JOINT REPORT FOR WP6 – SUSTAINABILITY

International project:	**Erasmus+ project DISC – Digital Skills for Integration and Active Citizenship**
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1 PREFACE

In the EU publication, *Sustainability of international cooperation projects in the field of higher education and vocational training: Handbook on Sustainability*, a project can be considered as sustainable if its outcomes continue or are developed after the end of the EU funding (i.e. duration of new courses, up-dating of new tools).[1]

For this DISC Sustainability report, each partner had to choose few projects from their own countries. We will present them in the alphabetical order of the countries, starting with Belgium and ending with Spain. Projects were selected so they represented some of the best practices, connected to the area of research of each partner, sometimes the projects presented being those which DISC researchers were working on in the past.

In Belgium, DISC partner UCLL decided to interview colleagues from the same college who have already had projects that became sustainable after their official end. Respondent 1 conducted research within an after-school programme that led to a website with various resources for teachers. Two follow-up projects, both national and international, have now been launched. Respondent 2 was involved in three projects on the same theme but with different target groups. Again, several follow-up projects have been started. Respondent 3 has a great deal of expertise in this area, as she already had a great deal of experience in various research projects that have subsequently become sustainable.

Laurea UAS, Finland, chose three cases. One of them was conducted and analysed by Project Manager Minttu Räty and two others by Senior Lecturer Tiina Wikström, who wrote about her own experiences in two EU-wide projects funded by AAL.

The first project analysed by Project Manager Minttu Räty was "With all senses - Developing Open Learning Environments", which was a 4-year project partly funded by European Social Fund and had seven partners in different parts of Finland. It was the first project with a national network to disseminate the idea of multisensory space and to use it for different purposes and target groups.

The other two projects analysed by Senior Lecturer Wikström were linked with digital skills and client empowerment, and they lasted three years each and were funded by the European Commission under the Ambient Assisted Living (AAL) Joint Programme. The reason why Ms Wikström chose these projects were the following: Both projects were focused on developing the digital skills of its participants (in this way these projects resonated with DISC as well), Ms Wikström had insight in them both having worked in both projects as a project researcher and they both included a wide consortium covering several European countries. These projects also had different challenges and possibilities in relation to project sustainability.

Italian partner CESIE have chosen two best practices (IT-P1 and IT-P2) in the field of migration regarding migrants' social and labour market inclusion as well as accompanying minors into autonomy who have had an impact on beneficiaries even after the project lifetimes ended or have been followed-up due to their successful implementation and tailored actions. They have further chosen one project on the

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[1] http://tempus-desire.eu/downloads/useful-information/Handbook%20on%20Sustainability.pdf

basis of the innovative idea and scope of activities, as it was aimed at fostering the entrepreneurism of migrant women, but due to various circumstances, it could not reach its full potential.

Slovenian partners in the project have decided to present three projects. Project 1: "Park your excuses elsewhere! Not on parking spaces reserved for disabled people" deals with disabled people's rights to mobility by addressing parking violations at spaces reserved for disabled people. It is a project selected because of its inclusion of research and application of findings into awareness raising and behaviour changing campaign. The project is now ongoing for the fifth year (since 2017) and continues to gain funding for the third time. The second project is named "Violence and Youth". It started as an initiative of young people from all over Slovenia gathered under the small local NGO (Mladinsko kulturno društvo Novo mesto). In 2003 they started with research, whose aim was to reveal different forms of violence committed by young people in Slovenia and understand its causes. The project consisted of research, awareness-raising campaign, workshops, media interviews and then led to the publication of book Violence and youth, development of subject Violence and society at Faculty of Criminal Justice and Security, University of Maribor, numerous final theses and inclusion of this topic into training of Slovene primary, secondary and high school teachers. It was selected because of long-lasting sustainability (the topic of the project continues since 2003) and spill-over effect. The third included project was named NasVIZ "A systemic approach to peer violence in educational institutions – model and guidelines" (EEA and Norway Grants 2009–2014, n.d.). Primary goal of the project was to address the issue of peer violence and to combat this issue in primary schools with an active partnership "in and with the local community". The project was active from February 2015 to August 2016 and was funded by the Norwegian Financial Mechanism.

Lastly, Spain has also selected three successful examples: INCHIPE was a three year EU funded project (Erasmus+ programme, KA2 CBHE). The topic of the project was the internationalisation of universities from Latin America. The project's primary goals were the promotion of International Relation Offices (IRO) internationalisation within universities from Chile and Peru, capacity building of IRO's staff, promotion of international mobilities for students and staff and the creation of an international network. The second Spanish project, named SOLIDARIS, is a three year EU funded project (Erasmus+ programme, KA2 CBHE). The topic of the project is social inclusion and active citizenship as its main goals are to promote the access and inclusion of different vulnerable groups in Latin American HEIs. This will be achieved by modernising and improving the services supporting social and educational inclusion made available by HEIs and providing the different involved actors with tools that favour the acquisition, by students, of the skills necessary for their inclusion in a University context. The third project is named INTERMOVE. This was a three year EU funded project under Erasmus+ Programme (KA2). The topic of the project was to tackle, within the field of mobility actions, these two barriers: intercultural issues and foreign language knowledge by developing and implementing a new training pathway in mobility.

To summarise: Finnish projects were funded by the European Commission under the Ambient Assisted Living (AAL) Joint Programme, Slovenian projects were funded by municipal funds and Slovenian traffic safety agency, European commission and EEA and Norway Grants 2009–2014, whilst Spanish projects were all funded by Erasmus+ programme, KA2.

