

# Mentoring for Social Change and Life-Long Learning

## M-LEARN Project

### Best Practices Guide



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## Introduction

Nowadays, mentoring provides many opportunities for hands-on transfer of knowledge and experience from professionals in different domains to less experienced and less skilful people. Mentors could also act as role models to their mentees, thus spreading good examples and positive work ethics.


Mentoring is also an excellent way to combine teaching with on-the-job training and blended learning. This opens new opportunities and access to skilful professionals and entrepreneurs to become non-formal educators and to transfer their knowledge and skills to adults, including low-skilled and low-qualified individuals and migrants from distant and or rural areas, who want to re-enter the labour market or to start their own business. It is also aimed at young people, who want to start or progress in their careers.

**M-LEARN project** focuses on the innovative use of mentoring for social change and life-long learning. It allows adult educators, teachers, tutors, mentors and entrepreneurs from 6 different countries to exchange good practices ranging from using mentoring for community development and social inclusion of vulnerable groups through mentoring youth and social entrepreneurs, to CSR-based mentoring and involving 50+ professionals in mentoring activities. This will allow them to offer better services to adult learners from their communities.

The partnership consists of 6 organisations with different backgrounds and expertise in the fields of mentoring, non-formal and informal education and mobility, as follows:

	ICI & AILLEURS, La Reunion Island, France
	EUROPEAN DEVELOPMENT FOUNDATION, Bulgaria
	SOLUCIONES TECNOC-PROFESIONALES CONSULTING, Spain
	ASOCIATIA INSTITUTUL PENTRU PARTENERIAT SOCIAL BUCOVINA, Romania
	CONFEDERATION OF EUROPEAN FIRMS, EMPLOYMENT INITIATIVES AND COOPERATIVES, Belgium

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 LJUDSKA UNIVERZA ŽALEC <i>Sola prijaznih ljudi</i>	UPI - LJUDSKA UNIVERZA ŽALEC, Slovenia
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The overall objective of the project is to improve competences of adult educators, trainers, tutors, mentors and business and social entrepreneurs in the areas of motivational literacy and effective use of innovative lifelong learning solutions. In this way, we want to help them create unique and tailor-made educational experiences for their learners.

The specific objectives are:

1. Developing the capacity of mentors and adult educators from 6 partners countries by exchange of best practices in the fields of mentoring jobseekers and early school leavers, intergenerational knowledge sharing, online and blended learning mentoring, youth entrepreneurship and mentoring volunteers / CSR-driven mentoring.
2. Improving mentoring skills and competences of non-formal and informal adult educators, training professionals and mentors from 6 partner countries to support adult learners, including low-skilled and low-qualified people, vulnerable social groups, migrants and NEETs, to go return to the labour market or to start their own business initiatives, by developing a Best Practice Guide, summarizing the exchanged practices.
3. Creating a network of professionals in the field of formal, non-formal and informal education, who are familiar with or interested in using mentoring for social change and life-long learning.
4. Promoting cross-sector and transnational cooperation and exchange of experience, best practices and lesson learned between partner countries, and educational and training centres from non-formal and informal education.

The project is realised with the financial support of the Erasmus + Programme of the European Union, through the French National Agency (project # 2020-1-FR01-KA204-079933).

Within the project, **18 best practices were presented in 6 leaning/teaching/training activities**. They are briefly described in the present **Best Practices Guide** and are in the following 6 areas:

- ✓ Mentoring jobseekers and early school leavers
- ✓ Motivating (ex) entrepreneurs 50+ to enrol in mentor trainings and to become mentors to target group of NEETs (intergenerational exchange of knowledge)
- ✓ Youth Entrepreneurship mentoring programme
- ✓ Mentoring for social inclusion of vulnerable people / community development mentors / online mentoring
- ✓ Mentoring Volunteers / CSR-driven mentoring

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- ✓ Professional mentoring for social business start-ups and social enterprises using blended learning methodologies

The project **direct target groups** are: 1) Project partners – formal and non-formal training providers, NGOs, umbrella organisations, etc; 2) Educators (teachers, trainers, tutors) in the field of formal, non-formal and informal adult education. In addition, we will **indirectly support**: 1) Education providers, which want to enlarge their scope of work by including mentoring among their training activities and services; 2) Small and micro-sized business and social entrepreneurs, who want to enrich their mentoring practices; 3) Adult learners, including low-skilled and low-qualified people, vulnerable social groups, migrants, NEETs, etc, who want to go back to the labour market or to start their own business.

The *expected impact* is in several directions:

- ☐ Introducing educators, mentors and entrepreneurs to 6 innovative mentoring practices
- ☐ Increasing their competence how to use mentoring for supporting social inclusion of vulnerable groups, including jobseekers, early school leavers, NEETs and minorities
- ☐ Enriching their knowledge and skills how to apply online and blended learning mentoring tools in formal, non-formal and informal adult education
- ☐ Improving their knowledge how to provide community developed mentoring and to use it for intergenerational and life-long learning
- ☐ Promoting cross-sector and transnational cooperation and exchange of experience, best practices and lesson learned between partner countries, and educational and training centres from non-formal and informal education.

*We wish you good luck with your mentoring experiences!*

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# Mentoring jobseekers and early school leavers

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## Practice # 1: Vocational inclusion by Erasmus+ mobility

### Brief Overview

#### Who shares the practice?



**Ici & Ailleurs**  
Le monde s'ouvre à vous

Ici & Ailleurs is a training organisation dedicated to international mobility and language learning, located in Reunion Island, in the Indian Ocean, more than 10,000 km from mainland France.

Opened in August 2015, its creation is the result of the experience of its two founders in the fields of international mobility, training and integration. With their expertise they built and managed the Learner and Staff Mobility projects (sending and hosting). They also propose and facilitate the preparatory actions for international mobility and act on several initiatives to integrate professional retraining and to prepare the return to the job market. And they provide Language courses in several languages : French, English, Spanish.

#### Where is the practice located?



Ici & Ailleurs is located in Reunion Island. It is a French Overseas department, in the Indian Ocean, more than 10 000 km from mainland France. Reunion is an ultra-peripheral region of Europe.

Their area of intervention is all over the island, from North to South.



#### When and how did it start?

#### How is it financed?

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Reunion Island presents a particular context, explained by some statistics :

- Unemployment rate : 24,6%
- Highest rate of young unemployment : 40 %
- Each year, 2 000 young people leave school without any diploma or qualification.

In front of this context, Ici & Ailleurs wished providing a new and alternative solution to support young people in their inclusion pathway. With their partners, a network of organizations (Missions Locales) and the national job center (Pôle Emploi), Ici & Ailleurs developed Erasmus Mobility Projects for young jobseekers. The first project started in 2012. And Ici & Ailleurs has been created in 2015

These projects for integration through international mobility are funded by :

- the European Erasmus+ programme



- the Pôle Emploi Réunion (national Job Center)



- Région Réunion.



A strong local partnership took shape in 2020 and today allows access to such projects to any young job seeker, whatever their level of resources.

## In Focus

### *What is the practice about?*

Faced with the unfavourable context for young people in Reunion on the labour market, integration structures are setting up innovative and alternative solutions to academic training. The international mobility experience is one of these solutions with specific support provided by Ici et Ailleurs.

Mobility outside the island is an opportunity for young people in Reunion, but several obstacles stand in the way: the geographical distance, the very expensive travel costs, the very strong family ties, a low language level. Support is therefore needed to promote and encourage openness and access to international mobility.

Values : Intercultural awareness, positive attitude, own responsibilities, being openminded, keeping objectives and active participation.

### Process :

- Preparation of the European mobility :

With several workshops : Material and practical ; pedagogical and vocational ; intercultural ; and Language preparation.



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- Follow-up activities during the mobility :



Monthly interview ; weekly reporting by the trainees ; visit and assesment on site, at the end of the mobility period

- Valorization of the competences :  
Individual assesment ; recognition of the new skills ;



### Outcomes to date

Outcomes of the Preparation Training : Team building, positive attitude, stress reduction and linguistic of self-confidence

Outcomes of the mobility for the target groups :

- No abandon
- Linguistic progress : 1 and 2 levels more in the European Grid
- Self-confidence, new perspectives
- Employability rate : 75 % (job, training, apprenticeship)



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## Reflection Corner

### *What do beneficiaries share?*

Ophélie, 22 years old, A-Level : *“Before Erasmus I was with the Garantie Jeunes and I wanted to work in tourism. On Erasmus, I was a trainee in a hotel for 6 months, as a receptionist; I learned a lot professionally and also on a personal level; it's an experience to be lived, both professionally and personally”.*

Romy, 21 years old, A-level and 1 year in University : *“I was coming out of my first year of university which didn't go very well and I was a bit discouraged and lost; my mum pushed me to apply for this Erasmus project ; going to Dublin for 4 months, I had a very rewarding experience ; trying and seeing new things and getting out of one's comfort zone can be complicated but it helps to learn a lot of things about oneself and about the outside world; you only have one life”.*

### *How could the practice be applied or adapted in other countries?*

This practice could be very easily applied in other countries. This use of the international mobility to find a career path and the mentoring process inspire many partners to develop this kind of Erasmus+ projects, towards to young jobseekers or early leaving school young people, in their own countries.

The relevant key points are building the programme around main values like goal orientation, positive thinking, responsibility, openness.

This mentoring during mobility, and the different tools created or used, can also be adapted for other mobility projects such as the European Solidarity Corps.

The issues met in Reunion Island are quite similar in other countries, even if the rate of unemployment is really higher and impressive. But the wishes and dreams of young people sound the same, it's why it's so important to include real business in the activity, so as to help young people really start employability.

## For more information

Website/s: [www.icietailleurs974.eu](http://www.icietailleurs974.eu)

## Practice # 2: Virtual Reality and JEME

### Brief Overview

#### Who shares the practice?



The “Mission Locale Sud Reunion” belongs to a network of local, regional and national public service for the inclusion of young people. They support young people to help them find employment and autonomy.

*The global approach* at the heart of professional practices



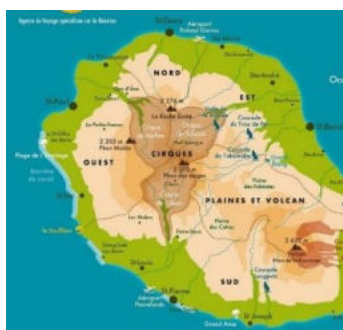
Several departments :

- Youth Guarantee
- Support for employment, training
- Entrepreneurial support
- Social life : Youth Committee
- Mobility department
- Mentors network

INFORMATION GUIDANCE TRAINING EMPLOYMENT DAILY LIFE



#### Where is the practice located?



The project was carried out in the south of the Reunion island. The four poles of the Mission locale Sud were involved. The North, The South, The East and The West.

Here, 2 tools of the organization MISSION LOCALE SUD are presented : VIRTUAL REALITY and the project called JEME.

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### When and how did it start?

**VIRTUAL REALITY :** The project has been submitted on a Call for Proposals 2020 and started the second semester of 2020. The project is a regional project, runned by the Mission Locale South, but implemented in the regional network of Missions Locales.

**JEME :** The project started in April 2020 during the covid 19 crisis. There was first a search mission by the counselors of the Mission Local then there was a communication program in collaboration with the University of Reunion.

### How is it financed?

**VIRTUAL REALITY :** This project is a result of a Call for Proposals of the Orange Foundation (national phone operator).

**JEME :** The project is financed through INJEP (national institute of youth and popular education).

The founder of the program also contacted other local bodies in the hope of raising financing for the project.

The CAF (Family Allowance Fund), and the municipality (City Contract) also co-funded the project.

## In Focus

### What is the practice about?



In an increasingly digital environment, knowledge of these tools, their uses and possibilities are essential to contribute to the digital inclusion of young people.

