

**Database of
good practices
on SDG in
education and
VET training**



About the project

The ETSE-Goals project is a Cooperation Partnership framed under the specific priority “Contributing to innovation in vocational education and training”. The general objective of the ETSE-Goals project is to promote an innovative approach for the full incorporation of the SDGs into the entrepreneurial teachings in Social Economy which are offered at VET level, with the final purpose of strengthening the social entrepreneurial ecosystem and its transforming power at European level.

The specific objectives of ETSE – Goals are:

- To define a clearer picture of how SDGs are being integrated in VET level training in different fields but primary in Social Economy subjects.
- To promote the integration of SDGs at VET level in Social Economy subjects through awareness, train of trainers, networking and dissemination of initiatives.
- To develop policy recommendations for the effective integration of SDGs and sustainable development aspects at VET level at different levels.

The main activities to achieve the proposed objectives and the result obtained while doing it are:

- Development of a research initiative through which we will identify successful initiatives, projects or strategies coming from different countries on the successful incorporation of the SDGs
- Creation and implementation of an innovative educational package on how to incorporate in the practice the SDGs into their entrepreneurial teachings in Social Economy.
- Design and launching of an online collaborative platform in order to foster the networking among VET teachers, students and stakeholders in entrepreneurial teachings in Social Economy.
- Development of policy recommendations aimed to the effective promotion of the full incorporation of the SDGs into the entrepreneurial teachings in Social Economy into the VET educational sector.

About the Good Practices database

ETSE Goals project strives to identify good practices on entrepreneurship teaching at VET level, that promote the Sustainable Development Goals (SDGs) established by UN and are gradually adopted by SMEs in Europe and elsewhere. Particular emphasis is given to social enterprises and how they deal with the adoption of sustainability rules in their businesses.

The project formulated an analytical questionnaire that was sent out to VET teachers, environmental organizations, VET centers, social enterprises, schools that covers also the VET needs, business supporting organizations, clusters on environmental protection etc.

In total we collected 58 Good Practices from the implementation and inclusion of Sustainable Development Goals to the VET training and environmental education at the 4 participating Regions that cover all aspects of SDG and service learning methodology in entrepreneurship teaching.



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1. Exp'Ose (oratory competition)

Organization: LARPS (France) School

Description of the Project

“We ask students in 1st year of vocational high school to research, prepare, write and present a convincing speech that demonstrates their knowledge of the SDGs. Then, a regional competition is organized by RADSI (Réseau Associatif pour le Développement et la Solidarité Internationale) and the 3 best teams of speakers are rewarded with a one-week trip in a European city.”

Stakeholders involved:

The French teachers for the oratory speech writing, the librarians for the documentary research part, a local association that intervenes occasionally to propose activities around the SDGs and the RADSI (Réseau Associatif pour le Développement et la Solidarité Internationale) for the general organization.

Learners in this initiative

The students involved in the actions.

Educational Level/Setting:

Professional education

General focus of the initiative

Learning for sustainability in formal, non-formal and informal settings

Themes

Overcoming poverty, Gender equality, Peace, human rights and security, Environment Climate, Economy, Sustainable production and consumption, Other (please specify)

Starting year and duration:

6 months : From October to March

Geographical Setting:

Local-Regional

Impact

The oratory competition can have several impacts on students in a vocational school. Firstly, it can help them develop their communication skills, which are valuable assets in any profession. Secondly, it can boost their confidence and self-esteem, as they learn to express themselves in front of an audience.

Results and evaluation of the initiative:

This exercise has helped students to gain confidence in speaking orally, which is positive for their future oral exams.



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2. Environmental education program “RECYCLING: Discovering the hidden treasure”

Organization: DIADYMA SA (Waste Management of Western Macedonia)- Public equivalent- Nonprofit organization

Description of the Project

The main body of the program is the presentation in PowerPoint format of a series of images that thematically cover the entire structure of the environmental program with the simultaneous narrative and explanatory development made by the presenter of the program. The program is addressed to students of Primary and Secondary Education and the material is graded in 4 levels: the 1st concerns the students of the kindergarten (ages 4-6), the 2nd the students of the first 3 grades of Primary school (ages 6-9), the 3rd the students of the last 3 grades of primary school (ages 9-12) and the 4th students at high school (ages 12-18). The main body of the program is the presentation in PowerPoint format of a series of images that thematically cover the entire structure of the environmental program with the simultaneous narrative and explanatory development made by the presenter of the program. The program is addressed to students of Primary and Secondary Education and the material is graded in 4 levels: the 1st concerns the students of the kindergarten (ages 4-6), the 2nd the students of the first 3 grades of Primary school (ages 6-9), the 3rd the students of the last 3 grades of primary school (ages 9-12) and the 4th students at high school (ages 12-18)."

Stakeholders involved:

The environmental education program “RECYCLING: Discovering the hidden treasure” program receives approval from the Ministry of Education since 2015, and from the Regional Directorate of Education of Western Macedonia since 2022, and is implemented by specialized executives (environmental scientists) of the company and is evaluated annually.

Learners in this initiative

The program is addressed to students and teachers of Primary and Secondary Education from Western Macedonia.

Educational Level/Setting:

Further and higher education

General focus of the initiative

Learning for sustainability in formal, non-formal and informal settings, rational use and the need to protect natural resources.

Themes

Environment Climate, Sustainable production and consumption, Sustainable urbanization

Starting year and duration:

Since 2015, annually

Geographical Setting:

Regional

Impact

In the context of cultivating environmental awareness in the new generation, DIADYMA emphasizes on the rational use and the need to protect natural resources, by linking concepts such as “quality of life”, “culture” and “responsibility” as the key components of the development of modern human culture.

Results and evaluation of the initiative:

Students and teachers will become the knowledge carriers of waste management issues and good practices, that will be implemented to the society. Each year we receive feedback from the responsible teachers of each school in order to achieve our goals and we modify our program as it needs for better results.

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3. Reuse Centers

Organization: DIADYMA SA (Waste Management of Western Macedonia)

Description of the Project:

The Reuse Centers of Western Macedonia region are local, non-profit, centers for the collection and disposal of materials, which increase creativity, reduce waste, promote cooperation, improve living conditions and the environment through citizen's awareness and the active involvement of the whole society. Reuse Centers are located within or by extension of the existing LWMU (in Kastoria, Florina, Grevena and soon in Kozani and Eordaia), are a simple building infrastructure for the classification and storage of materials, which will have space for exhibition of materials. Their operation is carried out by DIADYMA with the cooperation of the Municipalities, while there is the possibility of support by of social economy institutions. The Reuse Centers have, among other things, an informative - educational role. Also, various events can be organized in these places for exchange of materials, thematic festivals / bazaars of materials for reuse and other actions that will substantially help in the change of the mentality and perception of the citizens about the consumer behavior, the waste management, and the usefulness of materials. Furthermore, the RCs are a bridge of communication between decision makers and citizens, in the effort to promote the idea and the benefits of reusing materials, so that less waste is end up to landfilling. They have environmental and socio-economic dimensions. Sensitive and vulnerable social groups with basic deficiencies in their essential daily needs find the necessary goods and at the same time create new jobs.

Stakeholders involved:

Each Municipality and their cleaning service and social structures, also the providence, that help citizens by transferring items or informing them. In each Reuse Center there is one employee well trained to identify whether the items are suitable for reuse and manage properly the rest of them. Finally there is one employee responsible for the supervision of all the system.

Learners in this initiative:

All citizens will be benefit from the initiative and thus whole Municipality.

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development, Regional/international cooperation, Promote the idea and the benefits of reuse and reduce landfilling.

Themes:

Environment Climate, Sustainable production and consumption, Sustainable urbanization

Starting year and duration: 2020, everyday from Monday to Saturday

Geographical Setting: Regional

IMPACT:

Promote the idea and the benefits of reuse Reduce landfilling Collect high quality materials Help people to have access to goods Create a positive local/social impact Create new jobs.

RESULTS AND EVALUATION OF THE INITIATIVE:

Gradually promote and implement Waste Prevention Actions, as required by current legislation.

To inform and raise awareness to the citizens about the need to reduce waste production. Improve consumer behavior by promoting sustainable consumption. To increase the lifespan of goods, materials, and products through reuse. Lay the groundwork for the gradual implementation of "Pay As You Throw" waste management programs.

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4. ARKTOS: Archery in Ecotourism

Organization: Association of Active Youths of Florina, Non-governmental

Description of the Project:

The "Arktos : Archery in Ecotourism" solidarity project is an educational project that intends to utilise recreational archery and thus to highlight the positive impact that ecotourism and sport activities have on the physical and mental health of young people and to provide alternative ways of "entertaining escapes" from the urban environment. A parallel goal is also the reactivation of the communities of Florina city that seem deserted from a young life, but also the promotion of their touristic, ecological and topological characteristics as their comparative advantages. The proposed project is a novelty for the region, as archery and ecotourism activities are offered in alternative tourism areas as a means of promoting health and well-being. participant, depending on the interests and through practising archery and outdoor action. Association of Active Youths of Florina - OENEF, the two coaches and the 5-member group of young people, through this project will offer high quality services that are directly related to alternative forms of education and non-formal learning (such as experiential workshops, access to information and valid relevant material of the European Union). Through the proposed plan, the main goal is the spiritual liberation, the practice of mobility skills in combination with the discovery of nature, the development of the mentality of solidarity, and the social offer to the place and its citizens.

Stakeholders involved:

Community of Leptokaryes, Municipality of Florina, Koryvantes Archery Association

Learners in this initiative:

Students and the local youth

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Regional/international cooperation

Themes:

Environment Climate, Sustainable tourism, Rural development

Starting year and duration:

Starting year: 2022, 12 month duration

Geographical Setting:

Local, Regional



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IMPACT:

Through this project, participants will obtain skills, knowledge and experiences related to ecotourism, archery and the contact with nature. The young people and children who will follow the program will vivify the local community of Leptokarya with their participation. Furthermore, their activities will be an attraction for young people and children of the neighboring local communities of Florina. Through pedagogical innovations, discovery games, scout activities and actions that bring people closer to nature, we will enable participants to discover alternative tourism, recreational activities and field archery. At the same time, learning through workshops, digital media and new technologies will provide a chance for them to take advantage of opportunities that for many young people are not easily accessible. In other words, the project will focus on the creation of innovations that provide equal opportunities for people who have been unable to take part in such actions. Our project aims to prepare tomorrow's citizens who will participate creatively and critically in social events, will provide quality knowledge, practice, development of environmental awareness and add knowledge for sustainability and smooth touristic-development that respects nature and humans. It will give a positive imprint to the local community by giving opportunities, it will enhance diversity and diversity and will offer to the public without exclusions. Finally, as a direct result, youngsters will acquire key skills that contribute to their personal and social development. This will encourage their active participation in society, thus improving their employment prospects, but also will take initiatives to develop their communities. In addition, we should expect an improvement of the communication between participants, an upgrade on their physical condition and an enhancement of their knowledge on the elements of nature.

RESULTS AND EVALUATION OF THE INITIATIVE:

Through the workshops of ecotourism, the recreational activities and the weekly archery meetings, that are being supported by this project, the participants will benefit in various ways. The weekly workshops that will be implemented include multidisciplinary and diverse activities. Specifically, participants will have the opportunity to get in touch with local history, local tradition, mycology-mushroom hunting, mountaineering, botany, hiking and orienteering, nature and field photography, horseback riding, cycling and of course, archery as it is expressed through its various forms for recreation and well-being. The young people who will follow the proposed plan will therefore be given the opportunity to develop their own outdoorsport, solidarity and communication skills and to use them to develop other ecotourism activities that are needed in our region. Recreational archery, ecotourism practises and nature excursions can have a positive effect on young people's selfexpression, on discovering new ways of having fun, but also on the natural environment they live in and have not yet explored. The Plan itself is an essential means of solidarity for the young communities of the area who do not have easy access to sports, not having enough acquaintance with nature, or not having the needed material resources - logistical infrastructure to discover modern ecotourism practises. At the same time, the mentality of the whole action involves elements of environmental awareness and development of environmental consciousness, in the socio-economic context of the delignification and the climate crisis.

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5. Social Enterprise Ecosystem in Rural Areas

Organization: Association of Active Youths of Florina, Non-governmental

Description of the Project:

SEERA project was an innovative solidarity project aimed at supporting young people seeking to develop business initiatives in the social economy. Through a series of workshops, visits, meetings, discussions and interaction activities, the target group, which consisted mainly of unemployed 16-30 year olds, had the opportunity to develop skills, knowledge and experiences so that they can then create their own social enterprises. The objectives and goals of this project were: to provide a business approach to solving the social and environmental problems of the participants involved in the program, as well as to foster and support the development of a new generation of social entrepreneurs who will stimulate and support local communities and work in line with public interest. It is important to work for the purpose of acquiring a common understanding of what social and solidarity economy is and what role it can play. Associations, unions, businesses, social enterprises and NGOs in general, play an important role in informing people about social entrepreneurship and social economy. We aspired to bring people together (young workers, leaders, young people in entrepreneurship) to start working on social entrepreneurship. We wanted people with a vision to work together by establishing and using a web-based, common platform that will provide information about social entrepreneurship. In addition, the learning objectives of "SEERA" for participants were to: - Become social entrepreneurs and create social entrepreneurs. - To better understand the term "social entrepreneurship" and to gain knowledge and new experiences from it. - Initiate a process of creating social businesses, gain experiences and knowledge in creating programs and business plans. - Acquire the skills and knowledge that will help them access the labor market. - To discover or better understand the social and environmental problems in their country and get to know better the current situation. - Be inspired and motivated.

Stakeholders involved:

Youngsters and other vulnerable population groups, in order to promote their active participation in actions of social, educational and business interest that will contribute to the local society and economy. It is worth noting that this region has one of the highest youth unemployment rates in Europe.

Learners in this initiative:

Students and the local youth

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development, Regional/international cooperation, Employability and entrepreneurship | Rural development and urban regeneration | Skills development

Themes:

Overcoming poverty, Environment Climate, Corporate responsibility, Economy, Rural development

Starting year and duration:

Starting year: 2021, 12 month duration

Geographical Setting:

Local, Regional

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IMPACT:

SEERA project was an innovative solidarity project aimed at supporting young people seeking to develop business initiatives in the social economy. Through a series of workshops, visits, meetings, discussions and interaction activities, the target group, which consisted mainly of unemployed 18-30 year olds, had the opportunity to develop skills, knowledge and experiences so that they can then create their own social enterprises. The objectives and goals of this project were: to provide a business approach to solving the social and environmental problems of the participants involved in the program, as well as to foster and support the development of a new generation of social entrepreneurs who will stimulate and support local communities and work in line with public interest. It is important to work for the purpose of acquiring a common understanding of what social and solidarity economy is and what role it can play. Associations, unions, businesses, social enterprises and NGOs in general, play an important role in informing people about social entrepreneurship and social economy. We aspired to bring people together (young workers, leaders, young people in entrepreneurship) to start working on social entrepreneurship. We wanted people with a vision to work together by establishing and using a web-based, common platform that will provide information about social entrepreneurship. In addition, the learning objectives of "SEERA" for participants were to: - Become social entrepreneurs and create social entrepreneurs. - To better understand the term "social entrepreneurship" and to gain knowledge and new experiences from it. - Initiate a process of creating social businesses, gain experiences and knowledge in creating programs and business plans. - Acquire the skills and knowledge that will help them access the labor market. - To discover or better understand the social and environmental problems in their country and get to know better the current situation. - Be inspired and motivated.

RESULTS AND EVALUATION OF THE INITIATIVE:

The effects of our project's actions and activities, especially in small societies where bonds are stronger, can have multiple consequences and can lead to spectacular positive effects. The emergence, search and need for resorts and job opportunities, and not just for the target group of this project, will be a first-class opportunity to broaden the way people think and function in different fields, especially in the youth sector. It is also important to note that the project will positively influence, as a good practice, in the search for other practices to tackle the chronic and serious problem of youth employment. But above all, it will show that there is hope both for youth and for society so that young people do not become uninterested and uninvolved, but face the challenges and opportunities with intensity and enthusiasm. Overall, through the "SEERA" project we expect all participants to take advantage of the active role and support that our working groups will provide, to access new skills, knowledge, experiences and innovative knowledge, to take advantage of opportunities, to enjoy taking initiatives that lead to the creation of a new generation of entrepreneurs in Greece, to have all the information available to young persons (to start their own business in Greece (motivation, financing, legal framework, research), to use social media to reach people, ideas, businesses, universities, agencies, to build partnerships and investment plans, to believe in their ideas, to cultivate innovation that will give entrepreneurship a boost, to deliver value in trying, to experiment, to find good practice and to be inspired.



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6. Recycling cooking oil system

Organization: DIADYMA SA (Waste Management of Western Macedonia)

Description of the Project:

Since 2009, DIADYMA SA has been implementing, in Western Macedonia, separate waste collection with Sorting at Source for 4 streams (paper, glass, plastic and metals). Then in 2016, the first pilot programs of Source Sorting were launched for the stream of cooking oil. Cooking oils are a pollutant that, if they end up in the sewer or in the waste, cause serious environmental effects. But if they are recycled, biofuel can be produced which in turn can replace a conventional polluting fuel such as heating oil.

Stakeholders involved:

Each Municipality and their cleaning service and social structures, also the providence, that help citizens by transferring items or informing them. In each Reuse Center there is one employee well trained to identify whether the items are suitable for reuse and manage properly the rest of them. Finally there is one employee responsible for the supervision of all the system.

Learners in this initiative:

The cleaning service of each Municipality of Western Macedonia, in cooperation with DIADYMA will inform citizens about the correct way of collection and recycling.

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Environment Climate, Sustainable production and consumption, Sustainable urbanization

Themes:

Environment Climate, Sustainable production and consumption, Sustainable urbanization

Starting year and duration: 2016 with orange bin, 2022 with the green ATM and reusable bottles

Geographical Setting: Regional

IMPACT:

The new cooking oil recycling system through the green ATM is a zero-waste system. All bottles that are used for the collection of the oils are cleaned by DIADYMA and reused by citizens.

