainability Plan of the project. All promotional materials will reflect the visual identity of the project and the Erasmus+ Programme.

Dissemination of the results of a program is essentially a continuation of the supervision and monitoring of the program in conjunction with the objectives and deliverables of the program. This way we could organize a table with the goals and deliverables of the program and determine those elements that we consider appropriate to share with the rest of the world and gain recognition of our work. Each member of the consortium should spread the results of the partnership, so that the network of recipients of the messages we want to spread becomes even larger.

Project Dissemination Tasks

All partners should disseminate the project according to the following table. When a task is considered done, a tick should be placed to the appropriate box.
Also, all partners should take images from the tasks done and upload them to the shared folder. For example task1a.jpg, taks1b.jpg, task2a.jpg, etc. (contact person -aaaa@gmail.com)

Tasks	Partner 1	Partner 2	Partner 3	Partner 3	Partner 4	Partner 5	Partner 6
Task 1: Publish - Announce at isntitution website and Social Media the approval of project and that it is funded by the EU Erasmus		√					√
Task 2: Publish at isntitution website and Social Media the objectives and the summary of the project							√
Task 3: Publish at institution website and social media the logo of the project and the webpage xxx-project.eu				√			√
Task 4: Publish at institution website and social media the need analysis performed		√					
Task 5: Publish at institution website and social media all the transnational meeting press release that are published at official website at your own language					√		
Task 6: Publish at institution website and social media the scientific paper performed by the project			√				
Task 7: Publish at institution website and social media the IO results		√			√		
Task 8: Re-post from official FB page at least 5 posts to your institution social media page	√						
Task 9: Re-post from the official website (news category) at least 5 posts to your institution social media		√		√			
Task 10: All partners should follow the official FB page of the project and send traffic (Likes, post replies) and invite at least 20 people to like the page			√				√

Image 15 – Example of a project Dissemination task table

Communicating projects and their results is crucial to ensure impact at different levels. Depending on the action, applicants for funding under Erasmus+ are required to plan their communication activities aimed to share information about their project and results during and beyond the project life cycle. Project applications will be evaluated based on relevant criteria to ensure that these aspects are covered. The level and intensity of communication and dissemination activities should be proportional to the objectives, the scope and the targets of the different actions of Erasmus+ (European Commission, 2021).

Once your strategy is in place, break it into a communication plan. Alongside your strategy, your plan must be specific, time-based and developed at the beginning of each year. While your strategy tells you “what to do”, your plan focuses on “how to do it”. A dissemination plan is your roadmap to organize your dissemination work according to your time, needs and resources. Invest time on it to take effective decisions and reach your objectives (European Commission, 2021).

Erasmus+ generates a wealth of powerful, personal stories that are ready to be shared and likely to create excitement. The channels and activities to reach the target audience: applicants need to choose the channels and activities that are the most effective and appropriate to meet the needs of their chosen targets, such as social media, events, publications. The project results (outputs and outcomes) such as good practice guide, a practical tool or product, research report of studies, what knowledge and skills were gained and so on. Results should be shared or promoted via the Erasmus+ Project Result Platform (European Commission, 2021).

What do you want to achieve with your project and its results? This is the first question you should be able to answer. Who do you want to reach with your project? Identify your primary and secondary target groups, as well as their interests, needs, characteristics and attitudes. Thus, you will determine the focus of your activities and messages. How are you going to reach your audiences? Brainstorm with your partners about the best and cost-efficient communication activities and channels to use (European Commission, 2022).

Here is a list of examples that you can use to disseminate your project:

- A **website** is the main “house” of your content. It showcases information, stories and results about your project and is the most comprehensive channel to use. In case you manage a medium-small project, you could opt for a landing page or a section on the project partners’ websites. Here is an example of a nice webpage of an Erasmus+ project : https://way-project.eu

- **The Project Result Plat**forms are databases that contain descriptions, results and contact information of all projects funded under the Erasmus+, Creative Europe and European Solidarity Corps programmes.

- **Events** are the perfect opportunity to showcase your results. They can range from small gatherings organized by project partners to bigger events, jointly organized by several stakeholders or in collaboration with EU Institutions. You can either organize your own events during and after your project cycle or join events or initiatives organized by other beneficiaries and institutions.