The topics were ranging from professional development of teachers to create inclusive learning environments, stimulation of movement in older people with dementia (Belgium); open learning environments, digital skills and client empowerment (Finland); migrants' social and labour market inclusion and accompanying minors into autonomy (Italy); parking on spots for disabled, youth violence in general and tackling violence in schools with systemic approach (Slovenia); internationalisation with International Relation Offices, inclusion and active citizenship and developing a new training pathway in mobility (Spain).

2   RESEARCH METHODS

The research methods used in gathering the information of the three Finnish project analyses conducted by Minttu Räty and Tiina Wikström, consisted of summarising their personal experiences as project managers and researchers in the projects in question and using the documents in the archive. Similarly, when gathering data for projects, the Slovenian team used their own experience, documents in the archive (applications, reports, photos, press releases, etc.) and data available, and interviews, conducted at the NasVIZ projects' closure.

Italian - CESIE's research team brainstormed about their previous projects and wrote their experience down.

Belgian and Spanish teams, unfortunately, due to the COVID-19 situation, could not interview their colleagues personally. UCLL team used open-ended questions to get more information, which resulted in a written form. INCOMA team used e-mail and Teams platform, explaining the task and the templates to be filled in by the respondents.

3   SHORT INTRODUCTIONS TO THE CHOSEN PROJECTS

3.1   BE-01

The project was about the professionalisation of teachers (in training) in creating inclusive learning environments. The main objective was to sharpen the professional development of teachers (teams). This focused on creating inclusive learning environments with two sub-goals. The first sub-goal was to value and utilise diversity through sharpening teachers' professional outlook and the second sub-goal was to collaborate in a connective manner within the school and with other key partners. The project lasted four years.

It was an IWT-SBO project funded by the Innovation and Enterprise Agency (Vlaio). There were so many results of the project that it is difficult to summarise it shortly. One of the main results is the website https://potentialtoteach.be/ and several follow-up studies. In addition, different types of materials were produced in the research such as academic output: a number of scientific articles and four doctoral dissertations. In addition, several practice-oriented tools can be found on this website (in Dutch): https://potentialtoteach.be/zoek-een-sessie.

At the local level, there were several effects since about 30 schools participated in the professionalisation process. Per school, two coaches followed a train-the-trainer to be able to work

with the materials. These could be internal coaches from the school or an external coach such as pedagogical supervisors.

The main goal was to develop materials that can be used sustainably to support teachers' professional development around inclusion and diversity. This goal was achieved through the various tools collected on the Potential platform.

3.2   BE-02

This project was a pilot study to stimulate movement in older people (with dementia) via exergames. One of the objectives was to find out whether exergames are an effective and/or feasible tool to stimulate elderly with dementia to exercise more using exergames. They were focused on two areas; older people in general in the context of fall prevention, and secondly in older people with dementia in the context of the treatment or delaying progression of dementia. There were several projects with different target groups. Exergames in residential care centres, which used commercial exergames; exergames in day care centres, which utilised commercial exergames vs. customised games and lastly exergames with elderly people with dementia, which used a customised game. All three programs were operational for two years.

The project was funded through Practical Scientific Research. The main results of the project were different in the different target groups. The results with exergames with older people: both commercial and customized games were feasible (low threshold, fun, high compliance) and effective (better balance, understanding the importance of movement, sense of movement, self-confidence, feeling better about themselves, improved memory and walking). The results with the older people with dementia showed feasibility with supervision and guidance.

The types of materials produced in the project were research reports, various presentations at conferences/study days etc., report about the project in the journal, service offerings for the field of work and for personal care students (through RTC), exergames lending service, manuals for applying exergames and scientific publication.

The most important effect that was seen was that Flemish residential care centres and other organisations for older people bought exergames and used them in their activities. The objectives of the project were achieved, but they would have liked to test a larger number of participants. This was partly due to unexpected circumstances such as participants dropping out due to illness or death.

3.3   BE-03

Belgian team has conducted an interview with a colleague from their institution. Together, they went into details of projects, that became sustainable after their official end. Some projects are listed and summarised here:

   a.   Introducing stories as a teaching tool.
   b.   Develop entrepreneurial learning and tools for teachers.
   c.   Teach international entrepreneurship through an international module.
   d.   Integrate refugees through entrepreneurship.

e.   Preventing radicalisation through arts-based activities organised by grassroots change agents.

Each project had different objectives and research questions and each project lasted 2 years:

a.   What is a story? Digital or oral? How can a story act as a learning pathway? How do we develop good practices?
b.   What is entrepreneurial teaching and learning? How do we develop an entrepreneurial learning environment? What tools help entrepreneurial teaching/learning?
c.   What is international entrepreneurship? What should entrepreneurs learn? What should students learn?
d.   What do refugees need for them to become entrepreneurs in the host country? How should we teach this?
e.   How do we prevent radicalisation through artistic activities? How do we reach grassroots change agents? How can they reach more vulnerable youth at a deeper level through design thinking?

Projects a,b,c were Erasmus+ projects and projects d and e were Horizon2020 projects.

The main results of the studies were:

a.   Teachers and students have created stories as learning at the primary, secondary, and college/university levels.
b.   Teachers, entrepreneurs, and students experienced liminal labs and entrepreneurial learning at the primary, secondary, and college/university levels.
c.   Lessons learned, entrepreneurs and HEI students developed an international enterprise growth pathway.
d.   Refugees worked out their own pass in the host country in a network of experts. The financial world has taught refugees to see things in a different way.
e.   Grassroots change agents and academics connected their expertise to create more coherent prevention stories.

After the different studies, the projects also produced separate materials such as:

a.   A manual and papers.
b.   An alphabet of entrepreneurial teaching, 6 liminal labs, a game, papers.
c.   A course for higher education, a toolbox for entrepreneurs, papers.
d.   A game, a networked course, papers.
e.   A methodological guide, a tool, papers.