RESULTS AND EVALUATION OF THE INITIATIVE:

The reduction of waste that pollutes water Lower waste water treatment costs (biological treatment)
Reducing the deterioration of sewage systems Reducing the spread of microorganisms that are harmful to health Reducing dependence for energy from abroad



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7. Youths in the EU Regions: Post-lignite era and development, dialogue, innovation and initiatives

Organization: Association of Active Youths of Florina, Non-governmental

Description of the Project:

The project "Youths in EU Regions - Post-Lignite Era and Development - Dialogue, Innovation and Initiatives" which was carried out by Association of Active Youths of Florina (OENEF), aimed at the essential participation of young people of the region, in the great and demanding project of decarbonisation and Just Transition process of the Region of Western Macedonia (RWM). In order to perceive this purpose deeper, we should outline the profile of the Region of Western Macedonia and especially of the Regional Unit (RU) of Florina, a region in which the implementing entity of this project is located, and is characterized by the highest regional youth unemployment rates in the EU. According to the official statistical data of the Eurobarometer, the region shows consistently higher unemployment rates that exceed 45%, bringing the Region to the top of the European ranking. To this negative record, we must add the "tendency" of young people to emigrate or migrate, in search of opportunities and desire to seek a higher standard of living, to other destinations (brain drain), inside and outside of Greece, a fact which counteracts the development of the Region. The Project implemented, was based on three challenges; First of all, the active involvement of local communities and especially young people in highlighting and managing the problems faced by the regions in Transition, the strengthening of diversification of economic life of the lignite regions and of the neighboring regional units and finally the formation of the guide that will codify the existing means, policies and financial tools to strengthen the actions, including the perspectives for the expansion of these actions. The project was carried out, based on the basic principles reflected in the Erasmus+ program guide, by approaching a sustainable and environmentally friendly development, while applying innovative actions, aimed at enforcing these basic principles. At the same time we intended to strengthen the personal development of the participants and the reinforcement of their European identity.

Stakeholders involved:

Youths in the Region of Western Macedonia, Local and Regional Authorities, Parliament Members of Florina, Mayors of Florina, University Authorities, DG Regio Representatives, Ministry of Development representatives, Green Fund Representatives. All gather to discuss, analyse and propose how youth can be involved in the delignitization process of the Region of Western Macedonia.

Learners in this initiative:

Youth of the Region of Western Macedonia

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Research and development, Regional/international cooperation

Themes:

Overcoming poverty, Gender equality, Environment Climate, Economy, Sustainable production and consumption, Rural development

Starting year and duration:

2021-2022

Geographical Setting:

Local, Regional

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IMPACT:

The project represented part of the 17 Sustainable Development Goals (SDGs) set by the United Nations in order to fulfill the Sustainable Development Agenda 2030. This agenda promotes the integration of the social, environmental and economic dimension of sustainable development, in all sectoral policies, while at the same time promotes interconnection and cooperation between countries. Specifically, through the project, the “Goal 7” was promoted, concerning access to affordable, sustainable and modern forms of energy. In addition, there was a promotion of Goal 13, for setting actions for the climate, but also at the same time Goal 17, which foresees, above all, the cooperation between government, private sector and Civil Society bodies. At a regional level, the impact of the project has become particularly significant, while from the beginning of its preparation, we expected it to be long-term, just like the effects of the de-lignitization process. As already mentioned, the Final Report was distributed to all decision-makers at regional, national, European and local level. In this context, the local and regional authorities committed to adopt and integrate the proposals made by young people, constituting a flexible and innovative toolbox of the Final Report. These proposals are going to act as a mainspring in the future for the local government and all those involved in the Just Transition of the region, to ensure better quality jobs during the green energy transition.

RESULTS AND EVALUATION OF THE INITIATIVE:

During the implementation of this project, we managed to achieve gradual community building of young people of the Region of Western Macedonia, who are not only interested but also want to actively participate in the decision making processes and their implementations the day after the de-lignitization. OENEF acted as a platform that provided a safe and neutral framework for meaningful dialogue, bringing together these young people, institutional bodies and all stakeholders of the Transition to RWM, to participate in an open structured dialogue on the specific project, having as a direct result their active participation in democratic life, through an institutionally guaranteed role in policy-making. Young scientists who were gathered, except for the fact that they will give their best for a transition process towards clean energy, they will be able to work for the overall well-being of RWM. Solid foundations were laid so that young people, as the most dynamic and at the same time most productive part of a society, can be “utilized” to the fullest and remain in the area. As a result, we can prevent and reverse brain drain and succeed revitalization of the region, which has been affected multiple times by the phenomenon. The project was a first-class opportunity for closer cooperation between agencies and young people in order to establish a long-term partnership. On a personal level, the participants involved in the project benefited both to their academic, professional and/or social life. This was ensured through their substantial participation in all stages of the project; Preparatory meetings, preparation of the Forum and final writing of the Final Report.



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8. Wanted!

Organization: RES Foundation

Description of the Project:

WANTED is an educational experience that will provide resources to students with different profiles: creative, technological, social and business. During the 3-day workshop we try to exercise the art of detecting opportunities and creativity using different methodologies and training. We transmit financial and economic knowledge, as well as ethical and sustainable thinking so that they can develop a business idea. The fact, in addition to mixing different profiles (creative, technological and from the field of business and business) enriches the work and represents an innovative contribution in promoting the necessary skills for entrepreneurship. Wanted brings together profiles from different teams with the intention of generating entrepreneurship and innovation projects. We understand entrepreneurship as a transversal competence, important not only for professional life, but also for personal development. Wanted is a project that falls within the European framework for Entrepreneurial Competence (EntreComp) in a practical and experiential way. This project aims to train students in the skills observed by the EntreComp reference framework, on the one hand, in the skills usually dealt with in the field of entrepreneurship and startup creation (economic-financial knowledge, resource management, communication, ideation-prototyping, production and sale), and on the other to the skills more related to personal development (soft-skills) such as creativity, motivation, perseverance, uncertainty and risk management, among others. One of the main obstacles encountered by entrepreneurs to start their own project lies in the intense competition they see in most sectors and the lack of knowledge of the experience in them. This project is organized in such a way that it gives special weight to the experiential contributions of local and international entrepreneurs, who convey to future entrepreneurs their successes, but also their failures, making it clear that failure is part of the learning process and entrepreneurship, an issue that is why it is so important to address, in addition to economic-financial knowledge, the management of failure and uncertainty. This project seeks to see the potential that the mix of skills has when undertaking a project, this hybridization provides a greater chance of success for a team. The final purpose of this project is to promote creativity and innovation as key tools to give the possibility of generating business projects that, after the workshop, its members are willing to take to the market, thus generating self-employment. The groups will have a clear objective, to build a prototype that can be the germ of a future startup.

Stakeholders involved:

Entrepreneurs Professional education Students University students Companies

Learners in this initiative:

Professional education Students University students

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes:

Ethics, Environment Climate, Corporate responsibility, Economy, Sustainable production and consumption, Sustainable urbanization, Sustainable tourism, Rural development

Starting year and duration:

3 days - at any time

Geographical Setting:

Local

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IMPACT:

The expected results are the following: Training of participants in collaboration and co-creation skills in multidisciplinary work teams. Creation of entrepreneurial and innovative projects taking advantage of the variety of knowledge and disciplines. Number of male and female registered participants. Degree of satisfaction of the participants with the teams created by profiles. Number of students who successfully complete the project. Number of entrepreneurial and innovative projects created taking advantage of the variety of knowledge and disciplines that the CPIFP Los Viveros treasures. Degree of innovation and creativity in business ideas. Adequacy of the projects to the challenges of the proposed SDGs and their degree of social innovation. Economic and technical viability of the projects created. Degree of intentionality of the students to bring the project to the market. Degree of satisfaction of the participants in the challenges posed.

RESULTS AND EVALUATION OF THE INITIATIVE:

The difficulty of the students when generating ideas.

9. Financial Education for Legal economy - Fundamental tools to recognize illegal conducts in the supply of financial services

Organization: Varna Economic Development Agency

Description of the Project:

The FAIRLY project addresses people with no or little financial background in order to educate them with financial knowledge, and to provide them with the fundamental tools to recognize illegal conducts in the supply of those financial services related to day-to-day and/or working life. The main objective of FAIRLY is to foster the financial literacy of unemployed people (in particular young people), households and professionals, by giving them the ability to defend themselves from the most widespread illegal practices in the daily finance and economy world, by fostering “anti-fraud skills”. The FAIRLY objectives : * Increase the financial literacy of adults * Increase the ability of the target groups to deal with daily or life economic/financial decisions * Increase the ability of the target groups to start a business and cope with the related issues * Educate to the so-called “legal economy”, above all in the rural and less-developed areas * Increase the ability of the target groups to recognize financial “misconducts” to make the right financial or economic choices * Develop innovative education practices, with a particular attention to the methodology and the development of educational ICT tools, such as smartphone apps. The main innovation of the Fairly project output consists of creating a training module for the skills building, fundamental for creating a basic financial knowledge and issues needed by the target groups in their daily lives. In addition to the innovation regarding the content, further innovation will lay in the combination theoretical and practical elements , which will give the target group the opportunity to recognize illegal behavior and possible fraud. The Fairly Online Training Course along with the Practical Guide for Informed and Safe Financial Choices is available for interested stakeholders at <https://learn.fairlyproject.eu/> The training course is in compliance with the SDGs 1 No poverty, 3. Good Health and well-being, 4 Quality Education, 5 Gender Equity, 10 Reduced Inequality, 12 responsible consumption and production.

Stakeholders involved:

The main target groups of the project include: 1) Unemployed/NEET 2) Households 3) Professional (mostly freelance) workers. Besides them, a wide range of stakeholders were involved through pilot training and multiplier events, such as trainers, financial and banking field and law enforcement representatives, including: Incubators/Accelerators/Business Fostering Organizations, VET Centers/Providers, Public Bodies and Economic Development Bodies (Regional Development Agencies, Governance levels designing policies)

Learners in this initiative:

Unemployed/NEET (including young people), Households, Professional (mostly freelance) workers

Educational Level/Setting:

Professional education

General focus of the initiative:

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes:

Overcoming poverty, Gender equality, Peace, human rights and security, Economy, Sustainable production and consumption, Other (please specify)

Starting year and duration:

Start date: 16.12.2020 ; duration: 24 months

Geographical Setting:

Local, Regional, International

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IMPACT:

Engaging the project target groups and educating them on financial themes during the project impacted their lives and supported them in the understanding of financial activities. The impact of the realization of a training learning for the building of the skills, fundamental to increase the financial literacy of adults, the ability of the mentioned target group to deal with daily or life economic/financial decisions, increase the ability of the target group about how to start a business and to cope with the related issues, educate to the so-called “legal economy” and to increase the ability of the target group to recognize financial “misconduct” to make right financial or economical choices. The training affects three different targets: a) Unemployed/NEET: they were provided with a training module that rise their occupational chances and to simplify everyday economic and financial choices b) Households: they were provided with a training module to be able to avoid the informal or “black financial market”, illegal practices and no longer to be exposed to risks such as usury. c) Professional (mostly freelances) workers: the training module gave them capacity-building to start a business and to cope with the related issues, to recognize financial “misconduct” and to make right financial or economical choices in the environmental work.

RESULTS AND EVALUATION OF THE INITIATIVE:

Increasing the general level of competitiveness of the target group is possible through the increase the training options available directly or indirectly to adult learners, who become more motivated and engaged in self and online learning processes. They improve their transversal skills, especially financial competences and, therefore, they become more confident and competent to identify the changes needed in the daily financial management either as simple citizens or as employees or entrepreneurs. The improvement of the VET capacity for developing educational programmes with a better understanding of practices, policies and systems within the EU framework in the field of financial education is possible through cooperation of all interested stakeholders both at regional/national, and international level with sharing and exchange of experience on innovative and appealing training methodologies, materials and tools. Local and regional education organizations, regional education institutions, practitioners and policy makers on national and international level should networking and acting as a whole to be very strong influencer and key player in the information and education of the European SMEs and entrepreneurs. When cooperate the local and regional authorities, the law enforcements bodies and policy makers in the field of finance could provide better results related to actual observation and analysis, actual needs and expectations that lead to protection of business and people’s financial interests and propose amendments to laws to enhance the support to anti-fraud and legal economy education.



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10. Citizen science project: melanogaster catch the fly!

Organization: CES RAMON Y CAJAL C/ CAMINO DEL CAMINO DEL CAÑAVERAL

Description of the Project:

There are currently 22 students actively and voluntarily participating in Melanogaster Cath The Fly! project. 100% of the class is studying second year of Senior Technician in Environmental Health, with previous training in science, and fully committed with the environment protection. As such, these students are eager to explore and understand how different species adapt to their environment, particularly in a situation of global warming and climate change. Moreover, knowing their future role as environmental educators, understanding species adaptations is an even further incentive to them. My work in this project involves student's supervision, instruction and guidance and in some cases learning myself from their work. Before starting the project, the students were separated into small groups according to their skills. These groups would be responsible for the publicity of the project, field work, laboratory work, etc.

Stakeholders involved:

Higher education institutions

Learners in this initiative:

It is a great opportunity to participate in a Citizen Science project. For students it is very stimulating and they feel useful and gratified. For teachers the project is rewarding and motivating, and the school benefits from it as it gives prestige and communicates an innovative image. But on top of that, it is highly satisfying to see that your work is useful to Science and Society.

Educational Level/Setting:

Professional education

General focus of the initiative:

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Research and development, We believe that it is an act of social responsibility to promote the advance of science and communicate it to society. Science is the basis for the future.

Themes:

Gender equality, Environment Climate, Corporate responsibility, Sustainable production and consumption, Rural development, Other (please specify)

Starting year and duration:

3 yrs and ongoing

Geographical Setting:

Local, Regional, National, International

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IMPACT:

For me, as a person of scientific training and concerns, it is a great inspiration to contribute, from my humble position, to Science. In this project, all students, in one way or another, have collaborated and I have tried to enhance their skills. As a teacher, being able to motivate students and involve them in the practice of the scientific method, as well as checking the high level of response and interest in this project, particularly in such dynamic activities, has been very satisfying. The most important thing is to introduce new methodologies and attractive resources to inspire students; to bring them closer to the world of Science and show them and the rest of society that youngsters can participate in an international scientific project of significant relevance. Also, they are doing great, because a motivated youth is powerful. As for other students and teachers in my school the project is calling their attention. It encourages them to participate in programs of this type. Moreover, checking the students involvement is inspiring, and publicizing the project is very positive for the community, the students and their families, which are showing a truly interest its development. It is a great opportunity to participate in a Citizen Science project. For students it is very stimulating and they feel useful and gratified. For teachers the project is rewarding and motivating, and the school benefits from it as it gives prestige and communicates an innovative image. But on top of that, it is highly satisfying to see that your work is useful to Science and Society.

RESULTS AND EVALUATION OF THE INITIATIVE:

1. For the school it would be a great merit and a valuable publicity. 2. For the students participating in the Environmental Health course, it would give an added value to their degree. 3. For me as a teacher it would be an opportunity to learn and use valuable scientific and pedagogical tools which is motivating and inspiring. 4. For the rest of the students in the center, to verify that they could participate in innovative projects would be encouraging, as it would be for our community in general.



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11. GREENOVATE

Organization: Entrepreneurship Support Foundation JOIN4Cs

Description of the Project:

Greenovate project tries to revitalize and beautify the center of Kozani town adding greening space through wooden window boxes in main corridors of the center, on the pedestrian places across the town's market area. Furthermore, the project will try to revitalize degraded green places in the center of the town that are currently close to the public, by an integrated and sustainable rehabilitation of the green space, with the use of sustainable materials (wooden toys from reuse materials and benches coming from reused plastic waste) formulating a lovely place for kinds and seniors. The main feature of Greenovate project will be the active engagement of local businesses and young students not only to the planning and preparation phase but also by the adaptation of the green space for preservation, daily care and the sense of belonging through the initiative "Greenovate".

Stakeholders involved:

3 target groups: young students from kindergartens, primary schools of Kozani municipality, The second target group refers to students coming from Fine Arts dep. of University of Western Macedonia in Florina The third target groups refers to the professionals and business people of the town centre. The Municipality is also involved as partner, providing the public spaces. A group of educators and trainers, specialized in Green Economy, has also been involved in the implementation phase.

Learners in this initiative:

The learners who received the training are students of kindergartens, primary schools and of the University of Western Macedonia. Secondly, the educators themselves are considered learners of this initiative.

Educational Level/Setting:

School education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Regional/international cooperation

Themes:

Environment Climate, Sustainable production and consumption, Sustainable urbanization

Starting year and duration:

2022

Geographical Setting:

Local, Regional

IMPACT:

The impact of GREENOVATE project is quite important in terms of helping the Kozani municipality to reach its targets towards neutral emissions up to 2030. In parallel, it helps the municipality to connect the urban environment with the industrial energy generation heritage of the area that is integral part of its history but also from the present.

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RESULTS AND EVALUATION OF THE INITIATIVE:

Greenovate revised project outcomes: 1. 50-60 reusable material window boxes, benches and large planters will be placed in the most important town's pedestrian corridors. All material will be reusable. The window boxes shall have high aesthetic value, the same characteristics and color. 2. Selection of degraded areas and revitalize/renaturalize them with the cleaning, elaboration of the soil, introduction of a new benches and window boxes. 3. At least 5000 leaflets with information about the initiative and how a citizen could participate 4. At least 300 citizens were informed and encouraged to participate in the initiative 'Greenovate project' by filling a questionnaire about the initiative and the level of their participation. 5. At least 100 citizens were engaged in the stewarding of the window boxes in their neighborhood. 6. At least 100 students/parents/educators were engaged for stewarding and adaptation of a Green Area nearby their school or a youth creative center. 7. Training courses to schools, kindergartens and youth creative centers, university students for at least 300 young students in 10 schools of the town.



12. MUC-training for health - "Municipal Urban Cleaners on health and safety for better quality of life and well being"

Organization: Varna Economic Development Agency

Description of the Project:

The aim of the project is to up-skill Municipal Urban Cleaners (MUCs) with enhanced access to health & safety competency training for improved quality of life and well-being.