**Context :** A declining labour value among young people  
Restricted professional horizons  
Limited trade representations

#### Objective :

This innovative digital project aimed at captivating, To give meaning for the integration process.

#### Key points :

Virtual reality for a discovery playful and sensorial from professional worlds

Virtual reality allows a progressive immersion in accessible sectors that are in tension with a contextualization of skills (know-how), gestures and activities specific to the presented trade.

A new and attractive solution for career guidance pathways



With the immersive discovery of professions, Les Missions Locales will prepare young people to establish their training path allowing them to access the targeted professions, to accompany them in the identification of life skills and also to visualise know-how.

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### Outcomes to date

#### Expected results :

- broadening of representations on the sectors of activity; better knowledge of the professions
- strengthening the participation of young people in their integration process by encouraging curiosity and openness

### Reflection Corner

#### What do beneficiaries share?

Testimony by Clara and Pierre:

Clara : *"The highlight of the project was the quality that the project helped her to put in place. I knew that I was determined but I did not express it in that way. Through JEME training, I better understood my qualities and my self-worth and how to be with others and also myself. The vision of myself has changed for the better: Oh yes for the better".*

Pierre : *"JEME revealed that I am patient, on time, friendly, active and dynamic. The project brought out all these qualities in me.*

*I now know what I'm worth because before I had no idea, besides I didn't know how to express it or I couldn't find the right words to express it".*

Fred, one of the manager of Mission Locale Sud, coordinator of the project :

*"The aim of the project is to improve the position of young people by helping them to gain self -confidence and esteem. The pillars of the project aimed to develop soft skills. The method which was employed was centered around coaching.*

*The South Mission Locale contacted certified coaches to bring out the best in the participants. It helped them to interact with each other and their surroundings, awaken their consciousness about their views and beliefs, and their limits".*

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*How could the practice be applied or adapted in other countries?*

The program JEME can be reproduced in any other country where a capital deficit is observed. The tools applied can be used in any country or situation through personal coaching, sports coaching, and cultural coaching. The right organisation, coherent planning and pedagogy are critical to the project's success. The implication of social partners in the project is vital.

Also, for entering into the business world for young people, the most important is how the act, how they communicate and if and how good they know themselves.

Virtual Reality can be an attractive instrument for the young people who lack motivation and interest in getting employed. Through this type of intervention, young people can create an idea about the workplace, the main activities carried out, thus being encouraged to access the labour market. Career seeking with modern technology is fun.

**For more information**

Website/s: <https://missionlocalesud.re>

## Practice # 3: Adapted Military Service

### Brief Overview

#### Who shares the practice?

The **Adapted Military Service** is a part of the French Minister of Overseas.

It is a Military tool of social inclusion to fight against unemployment by professional training. The Adapted Military Service (RSMA-R) works towards the professional integration of young Reunionese men and women aged 18 to 25 who are far from employment. Each year, around 1,400 volunteers are trained in a trade.



#### Where is the practice located?

The Military Army Service is present in the French overseas departments and territories.

In Reunion Island, there are 3 sites : Saint-Pierre, Saint-Denis and Bourg-Murat.



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### When and how did it start?

The Adapted Military Service is a scheme specific to the overseas territories, initiated in 1960 by Michel Debré, then Prime Minister, and Pierre Mesmer, Minister of the Army. Faced with the structural difficulties of the Overseas Territories, the SMA was designed to offer comprehensive support to young people by combining civic and military professional training.

In Reunion Island, the creation of the first military pre-training centre dates back to 1965, the precursor of vocational training on the island. The 1990s saw the integration of female recruits.

### How is it financed?

The RSMA's commitment to the socio-professional integration of young people in Reunion is financially supported by the European Social Fund (ESF) under axes 2 and 3 of the Reunion ESF Operational Programme 2014-2020, as well as under the National Operational Programme Youth Employment Initiative (YIE).

This European support represents over 92% of the funding, amounting to €28 million over the period 2019-2020.

## In Focus

### What is the practice about?

The Battalion mission is to facilitate the professional integration of young ultramarines far from the labour market. With 38 training courses run by professionals, the RSMA-R works closely with companies to provide a range of courses adapted to the needs of the employment market in Reunion.

The RSMA-R is a transition between the civil world and Army. The aims are :

- to give common values to youngsters out of society and not used to rules.
- to put them in the right condition to be able to fully benefit from the professional training (Learn military rules, discipline and respect of hierarchy ; team spirit and effort taste ; positive pedagogy ; understand country administration ; rules of life in society).



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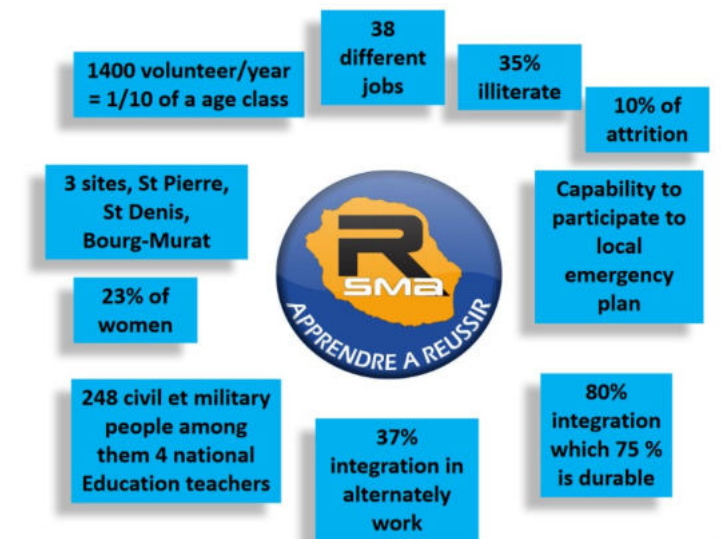
The training process includes 30 % of education military based and 70 % of professional training, and also the driving licence, the first aid training.

### Outcomes to date

This program meets a real success due to: the military values, the credible professional course and the academic reinforcement.

by :

- Recruiting Trainee Volunteers (VS) for an insertion rate of 80%
- Employing 282 Volunteers Technicians and inserting 71% of those leaving the regiment.



### Reflection Corner

#### What do beneficiaries share?

Colonel Laurent de Saint Blanquat, Head of the RSMA Corps, speaking to new volunteers  
*" Your personal journey will continue. Your objective must remain to succeed. In the coming months, while continuing your moral and civic training, you will benefit from professional training adapted to the job market within the military framework of the RSMA. With the perseverance and courage of your youth, I know that you will succeed! Your future is in your hands"*

From the Volunteer Code: *"Success through effort and hard work"*.

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*How could the practice be applied or adapted in other countries?*

This practice managed by the Military Regiment wasn't expected. Some countries couldn't duplicate this programme with their own Army.

But the process (military rules and values, based on effort and hard work) could be adapted. This creative programme on the military stage : instructions, wake-up in the morning, cleaning activities, basic skills for independent living and the VET training attached to this programme are the keys for the success of this mentoring programme to support youngsters coming from vulnerable families.

This model can really have an impact on European youngsters with drop out of schools, coming from Roma families or coming from marginalized community and living on poverty.

**For more information**

Website/s : <https://www.rsma.re>

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# Motivating (ex) entrepreneurs 50+ to enrol in mentor trainings and to become mentors to target group of NEETs (intergenerational exchange of knowledge)

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## Practice # 4: Mentoring

### Brief Overview

*Who shares the practice?*



UPI – ljudska univerza Žalec (UPI Žalec) is a public, non-profit institution for adult education and training in the Savinja Valley (Slovenia). It was founded in 1975 by six municipalities in the Lower Savinja Valley.

UPI Žalec provides a wide range of formal and non-formal educational programmes as well as counselling and advisory services in adult education. It regularly employs 15 professionals and works with approx. 80 contracted teachers and experts in various fields. In addition to providing educational programmes for the general adult public, the organisation places special emphasis on vulnerable groups of learners such as the unemployed, low-skilled women, migrants, and low-skilled adults in general.

The organisation works closely with organisations and institutions at local, regional, and national levels (municipalities, employment agencies, universities of the third age, libraries, other educational centres, local primary schools, local development agencies, the Slovenian Institute for Adult Education, the Centre for Slovene as a second/foreign language).

UPI is a member of the Slovenian Association of Adult Education and Counselling Centres and the European Network for Digital Education.

Within the mission of providing lifelong learning opportunities, there are five pillars of activity:

- FORMAL EDUCATION PROGRAMMES DEPARTMENT: primary school for adults and secondary vocational programmes;
- NON-FORMAL EDUCATION PROGRAMMES DEPARTMENT: language courses, computer courses, literacy courses, national vocational qualifications, integration programmes for migrants, dance and aerobics, reading club, etc.;

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- Guidance and counselling and other learning and support activities: Centre for self-directed learning (since 1996);
- INTERGENERATIONAL CENTRE *PLANET OF GENERATIONS*;
- PROJECT WORK: we implement local, regional, and international projects co-financed by Erasmus+, the European Social Fund, the European Migration Fund and Slovenian ministries (Ministry of Education, Science and Sport; Ministry of Labour; Ministry of the Internal Affairs).

Ongoing projects: Intergenerational Centres (ESF), 7 Erasmus+ KA2 projects, 2 Erasmus+ KA1 projects, Promoting Basic and Vocational Skills (ESF), Guidelines for Employees (ESF), Skills for Excellence in Non-Formal Adult Education (ESF), Integration of Migrants (AMIF).

UPI Žalec is ISO 9001 certified.

### Where is the practice located?



The practice described is in Žalec, Slovenia

### When and how did it start?

The good practice example Be the Change is part of the Erasmus+ project Be the Change – intergenerational knowledge transfer in entrepreneurship. The project started in October 2016 and ended in October 2018.

The project aimed to connect older entrepreneurs with young people, strengthen young people's entrepreneurial competencies and facilitate the transfer of intergenerational knowledge, experience, values ...

Lead partner: National Institute INRCA Rest and Care for the Elderly (Italy)

### How is it financed?

Project Be the Change is funded by the European Commission under the Erasmus+ programme. Erasmus+ is the EU programme that supports education, training, youth, and sport in Europe.

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Other partners: University of Venice (Italy), MNKSZ (Hungary), University of Malta (Malta), AWO Berlin Spree Wuhle e.V. (Germany) and UPI – Ljudska univerza Žalec (Slovenia)



## In Focus

### *What is the practice about?*

Be the Change is an example of good practice in the field of mentoring, specifically older (former) entrepreneurs (50+) mentoring a younger target group of NEETs. The mentoring model was developed and piloted in the framework of the Be the Change project.

With Be the Change project we wanted to:

- encourage entrepreneurs aged 50+ to become mentors to the younger population and transfer their knowledge and experience to them,
- enable young people to identify their values and talents in a mentoring programme, improve their attitude towards entrepreneurship, develop their business skills and strengthen their entrepreneurial competencies, which will make it easier for them to enter the labour market or start their own business, and
- develop the European guidelines for the identification and evaluation of entrepreneurial competencies acquired in a non-formal learning environment.

The main activities of the Be the Change project were:

- focus groups with potential mentors,

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- surveying potential mentors,
- collecting good practices,
- preparation of 4 national reports (Slovenian, Italian, Maltese, German) and 1 international report,
- preparation of training material for mentors and mentees,
- providing training for mentors and mentees.

The training for mentors lasted 14 hours (8 hours in person and 6 hours online).

Content:

- sealing and developing mentoring skills;
- review of teaching materials;
- the documentation needed for the project.



#### MENTORING PROGRAMME:

At the first meeting, mentors and mentees met and got to know each other.

We proposed mentor pairs.

Later we had one-on-one meetings (15 times; in-person and online).

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The last meeting was for the whole group (mentors and mentees).