In addition, there were several impacts of these projects at the local, national, EU or global level. At the local level, the educational institutions, the local organisations, the citizens of the region learned how to build such an innovative project. The different target groups learned to understand different ways of thinking. At the EU- or global level, they learned from various educational visions.

In two projects, the unexpected circumstances were partners who did not want to or could not step out of their own vision.

3.4 FI-P1

With All Senses - Developing Open Learning Environments project applied the Multisensory Space method as open learning environment. The main objective was to pilot the creation of the multisensory environment with different target groups. The different pilots had different purposes, based on the needs of the participants and the organisations involved in the pilot. One approach was to reflect the cultural heritage in the memories of one person/group.. Cultural heritage is reflected in the memories of one person/group in a purpose-built experiential environment. In the multisensory space a visitor can, for a moment, return to his past or explore a completely different world.

The project was coordinated by Laurea University of Applied Sciences. It was a nation-wide project, and the project partners were The Provincial Museum of Lapland, Heinolan kansalaisopisto (Heinola Adult education centre), Hämeen Kylät ry (an umbrella organisation for village associations in Häme Region), The City of Vantaa, Päivälehti museum and Metropolia University of Applied Sciences. The project was funded by the European Social Fund and was implemented 2011-2015.

The project's multisensory environment was used, e.g. for collecting local memories and history, for improving multiculturalism, and as an inspirational learning environment. A model was developed to be applied in open multisensory learning environments in different contexts and utilised in the activities of various organisations, such as learning institutions, libraries and museums. The result of the project were the different models how to apply the method for empowering different target groups and how to use it as an open learning environment. The models were described in websites, also a multisensory guide book was published. The multisensory classroom was built in Laurea and its use was integrated in Laurea's teaching.

3.5 FI-P2

The project's purpose was to combat elderly loneliness by design and by creating an app for personal storytelling and interest-based connections and communication among older adults, empowering them and enriching their lives.

The overall objective for the project consortium was to develop, test and deploy a web service, which stimulates and facilitates personal storytelling, and enables interest-based connections and communication among elders and thereby empower them and enrich their life. The project's focus on helping people to build and maintain relationships with others was inherent to the design of their products, and the team has supplemented its work with a publication that explains this philosophy.

The project started on 1.3.2010 and ended on 28.2.2013. The project was funded by the European Commission under the Ambient Assisted Living (AAL) Joint Programme (www.aal-europe.eu), and the national funding organisation was Tekes. The result was an app and a publication relating to designing for a more empathic society.

The project produced different research materials, articles, conference posters, online materials, and a special app was developed in cooperation with partner organisations as well as the above-mentioned publication. Also, during the project, different user-based value canvases were innovated and created.

The project was coordinated by a European Living Lab, and in addition, there were several University and NGO partners from Finland, Sweden, The Netherlands and Denmark.

3.6   FI-P3

The project in question focused on promoting the mobility of the elderly. The overall objective for the project consortium was to develop, test and deploy a mobile platform and associated services, which offer coping support to older persons using public transportation. The project created specific planning, sharing, and on-journey services helping older persons maintain their outdoor mobility for as long as possible.

The project started on 1.3.2012 and ended on 30.6.2014. The project was funded by the European Commission under the Ambient Assisted Living (AAL) Joint Programme (www.aal-europe.eu). The national funding organisation was Tekes.

The result was an app for smartphones, developed together with the consortium and Samsung, for commercial use.

The project produced research materials, articles, conference posters, online materials as well as a smartphone app developed in cooperation with partner organisations and Samsung. The project was coordinated by an European Living Lab and it consortium partners were from Denmark, Finland, Belgium and Luxembourg. The planned goals of the project mainly were accomplished as designed and there were no significant unexpected circumstances, situations or anything else that influenced the project's end results negatively, despite the fact that during the project there were some staff changes in the organisations and some designs needed to be re-evaluated.

This was so also due to the fact that the project was partially ahead of its time by offering a smartphone app for the elderly who were not yet using smartphones very commonly in Europe during the project period.

3.7   IT-P1

IT-P1 has been a 2.5-year project funded in the frame of the Italian programme "NEVER ALONE, per un domani possible" for the reception and welcome of unaccompanied minors and young people arriving alone to Italy. The project lifetime was two years.

The project's main objectives were the following:

- To improve the reception system of unaccompanied minors by promoting models ensuring the protection of children's rights in Italy.
- To promote models supporting social inclusion which the potential, the interests and the expectations of unaccompanied minors are taken into account in order to facilitate an autonomous and responsible passage to adulthood by involving the Region of Sicily.
- To create a social file for each minor featuring all the information regarding their identities, the reception procedures, the inclusion strategies and the hard, soft and life skills they have developed.

- To give unaccompanied minors the opportunity to strengthen and develop soft and relational skills.
- To develop an active policy for the labour market integration of unaccompanied minors.
- To identify temporary housing solutions featuring affordable accommodations for unaccompanied minors and a tourist hostel.
- To design efficient tools to ensure the visibility and sustainability of the project.

In order to obtain these, nine local partners, among them CESIE, the Municipality of Palermo, NGOs and career guidance providers, collaborated in various activities over the course of two years.

During the lifetime of the project, the following activities have been implemented:

- Creating a platform which allows users to share, monitor and follow the inclusion strategies of unaccompanied minors living in Palermo.
- Developing activities aimed at sharing methodologies and identifying tools enhancing and valuing the skills acquired by unaccompanied minors and improve the continuity of inclusion strategies.
- Promoting activities aimed at fostering active citizenship and including unaccompanied minors in the social and cultural life of Palermo (i.e. intercultural, theatre and multimedia workshops).
- Creating and promoting the adoption of open-source tools enabling a participatory mapping of the social and cultural organisations in Palermo.
- Informing, describing, and supporting unaccompanied minors to promote active labour market policies.
- Supporting vocational counselling services to identify professional skills and collect vacancies from hosting businesses.
- Redecorating and adapting buildings to host unaccompanied minors and guests.
- Assisting and helping institutional care leavers and providing them with autonomous and affordable housing solutions.
- Opening and managing a tourist hostel in collaboration with unaccompanied minors.
- Awareness-raising in relation to the project to promote and enhance its scope.