- Use **Social Media Channels**. From Facebook to Instagram, TikTok, Twitter or LinkedIN, there are many platforms to choose from. Identify the one(s) that seems to fit your project, purpose and resources best. Every social media channel has its unique features, pros and cons. To decide which channel to use, some research can be helpful. Here are some questions you could ask yourself
- **Media outreach** means sharing your stories and results with journalists who have a platform to tell it to a wider audience and maximize outreach. Use online local newspapers to announce your project results and deliverables.
- **Special occasions** such as anniversaries or recognized international days are the perfect moment to increase your project promotion and publicity efforts. These communication moments can serve as hooks to attract traffic to your posts.
- Use **Newsletters**. Collect journalists’ contact information and create your list. Start by browsing through Google and its “News” section, or consider signing up to databases where you can access ready-to-use media lists with a monthly subscription. Use subscription form at your website or your organized events to gather more people that are interested on the project.
- Create you **Logo**, use **flyers**, stickers, and **posters** to disseminate your ideas and project. Share all those useful material with your potential stakeholders in schools and organizations

All the above mentioned practices for disseminating the results of a project are not a panacea. They are indicative ways that you can use, which, based on the experience and the guidelines of the European Commission, are good practices to make your project more competitive. Of course you can use other ways that you deem necessary and useful in this direction.

Evaluation of a project?

Evaluating your project activities and understanding how effective they are is the last step of successful strategic dissemination. Set simple indicators to measure your dissemination work and success. A survey, the number of clicks on your website or social media analytics can help you evaluate your performance. A performance indicator is a quantitative or qualitative criterion that measures how successful your dissemination activity is. It can measure "how much" or "how many" or "to what extent" or "what size”.

Along with the evaluation of the program you should always take into account the possible risks that may exist so that the original planning has to be changed. Risk Management is the identification, assessment, and prioritization of risks to minimize, monitor and control the probability and/or impact of unfortunate events also known as threats. Since not all risks can be eliminated, mitigation strategies and contingency plans can be developed to lessen their impact if they occur. Essentially, effective risk management requires an informed understanding of relevant risks, an assessment of their relative priority and a rigorous approach to monitoring and controlling them. The responsibility of managing project risks relies with the Coordinator DIMPS (2022). You have to consider possible risks such as Covid period, where all mobilities were suspended, one partner cannot participate anymore to the project or one partner cannot fulfil the requirements of the project, or finally the budget was not calculated well and other resources should be found to complete the project.

Performance indicators are a valuable management tool to monitor progress (and allow adjustments if needed) during the implementation of the communication and dissemination activities and to evaluate the degree of success in achieving its objectives.

Performance indicators are a valuable management tool to monitor progress (and allow adjustments if needed) during the implementation of the communication and dissemination activities and to evaluate the degree of success in achieving its objectives. For example, number of participants who joined your event both physically and online number of people who liked or commented on the related posts social media or followed the livestream number of unique visits on the website's article about the event results of the satisfaction survey you sent after the event.

Quality management is the process of defining the strategy and methods the project will deploy to ensure the project's deliverables are of acceptable quality before they are delivered. Quality management is fundamental to the success of the project, and the project adopts a methodology with two separated processes:

• Quality assurance (which is the execution of processes and procedures to ensure the achievement of quality, to assure that the project satisfies the needs for which it was undertaken.)
• Quality control (which verifies and assesses the achievement/product; it is concerned with the operational activities and techniques that are used to fulfill the requirements of quality. Inspection and product testing are examples of quality control tools.)

Once your indicators are set, it is time to collect your data and analyze them thoroughly. A well-conducted evaluation will provide you with helpful feedback and new ideas for your upcoming communication activities. Digital channels such as social media platforms or website providers offer free inbuilt tools to monitor your reach and engagement. They give you a direct and almost "live" feedback on the performance of your communication activities.

The evaluation of the success of a project has a direct relationship with the goals that have been set at the beginning and whether they have been achieved or not. Therefore, it is very important to define from the beginning clear goals, intended results and also the criteria by which we can evaluate the achieved results. These criteria can be quantitative and easily measurable as well as qualitative. Below you can see a sample evaluation of a project.