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# Preparation of teaching materials

Materials for the  
first encounter

Fundamentals of  
employment  
(Malta, Germany,  
Slovenia)

Fundamentals of  
self-employment  
and  
entrepreneurship  
(Italy)

## Results to date

Project results:

- good practices,
- 4 national reports (Slovenian, Italian, Maltese, German),
- 1 international report,
- training for mentors and mentees,
- implementation of training for mentors (11 mentors),
- mentoring the mentees (11 mentees).

## Reflection Corner

### *What do beneficiaries share?*

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"Great tips. Compatibility of mentee's goals and mentor's experience can be checked before matching."

"Mentoring will remain in my fond memory. The Be the Change project is one of the best UPI PROJECTS I have participated in. Thank you, UPI Žalec."

"Any relationship building is positive, and the exchange of information and knowledge is important to build on our knowledge and experience. Goal setting and its follow-up could be further strengthened."

"I really like the structure prepared and the materials used. The whole mentoring process could take a long time as it was sometimes difficult to coordinate meetings (due to commitments of both)."

*How could the practice be applied or adapted in other countries?*

Spain – The mentoring activities carried out in this project are crucial and serve as a reference for similar practices in our organisation with newcomers.

Belgium – All can be disseminated to CEPEC members to provide inputs for their introduction in other EU countries and organisations, to increase knowledge and awareness of tools for inclusion of (especially) vulnerable groups through training and mentoring activities, as well as through social enterprise activities.

Belgium – "...developing new projects."

France – We are planning to transfer and disseminate mentoring practices with our local partner MISSION LOCALE SUD.

Bulgaria – We could build on our training and mentoring programme. I personally act as a mentor and could use some of the instruments and tools shared by UPI in their projects

### For more information

Website: <https://www.upi.si/portfolio/be-the-change/>

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## Practice # 5:

### Become a Mentor - Become a Better Leader (The way to yourself is the way to success)

#### A brief overview

*Who shares the practice?*

The Skaza Institute was founded by Tanja Skaza, co-owner of Plastic Skaza. She has more than 20 years of experience in management and is known for her transfer of experience and knowledge, as well as for her motivation.

Its mission is to help and inspire people to find themselves, to discover their true needs, desires, and potentials. With knowledge, experience and a personal approach, the Institute aims to show the way to change, leading to personal growth and harmony in personal and business life.



*Where is the practice?*



The practice is in Velenje, Slovenia, where Plastic Skaza and Institute Skaza are based.

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### *When and how did it start?*

Tanja Skaza decided to leave her role as a director aside and focus more on what truly makes her happy. She has begun to use her experience to help other leaders to become more passionate and family businesses build a solid ground for further growth. She believes in genuine relationships because they are at the heart of everything.

As mentioned earlier, Tanja Skaza worked as a director in her own company for 20 years, but later decided to hand over the administration to others so she could focus on mentoring and helping other people. During this time, she gained a lot of experience with people and their development and was able to inspire and motivate them to be more successful in their business and personal lives.

### *How is it financed?*

Institute Skaza is funded by Skaza's second company, Plastic Skaza, and the programme is free of charge for Skaza's employees. They also get additional financial income from other people (e.g., company managers, directors, managers, etc.) who want Tanja's mentoring and guidance; they have several paid opportunities such as (online) courses, workshops and much more.

## *In focus*

### *What is the practice?*

BECOME A MENTOR - BECOME A  
BETTER LEADER

The path to self is the path to success

TS

TANJA SKAZA

The practice, presented by Janja Urankar Berčon, Head of PR, is about how becoming a mentor can help someone become a better leader. Someone working in a leading position will be better at their job when they are aware of

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their actions and relationships with their employees and customers. This practice can help both in one's business and personal life. When someone is satisfied with themselves and their personal life, this will reflect their business life and their relationships with others.

## EVERYONE CAN BECOME A BETTER LEADER

*TS*

The Skaza Mentoring Programme consists of the following exercises:

- SWOT analysis (strengths, weaknesses, opportunities, and threats)
- Values, mission, and vision
- Distribution of our roles in life (personal and business)
- Business strategy on one page
- Identifying indicators for a happy and successful life
- Delegation of authority and responsibility
- Determining one's value
- A balance between personal and business life

It is also crucial that we learn to listen to ourselves and not to others because we will be more successful. We also need to be aware of our values and motivate ourselves more, because only then will we be able to motivate others.

### Results to date

Tanja Skaza has successfully developed several training courses. They are designed for:

- individuals who want to become better in their work and their individual lives,

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- individuals who want to make a good strategy and can follow it in the long term,
- family businesses that want to be recognised in the marketplace and increase their productivity and revenues; and
- organisations that want to have better relationships with their employees.

### Reflection corner

#### *What do beneficiaries share?*

"In business, it's even more important to do your job with positive energy. This is one of the virtues of tomorrow's leaders and satisfaction is an added value. Tanja Skaza is a determined woman who carries out her mission with a high level of commitment and passion, which she also transfers to the hectic environment."

"Tanja is one of the bravest women I know. She puts people's satisfaction and happiness at the forefront of her mind, both in business and in her private life."

"Working with Tanja is a firework of ideas, plans, creativity and courage, but also of urgent questions, human doubts and responsible thinking to check the path to the goal."

#### *How can the practice be used or adapted in other countries?*

Interestingly, some LTTA participants found that mentoring can be present anywhere, even in regular companies (e.g., Plastic Skaza).

No participant mentioned the exact way in which this practice could be applied or adapted in their own countries, but the information we received was basic. The specific parts (e.g., affirmation cards, experienced workers mentoring less experienced ones, etc.) can be used in any mentoring programme in education, companies, etc.

### For more information

Website: <https://tanjaskaza.si/moja-zgodba/>

Social media channels:

<https://www.facebook.com/tanja.skaza/>

<https://www.linkedin.com/in/tanjaskaza/>

<https://www.instagram.com/tanjaskaza/>

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## Practice # 6: Multigenerational centre Planet of generations

### Short overview

#### *Who shares the practice?*

Ljudska univerza Velenje has been carrying out its educational mission since 1959. Each year, over 12.000 participants are enrolled in its programmes, acquiring skills in a wide range of fields, from primary education for adults, vocational secondary education, training for work, information and counselling, language and computer education, and leisure and personal development programmes. Several programmes for vulnerable groups are implemented, contributing to greater social inclusion and a higher quality of life in the region.

 ANDRAGOŠKI ZAVOD  
LJUDSKA UNIVERZA VELENJE

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### Where is the practice?



The practice described is in Velenje, Slovenia, home to the adult education centre Velenje (Ljudska univerza Velenje), within which the multigenerational centre Planet of Generations operates.

### When and how did it start?

The Multigenerational Centre PLANET OF GENERATIONS was designed and successfully implemented in the period 2017-2021 by three partners, the applicant Andragoški zavod Ljudska univerza Velenje and the partners UPI – ljudska univerza Žalec and Slovenska filantropija – Hiša sadeži družbe Žalec. The project was implemented in twelve municipalities and in cooperation with more than 40 different social and educational organisations, institutions and NGOs in the administrative districts of Velenje, Žalec and Mozirje.

### How is it financed?

From 4 January 2017 to 30 September 2021, the project was co-financed by the Ministry of Labour, Family, Social Affairs and Equal Opportunities, the European Social Fund and local authorities. From 1 October 2021 onwards, it is co-financed by the local authorities.

## In focus

### What is the practice?

The Multigenerational Centre offers a range of free prevention programmes in local settings to ensure the social inclusion of different generations, especially vulnerable groups.

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The project offers three central spaces for informal gatherings in the environment, at Ljudska univerza Velenje, where the Multigenerational Centre is located, and in Žalec, where both partners are located. The purpose of the central spaces is to bring together, maintain or expand social networks and meet the needs of different types of families, individual family members at all stages of life, the elderly, and other vulnerable groups.

The Multigenerational Centre offers a wide range of activities (language, digital, creative, social and other educational workshops, lectures by experts on various topical issues, discussion groups, exercise and healthy lifestyle sessions, holiday activities for children, etc.), with a focus on social inclusion, education and intercultural and intergenerational integration.



### Results to date

Improved access to informal socialising and participation in a variety of free activities for all generations, especially vulnerable groups (more than 8,000 participants in five years).

- Increased motivation of participants to further develop their competencies.
- Support from more than 40 experts in different fields and more than 60 volunteers.

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- More effective integration of children and adolescents with special needs, immigrants, people with disabilities, and the elderly.
- 3,000 hours a year (10-12 hours a day) in different locations (12 municipalities).
- Empowering vulnerable groups to face daily challenges more independently.



## Reflective corner

### *What do beneficiaries share?*

"Keep working with such zeal and kindness."

"The activities are great. Thank you for all your efforts."

"Professional, well organised, interesting, varied."

"Planet of Generations improves the quality of life, useful, stimulating, relaxing."

"I like to learn the language and to help the children with the task."

"A much-needed institution that helps make sense of many lives."

"A pleasant environment and a great opportunity to learn new skills and relax ..."

"I would commend the activities, the friendliness of the workers, they try very hard for us, they take into account our wishes for activities."

### *How can the practice be used or adapted in other countries?*

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- France: We plan to transfer and disseminate the Mentoring practice to our local partner, MISSION LOCALE SUD.
- Belgium: The models and practice presented can be spread under the members of CEFEC to provide inputs of their introduction in other EU countries/territories and organisations, to increase knowledge and awareness about tools for the inclusion, especially of vulnerable groups through training, mentoring, activities, as well as through social enterprise activities.
- Spain: The mentoring activities carried out in this project are of key importance and serve as a reference to do similar practice in our organization with the newcomers.
- Bulgaria: The shared experience will help Nikanor Ltd enrich its training and mentoring practices, with a focus on how to involve professionals as mentors of young people and how to work on community-initiated projects. This will help us to enrich our training and mentoring practices. We will update them with a focus on how they could benefit from that, and we will introduce different ways of collaborating. Many of the good practices suggested during the meeting in Žalec will be used by us – especially those orientated towards the development and integration of vulnerable groups.

### For more information

#### Website page:

[www.planet-generacij.si](http://www.planet-generacij.si)

#### Social media channels:

[Multigenerational Centre Planet Generacij | Facebook](#)

[Planet Generacij Žalec | Facebook](#)

[Hiša Sadeži družbe Žalec | Facebook](#)

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## Practice # 7: Pattern City

### Brief Overview

#### *Who shares the practice?*

Pattern City is an ecosystem for education, experimentation, prototyping and innovation. They have a unique and interactive environment that focuses on providing interdisciplinary content with learning-by-doing and playful learning methodologies.

Pattern City functions as a knowledge intersection and innovation generator for smart city stakeholders. In its essence Pattern City is RDI department of Ljudska Univerza Velenje.



Source: <https://pattern.city/>

#### *Where is the practice located?*



The described practice is located in Velenje, Slovenia, where the Adult education centre Velenje is located. As was mentioned before, Pattern City is the research, development, and innovation (RDI) department of Ljudska univerza Velenje.

#### *When and how did it start?*

#### *How is it financed?*

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The project was launched in January 2018 and is managed by Ljudska univerza Velenje with the support of the Municipality of Velenje. The project partner is Gorenje, d. d., and the strategic partner is the Velenje School Centre.

They started by opening an open space in a shopping mall in the city centre, where visitors can confront various challenges of technological progress and socio-environmental changes.

Pattern City collaborates with several organizations, companies, and projects. One of the main financial sources is the Municipality of Velenje. For detailed information see the Business Report of Ljudska univerza Velenje (year 2021).

## In focus

### *What is the practice about?*

Pattern City is an ecosystem for education, experimentation, prototyping and innovation. It is interactive and provides interdisciplinary content. Visitors – people from the age of 12 upwards – learn by doing and through various playful learning methodologies.

The understanding and use of new technologies are what is at its heart. They promote science, knowledge and understanding based on curriculum, modern technologies, international cooperation, intercultural dialogue, and cross-curricular integration. Visitors get a highly engaging experience because of the diversity of their services and variety of their equipment – VR headsets, smart displays, leisure corners, Legos, drawings on the walls, and simple tools.