3.8   IT-P2

IT-P2 has been a two-year project co-funded by the Erasmus+ Programme KA2: Strategic Partnership in the field of Adult Education.

Its main objectives were the following - developing innovative learning tools to increase media and digital competences of low – skilled/low qualified refugee, asylum seeking and migrant women. And secondly, improving media and digital literacy skills of low – skilled/low – qualified refugee, asylum seeking and migrant women encouraging them with effective awareness raising actions.

In order to achieve these results, CESIE in collaboration with five European partners, among them one University and several social associations and NGOs, implemented the following activities in all partner countries:

- Development of methodological approach and framework for the building of media and digital literacy skills and competences tailored to the needs of low skilled/low – qualified refugee, asylum seeking and migrant women.
- Creation of an online training tool for the building of media and digital literacy skills of low – skilled/low – qualified refugee, asylum seeking and migrant women.
- Development of a peer – to – peer awareness raising methodology and a short training for refugee, asylum seeking and migrant women involving them in an awareness raising/outreach campaign.

3.9 IT-P3

IT-P3 has been a two-year project funded by the European programme for Migration AMIF - Asylum, Migration and Integration Fund (AMIF), Priority 1: foster integration of migrant women.

The main objectives of the project have been:

- To foster networking, knowledge, experience-sharing among social workers, trainers, intercultural mediators and key stakeholders to strengthen resources supporting integration of migrant women and their access to work and development of entrepreneurial initiatives.
- To promote the social and entrepreneurial capacities of migrant women through development and exploitation of food-related knowledge and skills that provide possibilities for income-generating activities.
- To stimulate development and implementation of economically sustainable food-related innovative business ideas as a vehicle to promote mutual learning between the culture of migrant women and the one of the welcoming communities.
- To foster intercultural dialogue and a culture of welcoming communities in partners' countries to reduce social exclusion of migrants and contribute to their better integration.

Over the lifetime of two years and under the coordination of CESIE, six European partners collaborated to achieve these results, implementing the following activities:

- Researching of quantitative and qualitative data collection on migrant women's social, economic, learning needs, and analysis of business climate and preconditions for food-related business establishment.
- Offering international Training Course for 18 social workers/trainers/intercultural mediators.
- Implementing 20 Local Workshops to 12-15 migrant women per country on (I) development of personal and soft skills; (II) entrepreneurial education, entrepreneurial culture, entrepreneurial civil education; (III) visits to migrant-led enterprises and meetings with successful migrant entrepreneurs.
- Producing a toolkit for organisations promoting economically sustainable food-related innovative business ideas and cultural initiatives, the "Appetite for Enterprise" Toolkit.

3.10 SL-01

Disabled people's entitlement to specific parking spaces stems from the right to mobility and independence. A violation only brings a small benefit to the one in breach but denies the fundamental

rights of disabled people. Therefore, this issue must be addressed via legal measures and formal social control by way of promoting positive social norms and values. Besides occasional media attention, unjustified parking in spaces reserved for disabled people had not been systematically addressed by any campaign. Statistical data from municipal wardens in Ljubljana, Slovenia's capital city, showed the problem existed, but it was felt the numbers were underestimating its true extent. The Slovenian Traffic Safety Agency, the country's central institution for traffic safety and awareness, decided to respond. In partnership with the Faculty of Criminal Justice and Security, University of Maribor, unique field research on unjustified use of parking spaces reserved for disabled people in Ljubljana was conducted. Ljubljana was chosen due to it having the most reserved parking spaces for disabled people in Slovenia and for its high traffic density. The inclusion of university researchers guaranteed the field research followed a precise methodological approach, whereby 72 parking spaces reserved for disabled people were monitored continuously for four hours over three days by trained observers and their supervisors.

The research results raised significant concerns: 1) 63% of users of such parking spaces were violators; in some locations, this share reached up to 90%; 2) 29% of violations appeared where there was at least one unoccupied non-reserved space in the close vicinity, and 3) official data had underestimated the extent of the problem; in just 12 hours in a limited number of locations observers found 38.5% of the annual total of violations processed by municipal wardens in Ljubljana. The field research findings showed a public awareness campaign was clearly required. The City of Ljubljana recognised the need for the project because it addressed one of its main goals in the action plan, "City of Ljubljana tailored to people with disabilities": providing equal opportunities and social inclusion for disabled people in Ljubljana. The City of Ljubljana's inclusion provided an important role model for other municipalities in Slovenia.

3.11 SL-02

Project Violence and youth started as an initiative of young people from all over Slovenia gathered under the local NGO Mladinsko kulturno društvo Novo mesto. In 2002 project started with research, whose aim was to reveal different forms of violence committed by young people in Slovenia and understand the causes. Researchers connected with the Faculty of Social Sciences, University of Ljubljana, where a group of students collaborated with the head of research. The biggest advantage of young researchers was their age and personal experience. Researchers also worked closely with Radeče Correctional Home, which carries out the educational measure of the placement of a minor in a correctional home, ordered by the court for juveniles who commit criminal offences. The project resulted in a publication, book Violence and Youth, distributed free of charge to schools, libraries, universities etc. Book was also put online (open access). In the initial phase project started with the research and then, when the main causes for violence became known, turned into public awareness and prevention project. Numerous workshops were organised, the public was addressed through local and national media. In 2004, the head of the project developed cooperation with the Faculty of Criminal Justice and Security, University of Maribor. Through the following years, the topic of youth and violence was integrated into different courses taught at the Faculty, and in 2009 a separate elective course dedicated to the issues of violence was created. Since then, each year more than 50 students participate in this course.Many of them decide to write their final thesis on the topics

connected with violence in recent years also PhD thesis. Head of the initial project is also a guest lecturer at the Faculty of education, University of Ljubljana, where he lectures about youth & violence. This content was also integrated into other projects that aim to train teachers and educational workers in better understanding of violence ((cyber)bullying, structural violence):

1) Professional training of educational workers (run by consortium of Faculties in Slovenia, 2008-2011).