Expected Results	Responsible	Involved Organizations	Indicators planned		Source of Verification
			Qualitative	Quantitative	
30-pages report resulting from the needs analysis that will be conducted in each country participating in the project	Partner1	Partner1 Partner2 Partner3 Partner4 Partner5 Partner6	Bibliographical research contents according to the findings of project questionaires	It will be considered successful all the partner organizations drafted the planned organization's strengths and shortcomings description report	6 reports. One from each organization
20-pages scientific paper on the whole-school approach borrowed and adapted from the SHE model and published in the "Health Promotion International" journal by the Oxford Univesity Press	Partner2	Partner1 Partner2 Partner3 Partner4 Partner5 Partner6	Research analysis and importance of journal that the article published	It will be considered succesful if the article will be published in the Journal	Publication of the paper in Journal
30-pages methodological guidelines for the training of teachers, educators, youth workers with regard to whole-school approach to education to students with migrant background	Partner1	Partner2 Partner3 Partner4 Partner7 Partner5 Partner6	Research and cocnlusions consistent with the topic	It will be considered successful if during the training 75% of the 60 teachers, educators, youth workers declares it is useful.	Questionnaire evaluation
Short-term training event (Portugal)	Partner3	Partner1 Partner3 Partner4 Partner7 Partner5 Partner6	Trainees active participation in the training activities	It will be considered successful if 75% of participants of the 60 teachers, educators, youth workers declares that the training has supported them in developing the competences of the whole-school approach.	Questionnaire evaluation, Europass
First transnational meeting in Spaing	Partner4	Partner1 Partner2 Partner7 Partner5 Partner6	Partners participation and engagement at TPM discussions	All partners will participate with 2 participants	Certificate of Attendance
Second transnational meeting in Poland	PArtner5	Partner1 Partner2 Partner7 Partner5 Partner6	Partners participation and engagement at TPM discussions	All partners will participate with 2 participants	Certificate of Attendance

Image 16 - Example of Qualitative and Quantitative Evaluation

Sustainability of a project

Sustainability is the ability of an organization to continue its mission or project far into the future. All projects have to end eventually, but the project impact should continue. Project sustainability is the goal of creating and successfully launching a project that is capable of continuing to generate benefits for an extended period of time. In order to ensure the recognition of your project as well as its sustainability after its end, you can additionally use a series of websites that have been created precisely for this purpose, are well known with high traffic and are used by millions of users.

Digital platforms and tools connected to Erasmus+	
eTwinning https://www.etwinning.net	Encouraging European schools to collaborate
School education gateway https://www.schooleducationgateway.eu/	Europe's online platform for school education
EPALE https://epale.ec.europa.eu/en	Electronic Platform for Adult Learning in Europe
Youth portal https://europa.eu/youth/EU_en	Access to youth related European and national information
SELFIE https://ec.europa.eu/education/schools-go-digital_en	Tools meant to help schools assess their digital learning potential, involving the whole school community in the process (leaders, teachers, students)
Europass https://europa.eu/europass/en	Personal tool for learning and working in Europe
Youthpass https://www.youthpass.eu/en/about-youthpass/about/	Tool that documents learning outcomes from youth and solidarity activities

Image 17

All of the above platforms will help your project gain competitiveness but can also be the starting point for new collaborations and the continuation of your project in the future with new ideas and additions, with new interested partners. Specifically for the eTwinning platform, in the event that a school unit is involved in your project, you can create a relevant collaboration space and request collaboration with interested educational organizations and thus ensure the sustainability of your project. eTwinning is the Community for Schools in Europe.

Educators from all participating countries can register and use eTwinning's online tools to find each other, meet virtually, exchange ideas and examples of practice, group into Teams, learn together at Learning Events and undertake conducting online projects. Discuss with partners the prospects of improving or expanding your program in the context of a future collaboration. See what you have achieved, what you would like to achieve, find new ideas, get feedback from participants or the audience you have disseminated the results to. Continue to maintain the project website after it ends. Set new goals. The implemented project can be the beginning of a new cooperation, for the continuation and expansion of your program, with multiple benefits for European citizens.