Within Smart specialisation, they carry out activities in all areas of digital literacy, including working with young people, young people with disabilities, immigrants, promoting of inclusion of women in science, providing up-to-date competencies for better career equipping, and non-formal education for all visitors.

### *Outcomes to date*

Based on the *Business Plan* for the year 2021, they have carried out 11 weekly training sessions for primary and secondary schools, and school centres. Some workshops included 3D drawing, film industry and mapping projection. They have also hosted several events, such as the XR Meetup for the Slovenian XR Community, Open Study Tour in cooperation with Ljubljana Technology Park for Interreg project ODEON, and a press conference to launch the Employment Pathways project (Norwegian Mechanism). They filmed a VTV show MišMaš on robotics for WRO and produced 29 RoboTV programmes on robotics for young people.

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## Reflection Corner

### *What do beneficiaries share?*

There are no specific comments from the beneficiaries on their website page. When going through their Facebook posts, we saw comments such as:

- Congratulations!
- Well done, you are an example to us!
- Congratulations, the troopers are Miha and Erik.
- Thank you for being part of the story!

The practice we focused on at Pattern City was very interesting and gave us ideas to build a new project including virtual reality in our methods.

### *How could the practice be applied or adapted in other countries?*

- France: We plan to transfer and disseminate the Mentoring practice to our local partner, MISSION LOCALE SUD; We will work on an idea of partnership with the manager of Pattern City.
- Romania: Intend to develop more projects in the future related to aspects seen in the practice. Invite representatives from Walk to Pattern City to our webinars on the SEPAL project.
- Spain: We will inform our staff and implement a training format inside our training for entrepreneurs. The mentoring activities carried out in this project are of key importance and serve as a reference to do similar practices in our organization with the newcomers.
- Bulgaria: The shared experience will help Nikanor Ltd enrich its training and mentoring practices, with a focus on how to involve professionals as mentors of young people and how to work on community-initiated projects. This will help us to enrich our training and mentoring practices. We will update them with a focus on how they could benefit from that. We will introduce different ways of collaborating.

### For more information

Website/s: <https://pattern.city/>

Social media channel/s: <https://www.facebook.com/Pattern.City4.0/>

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# Youth Entrepreneurship mentoring programme

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## Practice # 8: MENTORIZAJE

### Brief Overview

*Who shares the practice?*

The Association of Young Entrepreneurs of Zaragoza (AJE Zaragoza) is an independent, dynamic, non-profit association. Its mission is to promote business initiatives of young Aragonese people, under the vision of creating an ecosystem that facilitates the business initiatives for youngsters under the values of transparency, honesty, and passion.



*Where is the practice located?*



*The practice is located in Zaragoza, Aragon, Spain.  
Avda. Ciudad de Soria, 8, 3ª planta, edificio ETOPÍA*

*50003 - Zaragoza (SPAIN)*

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### When and how did it start?

AJE was founded in 1990 by a group of entrepreneurs who shared interests and faced common problems.

Enthusiastic young people with an entrepreneurial and innovative drive who work in a dynamic, transgressive environment that connects with new companies.

+ Company, people who work for excellence, attracting talent, economic solvency and generating quality contacts as a differential value.

"It opens your mind to learn about very interesting projects seeing the potential of the Aragonese company"

### How is it financed?

AJE is financed through membership fees and grants from the City Council of Zaragoza and also from the Ministry of Labour

## In Focus

### What is the practice about?



**This programme involves a tutoring process in which businessmen and senior managers guide Young Entrepreneurs, contributing their experience and skills for their professional development. It is a tool designed to develop the potential of young entrepreneurs selected from AJE Zaragoza, based on the transfer of knowledge, and learning through**

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experience, all within a predominantly intuitive process in which a personal relationship is established.

Trust between the mentor, who guides, stimulates, challenges, and encourages the mentee according to their needs to give the best of themselves on a personal and professional level. In turn, the mentee provides the mentor with a different vision with creative and innovative ideas, which makes both come out enriched from this union. Throughout the five editions of the project, the evolution has been more than positive, getting more than 200 entrepreneurs participating in the different editions, highlighting the participation as mentors and mentors of CEOs and company executives.

### Outcomes to date

  
**+300**  
ASOCIADOS  
**+460**  
EMPRESAS  
**+3400**  
PUESTOS DE TRABAJO[MÁS INFORMACIÓN](#)

To date, more than 500 Aragonese entrepreneurs have been mentored and more than 250 mentors have added their grain of sand to the selected projects.

About 90% of the projects that start this adventure successfully complete the mentoring, from which they emerge reinforced with a more specific vision of their business in the aspects that they had planned to improve.

Many have moved on, others have pivoted thanks to the program itself, and are grateful to have discovered quickly and at no cost that their initial idea was not the right one. That is why 70% of the entrepreneurs have described this program as relevant within their business path, and 78% of the mentored projects continue their adventure.

Throughout the seven editions of the project, the evolution has been more than positive, achieving more than 200 entrepreneurs participating in the different editions, highlighting the participation as mentors of CEOs and company managers in Zaragoza.

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## Reflection Corner

*What do beneficiaries share?*

MentorizAJE testimonials are very positive since it means for the target group a complete tutoring process in which businessmen and senior managers guide Young Entrepreneurs, contributing their experience and skills for their professional development.

It effectively develops the potential of young entrepreneurs that are selected by the program and means for them a fruitful process of personal trust between the mentor and the youngster. The tutor guides, stimulates, challenges, and encourages the mentee according to their needs so that they give their best personally and professionally.

This is also fruitful for the mentor, since in turn, the mentee gives him a different vision with creative and innovative ideas, which means that both come out of this union enriched.



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*How could the practice be applied or adapted in other countries?*

The lessons learnt from this practice could be easily used in any association aimed at mentoring and supporting the young entrepreneurs and that are willing to implement this process of guidance contributing with mentors' skills and professional experience.

**For more information**

Website/s: <https://ajezaragoza.com/>

Social media channel/s:

<https://www.facebook.com/ajezaragoza/>;

<https://twitter.com/ajezaragoza>

<https://www.linkedin.com/in/ajeearagon/?originalSubdomain=es>

<https://www.instagram.com/ajezaragoza/>

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## Practice # 9: MANAGERS AS COACH

### Brief Overview

*Who shares the practice?*

Managers as Coaches (MAC) is a Erasmus+ project led by Exponential Training supported by a team of European partners. MAC aims to develop a performance management, coaching-based methodology and a new learning tool using game-based learning to help enterprises and managers to implement performance-based coaching aimed at work-based teams and individuals.

MAC will develop and test a new VET pedagogical approach placing coaching at the heart of the manager, owner, director's role, hence the project title – Managers as Coaches.

*Where is the practice located?*

**The practice is located in UK, Ireland, Netherlands, Czech Republic, Cyprus and Spain (Zaragoza and Madrid)**

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### *When and how did it start?*

Managers as Coaches started in November 2019 till November 2021, to develop a performance management, coaching-based methodology and a new learning tool using game-based learning to help enterprises and managers in UK, the Netherlands, Ireland, Cyprus, Czech Republic, and Spain to implement performance-based coaching aimed at work-based teams and individuals.

### *How is it financed?*

The project is financed by Erasmus + European Program. with support from the European Commission

## In Focus

### *What is the practice about?*

In recent years, the manager as a hierarchical, remote figure has gone. Today's manager needs to be able to engage, motivate and support team members to perform. In many countries, managers have been stepping in as coaches.

The aim of MAC is to help to accelerate this across Europe and to improve the quality of work-based coaching. Like many things in life, effective, high impact coaching (and mentoring) is about developing great habits. You do not need sophisticated on-line coaching platforms and tools, although they do help – you need simple, routines and the discipline to use them consistently and routinely.

MAC is a strategic partnership whose partners are: Exponential Training & Assessment, STPEuropa Consulting, STICHTING BUSINESS DEVELOPMENT FRIESLAND, Meath Community Rural and Social Development Partnership Limited, Red Española de Entidades por el Empleo Red Araña, DEKAPLUS Business Services and Česká zemědělská univerzita v Praze.

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### *Outcomes to date*

The results got it in the project presented are:

- New VET Curriculum and VET course called, The Manager as a Coach for managers and owner/directors and VET teacher/trainers.
- New interactive, experiential educational learning game demonstrating the value of game-based learning in VET.
- Handbook showcasing the MAC methodology, educational game and how MAC and game-based learning can contribute to the performance improvements and effective learning in the workplace.

Regarding the impact of the project, MAC has trained 14 VET teachers/trainers in the use and delivery of the Managers as Coaches VET course. The project has therefore impacted on their skills and competences to support and train adult learners (i.e. managers and owner/directors) in the workplace.

Secondly, MAC impacted on skills and performance of 70 managers and owner/directors as they learnt and implemented new skills and competences associated with the performance management and coaching of adults in the workplace. Both target groups were then better placed to further develop and support the skills and competences of others in the workplace using the MAC course, tools, and resources.

MAC GAME

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## Reflection Corner

*What do beneficiaries share?*

### LOCAL:

Beneficial and attractive educational program for entrepreneurs and SMEs.

### REGIONAL:

Training in this area is therefore essential, aimed on the one hand at both managers/directors of companies who must make decisions, as well as intermediate managers and workers who must contribute to process efficiency and resource use.

### NATIONAL:

Set good tools and create opportunities inside the companies to develop collaborations and create real team buildings with a new manager concept.

### INTERNATIONAL:

These models can be spread across Europe within the European network.

**For more information** Website/s: <https://managersascoaches.wixsite.com/project>

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## Practice # 10: IMPACT HUB ZARAGOZA

### Brief Overview

*Who shares the practice?*

Many people with good ideas to make a positive impact. IMPACT HUB ZARAGOZA is a network of people and companies that work in more than 100 spaces around the world, with responsible values to generate global impact from local actions. The mission is to inspire, connect and promote those people who want to generate a positive impact from their professional and entrepreneurial activity.



*Where is the practice located?*



The practice is located in Zaragoza, Aragon, Spain.  
c/José Pellicer Ossau 9, 50003 Zaragoza

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### In Focus

*What is the practice about?*

In this practice, the management team presented the space and services. During the practice, three young entrepreneurs presented their business project and they explained how the Impact Hub have helped them with a mentoring approach.

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### *When and how did it start?*

Impact Hub has been a catalyst for entrepreneurial action for more than 15 years. It was in 2005, with one community, in one city that the organization started. It was a space for anyone who had an idea for a better world to meet and collaborate – a place where ideas turned into impact. Today, it has a global network of 24.250 people driving change – made up of more than 100 communities in more than 60 countries across 5 continents.

### *How is it financed?*

Impact Hub ZGZ is financed through membership fees and services providers payments, and grants from Zaragoza business, from the business angels, grants from City Council of Zaragoza and the Government of Aragon.

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## Outcomes to date

The main outcomes are;

- a.- Co-working
- b.- Networking
- c. Seminars and trainings

Below some figures;



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## Reflection Corner

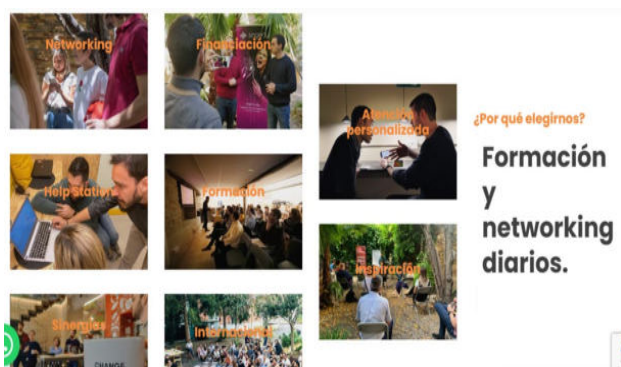
*What do beneficiaries share?*

Impact is happening across the globe. Entrepreneurs of the Impact Hub network are building better businesses for a better future.