Stakeholders involved:

• Vulnerable group of urban cleaners – they will be involved in Health and Safety training • Municipal officials with responsibilities for organization, monitoring and control over the urban cleaning • Cleaning Services Organizations (SMEs) involved in the municipal urban cleaning • VET centres who provide professional training and qualification.

Learners in this initiative:

Municipal Urban Cleaners (MUCs); Municipality Cleaning Departments; MUC Representatives; Cleaning Services Organizations (SMEs)

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes:

Overcoming poverty, Gender equality, Sustainable urbanization

Starting year and duration:

1 November 2020- 31 October 2023

Geographical Setting:

Local, Regional, National, International

IMPACT:

This novel initiative increased participants' competence on health and safety issues of MUC being front line workers especially during public health emergencies such as the COVID-19 pandemic. MUC workers become able to (1) recognize and understand the importance of workplace hazards, (2) identify common workplace hazards, (3) understand how to reduce/control risks (4) know how to react in an emergency (5) know their safety-related rights and responsibilities at work and finally (6) know whom to talk to about health and safety issues at the workplace. The long term impact of the project is to improve the quality of life of MUC as well as their job satisfaction and performance. It will provide hands-on guidelines, evaluated practices and material that can be easily adopted by anyone interested. Furthermore, the e-learning platform, available in multiple languages, will be accessible after project completion. The project envisions to contribute to the specialized training received by MUC workers involved in urban waste cleaning and hence to the health and well-being of cities.

RESULTS AND EVALUATION OF THE INITIATIVE:

The MUC project aims to improve the health and safety of MUCs. The specific results and outputs include: 1. Developed an interactive training curriculum reflecting the specific needs of MUC and their supervisors 2. Increased knowledge, skills and competencies to be able to identify and control occupational hazards, motivate involvement and build ownership in safety culture 3. Evaluated the efficiency of an innovative educational practice, in health and safety, tailor made for MUC. 4. Established communication channels for hazard reporting so workers know who to contact and how to prevent a potential accident 5. Impacted VET and educational systems in accommodating changes to academic curricula for health and safety professionals.

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trainingforhealth.eu/](https://muc-trainingforhealth.eu/)

13. BLUESPROUT - Boosting blue Entrepreneurs' competences toward an environmental care ecosystem

Organization: Varna Economic Development Agency

Description of the Project:

The general objective of the BLUESPROUT project was to boost entrepreneurs' competences, to enhance their services and to support their competitiveness in marine sector at EU level. Specific objectives were:

- SO1: Improve the institutional ecosystem identifying best practices and replicable models.
- SO2: Train the trainers in order to support entrepreneurs and want to-be entrepreneurs in adapting their businesses to current market, where a large part of customers are interested in support environmental-sustainable businesses.

• SO3: Encourage the creation of new businesses focused on blue economy (touristic businesses mainly) with a business model which integrate business competitiveness/growth and environmental protection. The project aims at filling the gap of the skills related to the entrepreneurs of the maritime sector.

This was EU, Erasmus+ Program, K2 Strategic Partnerships with a lead partner Maltese Italian Chamber of Commerce (MICC), Malta) and partners: Varna Economic Development Agency (VEDA), Varna, Bulgaria, COOPERATION BANCAIRE POUR L'EUROPE (CBE), Brussels, Belgium, SOCIEDADE PORTUGUESA DE INOVACAO - CONSULTADORIA EMPRESARIAL E FOMENTO DA INOVACAO S.A. (SPI), Porto, Portugal, FVB S.R.L. (FVB), Ancona, Italy, University of Malta (IOM), Msida, Malta.

Stakeholders involved:

Educators, trainers, teachers which support entrepreneurs and business creation, entrepreneurs active in marine tourism, want to-be-entrepreneurs in marine tourism

Learners in this initiative:

Educators, trainers, teachers which support entrepreneurs and business creation, entrepreneurs active in marine tourism, want to-be-entrepreneurs in marine tourism

Educational Level/Setting:

Professional education

General focus of the initiative:

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes:

Gender equality, Economy, Sustainable tourism, Other (please specify)

Starting year and duration:

Start date 15-10-2018 / End date 14-01-2022

Geographical Setting:

Local, Regional, National, International

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IMPACT:

The impact on the designated target group: As a result of the studying of the training material produced they have the opportunity to reinvent themselves and their businesses, they will obtain new skills and competences to be used in their businesses or in the search of a new job in the field. Another possible impact for the ones who already have a job, is the possibility to be favored in the job scale thanks to the new expertise acquired.

- entrepreneurs: they enhanced their skills and key competences related to the coastal and marine touristic sector. At the same time BLUESPROUt project impacted on their awareness on the environmental matters and on the exploitation of regional and European funds, giving them better chances to be competitive in the market.

- want-to-be-entrepreneurs/workers: adults looking for a new job increased their chance to be recruited by SMEs of the sector, thanks to their improved competences. At the same time BLUESPROUt widened their vision of business, equipping them with the best innovative tools to compete in the market. Want to-be-entrepreneurs will be equipped with the best tools to succeed in the field of coastal tourism field.

- learners: BLUESPROUt fills the gap between training/educational programmes and the skills needed in the world of job. People aiming at working in the coastal and marine touristic sector increase their opportunities to be hired.

- want-to-be entrepreneurs: The future entrepreneurs will be equipped with a set of skills and competences thanks to which they were in a privileged position compared to others.

- educators/trainers/teachers: they had the opportunity to adopt the training contents (or a part of them) in their lessons and programmes.

RESULTS AND EVALUATION OF THE INITIATIVE:

Nowadays more and more jobs in coastal and marine tourism require management basic skills and other relevant skills and competences. This is where the partners of BLUESPROUt wanted to intervene and make an impact that goes beyond the production of training material. Multiplier transnational and national events enhanced exchange of knowledge between the target groups, VET and service providers, relevant authorities at local / regional level, professional associations, academic institutions, government services and policymakers at a national / European level. That is why multinational projects like BLUESPROUt are essential for the European feature development and contribute to SDG 4 Quality education, 5 Gender Equality, 6 Clean Water and sanitation, 8 Decent work and economic growth.



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14. The Your Business Success (YBS) project

Organization: Varna Economic Development Agency

Description of the Project:

The Your Business Success (YBS) project (<https://www.ybsproject.com/#about>) developed an innovative approach to enable the primary target group (aspiring entrepreneurs and business owner/managers of micro and small enterprises) to prepare practical and performance-focused business plans. This was achieved through the development of a new digital business planning tool and methodology supported by a new VET course and learning resources. The YBS digital business planning and management tool helped participants to prepare business plans where the enterprise's objectives linked and supported by operational plans, VET training and employee's skills, competences and performance targets.

YBS On-line Business Planning Tool (<https://www.ybsproject.com/planning-tool>) created under the YBS project is available to public in the European Union for digital business planning. This interactive resource is accessible for free registration and use in six languages.

The VET Course - a handbook and presentation and Best Practice Handbook: Planning for Business Success are also available for free downloading and use at <https://www.ybsproject.com/vet-course>

Stakeholders involved:

YBS Partners have tried to influence the strategies and initiatives supported and sponsored by a range of VET actors and stakeholders (e.g. regional/national government agencies, VET centres and education institutes, business support agencies and Awarding Bodies with responsibility for and/or an interest raising interest in entrepreneurship and the development of micro and small-medium enterprises).

Learners in this initiative:

The YBS primary target groups (learners) were the aspiring entrepreneurs and business owner/managers of micro and small enterprises, who acquired skills and competences to prepare practical and performance-focused business plans using the YBS On-line Business Planning Tool and YBS Best Practice Handbook: Planning for Business Success.

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Regional/international cooperation, Social entrepreneurship, digitalization of education

Themes:

Overcoming poverty, Gender equality, Economy, Sustainable production and consumption, Sustainable urbanization, Other (please specify)

Starting year and duration:

Start date 01-11-2018 / End date 28-02-2021

Geographical Setting:

Local, Regional, National, International

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IMPACT:

The impact of the YBS project refers to creation of a new and an attractive training course by partners from Bulgaria, Greece, the Netherlands, Portugal, Romania, and the UK, that promotes the use of innovative methods and a new pedagogical approach to the delivery of business and enterprise planning and management. Partners have created a new open education resource relevant to a wide range of different audiences including aspiring entrepreneurs, business owners and managers and enterprise support agencies and VET institutes engaging in enterprise training. Partners also sought to widen the impact of the project beyond the immediate target groups by preparing a good practice guide and in the form of a Best Practice Handbook: Planning for Business Success.

RESULTS AND EVALUATION OF THE INITIATIVE:

Participants in the training learnt about:

- the importance of business planning as a process,
- the key considerations when developing your business plan
- the use the YBS Toolkit and the YBS Business Planning Tool

The project contributed to SDG: 4 Quality education, 5 Gender Equality, 8 Decent work and economic growth, and 10 Reduced inequality.

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15. Blue economy digitalization skills for VET students (BlueDivet)

Organization: Varna Economic Development Agency

Description of the Project:

The BlueDivet project aims to design a specialization online course focused on the students in vocational training centers. It will provide them with the knowledge needed to increase their opportunities to work in the blue economy sector. They will learn how skills learned during their education need to be adapted to an environment as the ocean, the special requirement that the marine and maritime companies have and what the sustainable blue growth initiative is. Besides, they will be introduced to the blue entrepreneurship opportunities available in this sector. Project objectives 1. Follow an in-depth research and analysis at a European level of the demands and needs of the labour market to detect what the requirements of these companies related with the digitalization of their companies are. 2. Design and develop the complete online curriculum for VET, developing a pilot training for the students as well as a training for the trainers. 3. Launching a professional mentoring program for those students who are interested in entrepreneurship initiatives, as well as providing guidance in order to select mentors. 4. Design and launch of an online collaborative platform in order to foster the networking among students following the course and the companies where these skills are required and other potential stakeholders. 5. Organization of 4 face-to-face and 3 online Transnational Meetings for the project partners (every five months). 6. Organization of a Short-term joint teacher training event to ensure that all mentors are aligned with the strategy of BLUEDIVET using some procedures and approaching for supporting the students. 7. Organization of the BLUEDIVET final conference to be held in Cartagena (Spain).

Stakeholders involved:

Institutions active in the field of vocational education and interested in blue digitalization and entrepreneurship, such as public administrations, educational centers, research institutions, companies in the blue sector and NGOs, among others.

Learners in this initiative:

Students from partners countries (Bulgaria, Cyprus, Greece, and Spain), who want to work on blue digitalization as well as citizens, generally interested on blue growth and blue digitalization.

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes:

Economy

Starting year and duration:

January 2020 – January 2022 / Duration 25 months

Geographical Setting:

Start date 28.02.2022 –end day 31.08.2024/ Duration: 30 months

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IMPACT:

It was expected that over 600 individuals and organizations will benefit from involvement with the project and after its end, being directly made aware of the project's results and impact with the aim of impacting on a further 5,000 indirectly via publicity and dissemination activities. C-MAP contributed to SDG: 4 Quality education, 5 Gender Equality, 8 Decent work and economic growth.

RESULTS AND EVALUATION OF THE INITIATIVE:

Analyzing the digital competences demanded by the labor market within the blue growth field and compare them with those actually acquired by the professionals hired in the sector will help the BlueDivet project to propose complete curriculum for vocational training to narrow this gap and thus improve the employability levels. This will contribute to building evidence on the skills needs of the society through skills anticipation and will contribute towards SDG, namely 4 Quality education, 5 Gender Equality, 8 Decent work and economic growth.



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16. Coaching Maps (C-MAP)

Organization: Varna Economic Development Agency

Description of the Project:

C-MAP is a project co-funded by Erasmus+ program under the KA202 – Strategic Partnerships for vocational education and training that aims to help team leaders, managers, and organizations to improve the performance of teams and individuals using a new coaching methodology called C-MAPs.

The project helped VET teachers and trainers to enable team leaders and managers in Ireland, the UK, the Netherlands, Italy, Portugal and Bulgaria to implement effective work-based coaching, applying the intellectual outputs (IO), developed under the C-MAP project.

Stakeholders involved:

Vocational education institutions

Learners in this initiative:

Target Group 1 VET teacher/trainers (x 12 participants). They attended a Teaching, Learning and Training activity (C1) equipping them with the knowledge and competences to train 70 participants (team leaders and managers) to use the C-MAP methodology and C-MAP Toolkit in their own work place. / Target Group 2 Team leaders and managers (x 70 participants) learnt how to use the C-MAP methodology and C-MAP Toolkit within their own organizations to improve the performance of their teams and team members and to build/strengthen a coaching culture.

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes:

Overcoming poverty, Gender equality, Corporate responsibility, Economy, Sustainable tourism

Starting year and duration:

January 2020 – January 2022 / Duration 25 months

Geographical Setting:

Local, Regional, National, International

IMPACT:

It was expected that over 600 individuals and organizations will benefit from involvement with the project and after its end, being directly made aware of the project's results and impact with the aim of impacting on a further 5,000 indirectly via publicity and dissemination activities. C-MAP contributed to SDG: 4 Quality education, 5 Gender Equality, 8 Decent work and economic growth.

RESULTS AND EVALUATION OF THE INITIATIVE:

The project results include: 1. Developed and tested

a new work-based coaching methodology, VET Curriculum and course, available at <https://www.coachingmaps.eu/wp-content/uploads/outputs/High%20Performance%20Work%20Practices%20and%20C-MAP.pdf>

2. Developed and tested a new VET toolkit Coaching MAPS.

A Coaching MAP is a visual aide setting out key coaching questions and a coaching journey to address a work-based problem or challenge enabling team leaders and managers improve performance and productivity.

\C-Maps are available at <https://www.coachingmaps.eu/resources>

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17. Robots & SMEs (ROB-SME)

Organization: Varna Economic Development Agency

Description of the Project:

The understanding and implementation of robots and AI (Artificial Intelligence) into the workplace is becoming an increasingly important aspect of economic growth in Europe. In order to take advantage of the technological advances SME Managers need the appropriate tools (including skills and competencies) to evaluate the value of automation and how to integrate robots and AI into the workforce. SME Managers need to consider a range of strategic factors to integrate next-generation robots into their overall strategy. They need to re-think workflows - introducing autonomous units that can think and interact with a wider ecosystem requires a re-evaluation of workplace structure. They need to consider social factors - the introduction of robots requires an understanding of social context and how these they interact and communicate. The specific aim of the ROB-SME Project was to develop a series of training and support tools for SME Managers to enable them to assess the value of robots to their business development and sustainability and then effectively introduce them. These tools will include a best practice guide, self-assessment tools and an information exchange platform. Three Intellectual outputs (IOs) were created under the ROB-SME project: IO1: Robots/AI Introduction in SMEs: An Analysis IO2: Robots and AI Introduction: A Guide for SME Managers, incorporating Self-Assessment Tools IO3: Robots and AI in the Workplace Information Exchange Platform.

Stakeholders involved:

SMEs, training institutions, Policy makers and the general public included in the multiplier events, organized in Bulgaria, Ireland, Portugal, Slovakia, and UK, to be acquainted with project outputs and results.

Learners in this initiative:

Training institutions, SMEs managers and business leaders, young entrepreneurs.

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers.

Themes:

Gender equality, Economy, Sustainable production and consumption, Other (please specify)

Starting year and duration:

start date 01-09-2019 - end date 31-08-2021/ duration 24 months

Geographical Setting:

Local, Regional, National, International



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IMPACT:

- **Benchmarking:** The project included desk based work initially to cover the field i.e. literature detailing examples of the introduction robotics/AI in SMEs in Europe. **Analytical activities:** The project undertook an Europe-wide survey to determine the issues faced by SME Managers when considering the introduction of robots/AI into their organization and make recommendations as to what strategies they need to adopt to gain the best advantage from their introduction - Robots/AI Introduction in SMEs: A European Analysis.
- The results of the benchmarking and Europeans survey were developed into a Best Practice Guide for SME Managers. The issues addressed included (i) the initial financial impact on the business, (ii) the impact on the existing workforce, (iii) the impact on productivity and identify good practice and other identified issues - Robots and AI Introduction: A Guide for SME Managers, incorporating Self-Assessment Tools.
- **Information Exchange Platform:** Developed the technical architecture for the creation of an Information Exchange Platform that SME Managers can use to discuss issues of interest with other SMEs and where the Analysis Review Report, interactive self-assessment tools, Best Practice Guide will reside - Robots and AI in the Workplace Information Exchange Platform.

RESULTS AND EVALUATION OF THE INITIATIVE:

Benchmarking: The project included desk based work initially to cover the field i.e. literature detailing examples of the introduction robotics/AI in SMEs in Europe. **Analytical activities:** The project undertook an Europe-wide survey to determine the issues faced by SME Managers when considering the introduction of robots/AI into their organization and make recommendations as to what strategies they need to adopt to gain the best advantage from their introduction - Robots/AI Introduction in SMEs: A European Analysis.

- The results of the benchmarking and Europeans survey were developed into a Best Practice Guide for SME Managers. The issues addressed included (i) the initial financial impact on the business, (ii) the impact on the existing workforce, (iii) the impact on productivity and identify good practice and other identified issues - Robots and AI Introduction: A Guide for SME Managers, incorporating Self-Assessment Tools.
- **Information Exchange Platform:** Developed the technical architecture for the creation of an Information Exchange Platform that SME Managers can use to discuss issues of interest with other SMEs and where the Analysis Review Report, interactive self-assessment tools, Best Practice Guide will reside - Robots and AI in the Workplace Information Exchange Platform.

18. Young Blue Entrepreneurs Across the World(YBE)

Organization: Varna Economic Development Agency

Description of the Project:

Young Blue Entrepreneurs Across the World (YBE) activities were directed to support entrepreneurship of young men and women across the world in the field of blue economy. Lead organization of the project was Cabildo Insular de Gran Canaria – Consejería de Juventud e Igualdad (Youth and Equality Department) with participating VET centers and organizations for support of young entrepreneurs from countries in three continents: Africa (Ghana and Gambia), South America (St. Lucia and Jamaica), and Europe (Spain, Greece, and Bulgaria). The lead partner has organized a Blue Week under the project, which held in Las Palmas, Canary Islands between 2nd to 7th of April, 2014 full with training, learning, observation, and networking activities for the representatives of all the YBE partners. In the period 1 September, 2014 – 16 February, 2015 VEDA has initiated and organized training for young unemployed and social excluded young people in Varna to acquire a new profession in the area of Blue economy as drivers of boats/yachts up to 40 kt within the YBE project funding.