FUNDING A PROJECT IDEA

FUNDING A PROJECT IDEA

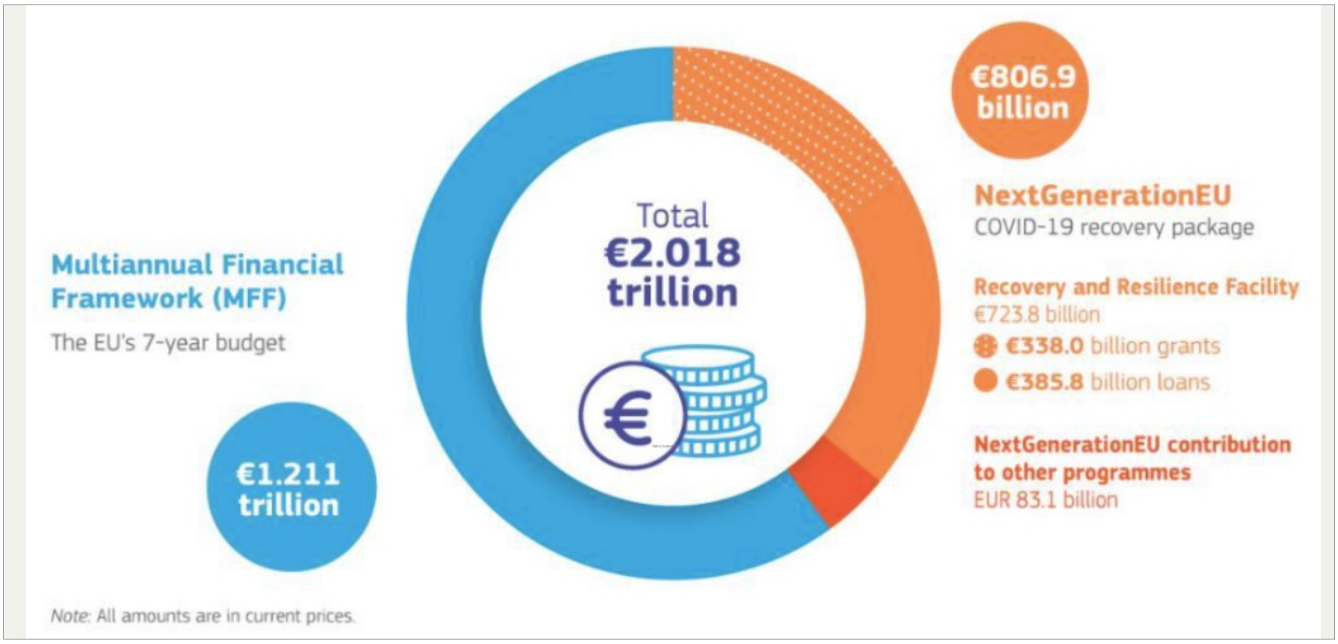
a. Introduction to Multiannual financial Framework

b. Main European Programmes

c. Other ways to get funding

a. Introduction to the Multiannual Financial framework

As you may know, the European Commission is responsible for setting the long-term EU budget, the also known Multiannual Financial framework. The Multiannual Financial Framework (MFF) sets the limits for the annual general budgets of the European Union. It determines how much in total and how much for different areas of activity the EU could use each year when it enters into legally binding obligations over a period of not less than 5 years. The recent MFFs usually covered 7 years. We are currently in the MFF 2021-2027. The multiannual financial framework lays down maximum amounts ('ceilings') for each broad category of expenditure ('Headings') for a clearly determined period of time (several years).It aims to ensure EU expenditure develops in an orderly manner, within the limit of the EU's own resources.



Council of the European Union
General Secretariat

Image 18

In order to help repair the unprecedented economic and social damage caused by the coronavirus pandemic and aid the transition towards a modern and more sustainable Europe, the current MMF has been defined together with the NextGenerationEU recovery instrument, the total sum of the budget amounts to €2.018 trillion. The package consists of the long-term budget, the 2021-2027 multiannual financial framework, made up of €1.211 trillion, combined with the temporary recovery instrument, NextGenerationEU, of €806.9 billion.

The aim of the Multiannual Financial Framework is to make the adoption of an annual budget easier, translate political priorities into figures for a budget cycle of several years; ensure budgetary discipline for the EU; add predictability to EU finances. The current MFF is a really updated one, with the purpose of renewing and modernising the EU budget:

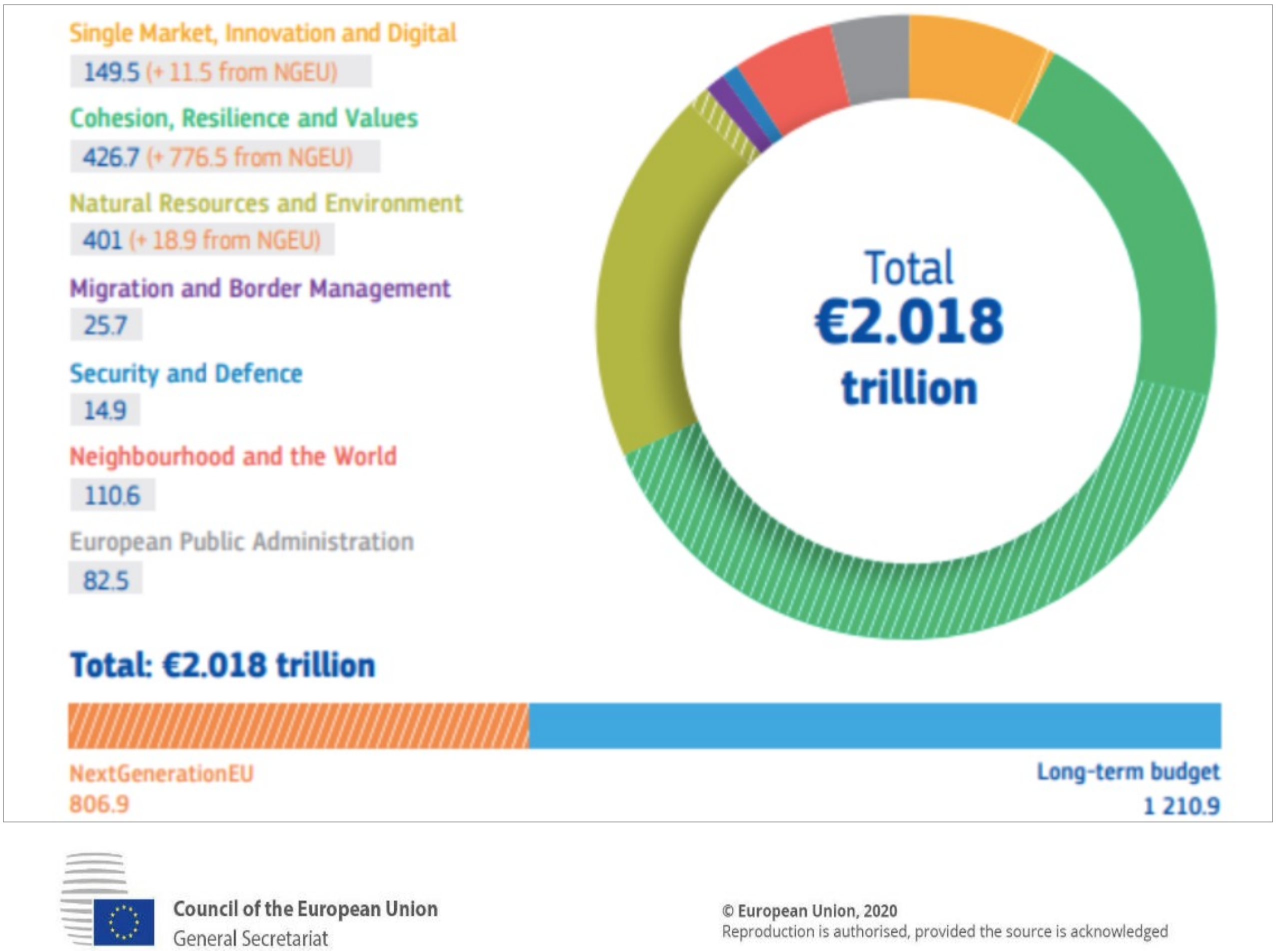


Image 19

The budget is distributed under seven different headings:

1. ***Single Market, Innovation and Digital:*** The EU wants to step up investment in areas such as research and innovation as they will be to future growth. Programmes under this heading will help tackle shared challenges such as decarbonisation and demographic change, and boost the competitiveness of enterprises, including small and medium-sized companies.
2. ***Cohesion, Resilience and Values:*** this heading aims at strengthening the resilience and cohesion between the EU.
3. ***Natural Resources and Environment:*** The EU budget is a driver of sustainability, investing in sustainable agriculture and maritime sectors, along with climate action, environmental protection, food security and rural development. Some of the programmes under this heading support the EU's farming, agricultural and fisheries sectors and seek to make them more competitive.
4. ***Migration and Border Management:*** Programmes under this heading seek to tackle the challenges linked to migration and the management of the EU's external borders.
5. ***Security and Defence:*** This heading includes programmes whose role is to improve the security and safety of Europe's citizens, to strengthen Europe's defence capacities, and to provide the tools needed to respond to internal and external security challenges to which no Member State can respond on its own.
6. ***Neighbourhood and the World:*** Programmes under this heading reinforce the EU socio-economic impact in its neighbourhood, in developing countries and in the rest of the world.
7. ***European Public Administration:*** The European public administration plays a crucial role in helping the EU to deliver on its priorities, and to implement policies and programmes in the common interest of the EU.

The instrument (NextGenerationEU), will provide additional funding through the various programmes that form part of the long-term budget within the 3 first headings.