Regarding the testimonials of the targeted group, usefulness of events they show overall satisfaction with the project and with the speakers. Most of them would recommend this practice and would like to attend and actively participate in more of them.

*How could the practice be applied or adapted in other countries?*

Impact Hub is found in more than 100 locations, with presence in more than 60 countries. This means that their community is composed of about 2450 entrepreneurs and innovations, providing more than 34000 jobs all over the world.



**For more information**

Website/s: <https://hubzgz.com/>

Social media channel/: <https://www.facebook.com/hubzgz>

<https://www.linkedin.com/company/impacthubzaragoza/>

<https://www.instagram.com/impacthubzaragoza/>

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# Mentoring for social inclusion of vulnerable people / community development mentors / online mentoring

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## Practice # 11: HyperCLEAN4HORECA (Advancing Hygiene and CLEANing training for HORECA SMEs)



### Brief Overview

#### *Who shares the practice?*

It is a KA2 Erasmus + international cooperation project in order to develop a learning game on cleaning sector. The project partnership is formed by:

- Coordinator: CIVIC COMPUTING LIMITED- UK
- 5 partner organizations from 5 EU – Countries
- OÜ Puhastusekspert- Estonia
- CCS DIGITAL EDUCATION LIMITED – Ireland
- Bucovina Institute- Romania
- CREATIVE THINKING DEVELOPMENT – Greece
- Asociación Valencia Inno Hub – Spain



#### *Where is the practice located?*

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United Kingdom, Estonia, Ireland, Romania, Greece, Spain.

### When and how did it start?

The project started from November 2019 and ended in October 2021.

HORECA it is a dynamic sector and represents a formidable generator for the European economy in terms of output, employment and development. Besides, it represent a particular class of commercial properties where hygiene and cleanliness are pertinent far more than any other business industry. Despite the high importance of hygiene and cleanliness, a great percent of micro and small

businesses in the field struggle to maintain the relevant hygiene requirements and are still characterized by unsophisticated methods and approaches, which do not take into account the power of training due to poor awareness of the relevant legislation related to hygiene, sanitary and cleaning standards due to the lack of appropriate skills and expertise of personnel and the lack of skilled supervisors and managers. Therefore, the HORECA sector was facing a crucial challenge in regards to the hygiene & cleaning services provision: how to make human resources from marginalized workers to a real asset for the development of an innovative and sustainable HORECA industry.

### How is it financed?

**HyperCLEAN4HORECA** project was funded by the European Commission under the Erasmus+ program. Erasmus+ is an EU program that supports education, training, youth, and sports in Europe.

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## In Focus

### *What is the practice about?*

The partnership comprises 6 partners from 6 countries covering software experts with profound experience in the development of ICT tools to help a new work-based training experience to VET, VET organisations, associations and NGOs which are experts in the cleaning domain of the HORECA sector with vast dissemination potential in the field and is expected to achieve a significant impact promoting the training programs and tools based on the “learning outcomes” approach.

The partnership designed, developed, tested, implemented and disseminated an innovative training program facilitated by two tools, the Hygiene & Cleaning Strategies Tool and the HyperCLEAN Game. The development of the training program was based on the adoption of a user-centred approach. The assessment of the training program included extended cycles of training activities and work place centred work including skills retention. Trainers continuously gave feedback to the project team about their experiences gained at the workplace. This not only increased the motivation of the trainers, and give weight to their practical experiences, but also provided the necessary crosslinks between theory and practice. Upon suggestions of the trainers, the project team performed the necessary adjustments to the training approach.

How do they work?

- To provide HORECA staff and management with an engaging and personalised approach to cleaning and hygiene in their businesses
- To develop a course that is comprehensive in its coverage of cleaning and hygiene issues in the HORECA sector
- To promote skills and employability among cleaning staff and managers, as well as in the wider HORECA workforce
- To create a community of practice for cleaners and managers in small and micro HORECA businesses, through a virtual Club, that will be able to share knowledge and broaden the reach of the game and tool

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### Outcomes to date

The results of the project produce impact within Organisations by improving the VET trainings on room cleaners with an interactive online tool and more adapted content related with cleaning management. The project consortium it is very new and professional for organizations and they can develop future ideas and projects. They are more visible from the touristic sector from their areas and the teachers from the touristic Colleges are interested on piloting the game created and translated.

The participants of the VET trainings have more enthusiasm to participate to the training sessions, appreciating the interactive parts with the training. The teachers participating on dry run phase and piloting have more initiatives on using online tools and games for learning process.

The stakeholders are happy to have access to the game in 5 languages (EN, GR, SP, ES and RO). The social enterprises promoted by SFE CEFECE from the cleaning sectors adopted the game already as a tool for quality and human development resources. The project was very large disseminated with 37 activities we reached more about 63000 individuals. What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.

Impact at local level:

- Qualitative indicators: new contacts and recognition of the touristic sector from Bucovina,
- Number of people reached: 100

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## Outcomes to date

- Feedback you received: quality feedback from the College involved and University

### Impact at national level:

- Qualitative indicators: new contacts and recognition of the touristic sector from Romania in special from the Black Sea Costs

- Number of people reached: 437

- Feedback you received: appreciated by the HORECA sector with more positive feedback from Best Western chain

### Impact at European level:

- Qualitative indicators: new contacts and access to our website for game in different languages

- Number of people reached: 200

- Feedback you received: positive feedback on using interactively for evaluation and HR for social enterprises activating within Social Firms Europe CE FEC



## Reflection Corner

### What do beneficiaries share?

Anisoara, 43 years, participating on the accredited training program organized by Bucovina Institute "This training by playing is keeping us motivated to pass all levels of the game in order to get the final results with the score. I was repeating at list 5 times until I got the good score to be hired and a learned many new concept".

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Mihaela, 38 years, training participant: “You need to have an android cell model to play the learning game on it and disposable time of 40 minutes to reach a good score. I enjoy a lot and I shared the online game with my colleagues from the hotel, but my score it was better”.

*How could the practice be applied or adapted in other countries?*

Hyperclean4HORECA developed an online Hygiene & Cleaning Manager Tool that will follow a training path designed to equip staff in the HORECA sector with the necessary skills and knowledge to ensure compliance with national as well as EU standards and legislation, guarantee public health and safety, provide high quality services, and therefore also maximize the reputation and the revenue of their business.

This is supported by a Hyperclean4HORECA game that will reinforce and assist with the retention of the skills and knowledge delivered through the Tool. Altogether, the Hyperclean4HORECA consortium created a comprehensive package that will remedy the problems that this project aims to address.

**For more information**

Website/s: [www.hyperclean4horeca.eu](http://www.hyperclean4horeca.eu)

Social media channel/s: [www.facebook.com/hyperclean4horeca](https://www.facebook.com/hyperclean4horeca)

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## Practice # 12: Supporting Employment Platform through Apprenticeship

### Learning – SEPAL



#### Brief Overview

##### *Who shares the practice?*

*Bucovina Institute for Social Partnership – Lead Partner - Romania*

*Pere Closa Private Foundation – Beneficiary Partner – Spain*

*ZISPB – Human Resources Monitoring and Development Bureau – Beneficiary Partner – Lithuania*

*Koispe Diadromes – 10<sup>th</sup> Sector of Attica Prefecture – Beneficiary Partner – Greece*

*Collegium Balticum – Beneficiary Partner – Poland*

*Bucovina Institute was founded in 2011, as a non-profit organisation, with aims to support the sustainable development of communities in the North Eastern part of Romania, South – West of Ukraine and entire Republic of Moldova through learning partnerships projects and organising continuing training programs for adults.*

*The Pere Closa Private Foundation is a grassroots entity that has been working for over 18 years to promote and support education within Roma community. The Foundation dedicates its efforts and enthusiasm to the education of the Gypsy people in Catalonia and to enhance their positive image, preserve their rich cultural legacy and make it known to the rest of society.*

*KoiSPE Diadromes - the word “KoiSPE” is the equivalent Greek Abbreviation of the Social Cooperative of Limited Liability. “KoiSPE” is a special form of cooperative, aiming to include or reintegrate people with mental health problems in typical workplace settings.*

***VšĮ Žmogiškųjų išteklių stebėsenos ir plėtros biuras (ŽISPB, NGO Human Resources Monitoring and Development Bureau) is a non-governmental non-profit organization, estab-***

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***lished in 2010. ZISP B aims to support and empower the most disadvantaged groups in society and to create social balance by providing services and education. The services are provided for different target groups: social workers, families-at-risk, disabled people, youth, juvenile offenders, ex-offenders, DV perpetrators and victims, etc.***

***Szczecińska Szkoła Wyższa Collegium Balticum founded in 2000 is continuously ranked as one of the best private universities in northern Poland. It is characterized by great human capital and huge development potential.***

The SEPAL project is funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment



**SEPAL**  
Supporting Employment Potential  
through Adaptation to the Labour Market

Implemented by:

**IB** Institutul  
Bucovina

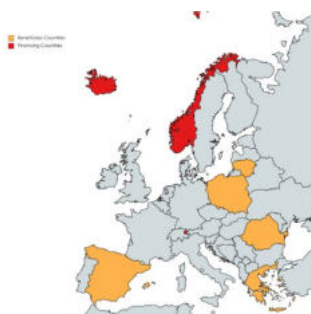
**FUNDACIJA PERE CLOSA**  
FUNDACIJA PERE CLOSA  
FUNDACIJA PERE CLOSA

**ŽISJB**



**Szczecińska  
Szkoła Wyższa**

### ***Where is the practice located?***



**SEPAL is implemented in 5 European countries: in partnership with Fundacio Privada Pere Closa in Spain, with ZISP B in Lithuania, with KoiSPE Diadromes in Greece and with Collegium Balticum in Poland.**

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### ***When and how did it start?***

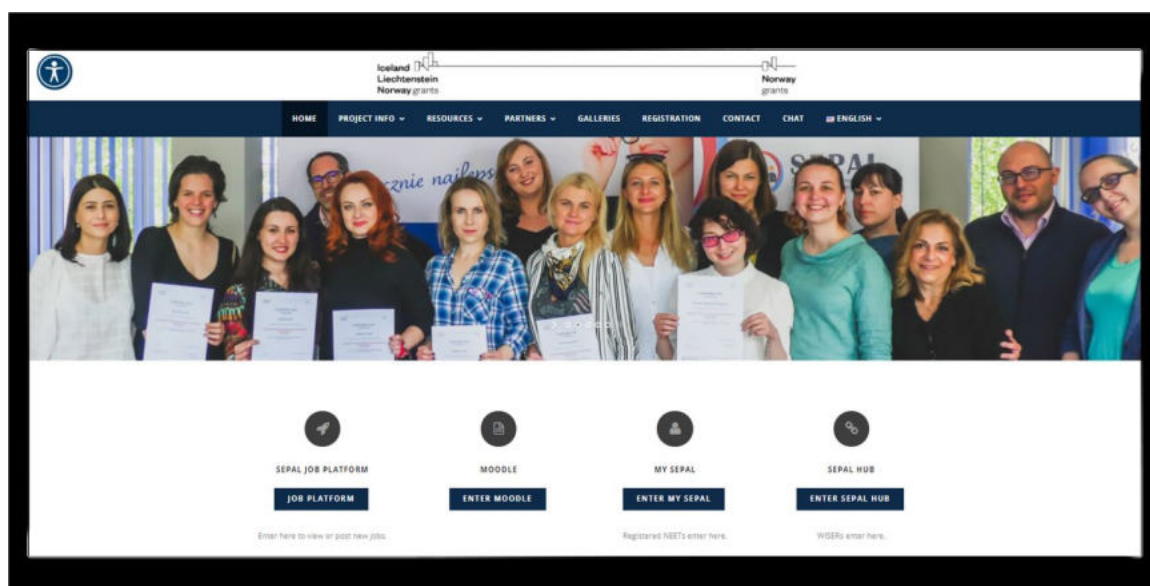
**The project started in September 2018 and the estimate date of ending it is January 2024.**

**The rigidity of labor office system and lack of support services in accessing the first job were is no work experience or lack of coaching services for vulnerable groups; it is the main reasons for increasing in the last decade the number of NEETs in Europe. So they developed an innovative evaluation model of competencies through work experience for existing competencies or organize training at job for new qualification for 400 young NEETs with age between 18 and 29 years old, coming from youngsters with disabilities, Roma, migrants, low skilled and drop out of schools and leaving in five EU countries, through developing WISE model of social enterprises by offering apprenticeship training and support services to access the labor market.**

### ***How is it financed?***

**The project is funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.**

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## In Focus

### *What is the practice about?*

SEPAL innovation is represented by the integration of vocational training (apprenticeship) with supported employment. Given the particularities of NEETs target groups, such as lack or insufficient work experience and a less clear vocational path, this mixture is needed to facilitate selection of the best career options, given the existent competences and labour market offers. Also, this model encourages co-finance of private sector that is always interested to recruit competent labor force to support business growth and profitability. Labor authorities are becoming partners in the field of employment and are sensitized at the employment of the most vulnerable groups.