Stakeholders involved:

Government, municipal, business, non-profit, media, research, high educational, VET and other organizations, who were involved both in the activities realised in Spain (Las Palmas, Canary Islands) and in Bulgaria

Learners in this initiative:

1) Representatives of VET centers and organizations for support of young entrepreneurs from countries in three continents: Africa (Ghana and Gambia), South America (St. Lucia and Jamaica), and Europe (Spain, Greece, and Bulgaria); 2) Unemployed and low incomes' young people - for the training in Bulgaria.

Educational Level/Setting:

Professional education

General focus of the initiative:

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Train the trainers, Regional/international cooperation, Entrepreneurship with focus on Blue economy

Themes:

Overcoming poverty, Gender equality, Environment Climate, Economy, Sustainable tourism, Other (please specify)

Starting year and duration:

Start date 01-10-2013 - End date 16-02-2015 - 17 months

Geographical Setting:

Regional, International

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IMPACT:

The project contributed towards enhancement the entrepreneurial knowledge and skills of the young people and start-ups along with the provided opportunities for practical observation over the up-to-date and advance technologies in the area of the blue economy, ports' management, ocean lab research tools and equipment, business incubation and acceleration programs, organization of world class blue economy events (trade fairs, exhibitions, and symposiums) and many others.

RESULTS AND EVALUATION OF THE INITIATIVE:

1) Increase VEDA experience and capacity of the personnel for work on projects in the area of blue economy. 2) Delivering professional training programs for 30 young people that fall in the socially excluded group – i.e. unemployed, low income or with disadvantages. After the two groups of training, the young people were able to find a job as sea sailors on vessels or as drivers of boats/yachts up to 40 kt. 3) Available training materials for self-preparation for tests by young people who would like to be certified as drivers of boats/yachts up to 40 kt. Lessons learned: The global cooperation and networking among people from different nations, thanks to the EU supported projects, opened the horizons for new ideas and initiatives that could be implemented locally, to improve the economic situation and standard of living of people in less developed countries. This is a way for young people to have the option to travel and gain peer-to-peer experience; to touch to different cultures, history and traditions; to learn from doing and sites' observation.



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19. Start2Up - Support for Business Start and Development

Organization: Varna Economic Development Agency

Description of the Project:

The Start2Up project objective is to provide support to 50 potential entrepreneurs, representatives of economically vulnerable groups from Varna District, willing to start their own business, by providing trainings and services. It will be achieved through the following activities:

1. Recruitment of entrepreneurs through information campaigns;
2. Preparation and carrying out of 5 trainings in entrepreneurship;
3. Mentoring and consultations;
4. Business ideas contest with prizes.

Stakeholders involved:

Regional Agency for Entrepreneurship and Innovations - Varna- Lead partner Project partners: Aksakovo Municipality; Beloslav Municipality.(Note: VEDA representative took part as a trainer on “How to registered a company”)

Learners in this initiative:

The direct beneficiaries of Start2Up activities are people in an economically vulnerable situation, with a focus on the Roma, who face extremely serious barriers to their integration in the labour market. These are people living in Varna district, who would like to start their own business, in particular unemployed, inactive, people in economically vulnerable situation - women, young people and Roma.

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, start-up and entrepreneurial non-formal training

Themes:

Overcoming poverty, Gender equality, Environment Climate, Economy, Sustainable tourism, Other (please specify)

Starting year and duration:

01.03.2022 to 31.08.2023 / 17 months

Geographical Setting:

Regional, International

IMPACT:

Increased options for employment and self-employment of vulnerable groups of population, including young people and women.

RESULTS AND EVALUATION OF THE INITIATIVE:

Number of participants who have completed the entrepreneurship training - 50; - number of participants who have completed mentoring support for the realisation of their business ideas - 15; - number of participants, who have received business consultations in at least 3 sessions, on various topics - 35; - number of participants, connected with financial resources to support their business plans -12. Lessons: Cooperation with local self-government and training/academia institutions are essential both for involvement in the project people who are the most in need as well as qualified trainers and practitioners.

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20. Empowering Women in Agrifood (EWA) in Bulgaria

Organization: Varna Economic Development Agency

Description of the Project:

Empowering Women in Agrifood (EWA) is a project under the support of EIT Food (www.eitfood.eu) - the world's largest and most dynamic food innovation community. It accelerates innovation to build a future-fit food system that produces healthy and sustainable food for all. Regional Agency for Entrepreneurship and Innovations – Varna (RAPIV) is collaborating organisation to the European Institute for Innovation and Technologies - EIT Food for the implementation of EWA 2021 and 2022 for Bulgaria. The main objective of the programme is to improve the entrepreneurial skills of women, willing to start their own business in the agrifood sector. Within the programme, in 2021 and 2022 ten motivated women from the agrifood sector in Bulgaria were included in 6-months entrepreneurial programme tailored to create business solutions for specific challenges in the agrifood sector.

Stakeholders involved:

Regional Agency for Entrepreneurship and Innovations – Varna (RAPIV) is collaborating organisation to the European Institute for Innovation and Technologies - EIT Food for the implementation of Empowering Women in Agrifood (EWA) 2021 and 2022 for Bulgaria.

Learners in this initiative:

Motivated women from the agrifood sector in Bulgaria

Educational Level/Setting:

Professional education

General focus of the initiative:

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Regional/international cooperation, Agri-food sector, Female entrepreneurship

Themes:

Overcoming poverty, Gender equality, Economy, Sustainable production and consumption, Rural development, Other (please specify)

Starting year and duration:

From April to November 2021 and 2022.

Geographical Setting:

Regional, International

IMPACT:

1) Developed comprehensive educational program, during which the young women had the opportunity to acquire knowledge and skills to address certain challenges in the agri-food sector. The program and training materials will be used further by RAPIV and its member/partner organizations, including local universities, for educational purposes. 2) Increased management, planning, and marketing skills of female entrepreneurs and managers of start-ups in agro-food sector. 3) Increase women awareness and self-confidence towards success in their business endeavors. 4) Increase the visibility of the EIT Food at national level and the opportunities that this leading initiative in food innovation in Europe provides for start-ups and businesses as well as its work to make the food system more sustainable, healthy and trustworthy.

RESULTS AND EVALUATION OF THE INITIATIVE:

Results: RAPIV organized training, mentoring, and masterclasses for the selected 10 women entrepreneurs, participating in EIT Food EWA Programme (in 2021 and 2022). Throughout the training and events the participants had a lot of opportunities for networking and receiving expert advice from representatives of the start-up ecosystem. The activities ended with pitching events and awards for the best business ideas and achievements during the period at the size of 10,000 euro for the 1st place and 5,000 EUR – for the 2nd place.

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21. SWITCH Project: Sustainability, Waste, Innovation, Training and Community Hub

Organization: Léa Lafaysse, SWITCH Project coordinator at ATELIER D'éco SOLIDAIRE

Description of the Project:

The S.W.I.T.C.H. (Sustainability and Waste: Innovation, Training and Community Hub) is a social and ecological entrepreneurship project for young project leaders and young NEETs. It combines creativity with social innovation to meet the environmental challenges of our time. This project is led by a consortium of European actors with the aim of bringing together cultures and varied skills around two contextual axes:

- An environmental crisis: production of waste, depletion of resources, record ecological footprint. The population is more than consumption and does not have the right reflexes, in the possible use or reuse of bulky waste and waste resulting from economic activity.

- A social crisis: economic crisis, growing unemployment, increasingly marked inequalities, loss of meaning for certain young audiences at risk of exclusion. These young people are in search of meaning and have fewer opportunities for social, civic and professional education, in a society paradoxically based on overconsumption and a "throw-away" culture.

Social and professional insecurity makes it necessary to offer activities and projects linked to themes that create values for young people, relative to the social economy.

That is why SWITCH aims to reconcile these vulnerable categories through participation in this social and environmental entrepreneurship project as part of transnational cooperation to aggregate our different perspectives.

Stakeholders involved:

The project consortium (each partner provided a qualitative mentorship to the young participants), other local circular economy organizations/inclusive education actors for each country. They helped us to build the most accurate online course about entrepreneurship and took part to visits/mentorship program for the first phase of the project.

Learners in this initiative:

Young project leaders (between 16 and 30) linked to SSE and/or circular economy, young NEETs wishing to acquire more knowledges about the ecological transition and raise public awareness thanks to their research

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development, Regional/international cooperation.

Themes:

Environment Climate, Sustainable production and consumption.

Starting year and duration:

2 years (the project started in 2021)

Geographical Setting:

International

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IMPACT:

- Collective work with upcycling actors and other circular economy professionals - Collective emulation: discovering of other young participants' projects - Possibility to grow in a multicultural context and to discover other countries' social and ecological challenges - International networking - Better understanding of the different ways to get involved with the ecological transition - Integration into a group of pairs, possibility to work for common objectives, self-confidence and confidence into future - Improving of linguistic skills - Social diversity

RESULTS AND EVALUATION OF THE INITIATIVE:

Providing an opensourced course on internet implies to support it with a true mentorship programm to keep in touch with the participants. Young project leaders and NEETs became more self-confident and realized that they were legit to suggest and offer solutions to resolve ecological issues, but the 100% online format was less motivating as we expected. An international project including mobility could probably be more motivating for this public.



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22. THEMIS - Ecological intelligence for sustainable development

Organization: PISTES SOLIDAIRES

Description of the Project:

THEMIS is a Erasmus+ KA2 "school" project Pistes Solidaires is coordinating. It aims to develop, promote and disseminate ecological intelligence among adolescents. It targets secondary school students (14-17 years old) and their teachers. Themis aims to:

- understand the impact of our actions on the environment ;
- achieve a change of attitude,
- acquire and develop social values and a deep appreciation of the environment.

"Ecological intelligence" by Daniel Goleman, 2009

In 2009, the American psychologist Daniel Goleman (who had previously defined the term emotional intelligence) took up the concept of ecological intelligence. He defines it as "the ability to live with as little ecological impact as possible", adding that it is in fact "a necessary adaptation to an environment that is damaged by our own inability to make this leap of consciousness". The result of the project are a teacher training (20 learning modules), which primarily imparts knowledge, and methods using this knowledge to raise the awareness of students. The second project outcome focuses on students' understanding and action. The aim is for students to understand how their personal environment and behaviour is linked to complex environmental issues and what they can do to improve it. This toolkit is developed as a challenge game with videos and factsheets. The third project result are 20 case study videos.

Stakeholders involved:

Secondary school teachers in Spain, Slovenia, Turkey and France. The school partners actively support the development of the outcomes, give feedback, organise the testing of the tools

Learners in this initiative:

Secondary teachers and secondary students

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes:

Environment Climate, Sustainable production and consumption

Starting year and duration:

2022-2024

Geographical Setting:

International

IMPACT:

At this stage, they have only tested the teacher training. It was the basis for the development of the toolkit for the students. The evaluation of the learning modules has shown which of the topics the teachers find particularly important. They also developed a kind of eco-intelligence test for the students, similar to a personality test. This also allowed us to identify the topics where the students need more awareness and knowledge transfer.

RESULTS AND EVALUATION OF THE INITIATIVE:

At the moment we have learned that it is very important to actively involve the teachers in the development of these practical activities, because they know best where the possibilities and the limits are.



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23. EPICERIE SOLIDAIRE

Organization: En résidence HABITAT JEUNES

Description of the Project

The social and solidarity grocery stores are places where foodstuffs are distributed to destitute people. The foodstuffs come from the unsold goods of the supermarkets, collected by the Food Bank of the region and which are distributed in the social and solidarity grocery stores; This allows people to have access to a varied, affordable food (because often free) and to limit the food waste, and to create a place of meeting.

The solidarity grocery stores in the HABITAT JEUNES residences (housing dedicated to young workers), are set up with the participation of the young people, in the communication, the definition of the project (schedule, place of distribution, tariffs, organization...). They are involved in setting up the grocery stores to pick up the products, set them up, distribute them, tidy up, and take care of the cash register. They also offer cooking workshops to learn how to use the products and create moments of conviviality. The young inhabitants are therefore volunteers and users of the grocery store; they are involved in the global project, mobilizing skills in project management, team management, partnership, animation, budget management, decision making... the key steps in entrepreneurship. It should be noted that the setting up of a solidarity grocery store with the youth and by the youth, is done on a collective approach of entrepreneurship, of commitment.

Stakeholders involved:

Food aid associations (food bank), popular education association (Habitat Jeunes Pau Pyrenees), residents of HABITAT JEUNES residences and association professionals.

Learners in this initiative

All the stakeholders: young people first and foremost in the skills they develop, volunteers through the exchange of knowledge and professionals in their relationship with young people and the development of their practices.

Educational Level/Setting:

Professional education

General focus of the initiative

Learning for sustainability in formal, non-formal and informal settings

Themes

Corporate responsibility, Sustainable production and consumption

Starting year and duration:

Since 2016

Geographical Setting:

Local

Impact

Young people must be allowed to take the initiative and take part in projects for causes that are important to them. Involvement throughout the project and a reminder of the meaning and usefulness of the project will ensure that participation lasts and that the project is sustainable over time. A coordinator is needed to ensure that the right thing is done and to reassure the people involved.

Results and evaluation of the initiative:

Young people need to be allowed to undertake and take part in projects for causes that are important to them. Involvement throughout the project, and a reminder of the meaning and usefulness of the project, will ensure that participation lasts and that the project is sustainable over time. A coordinator is needed to guarantee that this is the case, and to reassure those involved.

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24. National Service Learning Awards (Premios Nacionales de Aprendizaje Servicio)

Organization: RED ESPAÑOLA DE APRENDIZAJE-SERVICIO

Description of the Project

Competition for educational projects using the Service-Learning methodology, which focus on connecting student learning and work with the SDGs.

Stakeholders involved:

Competition for educational projects using the Service-Learning methodology, which focus on connecting students' learning and work with the SDGs.

Learners in this initiative

Teachers and students from different educational stages.

Educational Level/Setting:

Spanish Network of Service-Learning

General focus of the initiative

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Research and development, Regional/international cooperation

Themes

Overcoming poverty, Gender equality, Ethics, Peace, human rights and security, Environment Climate, Rural development

Starting year and duration:

Since 2015

Geographical Setting:

National

Impact

More than 4,000 organisations and educational centres have participated, with more than 2,000 educational projects with a social impact having already been registered.

Results and evaluation of the initiative:

A way of generating impact and promoting dynamics that connect schools and vocational training (there are three specific awards) with social entrepreneurship. To promote methodologies that bring the school closer to the environment and social agents



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25. ODS LOCAL ANDALUCIA

Organization: Fondo Andaluz de Municipios para la Solidaridad Internacional

Description of the Project

Intercooperation space to promote from and within the local entities of Andalusia the implementation of social and business projects connected to the SDGs.

Stakeholders involved:

Local Authorities

Learners in this initiative

Municipalities, companies, social entities, educational centres

Educational Level/Setting:

Professional education

General focus of the initiative:

Policy, regulation, governance, Research and development, Regional/international cooperation

Themes

Corporate responsibility, Economy, Sustainable production and consumption, Sustainable urbanization, Sustainable tourism, Rural development

Starting year and duration:

Since 2019

Geographical Setting:

Regional

Impact

Many entities evaluate their process of incorporating the SDGs into their operation and structure thanks to tools for monitoring and evaluating the situation of the entity with respect to the different SDGs and their targets.

Results and evaluation of the initiative:

Tools for self-assessment of the current situation:

<http://odslocalandalucia.org/index.php/encuesta/quizzes/evalua-las-metas-en-las-que-trabajas>

Guide and itinerary for incorporating SDGs into the organisation:

<http://odslocalandalucia.org/index.php/encuesta/quizzes/sigue-el-itinerario-para-alinear-tu-trabajo-con-los-ods/ruta-ods/play>



Fondo Andaluz de Municipios para la
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26. Cooperative ODS College (Colegio ODS Cooperativos)

Organization: UECOE

Description of the Project

Certification of good practices related to the SDGs within the educational field of cooperative schools in the Spanish territory. The aim is to generate a resource bank of good practices that standardize the use of the SDGs within the educational sphere. To this end, participating centers will be certified with an identifying seal that accredits the work carried out by the center connecting its educational project with the SDGs.

Stakeholders involved:

UECOE and the other cooperative associations in the different autonomous communities.

Learners in this initiative

Institutions are aware of the work that schools are doing to promote the SDGs and schools and teachers themselves are aware of other good practices.

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers, Research and development

Themes

Overcoming poverty, Gender equality, Ethics, Peace, human rights and security, Environment Climate

Starting year and duration:

Since 2022

Geographical Setting:

National

Impact

The aim is to generate a resource bank of good practices that standardise the use of the SDGs within the educational sphere. To this end, participating centres will be certified with an identifying seal that accredits the work carried out by the centre connecting its educational project with the SDGs.

Results and evaluation of the initiative:

Establishment of a seal, minimum standards to consider that an educational institution is working on the SDGs in its institution.

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27. Doing Business Differently (Entreprendre autrement)

Organization: Société Coopérative d'Intérêt Collectif - SCIC

Description of the Project

Accompanying social entrepreneurs in testing and developing their activity in a collective and supportive framework. Raising awareness, informing local actors, including local authorities, about the ESL and collective entrepreneurship. Gender equality: co-organisation of testimonies on women's entrepreneurship in the form of debates and exchanges. We welcome entrepreneurs who regularly offer workshops on our site for other social entrepreneurs, such as environmental management, responsible digital management and health protection in relation to the environment.

Stakeholders involved:

SCIC support team, local players in business start-up support: information, awareness-raising and training in ESOS and collective entrepreneurship.

Learners in this initiative

Local players, including local authorities, and entrepreneurs wishing to test and develop their businesses

Educational Level/Setting:

Further and Higher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Regional/international cooperation

Themes:

Economy, Sustainable production and consumption, Rural development, Gender equality

Starting year and duration:

Since 2013

Geographical Setting:

Local

Impact:

Creation of a network of solidarity entrepreneurs in the region. Raising awareness of ESOS among local players. Enabling women to set up their own business.