- **PRACTICAL METHODOLOGY**

Before delivering the presentation, we will warn the participants of the existence of a quiz at the end, so that we can get their attention throughout the presentation. This tool will be very useful in order to assess the overall comprehension of the participants on the topic. We will conduct an online competition, making use of a digital tools, e.g. Kahoot!, Mentimeter... This will also help us in reaching a relaxed atmosphere fostering the involvement of all participants in the training activity.

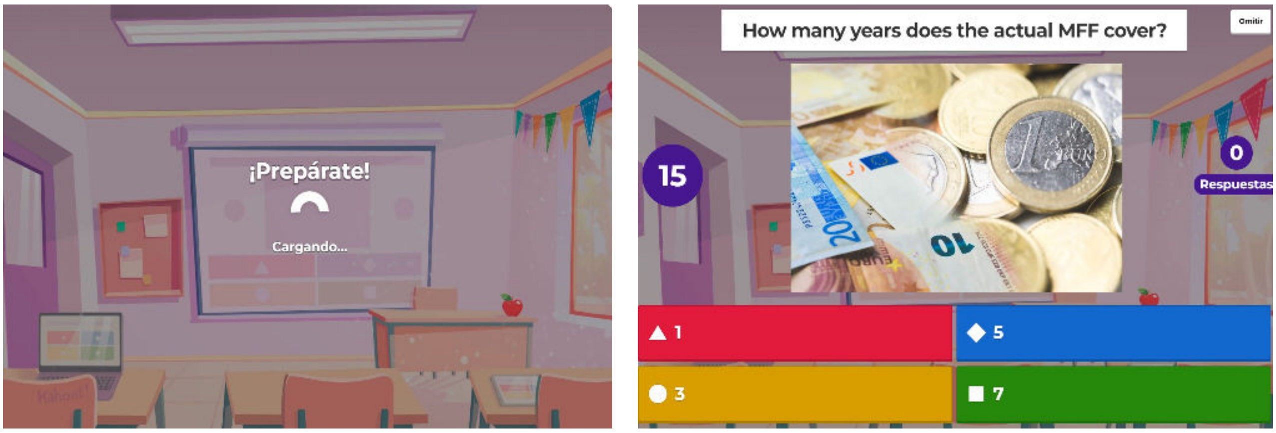


Image 20

(SOURCE:https://kahoot.it/)

b. Main EU Funding Programmes

Horizon Europe

OBJECTIVES: It promotes excellence in research and provides essential support to top researchers and innovators to drive the systemic changes needed to ensure a green, healthy and resilient EU.

TYPE OF PROJECTS: Research and innovation projects tackling societal challenges with an emphasis on EU industrial leadership, recovery and the green and digital transitions.

Single Market Programme

OBJECTIVES: To strengthen the governance and functioning of the single market. To implement, enforce and further develop rules in areas such as financial services, anti-money laundering, free movement of capital, consumer protection, food safety, animal and plant health, capacity-building joint actions between Member States and high-quality European statistics.

TYPE OF PROJECTS: Studies, projects and actions contributing to maintaining a high level of food safety, higher protection for consumers and improved competitiveness of businesses; improvement of the governance of the single market and compliance with rules; production of high-quality statistics and dissemination; development of European standards.

Cohesion Fund (CF)

OBJECTIVES: To strengthen the economic, social and territorial cohesion of the EU and its sustainable development by providing support to Member States with a gross national income per inhabitant below 90 % of the EU average.

TYPE OF PROJECTS: It finances investment projects in the environment and in the trans-European transport networks.

Erasmus+

OBJECTIVES: To support education, training, youth and sport in Europe through mobility.

TYPE OF PROJECTS: Cooperation, capacity building, student exchanges between universities, networking and policy support for organisations, and reforms in education, training, youth and sport.

European Social Fund Plus

OBJECTIVES: To invest in people, with the aim of building a more social and inclusive EU.

TYPE OF PROJECTS: Studies, actions and training aimed at investing in people, creating and protecting jobs, promoting social inclusion, fighting poverty, and developing the skills needed for the digital and green transitions.

European Solidarity Corps

OBJECTIVES: These range from helping the disadvantaged and providing humanitarian aid, to contributing to health and environmental action across the EU and beyond.

TYPE OF PROJECTS: Volunteering (including humanitarian aid) and solidarity projects.