2) Only with other we are (run by Migration institute, Research Centre of Slovenian Academy of Sciences and Arts and Education Institute – 2017-2020).

1) Preventing bullying and reducing violence among minors in Slovenia (run by Slovene Police and Ministry of education, science and sport, and supported by European Commission's Structural Reform Support Service (2018-2020).

Furthermore, in recent years some former students developed their own training and prevention workshops and others started to work with new generations of students.

3.12 SL-03

The third project that we would like to present was called in Slovene Sistemski pristop k medvrstniškemu nasilju v VIZ [vzgojno izobraževalnih zavodih] – vzorčni model in smernice (with acronym »NasVIZ), which would roughly translate into A systemic approach to peer violence in educational institutions – model and guidelines (EEA and Norway Grants 2009–2014, n.d.)[2].

The primary purpose of NasVIZ project was to address the issue of peer violence and to combat this issue in (primarily primary) schools with an active partnership "in and with the local community". The project's premise was that peer violence isn't isolated to a particular school, it exists in the family, local and broader social community, and therefore it needs to be treated accordingly[3]. NasVIZ project was based on an integrated approach between schools, parents and organisations in the local environment. The project was active from February 2015 to August 2016 and was funded by the Norwegian Financial Mechanism. Institute of Criminology at the Faculty of Law in Ljubljana was coordinating of the project. Participating schools/ educational institutions were local primary school[4], residential treatment institution[5], daily care centre for children and youth. Remaining stakeholders were also a non-profit organisation Društvo za nenasilno komunikacijo[6] (in English: Association for Nonviolent Communication), The European Wergeland Center – Oslo and Municipality of Kranj. Throughout the project, non-formal partners were also a primary school from Croatia and scouts from the municipality

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[2] EEA and Norway Grants 2009–2014 (n.d.). A systemic approach to peer violence in educational institutions – model and guidelines. Retrieved January 19, 2021, from https://www.norwaygrants.si/2009-2014/en/projects/programme-nor-fm-projects/nasviz/

[3] Inštitut za kriminologijo pri Pravni fakulteti v Ljubljani. (2017). NasVIZ - For a non-violent community! Retrieved January 19, 2021, from http://nenasilje.inst-krim.si/index.php/en/

[4] Osnovna Šola Simona Jenka Kranj (2020). Retrieved January 19, 2021, from http://www.osjenka.si/

[5] Vzgojni zavod Kranj (2021). Retrieved January 19, 2021, from http://www.vz-kranj.si/

[6] More about the Association at: http://www.drustvo-dnk.si/onas.html

of Kranj. The crucial stakeholders were identified to be the primary school and residential treatment institutions.

The project was carried out in phases; firstly, briefing of employees at educational institutions, briefing pupils and their parents; secondly, the creation of school policies and the assessment of the situation at school; thirdly, preparation of the activity and carrying out the activities and lastly, re-evaluation.

The majority of work was done in groups (of employees, pupils, parents), but interventions were also carried out among individuals (Klemenčič, 2016, pp. 53–54).

One of the significant advantages of the project was the abundance of activities that if provided for general youth. Some of the activities were: horseback riding, musical therapy, improvisational theatre, nature camp, theatre and cinema visits, zorbing etc.

All of the cases of violence were discussed on the intervisions. These regular meetings took place at the primary school that was the main stakeholder in the project and included holistic and focused work on specific cases. The intervisions were conducted monthly. Participants were employees of the primary school and educational institutions in the town, with personnel of its residential facilities frequently present. Present were also outside experts from the fields of social work/ social services. Such platform enabled expert development of measures for prevention of peer violence as well as the development of knowledge for working with victims of violence and those that cause violence (Inštitut za kriminologijo pri Pravni fakulteti v Ljubljani, 2017).

The process and final output of the NasVIZ project included devising materials that provided insights on the extend of peer violence in Slovenia (see Muršič et al., 2016), establishing a network of local partners (designed for the further cooperation on a long-term basis), generating and testing innovative model of peer violence prevention and treatment (accompanied by guidelines for its implementation), constructing suggestions for the national curriculum and systemic suggestions for improvement and constructing a web page developed with ideas and guidelines , created by the leading partner (Inštitut za kriminologijo pri Pravni fakulteti v Ljubljani, 2017).

These ideas and anti-violence preventive approaches were disseminated via manual in three parts, that was intended for the use of professionals (see also Klemenčič, Jerina, et al., 2016; Klemenčič, Karajić, Sitar, Muršič, & Filipčič, 2016; Muršič et al., 2016). Among the finished results of the project are also promotional videos, that can be also found online (Non-violence, yes please! - YouTube, 2016).

The developed model consists of training for professionals working with children, systematic work within classes of pupils and systematic work with their parents to strengthen the school community, to improve its climate and to further develop the culture of respectful interpersonal relationships.