Results and evaluation of the initiative:

Cooperation is a lever for creating activities and jobs in a region, with a focus on environmental topics and gender equality. We are about to launch a new project: a youth cooperative enterprise: Deconstruction and re-use of building materials.



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28. Metroloco

Organization: CBE du Seignanx

Description of the Project

Metroloco is a cooperative youth enterprise, with young people aged 17 to 25 running a beach restaurant in a cooperative format, with specifications for suppliers and the food they work with: local, organic and as fresh as possible. Metroloco is a restaurant run by young cooperants, within a not-for-profit cooperative. The project as a tool for developing the skills of young people, enabling them to gain self-confidence and autonomy.

They learn about:

- Entrepreneurship in all its facets, from production to support functions (planning management/accounting, etc.);
- The cooperative model and the social and environmental economy.
- Participation in major local and regional issues, such as the work being done on local food circuits.

Stakeholders involved:

Members of the Pole territorial de cooperation economique, local youth players, local authorities.

Learners in this initiative

The restaurant's partners

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes

Economy, Sustainable production and consumption

Starting year and duration:

Since 2019

Geographical Setting:

Local

Impact

This experience enables the young people to identify the impact they can have on their local area and their future by:

- become aware that they have the resources to build projects for their region and for their personal development
- discover the Social Solidarity Economy through a cooperative dynamic
- apply their theoretical knowledge of business management acquired during their school career.

Results and evaluation of the initiative:

Year-on-year increase in ultra-local suppliers within a 20km radius, today menu is over 70% local and organic. The first group was formed in 2019, and thanks to the richness of their different past experiences, everyone was able to find their place in this project. Every year since then, Metroloco has recruited young people with a wide range of backgrounds. Profiles who, throughout the season, learn how to manage a business and to test their skills.

**CBE du Seignanx
France**
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29. Centres committed to the SDGs (Centros comprometidos con los ODS)

Organization: NGO Madre Coraje

Description of the Project

"The project aims to promote the commitment of Andalusian schools to the Sustainable Development Goals. To this end, work will be carried out at the institutional level during two school years with 10 secondary schools through a roadmap that will culminate with the integration of the 2030 Agenda in the school plans and the achievement of a distinctive recognition of the commitment. On the other hand, the capacities of 100 teachers will be strengthened by increasing their knowledge of the 2030 Agenda and Development Education methodologies. In this line, we will accompany 20 of them through itineraries to experience innovative methodologies in the classroom and design action-oriented proposals with a gender perspective and special focus on the SDGs and migration. A total of 500 students will participate in them. Actions will be promoted at the center level in favor of the SDGs with the involvement of the educational community and families. The experiences will be systematized and disseminated through a publication and the celebration of a conference."

Stakeholders involved:

Andalusian Agency for Development Cooperation provided the funding.

Learners in this initiative

Schools and teachers

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes

Overcoming poverty, Gender equality, Ethics, Peace, human rights and security, Environment Climate, Corporate responsibility, Economy, Sustainable production and consumption, Sustainable urbanization

Starting year and duration:

Since 2022 for 3 years

Geographical Setting:

Regional, National

Impact

A group of educational centres and teachers are being trained and advised on the inclusion of the SDGs in formal education at different educational stages. More than 20 educational centres are working under this initiative.

Results and evaluation of the initiative:

Interesting pedagogical methodology to implement the SDGs in the educational curriculum. Use of Service Learning.



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<https://www.madrecoraje.org/>

30. “Counting the Change” competition (Concurso ‘Contando el cambio’)

Organization: NGO Madre Coraje

Description of the Project

TELLING THE CHANGE is a story contest about sustainable development and migration. Through it, we wish to collect and disseminate ideas that help to open minds, to raise awareness and imagine alternative ways of relating to people and the planet. It is also an invitation to achieve a reconciled world, free of inequality and poverty, that cares about the needs of the planet and the complex processes that, like migration, can be managed with equity and justice.

The 2030 Agenda and its 17 Sustainable Development Goals (SDGs) can be a good starting point to identify issues that appeal to us as global citizens and around which to devise stories of change. Also to connect what is close to us with what is happening in other parts of the planet and make visible the interrelationships that exist so that we can recognize our role in them and assume our share of responsibility to be part of the change that the world needs.

Stakeholders involved:

Educational centres. Encouraging and motivating students to participate with stories and reflections on the proposed theme and its connection with the SDGs.

Learners in this initiative

Students

Educational Level/Setting:

Teacher education

General focus of the initiative:

Research and development, Regional/international cooperation

Themes

Peace, human rights and security, Sustainable production and consumption

Starting year and duration:

2022-2023

Geographical Setting:

Regional, National

Impact

The competition is open to members of the educational community of schools participating in the project Leaving No One Behind: Schools committed to the 2030 Agenda. There are 3 categories for the competition:

Category STUDENTS

Subcategory 12-15 years old

Subcategory 16 years and older

Category TEACHERS

FAMILY AND ADMINISTRATIVE AND SERVICE STAFF (PAS) Category

Participants can only compete in one of the 3 categories and submit a maximum of 2 stories. The stories must be original works written during the academic year 2022-2023. Stories written by more than one author can only be entered once and will be submitted through one of the co-authors who will represent the other authors.

Results and evaluation of the initiative:

Critical and reflective thinking. The creation of competitions can be an interesting tool to test the level of internalization of thinking processes and motivation regarding the topics worked on in the classroom and their connection with the SDGs.

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31. Feminisation of male jobs in rural areas (Feminización de empleos masculinos en el ámbito rural)

Organization: Manuel Ramón Segura Mancha

Description of the Project

Training for women in rural areas in the profession of master millwright in the olive industry.

Stakeholders involved:

Fundación Peña Luna as promoter of the training action.

Learners in this initiative

The trainee receiving the training action

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes

Overcoming poverty, Gender equality, Corporate responsibility, Sustainable production and consumption, Rural development

Starting year and duration:

2022 with a period of 24 months

Geographical Setting:

Local

Impact

Training of a woman in the acquisition of professional skills in the milling of organic olive oil.
<https://youtu.be/B36kPT0OBcs>

Results and evaluation of the initiative:

Very positive results as she has been trained and is now developing professionally.



Maestra Almazara

España, Manuel Ramón Segura
Mancha

670667685

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aovepenaluna.com

32. Fund for the development of social and solidarity economy networks (Fondo para el desarrollo de redes de economía social y solidaria)

Organization: FonRedess

Description of the Project

FonRedess is a fund for the support and accompaniment of social entrepreneurship projects through the granting of interest-free monetary aid, which we call repayable aid. In this way, we channel economic resources that generate a social impact and transform the territory through small projects led by great people. These are monetary aids for social and solidarity economy projects, with a maximum of €6,000 per project and €5,000 for each job created, not exceeding €10,000 of total aid.

Stakeholders involved:

We work with people and organisations that promote transformative social entrepreneurship. We participate by setting up a revolving fund of interest-free mutualised loans.

Learners in this initiative

Entrepreneurial individuals and organisations. organisations that train and support social entrepreneurship training, organisations that work with socially and financially excluded groups. organisations that provide financial intermediation products and services adapted to financial exclusion.

Educational Level/Setting:

Professional education

General focus of the initiative:

Regional/international cooperation

Themes

Overcoming poverty, Gender equality, Ethics, Peace, human rights and security, Environment Climate, Corporate responsibility, Economy, Sustainable production and consumption, Sustainable urbanization, Sustainable tourism, Rural development

Geographical Setting:

National

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fonredess.org

33. 1st Business and Administration Conference "Business Differentiation - Cooperative Entrepreneurship (II jornadas de administración y comercio "diferenciación empresarial- Emprendimiento cooperativo)"

Organization: TEAR Soc. Coop. And. - CES. SANTIAGO RAMÓN Y CAJAL ANA DEL RÍO PORTERO

Description of the Project

"Business differentiation. Cooperative entrepreneurship" is the title of the second conference that the ESC is organising for the second time.

S. Ramón y Cajal is organising for its students belonging to the Administration and Commerce department, with the aim of connecting the productive fabric, institutions, teachers and students, trying to unite academic and labour aspects. For five days, different professionals, specialists, former students and representatives of institutions and public bodies will involve students in activities such as lectures, round tables, workshops, competitions.

round tables, workshops, competitions... that will deal with Business Management, Entrepreneurship and Cooperativism, Insertion into the labour market and Cooperativism, Job placement and Communication and Marketing.

A project that will take place in multiple spaces both in the school, as well as in the School of Covirán Foundation's School of Commerce and the assembly hall of Caja Rural Granada, sponsors and collaborators of this project along with other collaborators of this project together with other companies and institutions such as TERCETO, Anaya, FAECTA and TEAR.

Stakeholders involved:

Vocational education institutions

Learners in this initiative

Social Economy Enterprises, Public Institutions and Teachers

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes

Corporate responsibility, Economy, Sustainable urbanization, Sustainable tourism

Starting year and duration:

2022 with a period of 24 months

Geographical Setting:

Local

TEAR Soc. Coop. And. - CES.
SANTIAGO RAMÓN Y CAJAL ANA DEL
RÍO PORTERO SPAIN
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Impact

The most important and essential resources for the success of this conference are the human resources. Among them we must include all the invited staff (48 people), who have facilitated each of the activities, the technical-computer staff, who facilitated the possibility of being digitalised at all times, and the teaching staff of the Administration and Commerce department of the centre. at all times and the teaching staff of the Administration and Commerce department of the centre. In terms of space and materials, the CES. Santiago Ramón y Cajal has an assembly hall with a capacity for 110 people capacity for 110 people and a fairly large classroom with a capacity for 60 or more people. Both spaces are equipped with a projector, a projection screen, and computer and audiovisual equipment to be able to carry out the different activities. audiovisual equipment to be able to carry out the different activities. The auditorium will also have several hand-held microphones. In addition, thanks to the sponsorship of entities such as Fundación Caja Rural Granada and Fundación Covirán, we have the possibility of holding the activities in venues such as the Auditorium of the Fundación Caja Rural Granada, for the opening day. Rural Granada, for the opening day and the training room of the Escuela de Comercio de la Fundación Covirán, at our disposal. Covirán Foundation, at our disposal for two days. Both alternative spaces have all the necessary necessary means for the development of the proposed activities.

Results and evaluation of the initiative:

They have achieved what they had planned, to carry out five days of conferences for thei students with different themes and multiple activities.

The indicators are:

- 93% attendance at the conference.
- 182 diplomas given to those who had filled in their "Cartilla de Sellos" with a sticker in each activity (15 people).
- a sticker in each activity (15 stickers).
- 38 diplomas awarded to those who completed the Mini Workshops on Job Orientation.
- 14 groups participated in the Entrepreneurship Competition, of which three reached the final phase and were rewarded.
- three of them reached the final phase and were rewarded.

34. The Forest of Stories (EL Bosque de los cuentos) - DH Generation

Organization: Colegio Antonio Gala

Description of the Project

Project carried out by students of 2nd year of Basic Vocational Training in which, after analysing through a process of surveys the concerns of the population of Dos Hermanas, they defined an action to improve a public space, the Hermanas, they defined an action aimed at improving a public space, the Dehesa Doña María Forest Park, by means of a resource for the Dehesa Doña María Forest Park, by means of a resource to promote family reading in an interactive and playful way. This ApS project was based on the analysis of the social situation in our city through a survey carried out by the students.

through a survey carried out by the pupils in collaboration with a local newspaper, La Semana de Dos Hermanas. With the results, the students began to analyse the results, categorise them and create areas of interest and impact.

After this analysis of the situation, with respect to the problems raised by the population in the surveys, a phase of idea generation began which, step by step, using Design Thinking methodology, led to the creation of the project. Design Thinking methodology ended up creating the project "El Bosque de los Cuentos" (The Forest of Stories). This project in the 2nd year of Basic Vocational Training was carried out as part of an initiative that has already been consolidated at this stage, called "The Forest of Stories".

called "DH GENERATION", the main objective of which is to promote social involvement, entrepreneurship and initiative in the students of FPB of our centre. Thus, in this second year of life, this stage project is consolidated, which has the ApS as a fundamental core.

Stakeholders involved:

Vocational education institutions

Learners in this initiative

Dos Hermanas Town Council, NGOs, Vocational Training Students

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development

Themes

Ethics, Environment Climate, Corporate responsibility, Sustainable tourism

Starting year and duration:

2022

Geographical Setting:

Local

Impact

The evaluation of the project can only be considered as highly positive from all aspects. In terms of the students' motivation, it has been revealing to see how they have become involved with their city, empathizing with many of the problems. Beyond the action finally defined to be carried out, the group did a very interesting job of getting to know the city: realities close to them, many of them directly affecting their family or their families or themselves. At a competence level, it has meant an extraordinary training of the skills required by the subject curriculum, and it has meant an extraordinary training of the skills required by the subject curriculum, providing an opportunity to generate varied contexts and learning spaces that have made it easier to cover very heterogeneous evaluation criteria. In terms of self-esteem and empowerment, the VET students, who are so in need of confidence and personal growth, have felt the importance given to them by the centre, the teaching staff, but above all, the institutions that have recognised them, the City Council, the local and regional press and recognised social entities. A unique experience as a teacher and eternal learner. For me, as a person and a professional, it continues to be a way of working that stirs me and motivates me to keep on creating powerful and meaningful resources for mutual learning with students.

Dissemination

The project has programmed work emphasizing the importance of communication and dissemination of an entrepreneurial project in order to reach its beneficiaries.

The importance of advertising language, design, and marketing. In fact, they have received workshops to meet these curricular evaluation criteria:

- Marketing, design, and communication workshop by 75 Creativos:

<http://dhgeneration.es/2022/01/20/disenamos-el-impacto-y-la-comunicacion-del-proyecto/>

- Journalistic language workshop by Periódico La Semana:

<http://dhgeneration.es/2022/02/14/aprendemos-sobre-entrevistas-y-difundimos-nuestro-proyecto/>

On the other hand, many actions have been developed that have been disseminated by the entities that have collaborated and the local media themselves. The following are the most relevant ones:

- News of the start of the Project:

<https://periodicolasemana.es/20220309/102267/aulas/el-bosque-de-los-cuentos-nuevo-proyecto-de-animacion-lectora/>

- Publication of the project in municipal social media:

<https://www.facebook.com/aytodoshermanas/posts/>

- News from Correo de Andalucía:

<https://elcorreoweb.es/provincia/un-paraje-entero-dedicado-a-la-lectura-KL7872297>

- News from EuropaPress:

<https://www.europapress.es/andalucia/sevilla-00357/noticia-dos-hermanas-sevilla-inaugura-bosque-cuentos-fomenta-lectura-entorno-natural-20220420153731.html>

- On the project's website, ApS DH GENERATION of the student body, you can find other news more local news that shows the dimension that the project has acquired and that we are very proud of.

<http://dhgeneration.es/proyecto-21-22/>

This last one, with the website's blog as the protagonist, has been undoubtedly the most important, as it has not only disseminated, and structure the initiative developed, it has also been a portfolio for the students of the work carried out throughout the course. The web has been undoubtedly the most important of all, because in addition to disseminating, shaping and structuring the initiative developed, it has been a portfolio for the students of the work carried out throughout the course, making it another pedagogical tool in the teaching-learning process. Not only a means of dissemination.

35. INCLUSIVE MUNICIPAL SCHOOL FOR CHILDREN WITH DISABILITIES IN DOS HERMANAS (ESCUELA MUNICIPAL INCLUSIVA CON NIÑOS CON TEA EN DOS HERMANAS)

Organization: ERGOS FP

Description of the Project

Service project of the ERGOS FP students in Dos Hermanas to the Sports Delegation of the Sports Delegation of the City Council of Dos Hermanas, where a municipal sports school has been created with the main aim of a municipal sports school has been created with the main objective of achieving the integration into in leisure, sport and health activities for boys and girls with ASD. Our students of the CFGSTSIS (Social Integration) with the the hand of the teachers, in cooperation with professional specialist in working with the with people who suffer from with autistic spectrum disorders, generated an inclusive municipal sports school plan inclusive municipal sports school plan in which have made it possible for 13 children children from our town have been able to have been able to enjoy a service which has not existed and whose families families had been asking the Town Hall for some time. for some time. In the project, led by this group of students from the Social Integration sector, has involved other other students from the forma of Early Childhood Education. Education, thus being a global project that has imbued the centre with a spirit of collaboration and a very strong respect and awareness about Autistic Spectrum Autistic Spectrum Disorders. It should be noted that the preparation and programming of this project has been developed during school hours, and the implementation in the afternoon, as part of their subject. during school hours, and the execution in the afternoon, as part of their subject "Promotion of personal and social autonomy".

Stakeholders involved:

Dos Hermanas Town Council, Families and children with Autism, Associations, Social Services

Learners in this initiative

VET students and children with Autism

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes

Ethics, Peace, human rights and security, Corporate responsibility

Starting year and duration:

2019

Geographical Setting:

Local

Impact

It is a project that has had considerable social repercussions, reaching several media outlets and, above all, being highly valued by families and groups linked to the media and, above all, being highly valued by families and collectives linked to Autism. Next, we indicate a series of interesting links that show the diffusion that this ApS has had, both in its first approach in the first year of the project and in the first year of the project. This ApS has had, both in its first approach last year, and in the entirely experience developed entirely by the students of Social Integration in the academic year 20/21.

- Publication in the ERGOS Blog to share the project in the community.

[educaDva hips://projectergos.com/aps-auDsmo/](https://projectergos.com/aps-auDsmo/)

- Contact Platform during Confinement

<https://www.doshermanas.net/mantente-activo-a-en-casa/>

- Publications in Dos Hermanas newspapers

Results and Evaluation

It is undoubtedly a project with a strong link to several SDGs and although we could obviously link it to the SDG on Quality Education we could obviously link it to the SDG of Educational Quality due to the innovative practice that this practical and effective way of and effective way of learning professional competences in VET, we have focused on the skills, we have focused our reference on the reduction of inequalities. The ASD group generally suffers from a lack of public resources and services in comparison to normal users. Public resources and services with respect to normal users, so that many axes related to inequality are being related to inequality are being addressed by this project.