The process starts with assessing the existing skills and competences, followed by 4 months of apprenticeship stages within social enterprises or private firms and 2 months of Picture/s might be included internship within private firms.

Vocational training at the work place – social enterprise or public firm – capitalizes on existing motivation and lowers the chances of drop-out. Apprenticeship programs are

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needed to support the existing career goals that are unmet due to lack of competences.

Also, they provide a smooth transition from unemployment to a structured activity, adjust expectations and prepare the youth for future employment. Both soft skills and practical skills that are needed to maintain job and obtain success are trained during the apprenticeship program.

Internship programs further enhance the development of work skills. Ideally the internship is to be continued with employment on the open labour market.

### *Outcomes to date*

The SEPAL project responds to a key challenge concerning the social policies of and within the European Union: the condition of NEETs (young people neither in employment nor in education and training).

#### **PROJECT'S RESULTS**

- More than 300 NEETs supported on the SEPAL learning on the job model
- Developing 5 functional SEPAL Work Integration Social Services
- 15 SEPAL specialist trained on support employment services
- We involved 25 Local Stakeholders from Communities (LSC)
- Development of a structural methodology SEPAL Innovation Book
- Creating of SEPAL e-Platform
- Creating and printing the SEPAL Apprenticeship Book
- SEPAL Work-based Training Book
- Building an international SEPAL Coalition to support apprenticeship model
- Design a set of policy recommendations within SEPAL White Book

NEETs on our project registered more than 1,400 on the platform and about 439 received supported employment services within SEPAL model of apprenticeship, 52 with other training programs and 115 got employed during the project implementation. The profile of NEETs supported are from vulnerable groups: low-skilled or without experience, migrants, with mental or physical disabilities, Roma and at risk of poverty. With more than 60% female registered and supported during project lifetime.

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## Reflection Corner

### *What do beneficiaries share?*

From ZISPB, Siauliai, Lithuania:

**Modestas Noreika, a participant in youth project SEPAL can be identified as an example of successful reintegration into the labour market.**

**Modestas is now in his third month of successful on-the-job training at "TMG Sports Vehicles". He is one of the craftsmen of this company established in Joniškis, which converts minibuses into vehicles for transporting sports horses.**

**As Modestas says, the work is dynamic, and engaging, requires teamwork, daily learning, and development. Perfect for a young person! SEPAL WISE experts are in constant contact, supporting the young person with counseling and travel expenses to keep him in the job market as long as possible.**

**"We are always looking for young people and we really want them. Here you need to be a fast learner, you need physical perseverance. It's great when you invest your time in training a worker and they stay for a long time. I hope this will be the case with Modestas as well," says Saulius Štarevičius, Director of "TMG Sports Vehicles".**

**He says that support is important not only for young workers but also for young businesses, so any support projects are beneficial. The company produces 5-6 vans a month for special orders and sells them to England and Ireland, and hopes to expand its activities.**



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### *How could the practice be applied or adapted in other countries?*

The SEPAL project had been a very useful tool for the empowerment of young people on their personal and professional skills. We having managed to create synergies between social entities, companies and public administration in order to create a framework of new opportunities for young people. We hope to be able to implement projects like this in the near future, through the accompaniment we would like to be again luxury spectators of how young people from vulnerable groups can improve their skills to access into the labour market in a successful way.

Tailoring and increasing the quality of educational systems (at all levels from primary to VET and higher education) to prevent high early school leaving and NEETs rates and make the education more attractive and adapted to the labour market needs since it is easier and cheaper to prevent than to combat unemployment;

#### **For more information**

Website/s: <https://www.projectsepal.com/>

Social media channel/s: <https://www.facebook.com/projectSEPAL>

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## Practice # 13: “PIM Academy”

### Brief Overview

*Who shares the practice?*

**Bucovina Institute** was founded in 2011, as a non-profit organisation, with aims to support the sustainable development of communities in the North Eastern part of Romania, South – West of Ukraine and entire Republic of Moldova through learning partnerships projects and organising continuing training programs for adults.

**Clever Children Suceava** is an educational franchise in Romania that promotes two programs, training and development for children.

The **Social emergency center** aims to overcome the situation of vulnerability of refugees from Ukraine requesting the right to stay in Suceava County.

**Together Club Suceava** operates as a day centre for adults with socio-psychiatric disabilities. Activities and services are offered to help increase the chances of social integration of people with disabilities and their quality of life by developing civic and communication skills, organizing creative-occupational workshops, training in the use of digital technologies, psychological, legal and social counselling.



|

*Where is the practice located?*

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PIM Academy is implemented in Suceava,  
Romania.

### *When and how did it start?*

The long-lasting and fruitful collaboration with Mihai Pânzaru-Pim, 75 years old, master in the art of graphics and caricatures, brings, since 2004, the artistic breath needed in an organization working in the field of social inclusion. The arts it is always inclusive to all categories and can be a very good model on discover talents, vocational counselling or start a cooperation with youngsters. It was progressive developed from small workshops to summer cam editions and from 2021 it is completed with an art gallery organized within the Bucovina Institute offices.

### *How is it financed?*

Based on voluntary work offered by the artists Mihai Panzaru -PIM with frequency of two times per week we are reaching different target groups from children, youngsters, youngsters with disabilities, adults, elderly, migrants and Ukrainian refugees in our days. The painting materials are covered by donations and private sponsorship.

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## In Focus

*What is the practice about?*

PIM Academy is a creative and educational program for children to contribute to the harmonious development of creativity and skills, coordinated by the artist Mihai Pânzaru-PIM from Suceava.

Within the Pim Academy, the master coordinates graphic design and painting workshops for children and young people from Suceava, contributing to their personal development through debates and the presentation of innovative concepts. The "Together Club", which is a day centre for adults with socio-psychiatric disabilities organised at the headquarters of the Bucovina Institute, also holds such workshops to develop creative skills.

The works made during the workshops are later entered in national competitions and exhibitions, many of them winning awards at the caricature and satire festival "Humor at...Gura Humorului" and the caricature competition "Popa's in a child's smile".

Also in collaboration with the Bucovina Institute, Mihai Pânzaru-PIM has coordinated in the past years creative workshops for high school students participating in summer camps organized in the Dornelor region. He has also been involved in developing tools for working with adults and facilitating cross-border cooperation with Ukraine.

It's also implemented in the afterschool program offered for children by Social Emergency Center for refugees from Ukraine.

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### *Outcomes to date*

It was progressive developed from small workshops with 10 to 15 children from the our office neighbourhood in Suceava. In the periods of 2007 -2009 and 2019-2021, within CBC cross border cooperation Program between Romania and Ukraine we organized six editions of art summer camp for youth with participation of youngsters from the border area coming from Suceava Romania and Chernivtsi Ukraine. More than 400 youngsters participated actively on the graphic workshops organized with the artist Mihai Panzaru -PIM. From 2021 the cooperation is developed within an art gallery entitled Zamca Gallery organized within the Bucovina Institute offices.



### **Reflection Corner**

#### *What do beneficiaries share?*

During some mobility activities organized by Bucovina Institute the artist is drawing the portraits of participants coming from abroad. It is unique present offered constantly by our dearest maestro Mihai Panzaru -PIM.

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**For more information**

Website/s: <https://www.bucovinainstitute.org>

Social media channel/s: <https://www.facebook.com/institut.bucovina>

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# Mentoring Volunteers / CSR-driven mentoring

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## Practice # 14:

### CSR mentoring and volunteers of For our children foundation

#### Brief Overview

*Who shares the practice?*



For Our Children Foundation is a Bulgarian non-governmental organization that has been supporting vulnerable Bulgarian children and their families since 1992. "For Our Children" is the successor of the British human rights organizations "European Children's Trust", "Christian Children's Fund" and "Every Child".

For Our Children Foundation work for the best interests of children, to grow up in a secure family environment

They believe in the capabilities of the children and families we help and explore their needs. They encourage parents to overcome the challenges facing the child, to provide support and security for them to develop their full potential.

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### Where is the practice located?



For Our Children Foundation is situated and established in Sofia, Bulgaria. The foundation has a branch in Plovdiv.

### When and how did it start?

For our children foundation started as a non-governmental organisation in 1992, established by Christian children fund's of Great Britain. This organisation started a humanitarian program in Bulgaria as it helps poor families and social institutions with basic food products and donations. That is how the history of the British support for child care start in Bulgaria. 2007 is a key for the development of For our children foundation. In 2006, the British organisation makes the decision to withdraw its support from Bulgaria. So, the foundation makes the decision to continue its work as a completely Bulgarian organization with a Bulgarian team and management.

### How is it financed?

For Our Children Foundation believes in the power of partnerships.

The foundation is financed by donation of:

- corporate donations
- private donors
- implementation of projects
- event sponsorships
- donation boxes
- by the municipality

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## In Focus

### *What is the practice about?*

The practice is about the successful strategies for CSR (Corporate social responsibility) driven methods and attraction of volunteers for a good cause!

#### **Here are the explanations of the used CSR methods:**

##### ➤ ***Strategic partnership***

For our children foundation offers for its strategic partners :

Preparation of an individual CSR project, consistent with the vision, goals and capabilities of the company

Presentation of an employee engagement plan Promotion of the joint partnership

Detailed financial and narrative report on the social impact of the joint partnership and the effects on the children and families we help

Opportunities to engage your employees as donors or volunteers.

##### ➤ ***Marketing with a cause***

Implementation of a campaign for deduction of% or amount of a product/service of the company's choice

Improved customer loyalty and stand out from the competition by promoting the product / service with a cause

Promotion of the joint partnership.

##### ➤ ***Donate your time and expertise***



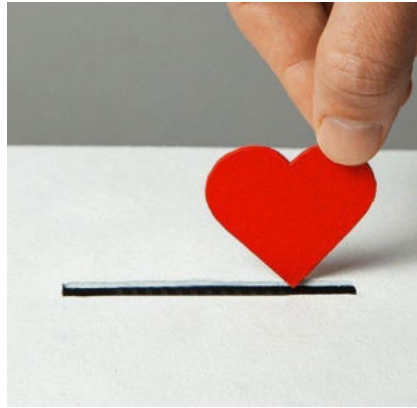
Time is one of the most valuable resources we have. That is why For our children foundation highly appreciates the people who want to support them by donating their time or expertise to the causes and to their teams who work every day to make their mission a success. This can happen even easier when we are together.

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If you are an expert in a field and you think that by sharing your expertise you can help the foundation or you want to be a volunteer according to the needs that the organization has.