The primary school, that was the main stakeholder in the project, has subtly incorporated anti-violence elements in the curriculums; these changes didn't need government approval. Teachers have included these elements in their normal pedagogical plan; including books on the topic of peer violence on reading lists for classes of Slovene and English language; emphasising fair play in sports education; promoting peer cooperation and tutoring within math classes (Klemenčič, 2016). There were also lectures and educational material developed for the parents. One aim of the project was also to learn

about the competencies of the pedagogical staff, refining these competencies on the basis of perceived gaps. Interviews, that were conducted in the aftermath of the project in the 2017 confirmed that this goal was only partially achieved.

For evaluation of the participants in the NasVIZ project utilised evaluation protocols that are otherwise used in their normal work process. Primary school also did pre-and-post project quantitative analysis (e.g. see Muršič et al., 2016) however educational institutions were not subjected to a qualitative analysis due to the fact that their work is focused on individuals.

3.13 SP-01

INCHIPE was a 3 years EU funded project (Erasmus+ programme ,KA2 CBHE). The topic of the project was the internationalisation of universities from Latin America. The main goals of the project was the promotion of International Relation Offices (IRO) internationalisation within universities from Chile and Peru, Capacity building of IRO's staff, Promotion of international mobilities for students and staff and the creation of an international networking.

The main results of the project were reinforcement of IRO's functioning and promotion of internationalisation; official approval of IRO's new structure; set-up of a network for the continuation of internationalisation processes; international training sessions for staff members; international mobility of students and staff; collaboration agreements among universities and national recommendations for the improvement of internationalisation processes.

Some of the material was produced in the project were dissemination materials (brochures, roll-ups, posters, presentations, identification materials), website of the project and the videos for the promotion of the network.

The overall impact of the project was felt at the local, national, EU /worldwide level. It can be said that all the expected goals were accomplished and some additional outcomes were also achieved.

3.14 SP-02

SOLIDARIS is a 3 years EU funded project (Erasmus+ programme, KA2 CBHE). The topic of the project is social inclusion and active citizenship and its main goals are to promote the access and inclusion of different vulnerable groups in Latin American HEIs. This will be achieved by modernising and improving the services supporting social and educational inclusion made available by HEIs, as well as by providing the different involved actors with tools that favour the acquisition, by students, of the skills necessary for their inclusion in university context.

The main results of the project are the creation of a self-assessment tool for students to be aware of their own competences and what would be needed to improve, a training focused in the different competences and a specific network for universities and students.

The materials produced in the project have been a website, together with a brochure, poster, roll out, a training platform and a SOLIDARIS Network together with a network of students.

The project has had a quite high impact in the different regions where the partners are based as, in the framework of the training carried out, participants developed several plans to involve disadvantage groups at local level. In addition, the project has been recognised by regional institutions in Chile, Brazil and Argentina. What is more, all partners have carried out very active dissemination efforts. In addition, the goals of the project have been accomplished with the creation of trainings in all partner Universities. The network is ongoing and the students are being involved in it. However, COVID-19 pandemic affected somehow the project's results, but all partners adapted to the circumstances and they tried to carry out all the expected activities online.

3.15 SP-03

INTERMOVE was 3 years EU funded project under Erasmus+ Programme (KA2). The topic of the project was to tackle, within the field of mobility actions, two these barriers: intercultural issues and foreign language knowledge by developing and implementing a new training pathway in mobility.

Furthermore, the main goals of the project were the development of basic and transversal skills; development of Open Educational Resources (OER); promotion of a broad linguistic diversity and intercultural awareness. In addition, the main results of the project were: Map of Intercultural and Intercomprehension Training in EU / Good Practices in Cultural Preparation for Mobility projects / previous projects results transferred in O1.

In O2, INTERMOVE course Programme. In O3, Open Access platform and virtual resources. This will be available at least for 10 years after the project ending. In O4, Capacity building for trainers within the partnership. And in the last O5 - INTERMOVE label -a methodology based on the previously conducted testing and its aim to transfer, recognise and follow-up third organisations that will implement INTERMOVE system.

The materials produced were dissemination materials: brochure, roll-up, posters, presentations, identification materials, the website of the project, the contents of the INTERMOVE course Programme and lastly, videos for the promotion of the project and its results.

It can be said that the impact obtained was very high. It was expected to involve not only the project partners but also additional institutions interested in the training course. Currently, another project based on INTERMOVE is running. All the expected goals were accomplished and some additional outcomes were also achieved.

4 SUSTAINABILITY STRENGHTS

In each partners' national report, a section was dedicated to the strengths of each project, related to the sustainability. We will firstly delineate the strengths as they were written in the reports, and look for common grounds between partners.

Belgian partners reported very different strengths of their three presented projects; in BE-01, the perceived strength was the collaboration with stakeholders with the aim of co-creation of the tools that were developed to fit the needs of the practice. This also provided a network of people, who were already familiar with the project and could disseminate the results further. The strength of the second

project according to the report was that in BE-02, dissemination of the results to the target group was made through a service offering to the field and schools. Lastly, the third project BE-03 had the strength in publishing the manual as a book and continuous collaboration between the partners.

The report from Finland revealed that in FI-01, the strength was the commitment to further developing the method because it was the institutions' (Laureas') method. For all three Finnish projects, one of the sustainability strengths was well-working consortium - many aspects of the project continued to live afterwards in higher education, further project development, article writing etc. Numerous developed activities are available online as well.

The Italian partners mentioned many strengths of the three presented projects; the project has equipped the participating migrant women with digital skills (use of the computer, creating an email address, printing something, use of the office package, social networks, cyber security etc.), starting from a basic level, thus enabling them to benefit from digital learning offers, keep up with our ever-changing world and express themselves through digital means. The developed materials have been reused in numerous projects, which did not initially foresee digital education for participants, even though migrants often lack basic digital skills. Also, the project further helped CESIE to develop a methodology, which they often reuse being highly useful in terms of labour market inclusion as well.