CFGS TSIS - ERGOS FP



ERGOS FP
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36. Wakanda Forestal - DH Generation

Organization: Colegio Antonio Gala

Description of the Project

The project of DH Generation of the Bilingual School Antonio Gala of Dos Hermanas: A learning opportunity that uses the Service-Learning methodology, to "learn by being, learn by learning learning by feeling", something that brings so many benefits to the context of teaching and learning in Basic Professional and in Basic Vocational Training, where we find a profile of students with very diverse needs. students with very diverse needs. As always, we start with a first step in which we try to feel their closest environment and, after surveying the pupils and, after surveying the local citizens, we studied the answers to extract what was worrying them. The answers were studied to extract what our neighbours were concerned about. What was particularly striking was that especially striking was that both the younger and older population pointed to the parks and gardens, which were and older people pointed towards parks and gardens. Some because they wanted to enjoy such an environment, others because they environments, others because they wanted to have an area where they could take the youngest members of the household, to play sport or do some kind of activity. For this reason, it was concluded that the green lungs in urban areas provide a large number of benefits and that they are a very important and become a necessary element in urban planning. In this line of research, we saw that the City Council itself had a project to enhance the value of this resource, which was a value of the resource, which was a sign that this was the way to go and to invest in. This is how the Wakanda Forestal project was born.

Stakeholders involved:

Dos Hermanas Town Council, Environment, NGOs

Learners in this initiative

VET Students

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings,
Research and development

Themes

Ethics, Environment Climate, Sustainable urbanization, Sustainable tourism

Starting year and duration:

2023

Geographical Setting:

Local

Impact

In terms of DIFFUSION, it is worth highlighting the space offered by both the website and the ApS blog, the Youtube channel and the Instagram account, the ApS blog, the Youtube channel (@WakandaForestal) all of which are managed by the students, who have been in charge of taking the photos and writing the entries and posts. entries and posts. But also the publication made by the newspaper La Semana de Dos Hermanas.

Results and Evaluation

The students not only put the project to the test but also put themselves to the test. Here, above all, we managed to break down barriers that many of them had in terms of communication and to dismantle stereotypes of third parties and very strong negative structures about their self-concept. It was an ideal opportunity for the boys and girls to take control of their learning and to and feel empowered. It was nice to see them so involved to the younger ones, but there are no words to describe the change that it made in them to participate in this they felt when they participated in this fair. The students were able to interact with other profiles of the same age, in other contexts. It was wonderful to see them the next day brainstorming ideas for next year's project, with a huge smile, happy with what they were doing in the classroom. they were doing in the classroom. The evaluation was overall very positive.

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37. Digitising Our Seniors

Organization: Colegio Antonio Gala

Description of the Project

The FPB students come to the Municipal Library to give basic computer courses, specifically in the use of mobile devices and computers, to older people in the city of Dos Hermanas in collaboration with the City Council. In addition, the use of other applications such as Click Salud, Whatsapp, Facebook, etc... is proposed. The aim is to be able to provide access to any digital tool that older people may require.

The courses have a duration of 5 days, 3 hours of class each day, in which a group of older people between 5 and 8 attend as users. The FPB students have elaborated a specific programme (attached in the following sections) to be carried out, adapting at all times to the needs of the elderly users, which has been established as no younger than 60 years old. On the other hand, it is proposed to act in a similar way in the old people's home near the library, in order to bring the service closer to everyone in case they are unable to travel. The students also produce audiovisual material, which they share through social networks, in order to publicise how the library works, its services, how it is structured, by posting it on the Facebook network. In other words, the services and resources that exist in public libraries are also made visible in order to promote their use.

Stakeholders involved:

Dos Hermanas Town Council, Residencia de la tercera edad, Social Services

Learners in this initiative

VET Students

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes

Ethics, Peace, human rights and security, Corporate responsibility

Starting year and duration:

2023

Geographical Setting:

Local

Colegio Antonio Gala
lauramartinmaroto@gmail.com
Spain
www.galacolegio.com

Impact

The main communication channel for the project has been the library's official social networks, <https://www.facebook.com/bibliotecadoshermanas>, which makes the students much more aware of the impact of the service and what they are doing. In addition, the library has networks with a large number of followers that are gathering opinions from the elderly people who receive the service... In other words, it is helping to ensure that the project has a greater impact and that the students themselves are aware of the importance of what they are doing and are empowered to see that they are capable of carrying out useful actions and that they are capable of doing something that is useful to them.

that they are capable of carrying out actions that are useful and valued by other people and the municipality itself through the City Council.

Results and Evaluation

The service consisted of researching and identifying the needs of older people in terms of new technologies, getting to know the municipal library and the services and social demands it has in order to create synergies and, making use of the knowledge the students have and the curricular learning that comes with it, to carry out a course of 5 sessions of 3 hours each, a total of 15 hours in duration, to be able to give it to a group of older people and using the knowledge that the students have and the curricular learning that the FPB of Computer and Communications entails, to carry out a course of 5 sessions of 3 hours each, a total of 15 hours of duration, to be able to give it to a group of elderly people. After the organisation and running of the course, new needs have been detected, such as the impossibility or complexity of mobility of some elderly people, and so we are considering taking the course to the facilities of the Municipal Residence for the Elderly so that this difficulty is not a problem for accessing the training. In short, they have generated the whole process of design and delivery of training adapted to the digital needs of the elderly. This has been a very powerful process as the Municipal Library of Dos Hermanas is fully involved. Being able to carry out the service in this connection with the public means that the service acquires a greater dimension and the students themselves become much more empowered as they experience the impact of their work and the importance of what they do to improve their lives.

38. Progress (PROGRESSIO)

Organization: TEAR - CES RAMON y CAJAL

Description of the Project

With the aim of redirecting teaching practice and the way of understanding the new needs of young people, the CES S. Ramón y Cajal we have developed an innovative project, under the title "PROGRESSIO. Reprography and Library"; inspired by the educational proposal of Service-Learning (APS). This is an innovative initiative, carried out by the students of the Basic Vocational Training course in Administrative Services, which aims to foster motivation among young people and to apply the theoretical among young people and apply the students' theoretical training, in the classroom, to the practical case of a company's of the operation of a company. In this way, the project provides, in addition to training for students, a reprographic and library service for the more than 1,200 people who make up the educational community of the people who make up the educational community of our centre, both teachers and pupils, as well as students.

Stakeholders involved:

School Community

Learners in this initiative

VET Students

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes

Corporate responsibility, Economy, Sustainable production and consumption

Starting year and duration:

2022

Geographical Setting:

Local

Impact

In order to disseminate the PROGRESSIO project and its services, different publications have been produced through articles on the centre's website (<https://www.cesramonycajal.com>), on physical posters and on our social networks (Instagram and Facebook). In this way, the repercussion of the project has gone beyond the walls of the centre and has spread outside and spread to the outside world, serving as a model for society.

Results and Evaluation

With the aim of disseminating our way of understanding education and promoting the motivation and role of our students in the PROGRESSIO project. motivation and the role played by our students in the PROGRESSIO project. Reprography and Library Service, the students and teachers of FPB of CES. S. Ramón y Cajal have worked in coordination in the elaboration of a promotional video, under the title "Our FPB, which aims to show the daily life, work and values of our training cycle.

TEAR Soc. Coop. And. - CES.
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39. Integrating Tide (Marea Integradora)

Organization: La Espiral Educativa SCA

Description of the Project

In the free configuration subject, taken in the 2nd year of the Higher Degree in Social Integration at the Railway College Integration at the Colegio Ferroviario, every year we set up a school cooperative, called "Marea Integradora". School Cooperative, called "Marea Integradora". At the beginning of the school year, in an assembly, we the topics to be worked on and the actions to be developed. In September 2022 it was decided to start an advocacy campaign related to the issue of Inclusive Leisure in the city of Cordoba, with the intention of the city of Cordoba, with the intention of making consumerist and exclusionary leisure visible, in addition to claim for an inclusive, healthy and sustainable leisure. After several street actions, the campaign ended in the Municipal Plenary of our city, with the presentation of 7 concrete proposals that were unanimously approved by all political parties. We are currently waiting for these concrete and tangible proposals to become a reality.

Stakeholders involved:

Cordoba City Council, Associations, Educational Centres

Learners in this initiative

VET Students

Educational Level/Setting:

Higher Vocational Education and Training students

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development

Themes

Gender equality, Ethics, Peace, human rights and security, Corporate responsibility, Sustainable tourism

Starting year and duration:

2022

Geographical Setting:

Local

Impact

We have already told how we have been weaving this advocacy campaign with the social collectives around us. Now we are going to show some images of the main main dissemination channels, trying to reach the unorganised population, as well as the repercussion obtained in the media.

Results and Evaluation

Networking has been a constant feature of our work, being particularly significant at the following moments particularly significant at the following moments:

A. Research phase. We approached different social collectives (formal or informal) to get to know first-hand their experience of the informal) to learn first-hand about their experience of the problem we are trying to find out about. In this way, we approached the informal collective of migrants, the Acpacys Association and the Palabra Association, whose reflections are collected in the magazine "What are you doing?"

B. Phase of elaboration of proposals to change the current situation. On this occasion, the students are divided to contact more than 50 groups in our city:

sports, environmental, functional diversity, educational, cooperation, neighbours, parents, etc. neighbours, mothers and fathers .

With the intention of gathering proposals that can or enrich the proposals for improvement that had already arisen in our cooperative assembly.

C. Phase of adhesion to the campaign. Once the Manifesto for Inclusive Leisure Manifesto for an Inclusive and Healthy Leisure, we contacted again the social groups mentioned above, with the social groups mentioned above, with the aim of obtaining public support for the campaign.

La Espiral Educativa SCA
+34 652 136 479
laespiraleducativa@gmail.com

40. Together We Move (Juntos Nos Movemos)

Organization: CIP FP LUMBIER IIP

Description of the Project

The project "Together we move" has been a journey into the world of disability and inclusion, both for students and teachers. We invite you to get to know our journey.

What does inclusion mean to us? Throughout this journey, 18 young people have been finding answers to this question; specifically, there have been seven answers that have given meaning to the different actions they have carried out and the challenges they have faced:

1. Inclusion is enrichment
2. Inclusion is learning
3. Inclusion is breaking down barriers
4. Inclusion is integration
5. Inclusion is collaboration
6. Inclusion is teamwork
7. Inclusion is hope

Stakeholders involved:

Persons with Disabilities, Public Institutions

Learners in this initiative

VET Students

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development

Themes

Ethics, Peace, human rights and security, Corporate responsibility

Starting year and duration:

2022

Geographical Setting:

Local

CIP FP LUMBIER IIP
cipfplumbier@educacion.navarra.es
948 88 06 03
Spain
<https://cipfplumbieriip.web.educacion.navarra.es/web/cipfplumbieriip>

Impact

The CIP FP Lumbier has given dissemination an important role, for two main reasons: one, we believe that through social media more people can be reached and the level of awareness can be increased. And two, it is one of the goals we have set ourselves internally. Thus, the pupils have created a website, we have created a profile on Instagram, news has been published on the website of Educación Navarra and in local newspapers, and we have appeared on the radio programme "El Cofre del Capitán Morgan" (Captain Morgan's Chest). In addition, during the academic year 2021/2022 the events have been different (the work was done and it remained to make it known abroad through Erasmus trips; we refer to the trips with students to Poland (KA202 project "PBLinVET"), and also to the two trips to Italy (Inclusion's Role Model) and to France (DGVF), in which two teachers have made our project known.

Results and Evaluation

At this point, a distinction was made between the purely academic grading process of the project and the reflective evaluation process, which refers to what the project has meant for each of the students. Part of the learning diary that the students were asked to complete consisted of a reflection on what their participation in the project had meant for each of them. The content of this reflection was not graded, and its purpose was to help teachers to know what they had done well and what they had done badly. In this way, the ideas expressed by the students allowed the teaching staff to reach the conclusion that the experience had been very enriching, to sum it up in a few words. According to the diary, for the pupils, many things happened and they experienced feelings they had rarely had before; from the first action to the last, the initial expectations were far exceeded. For the teaching staff, who also made a sharing session, the willingness of the participating boys and girls has been exemplary, as many hours have been invested, both in and out of class, and everyone has been very involved. The students have had many responsibilities that they had not had until now, and this has meant that the objectives have been met in a very satisfactory manner.

41. Supporting people with intellectual disabilities in inclusive work environments (Supporting people with intellectual disabilities in inclusive work environments)

Organization: CIP FP LUMBIER IIP

Description of the Project

The project "Together we move" has been a journey into the world of disability and inclusion, both for students and teachers. We invite you to get to know our journey.

What does inclusion mean to us? Throughout this journey, 18 young people have been finding answers to this question; specifically, there have been seven answers that have given meaning to the different actions they have carried out and the challenges they have faced:

1. Inclusion is enrichment
2. Inclusion is learning
3. Inclusion is breaking down barriers
4. Inclusion is integration
5. Inclusion is collaboration
6. Inclusion is teamwork
7. Inclusion is hope

Stakeholders involved:

Persons with Disabilities, Public Institutions

Learners in this initiative

VET Students

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development

Themes

Ethics, Peace, human rights and security, Corporate responsibility

Starting year and duration:

2022

Geographical Setting:

Local

Impact

Har-Eman Association, teachers of Social Integration Social Integration teachers involved in the project, 2nd year students of Social Integration, creators of the guide, a worker of an ordinary company with intellectual disability and the Vital Foundation. The event was closed by the Director of Vocational Training of Egibide. Prior to the presentation, at 11:30h, a press conference was held with the participation of 2 representatives of the students, the Director of Vocational Training of Egibide and the Foundation. As for the public attending, apart from the students and teachers of the higher training cycles of Social Integration and Marketing and Advertising, there were representatives of the different collaborating companies with and without intellectual disabilities, people representing the City Council of Vitoria-Gasteiz, the Provincial Institute of the Provincial Council of Alava, Occupational Centres for people with intellectual disabilities, and the association APDEMA. See photos of the press conference and of the presentation in the assembly hall of Egibide-Molinuevo that day:

<https://photos.app.goo.gl/RtaPisLLbxue7N3b6>

Results and Evaluation

The realisation of a work coming from the environment, with a real product and positive effects on the group of people with intellectual disabilities, has made the students work with real motivation, which has promoted a better way of assimilating concepts and acquiring skills. More is learnt when working at the same time as they were giving a service to society. In addition to the acquisition of concepts, they have acquired collaborative learning skills, such as the ability to work in a team, take initiative, resolve conflicts, think creatively and use new technologies. The pupils themselves value very positively their participation in the project as a way of learning and contributing value to the environment. It has also been an opportunity for the educational team to get to know the other subjects in the cycle and to learn to coordinate as a team internally and externally. The academic results have also been very positive, so the team is very satisfied with the project.

42. "Cradles that save lives"

Organization: Salesianos Pamplona

Description of the Project

The students of the Higher Training Cycle of Social Integration have learned first-hand about the difficulty of access that people with intellectual disabilities have to companies in the ordinary labour market. In order to raise awareness among companies and society in general, the students have created the "Guide of Good Practices to accompany people with intellectual disabilities in inclusive work environments". It shows that people with intellectual diversity are very valid people for work and proposes inclusive communication guidelines. The challenge allows the challenge-based methodology to be combined with Service-Learning. The guide arises from the need to encourage people with disabilities to work in mainstream employment. According to the observatory on disability and the labour market in Spain, in 2021 only 20% of people with intellectual disabilities were working, in contrast to people without intellectual disabilities who have an insertion rate of 67%.

According to the Annual Employment Policy Plan of the Spanish Government, the group of people with disabilities is reflected as one of the most difficult to access and perform professional tasks in ordinary employment.

Moreover, the benefits they bring to companies go far beyond possible tax reductions.

Stakeholders involved:

Public Institutions, Health Care Companies, NGOs

Learners in this initiative

VET Students

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development

Themes

Overcoming poverty, Ethics, Peace, human rights and security, Corporate responsibility, Sustainable production and consumption

Starting year and duration:

2022

Geographical Setting:

Local, Regional, National, International

Impact

In the media: Televisions: Navarra TV, ETB1 and ETB2, CyL TV, TVE, EWTN, TreceTV. Radios: EsRadio (León), RNE (Navarra), COPE (State), Atika FM (Navarra). Written media: Diario de Navarra, Diario de Noticias, Europa Press, EFE, Diario de Burgos, Diario de León and many more. Websites of the participating centres, NGOs and companies. On social networks: Twitter, Instagram, Facebook and LinkedIn of the participating centres, NGOs and companies. In events or publications of the centre: Salesian Bulletin. Presentation of the project to the companies Mtorres, Moshy and Falcón Electrónica. I Maker3DNavarra event.

Results and Evaluation

One of the main principles of the project was that the "cradles" should go to destinations where there was a great need for them, and it was certain that they would be put into operation. Feed-back has been obtained from the "cradles" working at the destination, their application has been explained and the premature and newborn babies who have been assisted in the cradle have been followed up.

It is interesting to highlight two milestones in the use of the cradle, the first of which, as we can see in the image on the left, is the survival of triplets placed in the same "cradle" as there were no more units available in the hospital where they were cared for.

CENTRO EDUCATIVO EGIBIDE
idazkaritza@egibide.org
www.egibide.org
945 010 110

43. MNEMOS Project - Virtual Reality and Alzheimer's disease (Proyecto MNEMOS - Realidad Virtual y Alzheimer)

Organization : CIFP RÍO TORMES

Description of the Project

Thanks to the collaboration with AFA, the Association of Relatives of Alzheimer's Patients of Salamanca and the National Reference Centre for Alzheimer's

Alzheimer's Association of Salamanca and the National Reference Centre for Alzheimer's, CREA, we have learned about the main needs of the users of these.

organisations. Unfortunately, today it is a disease with no cure, but the therapies are aimed at preserving therapies are aimed at preserving, as much as possible, the autonomy of the patients, as much as possible. Applying the knowledge acquired in our Electronic Maintenance cycle Virtual Reality and 360o space design, we have been able to design virtual immersive scenarios, both indoors and outdoors for therapists to use in their sessions. In some cases, these itineraries have made it possible to virtually walk through and recall areas of the city centre of Salamanca. In other cases, they have

remember habits such as the order of clothes when getting dressed, when making a bed, or which objects not to forget bed or which objects not to forget before leaving the house, which are lost with Alzheimer's disease.