➤ **Donation box**



Do you have an idea for a space (restaurant, beauty salon, bookstore, pharmacy, shops, studios, etc.) where a donation box can be placed in support of our cause? Do you want your place and its visitors to have the opportunity to donate easily every time, while at the same time you are sure what the funds are invested in?

➤ **Celebrate with a cause**



You have a wonderful occasion to celebrate – wedding, birthday, name day, March 8, anniversary, and maybe you should organize a corporate event ?!

***Do you want to dedicate your day to a significant cause for society?***

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Challenge the guests of your event to be involved in the happy childhood of the children at risk in Bulgaria. Encourage them to donate the allotted amounts in favor of our cause instead of gifts, put a donation box of their choice or get rid of the often unnecessary corporate gifts for each employee by donating the funds. There are many ways!

For our foundation team will support you to make your noble idea come true in the best way.

➤ **Material donations**



For our children foundation is trying to optimize their costs by searching for donors who would like to donate products that they would otherwise have to pay for. In this way, they invest the saved funds in their programs to support children and families. They will benefit from essentials in the care of newborns and young children – diapers, formula, cosmetics and purees, as well as office supplies and stationery, equipment and machinery.

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## Outcomes to date

Our contribution to a happy childhood

For 29 years, dedicated to working for development and a happy childhood in a caring family environment, we have supported over 16,000 children and families at risk.

Together with our donors and supporters, we are changing the lives of thousands of children at risk and their families to give them hope, confidence and a chance for development.

For the past 3 years For our children Foundation attract more then 1000 companies in

Bulgaria to donate and be part of the development and happy childhood. They succeeded

to find the right way to attract volunteers which support their activities in various ways.



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## Reflection Corner

### *What do beneficiaries share?*

There are a lot of testimonials on the website of the Foundation -  
<https://detebg.org/en/others-about-us/>

They are in 3 categories:

- Awards and diplomas
- Congratulatory addresses
- Impressions from our work

All of them shows satisfactory and give us the confidence to introduce them in this guide!

### *How could the practice be applied or adapted in other countries?*

The feedback for this good practice from the participants is:

- One of the possible impacts will be to establish a volunteering project or projects with one the partners in the near future.
- To enrich our company portfolio with the different practices on the CSR
- To enlarge the proposed activities for volunteers
- The library of toys and the music room were

What some of the participants share about them:

- Deinstitutionalization history and work of the **“For our children foundation”**, which has the mission to develop the childrens potential, along with their families, was very interesting. Specially the holistic approach on children and the involvement of the whole environment.
- Very well equipped spaces:

## For more information

Website/s: <https://detebg.org/en>

Social media channel/s: @fondatsiyazanashitedetsa

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## Practice # 15: BCause

### Brief Overview

*Who shares the practice?*



BCause Foundation is an expert organisation, a recognized leader with more than 20 years experience at national and international level (since 1995). We encourage people, organizations and communities to transform their lives, by developing the giving culture and social investment.

BCause Foundation offers companies and people a choice of important causes; security, and easy ways to give (money, time and labour); which brings them satisfaction with the benefits to society.

They channel donor resources and contribute to the financial and organizational strengthening of civil society organizations and public institutions such as schools, libraries and museums.

BCause Foundation:

- » promote charitable causes and provide donors with easy mechanisms to give
- » channel donor resources and contribute to the financial and organizational strengthening of civil society organizations
- » support social entrepreneurs with training programs and accelerators

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### *Where is the practice located?*

BCause Foundation **IS** situated in Sofia, Bulgaria.

#### *When and how did it start?*

Since 2014, the BCause Foundation has a Rinker Center for Entrepreneurship and Training set up to promote education, lifelong learning and support entrepreneurship and business development in Bulgaria.

#### *How is it financed?*

The BCause Foundation manages several thematic funds, supported by private and corporate donations and distributed on a competitive basis. BCause Foundation receives donations and grants.

Their main rule is that they don't make or distribute profit among members of the team or their managing persons. They carefully plan and aim to cover all their expenses with a small and announced part of the income we receive. During the past 25 years they have worked with the trust of dozens of donor organizations, more than 100 companies and more than 3500 individual donors  
(<https://www.bcause.bg/en/about-us/donors.html>)

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## In Focus

### *What is the practice about?*

Social enterprises can play an important role in the development of the Bulgarian economy and have the potential for sustainable growth, integrating different social groups. BCause is actively discussing the place, shape and appropriate incentive measures for social entrepreneurship in the Bulgarian context through our Coalition Social Forum in Bulgaria and as its representative in the permanent group on Social Economy at the Ministry of Labor and Social Policies.

BCause apply and develop their understanding of social enterprises in their own programs through the Rinker Entrepreneurship and Training Center.

**The mission** of Rinker Centre is to support and develop a spirit of entrepreneurship in Bulgaria.

The programmes are oriented towards creating opportunities for sustainable employment, improving competitive power, adding value and innovation aiming to improve the quality of life in Bulgaria, primarily rural areas of the country. The Centre's main programmes work towards training and spreading the spirit of entrepreneurship among children and adults. It also provides further training and qualification of the Bulgarian teachers by encouraging the use of innovative technologies, interactive methods of teaching and understanding students with special needs, learning difficulties, ethnic minorities. Furthermore, the Centre will support active young people through specific training.

#### Programmes for children

- Training young entrepreneurs;
- Virtual training materials and games;
- „Sprouts“ – a competition for business ideas developed by children;
- Training and support to young people voluntary organisations;

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### Resource Centre

- Information about social enterprises, case studies, statistical data;
- Information about funding opportunities;
- Online resources for business plans development;
- Group and individual consultations on available offers;

### Social enterprise competition

- A platform for supporting ideas of Bulgarian entrepreneurs;
- Workshops on specific topics such as developing a business plan;
- Selection and awarding scholarships to social entrepreneurs;
- Mentorship to promising entrepreneurs;
- Ongoing support to entrepreneurs;

### Regional programmes

- A social entrepreneurship competition targeting specific regions, sector or target audience;
- Programme for children in the region;

### *Outcomes to date*

Rinker's Challenge (since 2014) - a unique start-up entrepreneurship program for Bulgaria that includes racing and modular training. The winners receive a grant of up to BGN 20,000 and one-year support from mentors. The competition is once a year.

So, from 2014 to 2022 this amount of money have been received from 32 youth entrepreneurs.

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In the last 5 years , we have raised 16 million BGN /about 8 million EUR/ for various programs and charitable causes.

You could read more in their Annual report: [http://www.bcause.bg/docs/reports/BCause\\_report\\_2016\\_c](http://www.bcause.bg/docs/reports/BCause_report_2016_c)

## Reflection Corner

*What do beneficiaries share?*

Here are some of the received feedbacks:

- “Great team, which is working hard to support youth and people who wants to start their own business.”
- <https://www.charitynavigator.org/ein/208821828>

Because Foundation reported its two largest programs on its FY 2020 Form 990 as:

\$5,571

The because series of short documentaries highlights the groundbreaking work of pioneering individuals and organizations providing solution-based models for social change that can be replicated in communities around the world. in addition, because foundation provides scholarships to underprivileged youth in chicago and other areas of the country

*How could the practice be applied or adapted in other countries?*

**Bcause foundation** and the approach of CR corporate responsibility, with a crowdfunding Platform with a dedicated place for Companies with Corporate Responsibility. Interesting the high lightening of Networking, not only as a matter of fees, but also to increase knowledge and expertise

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**Bcause foundation : the use of fundraising accelerators** as for Example, **Giving Tuesday**, a global movement aimed to donate what we don't need, or the **8 march**, women day. It has been underlined that it is necessary to search for donors, and not to wait that they come to you.

The visit can inspire and stimulate new partnerships and projects between different countries and experiences as well as inspire the introduction of new activities (fundraising, involvement of the school and educational system)

### For more information

Website/s: [www.bcause.bg](http://www.bcause.bg)

Social media channel/s:

**Facebook:** [BCause.bg](https://www.facebook.com/BCause.bg)

**YouTube:** [BCause\\_bg](https://www.youtube.com/BCause_bg)

**Twitter:** [BCause\\_bg](https://twitter.com/BCause_bg)

**LinkedIn:** [BCause Foundation](https://www.linkedin.com/company/BCause-Foundation)

**Instagram:** [BCauseFoundation](https://www.instagram.com/BCauseFoundation)

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## Practice # 16: Creativity and Education

### Brief Overview

*Who shares the practice?*



ARTIED is a Creativity and Educational Studio centred around the concept of Art Inspired Education

The studio is boosting entrepreneurial skills of art and crafts inspired people and young artists. With this, ARTIED want to support their personal and professional development and to improve their knowledge and skills to work on projects, or to start their career or a new business endeavour.

*Where is the practice located?*

The practice is located in Sofia, Bulgaria, but ARTIED is working on a national and international level, depending on the projects

*When and how did it start?*

The Studio was founded by Mariana Petrova, who has over 20 years of training experience and long-lasting interest in arts. She opens the Artied in 2021.

*How is it financed?*

It's financed mainly by European projects and own funds.

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## In Focus

### *What is the practice about?*

#### *ENTREPRENEURIAL SKILLS FOR ARTISTS AND CREATIVE PEOPLE*

##### **To whom is it recommended?**

For young artists – painters, sculptors, designers, craftsmen and women, etc, who want to start as freelancers or to build own business endeavour. As well as for those who have creative ideas and want to realise them as part of their leisure activities (or probably in the future – to turn them into a business venture)

##### **What do we do?**

Thematic coaching and trainings on entrepreneurial skills in the field of artistic competences and personal development (presentation, sales and negotiation skills, project design, preparation and management, development of a CV and professional portfolio, preparation for a job interview, etc)

Networking and building international partnerships

Preparation of project proposals in cultural and creative activities areas, including trainings, exchanges, and so on.

##### **The methods we use are:**

- One-to-one activities or work in small groups (3 to 5 people)
- Coaching and mentoring
- Practical trainings and work sessions
- Development of practical training projects on different topics, which will allow learners to combine theory and practice and to use training as a first step for development of their own artistic project or endeavour.

**Format:** Online or face-to-face

## Reflection Corner

*What do beneficiaries share?*

The feedback from the beneficiaries is very positive and shows that this way of education and learning new things is something creative and absolutely could be classify as “thinking out of the box”

*How could the practice be applied or adapted in other countries?*

Very interesting the Junior Achievement activity with the implementing of companies in the schools, fulfilling the hole circle/process of a business plan, managing and closing a company and the role of the Mentor, bringing the practical side: provide support, feedback, guide the teams, motivate teachers.

### For more information

Website/s: <https://arti-ed.com/en>

Social media channel/s: @CreativityandEducationalStudio

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# Professional mentoring for social business start-ups and social enterprises using blended learning methodologies

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## Practice # 17: WEB - Salmon Model

### Brief Overview

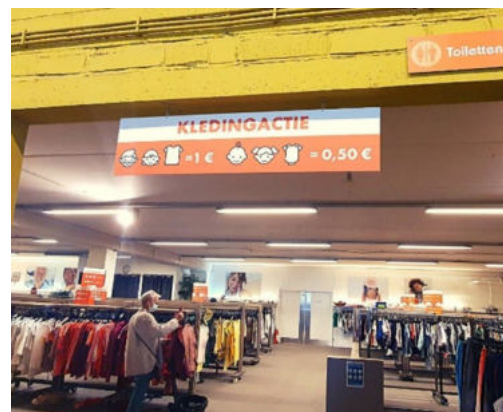
*Who shares the practice?*



WEB addresses to unemployed people and employees who need intensive guidance during their search for a permanent job. WEB organizes education and training and offers work experience or employment.

Employers can get support from WEB for the education and guidance of their executive employees and the development of a customized HRM-policy.

WEB is member of Social Firms Europe CE FEC, the only network of Social Firms across Europe which promotes the model of Social Firms/Enterprises and social co-operatives at EU, national and regional levels



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### Where is the practice located?