Citizens, Equality, Rights and Values programme

OBJECTIVES: To protect and promote rights and values as enshrined in the EU treaties and in the EU Charter of Fundamental Rights in order to sustain and further develop rights-based, democratic, equal and inclusive societies based on the rule of law.

TYPE OF PROJECTS: Training, capacity building and exchange of good practices, town twinning, raising people awareness about their rights and the benefits that EU policies will bring to their daily lives, and supporting the development of knowledge-based EU policies and legislation through surveys, studies and analyses.

Creative Europe

OBJECTIVES: To exchange, co-produce and distribute European works and make them accessible to a wide and diverse audience.

TYPE OF PROJECTS: Actions promoting excellence in the field of culture; projects aimed at developing innovative audiovisual content; support to the news media sector, fostering pluralism, cross-border collaboration and promotion of media literacy. In order to increase the visibility of Europe's cultural and audiovisual sectors.

<u>Programme for Environment and Climate Action (LIFE)</u>

OBJECTIVES: To achieve the shift towards a sustainable, circular, energy-efficient, renewable-energy-based, climate neutral and resilient economy; to protect, restore and improve the quality of the environment, including the air, water and soil; to halt and reverse biodiversity loss and to tackle the degradation of ecosystems.

TYPE OF PROJECTS: Actions aimed at nature conservation, the development of circular economy, clean energy transition and fighting against climate change; support for innovative technologies; development of best practices; coordination and capacity building; support for the implementation of environmental and climate plans developed at regional, multiregional or national levels.

<u>Just Transition Fund</u>

OBJECTIVES: To support the transition towards climate neutrality by alleviating the socioeconomic impacts of the transition in the regions most affected.

TYPE OF PROJECTS: Actions aimed at economic diversification and reconversion of the territories concerned.

<u>Asylum, Migration and Integration Fund</u>

OBJECTIVES: To contribute to the efficient management of migration and to the implementation, strengthening and development of the common policy on asylum and the common immigration policy.

TYPE OF PROJECTS: Actions to contribute to the efficient management of migration and to the implementation, strengthening and development of the common policy on asylum and the common immigration policy.

<u>Neighbourhood, Development and International Cooperation Instrument</u> (Global Europe)

OBJECTIVES: To uphold and promote the EU's values, principles and fundamental interests worldwide. Specific objectives include the eradication of poverty, consolidating, supporting and promoting peace, democracy, the rule of law and respect for human rights; and sustainable development and the fight against climate change.

TYPE OF PROJECTS: Thematic actions focusing on human rights and democracy, civil society, stability and peace, as well as on global challenges such as health, education and training, women's and children, work, social protection, culture, migration and climate change.

<u>Humanitarian Aid</u>

OBJECTIVES: The EU provides needs-based humanitarian assistance to people hit by humans caused crises and natural hazards, paying particular attention to the most vulnerable victims.

TYPE OF PROJECTS: Actions in the field of food and nutrition, shelter, healthcare, water and sanitation, in countries outside the EU; education and training. Disaster-preparedness activities, empowering communities or individuals to better respond and cope with the immediate aftermath of a disaster.

You can find further information on all the different EU funding programmes (including those mentioned above) in the following link, listed by heading and cluster. You will also find relevant information on the open calls within their web pages.

- **PRACTICAL METHODOLOGY**

After the presentation, we can carry out a group dynamic so that the participants put into practice what they have learned. Different groups (4-5 people each) will be formed. We will ask them to identify 2 real problems people have to face in their daily life, related to environment, inclusion, migration... After the identification phase, they will have to agree on which is the most relevant one for them as a group and they will have to find a funding programme that addresses that specific need.
As for the second problem (priority) the groups had identified, it will be shared together with the rest of the groups, now that they have already worked with the different EU funds available, for them all to reach an agreement on the most suitable programme to apply for funds for this second priority in a short time (1 to 3 minutes, adaptable to the needs detected by the trainer). This activity will promote peer to peer cooperation as well as many other soft skills (communication, teamwork, problem-solving, time management, critical thinking, decision-making...) while helping us assess the knowledge acquired within the activity.

c. Other ways to get funding

Parallel to the EU Funding Programmes, there exists the possibility to find external organisations, foundations or private donors who pursue the funding of cooperation projects with social impact as part of their corporate social responsibility.

SNF - Stavros Niarchos Foundation (GR)

OBJECTIVES: Their mission is to contribute to lasting positive change in society in collaboration with nonprofit organisations around the globe, strengthening access for as many people as possible to life's fundamental resources and opportunities.