Link to video: <https://youtu.be/OjQ1NJUdfGU>.

Stakeholders involved:

Senior citizens, old people's homes, social organisations, town councils, etc.

Learners in this initiative

VET Students

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings,

Research and development

Themes

Ethics, Peace, human rights and security, Corporate responsibility, Sustainable production and consumption

Starting year and duration:

2022

Geographical Setting:

Local

Impact

As part of the social entrepreneurship plan, they create a website <https://proyectomnemos.wixsite.com/website> and profiles on social networks. In these spaces they publish the content of the Mnemos project and in their personal digital portfolios they share the evolution of the project and personal reflections. In addition, in the social networks of CIFP Río Tormes and in the teachers' blog and networks they share progress on the project, achieving thousands of impacts on Twitter.

There was an important moment of dissemination that made the project known to other National Reference Centres: the publication made by CREA about our collaboration on the IMSERSO website, which made more Centres interested. The Mnemos team has carried out three major dissemination activities.

Results and Evaluation

We approach the evaluation of this project from different angles. On the one hand, the evaluation of the learning process in the classroom and, on the other hand, the evaluation of the service offered to our partners. Regarding the evaluation of the learning process, each of the students created their own digital learning portfolio. Through weekly tasks created in Teams by the teachers, each of the students had to share in their portfolio entries the work done, both as a team and individually, and include a reflection at the end of the task on the difficulties encountered, their feelings, the learning beyond the task.

CIFP RÍO TORMES

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37013341@educa.jcyl.es

SPAIN

<https://www.riotormes.com>

44. ALIMENTOS 0,0,0

Organization: IES JACARANDÁ

Description of the Project

The climate crisis in which we are immersed is already conditioning something as basic as food production. Our project aims to propose options for growing food in the face of two basic problems; water scarcity and the growing desertification of the soil.

In order to increase the available water sources we are looking for this resource in a novel location; atmospheric humidity. Daily we see how cooling appliances condense water that is wasted. We intend to use one of these devices to obtain water to irrigate our crops. We must do this with clean and sustainable energy.

The water obtained by this method is scarce, it is imperative to use highly efficient forms of irrigation; and to reduce water loss by evaporation with greenhouses, spray condensers and irrigation under inert cover.

We will make our own growing soil from compost produced by us and inert aggregates obtained from the area.

Stakeholders involved:

IES Jacarandá, project carried out for its presentation at the Seville Science Fair 2023. All framed within the subject of Scientific Culture.

Learners in this initiative

Students of IES Jacarandá and educational community

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development

Themes

Environment Climate, Sustainable production and consumption, Rural development

Starting year and duration:

2022-2023

Geographical Setting:

Local

País de la Organización: España

Nombre: IES JACARANDÁ

Dirección de envío: DIAMANTINO
GARCÍA, 40. 41310. Brenes. Sevilla

País: España

Teléfono: 955622585

Fax: 955622591

Correo electrónico:

iesjacaranda@iesjacaranda.es

41700853.edu@juntadeandalucia.es

web: www.iesjacaranda.es

Impact

Our intention is to develop, on a small scale, an installation that demonstrates that this idea is feasible. So that the installation can later be scaled up to larger dimensions. For the time being it is enough to demonstrate that it is a feasible project.

Given the size of the installation, we have opted for a homemade dehumidifier as a source of irrigation water, instead of an air conditioning unit, which would require more electrical power and therefore more solar panels. This device would be used to irrigate two installations, one conventional, in a planter with plants grown in our prepared soil and with plants grown in conventional substrate, as a control group. The other installation would be under a greenhouse with a dew collector, and the same groups of plants, one conventional, as a control group, and the other in soil prepared by us. In this way we could compare the efficiency of both installations. We have designed a small infographic to carry it out with the following elements to which we have to add the intelligent irrigation system specified above

Results and Evaluation

The project with school media has been a complete success.

Lessons learned from this initiative/good practice (coming soon):

We need to reinvent the world, consumption and put impacts on the planet at the forefront.



País de la Organización: España

Nombre: IES JACARANDÁ

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45. WE ARE DUAL VOCATIONAL TRAINING - AMBASSADOR NETWORK (SOMOS FP DUAL – RED DE EMBAJADORES)

Organization : Fundación Bertelsmann, Lidl Supermercados y la Cámara de Comercio de España

Description of the Project

The "Network of Ambassadors - We are Dual Vocational Training" project directly addresses the need to inform young people about the opportunities offered by Dual Vocational Training, based on the experience of other young people who have studied it. It is a direct communication between peers, in which a former dual apprentice explains his or her experience to another young person or participates in informative activities in order to make his or her experience known to society in general.

This experience, initiated in 2018 by the Bertelsmann Foundation and LIDL Supermercados, which will be joined by the Chambers of Commerce in 2021 with the aim of increasing its scope and in a great example of public-private collaboration, puts the focus on the most social part of the different actors involved in VET: young people and families. Since 2021 and to date, more than 315 ambassadors and the participation of 17 chambers of commerce have been involved.

Stakeholders involved:

Several companies and institutions

Learners in this initiative

All the parties involved

Educational Level/Setting:

Professional Education

General focus of the initiative:

Research and development, Regional/international cooperation

Starting year and duration:

The project was launched in 2018 by the Bertelsmann Foundation and Lidl Supermarkets. In 2021, the Spanish Chamber of Commerce joined these two entities as a driving force, together with the support of the European Social Fund. Since then, the project has developed a great growth which we hope to continue in the coming years.

Geographical Setting:

National

**RESPONSIBLE
COUNTRY/ORGANIZATION:**

Name: David Navarro

Mailing address:

Country: España

E-mail: david.navarro@camara.es

web: <https://www.camara.es/>

Impact

The percentage of Dual Vocational Training in Spain stands at 3% of the total offer of this training, when, according to the Bankia Foundation's Observatory of Vocational Training in Spain, the number of offers aimed at people with vocational training studies grew 8.9 points compared to five years ago, and is now similar to that of people with university studies.

Results and Evaluation

During these years we have learned a lot of things. Among them:

- Dual VET students need a space such as the We are Dual VET project that gives them a voice to show society that having studied Vocational Training you can also be a success story.
- That there is still a certain stigma attached to Vocational Training/ Dual Vocational Training and one of the ways to placate it is to give a voice to the personal and real stories of the young people who have been trained through this route.
- That there is a great lack of knowledge in society in general about Dual VET.
- That this same lack of knowledge extends to key agents such as educational centres and guidance counsellors, companies and other entities.
- That young people are the key to improving the future and with their great solidarity they demonstrate this every day.
- That we are in a society where the tastes and preferences of young people are changing and there is no better reference than another young person who shows himself as a success story (face to face).



**RESPONSIBLE
COUNTRY/ORGANIZATION:**

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46. "How to thrive from any municipality with customers anywhere in the world" ('Cómo prosperar desde cualquier municipio con clientes en cualquier lugar del mundo')

Organization : Sevilla World

Description of the Project

It offers teenagers from villages in the province of Seville real keys to be internationally competitive by creating and marketing products whose raison d'être as a business model only makes sense if it connects with the global economy market and responds to its demands with quality and differentiation, the two keys to business profitability. The rules of the game of the digital society, international trade and competition are the same for everyone around the world, and it is essential to make the right choices to become truly innovative, and to sustain this quality in professional life as distances in space and time become shorter and shorter. With the advantage that in the internet age it is possible from anywhere to invent and produce any good, and to have companies and consumers in any country as customers.

Stakeholders involved:

Sevilla World is organising it The Menéndez Pelayo International University is funding it The Seville Provincial Council is sponsoring it Secondary schools have agreed to host it in order to take advantage of its positive impact on students and teachers.

Learners in this initiative

Both those in Vocational Training Cycles and those in Basic Vocational Training or Baccalaureate. Or, in very small municipalities where there are no such levels, those in the fourth year of ESO.

Educational Level/Setting:

Professional Education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes

Rural development

Starting year and duration:

Since 2014, during the month of October of every year

Geographical Setting:

Regional

RESPONSIBLE

COUNTRY/ORGANIZATION: Sevilla
World

Name: Sevilla World

Calle Campamento, 31, bloque 3, 3º A.
41018 Sevilla

Country: España

E-mail: direccion@sevillaworld.com

web: www.sevillaworld.com

Impact

It shows students and teachers in an entertaining way how people from small villages manage to be competitive and innovative by creating and marketing quality products and services. By travelling to open markets. Or participating through the internet with all normality of information and communication tools to interact with anyone from a municipality in the interior of Andalusia, where, a priori, according to the clichés, the socio-economic landscape is only conducive to generate business based on the territory (agriculture, tourism, raw materials, ...). To favour the transfer of knowledge between what happens in different regions within the province of Seville. In a simple way, showing images and/or videos on screen, and verbally providing the world that young people do not know to get it right in the creation of products and services, to open markets, to learn from mistakes, to get rid of complexes?

Results and Evaluation

Lessons learned from this initiative/good practice (coming soon):

It is very important to make the concept 'Knowledge Society' a reality. Because what prevails is the inertia of the 'Knowledge Society'. It is very important to systematize the connection of adolescents and their families with the main sources of prosperity that are around them, and that they are usually unaware of their existence. This lack of knowledge means that families do not give their children, nephews, nieces, nephews or grandchildren a good orientation. And teachers themselves, who are equally unaware of these realities, do not do their job of guidance and prescription well either.

RESPONSIBLE

COUNTRY/ORGANIZATION: Sevilla
World

Name: Sevilla World

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41018 Sevilla

Country: España

E-mail: direccion@sevillaworld.com

web: www.sevillaworld.com

47. European Volunteers for the Environment

Organization : Pistes Solidaires (coordinating organisation) / Replay Network aps (partner) / Hub Nicosia (partner) / Solidarity Tracks (partner)

Description of the Project

European Volunteers for the Environment (EVE) aims to inform volunteers about the Green Deal: how and why volunteering can develop environmental attitudes and skills by translating the Green Deal into gamified resources (videos, infographics, challenges). The goal is to strengthen the skills of volunteer tutors on the Green Deal and the notion of environmental competence.

Stakeholders involved:

Volunteers, youth workers and volunteer's tutors

Learners in this initiative

Both those in Vocational Training Cycles and those in Basic Vocational Training or Baccalaureate. Or, in very small municipalities where there are no such levels, those in the fourth year of ESO.

Educational Level/Setting:

Teacher Education

General focus of the initiative:

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes

Environment Climate, Sustainable production and consumption, Sustainable urbanization, Sustainable tourism

Starting year and duration:

2022-2024

Geographical Setting:

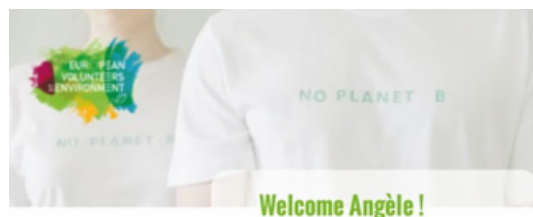
Local, Regional, National, International

Impact

We have created a communication campaign to promote the very first green competition for volunteers. 3 weeks of competition, 160 participants, 572 green challenges completed. All information available on @act.eve (instagram)

Results and Evaluation

We have noticed that young volunteers want to act for the environment but do not know how to do. Mentors and Youth workers need training and resources to support locally their volunteers to act for their future.



As a **European volunteer**,
you're already active!

With us, become **act'EVE!**

Tutorial



Pistes Solidaires
angele@pistes-solidaires.fr
France
+33559849200
www.pistes-solidaires.fr

48. Billère is committed (A Billère on s'engage)

Organization : Ecocène

Description of the Project

The aim of the project is to help associations move towards more ecologically responsible events. The town of Billère is committed to supporting citizens, associations and collective sustainable development initiatives. This project combines the two. A real network has been formed in Billère, where there is a strong sense of emulation between groups and local players. There's a real synergy here for local sustainable development. There are more than 250 associations in the commune, with a wide range of skills and themes: sport, theatre, culture, school support, solidarity, etc. So many active volunteers, members and users among the citizens of Billerois!

Stakeholders involved:

Billère Town Hall: The main beneficiary of this project is the town hall, which is helping to make their event, En Haut des Marches, more eco-responsible. Associations : The various associations in Billères will be able to benefit from support in making their events more eco-responsible.

Learners in this initiative

Town associations and, of course, event participants

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes

Ethics, Environment Climate, Economy, Sustainable production and consumption, Sustainable urbanization, Rural development

Starting year and duration:

Project to start in 2023 and run until at least 2024

Geographical Setting:

Local

Impact

Volunteers in associations will be better able to get involved by having real information on sustainable development with the aim of changing their habits towards greater sobriety and more virtuous practices. We will have shown and demonstrated and convinced people that our practices have an impact on the environment and human health. Realising that there is still room for improvement in our collective behaviour. The urgent need to act in view of the ecological emergency. This is an opportunity to act at a local level and therefore on local impacts. On Monday 14th March 2022 at 12:30 the official presentation of the "Guide of good practices to accompany people with intellectual disabilities in inclusive work environments" took place in the assembly hall of Egibide-Molinuevo. The presentation was attended by the Vital.

Results and Evaluation

More eco-responsible events. Awareness of the issues on which action can be taken at different levels.

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France
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info@ecocene.fr
<https://www.ecocene.fr/>

49. Rural&Dual pilot project

Organization : El Grupo de Desarrollo Rural “Asociación Comarcal Gran Vega de Sevilla

Description of the Project:

El Grupo de Desarrollo Rural “Asociación Comarcal Gran Vega de Sevilla

The Rural&Dual project aims to turn the Rural Development Groups of Andalusia into catalysts of Dual Vocational Training to boost the employability of young people and the productivity of companies in rural areas of Andalusia. Dual VET has proven to be an excellent tool to facilitate the transition to the labour market. It is the training modality that is characterised by training in alternation between the educational centre and the company. In this way, young people are provided with valuable transversal skills for their employability, and it also reduces school dropout rates, preventing behaviours that contribute to social exclusion. In fact, in a recent study by the UPO, Dual Vocational Training is seen as a key tool for young people in rural areas to put down roots, making it easier for them to stay in their territories with a qualified job. Dual VET is a training model with advantages not only for the students themselves but also for companies, public administrations and educational centres. Promoting Dual Vocational Training is positive for society as a whole. In June 2021, the Gran Vega de Sevilla Rural Development Group joined the Dual VET Alliance project, formalising its interest in helping in the development of quality Dual VET.

Stakeholders involved:

Bertelsmann Foundation: Entity that designed and supported the project through its technical consultancy. Asociación para el Desarrollo Rural de Andalucía: Supported the project by disseminating it among its members through a webinar to enable other Rural Development groups to replicate the pilot project in their regions. Asociación de Empresarios de Lora del Río and Oficina SAE de Lora del Río: Supported in the search for companies for the FP Dual projects of the educational centres. On Monday 14th March 2022 at 12:30 the official presentation of the "Guide of good practices to accompany people with intellectual disabilities in inclusive work environments" took place in the assembly hall of Egibide-Molinuevo. The presentation was attended by the Vital.

Learners in this initiative

The technicians of the GDR Gran Vega were trained in Dual VET and learned how to dynamise projects in their region, as well as to serve as an example to other groups in Andalusia.

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development, Regional/international cooperation

Themes

Overcoming poverty, Corporate responsibility, Economy, Rural development

Starting year and duration:

February 2021- December 2022

Geographical Setting:

Regional

**El Grupo de Desarrollo Rural
“Asociación Comarcal Gran Vega de
Sevilla
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Impact

We work in 4 lines of work:

Line 1: Work with companies in the Gran Vega Rural Development Group.

We made the Dual VET model known to companies in the Gran Vega Rural Development Group through the preparation of an information leaflet, prospecting companies to support new Dual VET projects in the region and putting them in contact with the corresponding educational centres.

Line 2: Working with schools in the region

We support the educational centres of the region in new Dual VET projects: IES Alixar (FPB Electricity and CGM Microcomputing) and CER Valle del Guadalquivir (CGS Forestry Management and CGS Early Childhood Education) by putting them in contact with the prospective companies.

Line 3: Working with Dual Vocational Training apprentices

We informed the students of 5 educational centres in the region about what FP Dual is and the resources of the GDR Gran Vega that they have to undertake in the future.

Line of work 4: Working with public administrations and other entities members of the GDR Gran Vega de Sevilla.

Results and Evaluation

- Creation of information leaflet for target companies (145).
- 1st Dual VET project in Lora del Río for the academic year 2022-2023 (15 places in CGS Educación Infantil)
- 3 Dual VET projects underway: FPB Electricity, CGM Microcomputing and CGS Forestry Management.
- 49 Dual VET apprentices from the region know the work of the GDR Gran Vega.
- 7 members of the Board of Directors of the RDG learn about the Dual VET Alliance.
- Creation of the "Dual VET Promotion Kit" which was sent to the 47 Rural Development Groups.



**El Grupo de Desarrollo Rural
"Asociación Comarcal Gran Vega de
Sevilla"**

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50. My Eco Track

Organization : Pistes-Solidaires

Description of the Project

My Eco Track project aims to address the youth workers' need for learning content, innovative and engaging methodologies regarding climate education, as well as young people's need to be able to directly connect the learning content to their personal situation and concerns. All while developing materials and resources which are user-friendly and easy to understand and adapt. My Eco Track mobile app is set to provide a simple and easily accessible way to learn about climate change and evaluate one's own environmental behaviour and practices, as well as find out how to live a greener life.

Stakeholders involved:

Youth workers based in partner countries; Local and regional training and teaching institutions for young people, schools, youth centres.

Learners in this initiative

Youth workers and young people.