WEB's main office is at Turnhout, Belgium.

WEB works from different branches in the Kempen region.

### When and how did it start?

WEB has been founded in....

#### Strategic priorities:

- WEB activities: strong focus on circular economy
- WEB supports inclusive entrepreneurship
- **WEB as an inclusive enterprise**
- WEB operates in an organization network

### How is it financed?

WEB is financed by local, regional and federal authorities.

The economic activities generate turnovers and benefits to reinvest in the business cases.

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## In Focus

*What is the practice about?*

### Project cluster work floors and salmon principle within sw WEB

The Salmon principles are the following:

- Easy accessible, basic tasks
- Tailored/custom made to the new employee
- Planned timeline of 6 months
- Complexity tasks and customer contact increases
- Growing en tackle obstacles that prevent taking a sustainable job

The success off the model is based on it's methodology of step by step learning and growing and therefore representing an instrument for a continuously motivation to grow professionally.



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### *Outcomes to date*

After some year, 30 years ago, start of WEB as a spin out of the SPK. Now 350 people working in WEB.

2 divisions:

1. **Social economy activities**, employment in smaller business units, like circular economy activities (4 shops in the Region, 1 in Turnhout for clothes), repairing electric and electronic devices, refurbishing, textiles selection;  
Horeca unit: kitchen, restaurants also in the city (Kontoer), restauration for a school;  
Cleaning activities;  
Resource Lab: wood recycling, new furniture.
2. **Job coaching**, around 60/80 persons working in: around 2.000 people during a year supported (financed by the government/outsourcing)



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## Reflection Corner

### *What do beneficiaries share?*

The feedback from the beneficiaries is very positive:

- it proves that nothing is impossible and know one must remain behind
- the model considers skills and knowledge
- it represents a successful model and method in social economy and for the inclusion in the labour market of people with vulnerabilities
- Growing and tackle obstacles leads to the possibility of taking sustainable jobs
- It can be used as a sample model for educational programmes that we design for the unemployment agency.

### *How could the practice be applied or adapted in other countries?*

- It is considered a model of success in social economy, and partners will try to adapt it in their context and try to implement the Salmon model in their activities.
- Some participants will try to introduce the Salmon model in educational projects with some new methods, approaches, motivation strategies
- The Salmon model could be put into practice (of course with adjustment to our context) in the next Erasmus+ project in the year 2023, but also in some existing EU project.
- Specially the element of genuine care of WEB for well-being of learners, workers, people in general as well as constant care their continuous motivation of people to grow (professionally and personally).

## For more information

Website/s: <https://www.webwerkt.be/en/>

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## Practice # 18: DIGIDAK

### Brief Overview

*Who shares the practice?*

Digidak is a project of Blenders, (voorheen SPK)

It is aimed to build a new digital world with people, for people, in their own neighbourhood.

Digidak is available for everyone, but they have a special attention on vulnerable groups, especially elderly persons. Introduction to media: computer, tablet, smartphone.

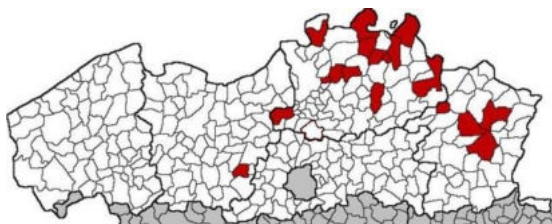
**The main goals are:**

- Reducing the digital divide by empowering people digitally
- Digitization as an excuse to bring people together



Digidak helps you on your way...

*Where is the practice located?*



**Digidak** has been implemented in 38 cities and local communities and has more than 25 000 unique use

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### *When and how did it start?*

The project started in 2003 based on a Project call from the government due to the growing digitalisation of society

The aim has been to develop a concept aimed to raise the digital capabilities of as many persons as possible, in as a short as possible time and with the fewest possible resources.

### *How is it financed?*

The project is financed by the governance.

## **In Focus**

### *What is the practice about?*

The aim of **Digidak** is to give the chance to all persons in each community to access to digital tools and increase the related competences, based on some previous analysis:

- 38% of Belgians has advanced digital skills
- 32% has weak digital skills. Combined with the 8% of non-users this makes that 40% of Belgians are digitally at risk.
- For low-income and low-skilled people, this rises to 75%.
- In women between 55 and 74 years up to 79%.
- Among job seekers up to 54%.
- You have to constantly work on digital skills, due to the fast and constant digital innovations. Anyone who doesn't or can't do that will fall behind.

The project wants therefore to introduce persons to media (computer, tablet, smartphone), use an approach from personal gains, give the chance to take away learning thresholds, through:

#### ***Initiations:***

- People who have little or no IT knowledge

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- Introduction (max. 3 x 3 hours)
- Basics: 'Computer guide' and 'Internet & e-mail'

Threshold lowering: Cheap, 3 start-up moments / year; Small groups max. 5; 1 teacher, 1 supervisor; no prior knowledge required; Social aspect important

**Free access:**

to public computer rooms on fixed days in most locations

- Use computers and print
- Surfing and emailing, games and chat
- Assistance with computer questions
- Practice after initiation

Support is given by teachers or supervisors, administrative and technical support as well as local volunteers with a heart for people and a passion for ICT.



### Outcomes to date



Since 2003, start of the Digidak project, it has been growing continuously.

In 2022 it is working in 38 local communities, using local places just

used as libraries, city hall, neighborhood centers. Particularly during the Covid period big steps have been done.

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## Reflection Corner

### *What do beneficiaries share?*



The feedback from the beneficiaries is very positive and shows that this way of access and initiations, increases the capacity of e-learning and encourages the use of digital tools, both, regarding

the need to face daily issues as well as increasing digital communication.

### *How could the practice be applied or adapted in other countries?*

The Digidak model on supporting ICT competences seems easily to transfer on other activities of training.

It inspired an efficient digital literacy programmes for adults. These example can lead to the preparation of digital programmes for adults aged 55+.

### For more information

Website/s: <https://digidak.be/>

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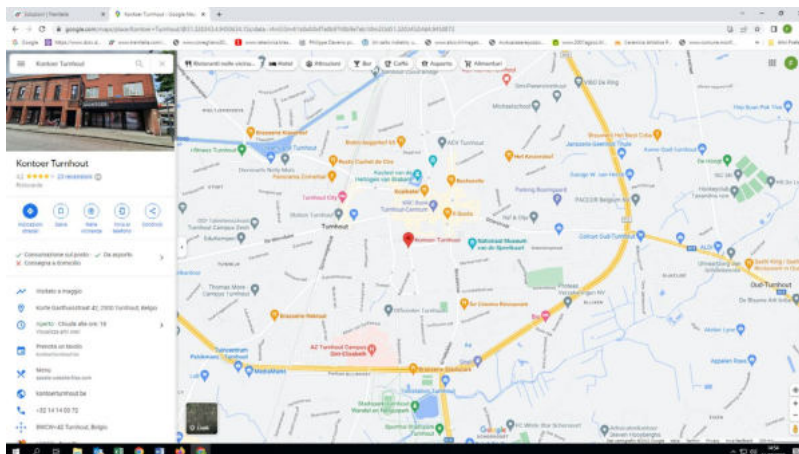
## Practice # 19: Kontoer

### Brief Overview

*Who shares the practice?*



*Where is the practice located?*



Kontoer is located in the City  
Center of Turnhout, Belgium

Korte Gasthuisstraat 42, 2300  
Turnhout

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### *When and how did it start?*

The Experience of Kontoer started in 2017 and took a preparation of about 3 years, involving university teachers, marketing offices, architects

It opened on 2nd of July 2021 and has been from the beginning a big success, the double from what was expected.

### *How is it financed?*

Kontoer is financed by the regional authorities for the training and coaching of the target workers. The turnovers of the different business activities are also important.

## In Focus

### *What is the practice about?*

Kontoer's focus is on experience, quality & sustainability.

People pass from the food shop which offers daily fresh take-away meals and changing delicacies, to the second-hand clothing boutique that has been given a fresh coat, or can relax on the atmospheric terrace of the bistro Kontoer.

A retouch shop offers repairing services of clothes.

A popup - shop is at the disposal of young people that are working on a start up

Close too the mall people can find a small, easy to join for those without car, reuse center.

Moreover, Kontoer offers a large activity of training: the employees are still just a little too far removed from the regular labor market and have the opportunity to combine training and work and to strengthen their competencies.

Staff and waiters, working in the Kontoer activities are composed by experienced professionals and those doing the last step towards the first labour market.

Finally, sustainability is guaranteed also by the 0 waste policy: food is never thrown away, but sailed at the end of the day in prepared backs (vegetarian or not) for a small price, increasing at the same time the awareness about sustainability.



## 1.

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## Outcomes to date

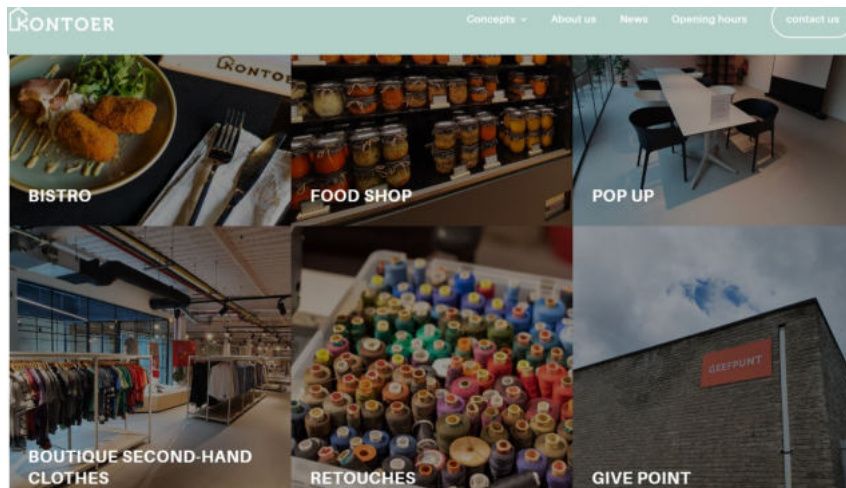
It opened on 2nd of July 2021 and, besides the difficult period of Covid, it has been from the beginning a big success, the double from what has been expected in terms of in terms of customer turnout.

Customers appreciate the concept of commerce and social activity.

Workers included by web and on the six step of Salmon, are proud to work in Kontoor, as well as those working in the different levels and knowing, Kontoor is part of them.

Kontoor contributes to increase the awareness of sustainability, offering circular economy activities and working on 0 waste, while taking in consideration workers and customers with vulnerabilities.

Kontoor reduces the distance and gap from the first labour market.



## Reflection Corner

### What do beneficiaries share?

Workers from WEB are proud to be part of and to work in Kontoor. Teaching customer service done through 3 sessions. They support workers to increase self-awareness and the capacity to present themselves, at least to not correspond on the prejudice, on what you think people to expect from you.

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### *How could the practice be applied or adapted in other countries?*

The sustainability proven at WEB comes from a strong focus on a circular economy, applying inclusive entrepreneurship and by operating in an organisation network.

Learners appreciated the merging of social and innovation in a successful social enterprise.

The philosophy and vision of Kontoer is considered a great model of social entrepreneurship with a very clear and well-prepared futuristic vision of social entrepreneurship.

Specially the element of genuine care of WEB for well-being of learners, workers, people in general as well as constant care their continuous motivation of people to grow (professionally and personally).

We will pay more attention to sustainability and maybe we (UPI) could start buying equipment and furniture in reuse centres to be a positive role model for our participants.

#### **For more information**

Website/s: <https://www.kontoeturnhout.be/>

#### **E-MAIL**

[contact@kontoeturnhout.be](mailto:contact@kontoeturnhout.be)

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# Mentoring for Social Change and Life-Long Learning

## M-LEARN Project



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