EEA Grants - Iceland Liechtenstein Norway Grants (NO)

OBJECTIVES: The objective of the Grants is to reduce social and economic disparities and strengthen bilateral relations. They deal with several topics: Innovation, Research, Education and Competitiveness; Social Inclusion, Youth Employment and Poverty Reduction; Environment, Climate Change; Culture, Civil Society, Fundamental Rights and Freedoms...

Otto per mille - Union of Methodist and Waldensian Churches (IT)

OBJECTIVES: Otto per Mille supports educational programs, socio-sanitary interventions and cooperation projects in Italy and around the world. They support associations of different cultural and religious orientations, to promote peace, development, education and solidarity.

Fundación La Caixa (ES)

OBJECTIVES: Generate opportunities for children and families in poverty, improve the quality of life of the elderly, support labour integration so that vulnerable people can access a job, call for aid for social initiative projects.

King Baudouin Foundation (BE)

OBJECTIVES: The King Baudouin Foundation supports organisations and citizens who serve the community in fields such as health, the fight against poverty, the environment, and heritage.

Ibero-American programme of science and technology for development (CYTED)

OBJECTIVES: The objective of the programme is to contribute to the harmonious and sustainable development of the Ibero-American region, through cooperation in science and technology and innovation, promoting multiculturalism and gender equality in different areas. It is also the vocation of the CYTED Programme to act as a bridge for interregional cooperation in Science and Technology between the European Union and Latin America.

International Science Council (FR)

OBJECTIVES: The objective of the ISC is to advance science as a global public good. Scientific knowledge, data and expertise must be universally accessible and its benefits universally shared. The practice of science must be inclusive and equitable, also in opportunities for scientific education and capacity development.

The US Federal Grants (US)

OBJECTIVES: The US Federal Government's main objective is to improve people's living conditions by creating changes in politics that generate positive and effective impacts. Grants support critical recovery initiatives, innovative research, and many other programs listed in the Catalog of Federal Domestic Assistance (CFDA).

- **PRACTICAL METHODOLOGY**

Once we have presented a list of non-EU funds, we can have a quick and dynamic activity to ensure the information has been understood by the participants. The activity consists of three rounds that will increase in difficulty. Working in groups, in the first round, each participant will pick up a piece of paper with one of the funds presented, and they will have to explain it in their own words for the rest of the group to guess. In the second round, we will put all the pieces of paper together again and each one will pick up one again (it can be the same or not). The problem is that this time they will only have 3 words to explain what funds they are talking about for the rest of the group to guess. The last round will be the same, but they will have to guess the presented fund only through signs and body language. This activity will help the participants de-tress and assimilate the contents of the training through gamification.

CONCLUSION

CONCLUSION

In conclusion, this toolkit on the project life cycle and funding a project idea aims to empower project managers, entrepreneurs, and stakeholders with essential knowledge and practical tools to navigate the intricacies of project management and secure funding for their initiatives successfully.

Throughout this toolkit, we have explored the various stages of the project life cycle, from inception to completion, highlighting key considerations and best practices at each step. By understanding the importance of careful planning, effective execution, and thorough monitoring, project leaders can enhance their project's chances of success and mitigate potential risks.

Additionally, we have delved into the diverse funding options available to support projects of different sizes and scopes. From traditional sources such as grants and loans to innovative approaches like crowdfunding and venture capital, project initiators now have a comprehensive understanding of how to access funding that aligns with their unique requirements.

Furthermore, we have emphasized the significance of intercultural communication and cooperation in fostering successful collaborations and partnerships in today's globalized world. By embracing diversity, respecting cultural differences, and promoting open dialogue, project teams can harness the power of collective knowledge and experiences to drive innovation and achieve meaningful outcomes.

As you embark on your project management journey, we encourage you to use this toolkit as a valuable resource and guide. Tailor the provided templates and tools to suit your specific project needs and adapt the strategies and insights to your unique context. Remember that flexibility, adaptability, and continuous learning are key elements for project success in an ever-evolving landscape.

Ultimately, success in project management and securing funding is a dynamic process that requires dedication, resilience, and a willingness to learn from both triumphs and challenges. By utilizing the knowledge and resources presented in this toolkit, we are confident that you will be well-equipped to navigate the complexities of project management and embark on a path towards turning your project ideas into reality.

Wishing you all the best in your project endeavors and the fulfillment of your goals and aspirations. May this toolkit serve as a valuable companion on your journey towards creating a positive and lasting impact in your projects and the broader community.

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