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes

Environment Climate, Sustainable production and consumption

Starting year and duration:

2021

Geographical Setting:

Local, Regional



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<https://www.pistes-solidaires.fr/>

Impact

There will be a total of 385 participants (youth workers and young people) in the pilots, as well as 140 participants (professionals, stakeholders) in the Multiplier events. There are 7 participating organisations from 7 different European countries. The expected impact on these participating groups will be: - to raise awareness regarding climate related topics - improve reflection of one's own ecological behaviour - engage young people who have not participated in climate change and environmental activities before - provide youth workers with an interactive method to reach out to more young people - provide youth workers with an easily comprehensible collection of learning content to be implemented in their daily practices - offer young people learning content directly corresponding to their personal situation - implement a future-oriented learning and teaching methodology based on digitalisation and climate protection - promote a greener lifestyle.

Results and Evaluation

My Eco Track Factbook on Climate Education: This Handbook provides the learning content as well as the methodologies, including activities, for youth workers to implement during their teaching on climate change and environmental protection.

My Eco Track Smartphone Application is a tool used for teaching for the youth workers and a way to learn for the young people. They are able to directly measure and evaluate their own behavior with the application and learn more about changes they can implement towards a greener future. The youth workers shall utilize the application also for their teaching to allow further studying for the young people.

Guidelines for curricula implementation and training: Combining a training course with a smartphone application in an interconnected way is not a very common teaching practice, therefore youth workers may lack experience in implementing such practices. Result three includes Guidelines on what to take into consideration while implementing such a training. Initiative is still work in progress.

51. Ma Cantine Responsable

Organization : e-graine

Description of the Project

In 2021/22, e-graine accompanied 15 middle schools in the department of Gironde (France) in order to come up with projects for reducing food waste in the college.

Thanks to workshops that took place throughout the school year, the aim was to accompany the students and the teachers on project management skills and sustainable development methods so as for the food waste projects to last on the long term.

Stakeholders involved:

Department of Gironde : financial sponsor/ E-graine : association chosen to coordinate the project on the field and accompany the middle schools / Middle schools : project target group

Learners in this initiative

Middle schools: students, teachers, school restaurant staff

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes

Environment Climate, Sustainable production and consumption

Starting year and duration:

School year 2021/22 (8 months)

Geographical Setting:

Local

Impact

- 1) introduce sustainable development mentality at school
- 2) promote the mentality of cooperation to solve complex problems
- 3) help schools find solutions to reduce their food waste and thus, the costs related to it
- 4) promote the eco-citizenship values at school

Results and Evaluation

Students were the principal "zero food waste" ambassadors to their peers. Around 20 projects took place in order to raise awareness on the importance of reducing food waste on individual and collective level.

Milestones of the evaluation process :

- 1) students expressed their enthusiasm and motivation to get involved in this kind of projects (65% of them want this kind of projects to take place at their school every year)
- 2) students felt globally more confident about their soft skills at the end of the project (ex. Group work, self expression, confidence with speaking in public)
- 3) teachers/adults said that they observed a positive impact on students' behavior throughout the project
- 4) adults were impressed to see that students discovered other professions/jobs thanks to this project and were more at ease to communicate with the adults after the project
- 5) adults/teachers would like to be consulted more often by external associations with an experience on project management and education on sustainable development

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52. Innovative partnership network for sustainable co-operation university-business

Organization : Economic University of Varna

Description of the Project

The project beneficiary is University of Economics (UE) – Varna with partners: Varna Chamber of Commerce and Industry and Lucian Blaga University – Sibiu, Romania. The main objective of the project was the establishment and maintenance of a sustainable platform for cooperation of the university and the business, including productive dialogue with the external environment directed to satisfaction of the parties' needs and, in the same time, lending assistance for the graduates' successful professional fulfillment.

Stakeholders involved:

The information presented with the help of the Innovative platform for cooperation between the university and the business is focused on different user groups and stakeholders, namely: • students, PhD students and specialists; • lecturers and experts from the administration; • graduated students (alumni); • representatives of the business and branch organizations; • representatives of the public administration and the non-government sector; • representatives of the high schools – students and teachers.

Learners in this initiative

UE's Students - The subsystem "Career Development" is focused on the development of complex skills for successful realization of the present and already graduated students and on the support of potential employers for talents discovering. The section "Educational Process" of the innovative platform for cooperation between the UE- Varna and the business is intended for supporting the partnership of the university and the business organizations in the cause of the process for education. The section "Consulting" of the innovative network for cooperation of the UE – Varna and the College of tourism – Varna with the business is dedicated to the support of the partnership between the university and external organizations in the field of consulting.

Educational Level/Setting:

Professional education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers, Regional/international cooperation

Themes

Environment Climate, Corporate responsibility, Economy, Sustainable production and consumption, Sustainable tourism, Rural development, Other (please specify)

Starting year and duration:

24 months (from 01.06.2013 to 31.05.2015)

Geographical Setting:

Local, Regional, National, International

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Impact

Benefits from the innovative partnership network “university-business” : Career development of the students; Quality of the education at the university; Quality of the education at the university.

Results and Evaluation

The project results referred to 21 268 users of the platform, including:

- 9032 students
- 8198 Alumni
- 201 Experts from UE-Varna
- 832 Business experts
- 120 candidate students
- 2885 Employers
- 2646 internship and job offers
- 5534 internships of students after the 3rd year

The results were achieved based on the creation of sustainable entrepreneurial ecosystem in the UE-Varna, including development of Innovative partnership model for sustainable cooperation university-business (UEBN), introduction of New initiatives and activities of the Center for Careers, Entrepreneurship and Marketing (CCEM), UEVA - startup initiatives via the UE Accelerator and the Internationalization of UE-Varna: Erasmus+ and beyond.



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53. Eco-Schools Programme

Organization : Bulgarian Blue Flag Movement

Description of the Project

Eco-Schools is one of the largest global sustainable schools programme – it starts in the classroom and expands to the community by engaging the next generation in action-based learning. Eco-schools program is developed in 54 countries in the world, including in Bulgaria. The international coordination of the program is in Denmark. The "Eco Schools" program seeks to stimulate children's awareness and responsibility for the environment through classroom and extracurricular activities. The "Green Flag" award is given to schools that demonstrate the implementation of specific eco-rules and efficient management of school resources: water, energy and waste.

Stakeholders involved:

Teachers and students.

Learners in this initiative

Eco-Schools Program proposes to implement an integrated school environmental management system based on the ISO 14001/EMAS approach. It encourages the participation of teachers and students in practical activities that lead to a reduction of the harmful impact on the environment and the consumption of water and energy. The realized savings significantly ease the maintenance of schools and municipal budgets. Priority topics in the first years after the launch of the program in 1994 are: "Water", "Waste", "Energy", "Transport", "Noise", "Nature and biodiversity" and "Healthy school life".

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers

Themes

Environment Climate, Other (please specify)

Starting year and duration:

The programme started in 1994 and it is in force until now.

Geographical Setting:

Local, Regional, National, International

Impact

The impact of the Eco-schools programme refer to: * Effective management of school resources: water, energy and waste. * Optimizing and beautifying the school environment as an element of the environment - saving energy, water, recycling, reducing waste, green areas. * Protection and improvement of the environment in the area and region. * Integration of environmental education and upbringing in the curricula of all cultural and educational areas in accordance with the Strategy and Program for the protection of the school and environment. * Raising the awareness of the school and local community about environmental problems and environmental protection through information and propaganda campaigns.

* Environmental protection activities and performances at the regional and national level, eco-creativity. * Work on international, national and municipal environmental projects and programs. * Stabilization and expansion of interaction between the school and public institutions and organizations, local authorities, NGOs and NGOs, business environments, parents, fellow citizens, other educational institutions.

Results and Evaluation

In Bulgaria, 108 schools and kindergartens work under the "Ecoschools" program. 62 educational establishments are holders of the "Green Flag".

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https://www.blueflag.bg/about_en.php

54. Science Cave to Escape the Classroom "FROM THE CAVE TO CLIMATE CHANGE"

Organization : Specialized High School for Foreign Languages "Vasil Levski"

Description of the Project

PROJECT-BASED LEARNING: "A Science Cave for Escape from the Classroom" is a practice that brings together knowledge, creativity and winning code to escape from the classroom. The aim of the practice is to inspire students, to actively study chemistry or biology, and teachers to apply the practice with new class students. Before starting the project activities, the teacher gives the students a task for independent work, which aims the young people to come prepared in class. They should study the impact of climate change on the ecobalance, and then produce presentations and other visual materials. During the class activities, experiments and evaluation of the result are made. Students have allocated additional tasks to make informational promotional digital materials for publicity. The practice is multi-component, but it still takes only 4 school hours. For teachers, however, planning, conducting and evaluating the results of the Science Cave for an escape from the classroom "FROM THE CAVE TO CLIMATE CHANGE", takes about 20 days.

Stakeholders involved:

School teachers and students

Learners in this initiative

Students in 9 and 10 classes; for classes in Chemistry and Environmental Protection, Biology, Geography and Economics and Technology.

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings

Themes

Environment Climate

Starting year and duration:

The implementation of the good practice started in 2018 and continues in nowadays.

Geographical Setting:

Regional

Impact

The application of this practice significantly increases engagement, motivation to learn, digital competences, creativity, teamwork skills and academic knowledge. All this, in turn, makes students feel safe in themselves and ready to fly to their dreams.

Results and Evaluation

The project-based way of learning and working with students creates lasting knowledge on the topics studied, in this case for the carbon dioxide, climate change, chemical and ecological balance. While working on the project, the young people have a field for expression of their talents, creativity and hobbies, while at the same time acquiring new academic knowledge. Almost all children from the participants in the described practice (except two) have turned to natural sciences after completing their secondary education.

An interesting example is Alexander Marinov - a student in 11th grade at the time of starting the practice. He had an interest in the digital world and programming. Mrs. Marinova noticed this and gave him the task - to train the other students to work with Arduino (an open source electronic platform based on easy-to-use hardware and software). After school, he continued to develop in the field of programming.

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55. STEM/STEAM training through the program "Skills for Innovation"

Organization : Center for Creative Training

Description of the Project

"Skills for Innovation" includes 21 interdisciplinary ready-made lessons, translated and adapted to the Bulgarian educational system. They are built around current topics with a STEM focus. Each ready lesson includes:

- * materials for the teacher;
- * materials for students;
- * evaluation and/or feedback form;
- * ready presentation;
- * document with adaptation to the Bulgarian program.

This supports teachers to focus on the approach to teaching itself, rather than building educational resources and content "from scratch". Schools receive learning resources in Bulgarian and English with a document describing the adjustment to subjects in detail.

Stakeholders involved:

The Skills for Innovation program is suitable for any Bulgarian school – for students from 3rd to 12th grade, regardless of the type and size of the school and the preliminary experience. In the pilot stage of the program participated 4 schools representing the diversity of local education system.

Learners in this initiative

The focus of the program is on transforming the way technology is used in education. Skills for Innovation opens the doors to good practices and successful models for teaching STEM from around the world. The programme supports teachers to unleash their full teaching potential and for learners to express themselves freely, increase their desire to learn and create products solving real-life problems requiring analytical thinking, teamwork and innovative thinking.

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers, Research and development, Regional/international cooperation

Themes

Environment Climate, Sustainable production and consumption, Sustainable urbanization, Sustainable tourism

Starting year and duration:

The pilot phase of the program lasted from May to November 2021, and the implementation of the lessons in practice lasted 3 months as part of the schools' curriculum. The implementation of the program continues today.

Geographical Setting:

Local, Regional, National

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Impact

The deployment of Intel's® learning resources in the four schools laid the foundation for a transformation process:

1. Educators used technology projects to improve students' socio-emotional skills.
2. The Skills for Innovation framework provided teachers with examples to initially follow and then build on to integrate technology into everyday teaching and learning.

Students received support to reach their maximum potential as future innovators; developed the right mindset for effective problem solving and an arsenal of technological tools to develop innovative solutions to problems in all areas.

Results and Evaluation

The pilot stage of the Skills for Innovation programme was purposefully implemented in schools with different profiles. The main results were the better coverage of schools from large and smaller cities and the demonstration of their ability to identify, attract and implement innovative approaches in their practice. The Skills for Innovation programme is now available to all schools embarking on the path of educational transformation. The ready adapted lessons are 21 and their number is growing according to the growing interest in the program. In the 2022-2023 school year, 11 schools in Bulgaria are trained with the lessons of "Skills for Innovation", and 3 of them with disadvantaged students provided equal access to technology through more powerful devices and support for teachers in learning. The team of the Center for Creative Training continues to provide quality resources for Bulgarian teachers, supporting their motivation for development.



intel



**STEM/STEAM обучение
чрез програмата
„Умения за иновации“**

Пилотен проект на Intel® и Център за творческо обучение предостави проектно базирана технологична програма на 4 български училища

март 2023

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56. Biobased products exhibition - Feel and Touch

Organization : CLUBE

Description of the Project

A collection of biobased products such as wooden toothbrush, fabrics made by spent coffee grounds, loufa sponge etc. We give them to the children in order to familiarize with these products and touch them. We explain how these products can be disposed after their use.

Stakeholders involved:

Companies that produce biobased products, Waste management companies, schools, local authorities, initiatives promoting environmental awareness.

Learners in this initiative

Students from primary and secondary education level

Educational Level/Setting:

Teacher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Train the trainers, Regional/international cooperation

Themes

Ethics, Peace, human rights and security, Environment Climate, Economy, Sustainable production and consumption, Sustainable urbanization, Sustainable tourism

Starting year and duration:

2022

Geographical Setting:

Local

Impact

The students were interested to touch these products and they realised that these products have the same use in comparison with other non-biobased products.

Results and Evaluation

The students like to touch new things, they were more concentrated in comparison with a simple presentation because they had the opportunity to interact.

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57. Social Impact Education Awards (I Premios Educativos de Impacto Social los I Premios Educativos de Impacto Social para sacar a la luz)

Organization : ACES Andalucía

Description of the Project

In April 2023, ACES Andalucía organised the 1st Social Impact Education Awards to showcase all the good practices of our partner schools that develop projects. The competition covered Special Education, Infant Education (0-3 and 3-6), Primary, ESO, Baccalaureate and Vocational Training centers. The educational projects that were presented were under formal education, using different methodologies and educational paradigms as long as they have a clear social and community impact of some kind, where students generate contact with the immediate or global environment. For the awards, we especially valued projects with a global citizenship and values education perspective.

The competition categories were:

- Prize for the best social impact project in the infant education stage (0-6 years).
- Prize for the best social impact project in primary education (0-6 years).
- Prize for the best social impact project in secondary education.
- Prize for the best social impact project at the post-compulsory education stage (baccalaureate and vocational training)
- Prize for the best social impact project in Special Education (Centres, Specific Classrooms or Integration Classrooms)
- Prize for the best social impact project under the Service-Learning methodology.
- ACES Award for the global project with the greatest social impact.

Learners in this initiative

The good results of the competition have shown that schools are developing very creative projects that are worth making visible both within ACES and in society in general.

Educational Level/Setting:

Further and higher education

General focus of the initiative:

Learning for sustainability in formal, non-formal and informal settings, Research and development, Regional/international cooperation

Themes

Ethics, Peace, human rights and security, Corporate responsibility, Other (please specify)

Starting year and duration:

April 2023- June 2023

Geographical Setting:

Regional

Impact

The impacts of the competition were:

1. The work of ACES educational centres that integrate the learning of children and young people with projects that have an impact on the environment and social context was recognised, as well as the ability of students to bring about positive changes in their environment.
 2. Quality educational practices were given visibility as a tool for educational success and social commitment, stimulating their dissemination and implementation.
 3. We strengthened and disseminated in society a culture of participation, solidarity, civic commitment and human rights, with a special focus on social entrepreneurship and the culture and values of cooperativism.
- <https://periodicolasemana.es/20230601/115129/aulas/varios-centros-nazarenos-premiados-por-sus-proyectos-de-impacto-social/>

Results and Evaluation

More than 140 partner schools of ACES Andalucía were invited to participate in the project competition. In total 21 schools participated by submitting their social impact projects and 7 of them were awarded financial or other benefits. The awards ceremony was held on 31 May 2023 at the ACES-Andalucía headquarters in Dos Hermanas, in the assembly hall of the building. The event was attended by around 400 people, including children and teachers from different educational centres. We also had the participation of the artist Kilema to liven up the event.

58. Fostering Green Entrepreneurship

Organization : CLUBE

Description of the Project

Last year we tried to highlight the importance of green entrepreneurship based on the promotion of the bio-economy in all our lives. More than 550 students of formal education and 50 students of non-formal education, as well as more than 1600 citizens of the Region of Western Macedonia, were informed and increased their awareness to look at the products we use every day and how much they contribute to the pollution of our planet and the consumption of energy from fossil fuels. Awareness-raising activities have been used to provide basic knowledge and to understand the climate crisis and the need to build resilient societies. One of the key parameters of the green economy and climate neutrality is the need to establish green entrepreneurship. This was followed by a series of activities, such as product exhibitions, hands-on games and discussion, to help students and citizens develop the mindset needed to use bio-economy products in their daily lives.

Key stakeholders

The Municipality of Kozani was a key stakeholder in the implementation of the above actions. We are fellow partners in its efforts to become a climate-neutral and smart city, therefore the promotion of green entrepreneurship through the Bioeconomy offers its citizens the development of new skills and new forms of entrepreneurship, for the benefit of the mental and economic well-being of the society, as well as the environment.

Learners in this initiative

Every citizen of the Region of West Macedonia

Educational Level/Setting:

Teacher education

General focus of the initiative:

Policy, regulation, governance, Learning for sustainability in formal, non-formal and informal settings, Research and development, Regional/international cooperation

Themes

Overcoming poverty, Ethics, Peace, human rights and security, Environment Climate, Economy, Sustainable production and consumption

Starting year and duration:

October 2022-Today

Geographical Setting:

Regional

Impact

At the end of each of our actions we enjoy the positive impact from students and teachers. The Region of Western Macedonia lacks diversity in environmental education actions. At the same time, it is going through a post-climactic era, aiming to become independent from fossil fuels, while wishing to preserve its energy identity. In this process, the bioeconomy sector has begun to gain a special interest, both among entrepreneurs and the wider local community. Consequently, the need for comprehensive and correct knowledge, awareness and attitudes based on the bioeconomy, towards their application in everyday life, fills a gap in the market, in the education and acquisition of ideas and skills in citizens, creativity in the new generation, as well as in the environmental footprint of the region.



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ETSE Goals



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