The second presented Italian project had a similar strength, that participating migrant women got involved and developed important skills, such as transforming ideas actions by taking all the necessary steps to achieve a concrete result. Second strength mentioned in this project was that CESIE's project team adapted the activities very well to the specific needs of local participants, including how certain topics were addressed and transferred to beneficiaries.

The Slovenian team's report revealed that the strengths they perceived were – for the first project - in the professional approach of the team and a broader coalition of partners (Slovenian Traffic Safety Agency, Faculty of Criminal Justice and Security, University of Maribor; the City of Ljubljana) and support institutions: Slovenian Paraplegic Association, Slovenian association of blind and visually impaired people, Human Rights Ombudsman, University Rehabilitation Institute, Republic of Slovenia – Soča, Slovenian Association of People with Cerebral Palsy, Slovenian Paraplegic Association and in 2019/2020 we were joined by Slovenian Muscular Dystrophy Association and Slovenian association of students with disabilities.

The second Slovenian project addressed an important topic, which was a subject of public concerns and was (is) often addressed by the media – violence and youth. The researchers/ project managers successfully used public attention and concerns, though at the same time respected high professional standards.

The third project's goal was to add new, informal channels of communication between the organisations in small community and reinforce the established communication methods. This has been proven as the thing that outlived the project, since the participating organisations keep using communication channels and the youth from these organisations has benefited from it majorly. Also, the infrastructure that was built during the project e.g. quiet room or outside play parks continue to

be used. Therefore, it is crucial that project funding includes also infrastructural improvements which will benefit in the future and keep the idea of the project lingering longer.

Spanish partners were succinct; for the first project, the strength was the involvement of partners and also the interest shown by authorities and other universities external to the project. For their second presented project, the strength was the high interest demonstrated by partners during all project life and for the third, similarly, the involvement of the partners of the project.

To summarise: partners were all reporting as a significant strength the projects where the involvement of all project partners was high and where the participating organisations were actively joining in and creating the results. Also common was a strength in wide coalition of partners from different types of organisations – this can help in different perspectives, wider dissemination between professionals, etc.

The strengths that were not explicitly mentioned, but were often cited in the national reports were good project materials, for instance good internet sites that are operating after the end of the project, good, informative booklets, comprehensive courses that can be re-used for other projects, etc.

One interesting strength is to have a topic that is controversial/ garnering a lot of attention, which can help with news coverage and dissemination.

5 SUSTAINABILITY WEAKNESSES

The main source of problems for the presented projects were the high costs of running the project; in Belgian case, the staff costs, in Finnish project the equipment costs and in others, undefined costs of all sorts that were prohibitive to the continuation (but weren't mentioned as the leading cause of discontinuation).

The second often reported weakness is the dependence of the project on just one person or perhaps a small group of dedicated individuals; this was reported in the BE-02 (prolonged absence of the research leader), FI-02 (changes of staff within the consortium, some activities were not actively continued) and FI-03 (there were some changes of staff within the consortium that could have partially hampered or slower down the project continuation processes). This weakness was reported in all three Slovenian projects; SL-01 – where they named it as the biggest challenge to sustainability - dependence on the one or two leading figures of the project (head researcher of the project and Slovenian Paralympic skier who became spokesperson of the project), SL-02 – depending on the group of volunteers without the knowledge of running the projects long-term, SL-03 - functioning on the connections and good practice of the vice principal of the primary school - she was the motor, that kept the project alive, and when she had some health problems in the years after the project, other partners didn't continue her vigorous attempts.

The third common mentioned sustainability weakness was materials not distributed widely/ not enough dissemination/ not perceived as user-friendly. This was mentioned in BE-01 (website is not perceived as user-friendly by everyone; there is a variety of materials and people do not always find their way to the materials), BE-03, FI-01 (the cooperative did not actively advertise their work due to the participant shortage). Slovenian projects didn't mention bad distribution, but commented that the distribution of the materials in SL-03, which was really far-reaching (three-part booklet was distributed

at the closing conference, where all the participant primary school representatives got one copy and the Institute was inundated with requests for additional copies) – could be done in a manner that would enable the primary school representatives to report back their ideas and experiences with the materials via webpage.

The last commonly mentioned sustainability weakness was not enough distribution among the institution, which was involved in the project, not enough participation/ involvement from crucial institutions, for instance, educational institutions, which are those, who educate the future educators and have themselves a wide net of professionals that can be potentially informed about the project.

6   SUGGESTIONS FOR KEEPING IT ALIVE

For each of the projects in this document, there was a task for DISC partners to collect from the interviewees or write down from their own experience some thoughts on how these projects could run after the financing has stopped.

The Belgian team has concluded that the stakeholders should be involved from the beginning of the project, as they are an important dissemination channel and they keep you connected to the user. The project materials must be distributed widely, also after the official end of the project – via the created platform and through the communication channels of the different partners. Project partners must distribute previous materials/ modules through their channels. They have also emphasized the importance of a good and user-friendly website. Another suggestion is to pay the developers for continuing to run the project. Many projects have tremendous potential as continuing education programs, which often has to be done on a volunteer basis – perhaps in some countries that can be solved using obligatory in-service training.

Finnish partners lamented the fact that sustainability wasn't a part of their past projects; however, based on their practice, they too saw the biggest potential in maintaining visibility beyond the project life-span, commenting that it is easier to build on earlier undertakings and further develop them. This also reduces unnecessary overlapping of future project work. They have expressed the need for regular updating of any project or project-linked pages to keep them active, fresh and up-to-date, which also means that there needs to be natural cooperation between partners also beyond the span of the project.

The first project, presented by the Italian partners, involved housing project for the young migrants which was impossible to maintain after the finances were gone. Hence, they think that it would be recommended to give continuity to all project activities through public services provided by the City of Palermo. The city's use of the Social File on unaccompanied minors created by the project is, at least, a starting point in this regard. As for the second project, partners think that basic computer and digital competences are of high importance to participate in our societies and the labour market instead of more advanced digital skills, therefore they would recommend to offer basic and a little more advanced computer courses on a regular basis with the translation of materials into other languages, which have not already been participating in the original project, such as Arab or French. Considering the third presented project, Italian partners are adamant that providing child care support is crucial when working with migrant women to enable their participation, as well as mentoring activities when

wanting to foster entrepreneurial activities. In order to allow participants to be able to put into practice what they have learned regarding competences and approaches to start their own business, they need someone who accompanies them when setting up the activities, as well as, oftentimes, an initial fund in order to do so. This will pay off in the long-term, as it gives migrants the chance to make use of their technical competences and knowledge, supports them in their way to autonomy and presents a valuable contribution of their unique skills to our economies, enriching the society as well.

Even though the foreseen activities for migrant women and social workers were thought very well and implemented successfully by the consortium, the project did not reach its full potential in terms of sustainability. In the following, some of its weaknesses are listed:

- Lack in childcare: The migrant women participating to the activities fostering social and entrepreneurial capacities were in large parts mothers, occupied with childcare. Since the project did not foresee childcare alternatives for them during the activities, this resulted in unsteady participation.
- Lack in mentoring: After the women had developed their own entrepreneurial business ideas in the activities, there was no mentoring programme or similar in order to accompany them to successfully set-up such activities. Furthermore, the project had the potential to launch new entrepreneurial initiatives and associations, but due to a lack in support to do this, this potential was not realised.

Slovenian partners kept their first project alive with an upgrade and then with testing of awareness raising and behaviour-changing elements of the campaign; they want to expand the project by transferring the knowledge and conclusions into existing educational activities (e.g. workshops at schools, kindergartens, driving schools etc.). For the second project, the turning point for sustainability was at the end of funding of the initial project, where decision had to be made how these topics could be integrated in other contents. The problem was solved by collaboration with the Faculty of Criminal Justice and Security, University of Maribor, and later with other institutions (Slovene Police, other universities, institutes etc.). The third project, NasVIZ, although it has an effect in all participating schools even today, unfortunately didn't expand as it could. For instance, the project managers could motivate the Municipality of Kranj to expand its results on other 8 primary schools in the district and perhaps organise multidisciplinary interversions with primary school staff, high school staff, social care centre staff… participating NGO has already been active in the majority of schools in the region with their custom classes on different topics. If the Municipality dedicated some money for these classes to continue with the new knowledge gained in the project, it would make the project results even more pronounced. Also, as often seen in the time-limited projects, it lacks media presence and its' web page is already down - http://www.za-nenasilno-skupnost.si/, which brings us to an important task to calculate the funds for web page functioning after official end of the project when you are writing the proposal.

This last proposal was also given by the Spanish team, together with the idea that all project partners should be highly committed and start working on the sustainability since the beginning of the project.

7 SUGGESTION FOR THE DISC PROJECT

Partners have given their suggestion for the DISC project's continuation after the project ends.

All partner agree that in terms of DISC project and its sustainability and continuation after the project ends, all publications, interactive updated websites and handbooks should remain available online for the large audience in such a way that they still can be applied in different ways by different users. This entails regular updating of any project or project-linked online pages and other materials to keep them active, fresh and up-to-date. This also means that there needs to be natural cooperation between partners also beyond the project span of DISC, so that such updating can be more easily made.

The DISC consortium has turned out to be very successful in cooperation, and this of course is a great encouragement to further continue with project activities and other forms of cooperation, thus keeping the best practices active and in the process of further development. It is important to give continuity to already implemented actions, instead of always thinking new projects, starting from scratch, thus creating learning pathways or beneficiaries as well as trying to give continuity to learning offers in various fields. The DISC consortium is presently searching further funding possibilities, where the present DISC activities could be promoted in the aftermath of Corona pandemic, when more and more services and activities are delivered e.g. online and more and more spaces for intercultural encounters and community enhancement are needed.

Regarding the website/ CANVAS, the platform should be made so the users will know which module one can use with no overload of information, perhaps using a clear manual where one can find everything. A community where users could share their experiences, comments and questions would also be beneficial.

What is deemed necessary for the partners is also continuation of promotion of the good practices. At the end of the project, dissemination event to inform a broad audience about the results of the study. We can continue to offer training sessions for schools in order to spread good practices. In addition, we can also inform teacher training programmes about the good practices so that aspiring teachers can immediately get to grips with these techniques. We shouldn't limit ourselves - the DISC teacher training can be used not only by teachers, educators and social workers, but should also be promoted for representatives of public administration oftentimes lacking the necessary skills to conduct interesting online activities. Similarly, we should promote the materials to pedagogical staff and students at the pedagogical faculties, since they will be the ones working in the field and presenting our material to young people.

The SMART tool with related learning platform and the materials developed could and should be used as integral parts or the basis for the development of young peoples' digital competences, including migrants, locals, students and everybody who is in need of such skills, so it should be promoted accordingly.

Also, CESIE partners have stated that we must shift the idea from working on projects to creating learning pathways for the beneficiaries. To think in the manner of creating useful combination of activities and initiatives from different projects in order to create educational packages fostering

certain kinds of competencies as well as a high flexibility of project staff in terms of activity adaption to local needs. We strongly believe that more important than implementing an activity exactly as it was initially designed, is maximising the positive impact on beneficiaries.

Lastly, when working with migrant women the provision of child care options is of key importance to project success and participant benefit.

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