ERRIN ERASMUS+ PDW 2021: CALL FOR PARTNERS

The 2021 Erasmus+ Project Development Workshop (PDW) will take place on Tuesday 7 December on the theme of 'Fostering excellence in education and training for the Twin Transitions'. Four organisations have been selected to develop their project ideas during the 2021 workshop. You are now invited to apply to be a project partner for these project ideas. If successful, you will be invited to join a project development session led by the coordinator during the afternoon of Tuesday 7 December.

In this document you will find descriptions of the project ideas and the types of partners sought. **Please read the descriptions carefully, before applying via this form on the ERRIN website by 23:59 CET on Wednesday 24 November.**

Project proposals you can apply to (in alphabetical order according to coordinating organisation):

- **Alliance Fostering Skills Development for Social Economy**
  Diaconia University of Applied Sciences, Finland
- **House of Competence**
  Lillehammer-regionen Vekst (Lillehammer Business region), Norway
- **Digital Social Economy Transition (DIGI-SOCET)**
  Social Business City Barcelona (SBC Barcelona), Spain
- **E-learning ecosystem for Century XXI Skills**
  Universitat Jaume I – UJI // Institute of New Imaging Technology (INIT), Spain

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Alliance Fostering Skills Development for Social Economy

Coordinator: Diaconia University of Applied Sciences, Finland

Call: Erasmus+ KA2 Innovation Alliances, Lot 2: Alliances for Sectoral Cooperation on Skills (implementing the "Blueprint")

Project description

In line with the EU policies and initiatives and the frame of Erasmus+ programme's Alliances for Sectoral Cooperation on Skills, the Alliance Fostering Skills Development for Social Economy aims to address the challenges social economy industry currently faces by developing a sectoral skills strategy addressing the Proximity and Social economy industrial ecosystem. The main objective is to reduce skills shortages, gaps and mismatches, as well as ensure appropriate quality and levels of skills.

In the project, higher education and vocational education and training, social economy organizations and enterprises from several European countries work together to develop strategic approaches to facilitate the co-creation, scaling-up and replication of social innovation.

The collaboration between educational institutions and social economy organizations is in the very core of the project to foster innovation, new skills, a sense of initiative and entrepreneurial mind-sets in Europe. Drawing on evidence regarding skills needs of the occupational profiles, the Alliance supports the design and delivery of transnational education and training content, as well as teaching and training methodologies, for quick take-up at regional and local level and for emerging occupational profiles.

Key actions and objectives

1. Skills intelligence and strategy development in co-creation with social economy organizations and other relevant stakeholders, including business community and public sector to identify emerging occupational profiles
   a. Mapping on skills and educational needs in the social economy sector, including digital and green skills
   b. Developing a methodology for anticipating future skills needs, monitoring progress and the evolution of the demand and supply of skills
   c. Developing a skills strategy for social economy sector, including priorities for actions to support the objectives of re- and upskilling the workforce
2. Designing and delivering core curricula and training progammes on social innovations and social economy (EFQ levels 3-8)
   a. HEIs and VETs develop and provide training and qualifications on social economy and occupational profiles
   b. Research on social economy and entrepreneurship
   c. Fostering partnerships between HEIs, VETs and social economy organizations for work-based learning and apprenticeships
3. Designing and delivering upskilling and re-skilling training programmes (EFQ levels 6-8)
   a. Developing and providing masters level and continuing education training modules
   b. Specialized training programmes to address urgent skills need, including co-creation in quadruplehelix solutions for the most vulnerable groups and responsible public procurement
   c. Fostering partnerships between HEIs, VETs and social economy organizations for work-based learning and apprenticeships
4. Flexible learning models in different stages of life (EFQ levels 3-8)
   a. Create learning ecosystems of education and social economy organizations to develop continuous competence development in working life and informal places of learning
   b. Develop educational models for building high-quality expertise flexibly at different stages and situations throughout life, also for people who do not have a job
   c. Create qualification frameworks that allow the identification and acknowledgment of learning acquired in various ways and in different environments
5. Incubation and acceleration of social enterprises
   a. Development of social economy business models
   b. Enhancing growth, scalability and impact of social enterprises

   c. Identifying sustainable funding mechanisms and creation of models for mentoring and coaching

6. Identifying suitable methods for enterprise and employment guidance and support services in social economy

   a. Development of guidance services support social enterprises in different stages

   b. Development of business capabilities of social entrepreneurs

   c. Enhancing knowledge about social entrepreneurship in employment services, including re- and upskilling the workforce who could join the sector (e.g. economically inactive)

EU wide instruments and tools, such as the EQF, ESCO, Europass, EQAVET and ESG, will be applied in the project whenever relevant.

Expected outcomes

- The skills intelligence, skills strategies, occupational profiles, training programmes, and long-term planning, will be an important contribution to the work of the sectoral partnerships in the Pact for Skills on Proximity and Social Economy.

- The project will increase the number of social innovations, social enterprises and jobs in social economy in Europe. It will also increase the number of skilled workforce in the sector, tackling skills gaps on the labour market and enhancing growth, innovation and competitiveness.

- At a larger scale, the project contributes to the modernization of education and learning systems, to better meet the continuous and rapid changes of working life that require support for lifelong learning for the working-age population. The new learning ecosystems between HEs, VETs and social economy organizations will enable an important structural shift ensuring continuous, formal and informal and broad-based competence development for the Proximity and Social Economy industry.

Desired partners

6 – 9 partners sought. HEIs and VETs having experience in social economy on incubation/acceleration, co-creation activities, enterprise and employment guidance services, responsible public procurement. Umbrella organizations of social enterprises.

House of Competence

Coordinator: Lillehammer-regionen Vekst (Lillehammer Business region)

Call: KA2 call: Partnerships for Innovation

Project description

Our idea is to establish a "House of Competence" in the Lillehammer region, that will be a physical space bridging together all the competence we have about adult learning and competence in general. To really understand the skills gap more historically, currently and more systematically we specifically

want to work more insight based and data driven with competence cross-sector based. We believe that there is a lot to gain for our region if we collectively dig into cross-sector possibilities, to identify what is unique about this region and how to build on that going forward. A concrete tool we would like to use is big data. In collaboration with The Norwegian University of Technology and Science we will test this method in our preliminary project. The university will collect existing data in two or three different sectors in the region, for example ICT, cyber security and travel business, and see if we have relevant data to predict different scenarios with regards to the competence gap in the region today, cross-sector possibilities and opportunities for the future. This will partly be a guide to see what our potential is, what we should work towards, and how we can benefit better from more cross-sector collaboration. By using big data and big data analysis we will provide a new approach to relevant, future competence in Norway and Europe.

We see a huge potential for a "House of Competence'' to provide relevant training and seminars for all levels of adult learning and competence. Additionally the house will be an arena where local businesses can share their expertise, and furthermore it will be vital to invite the competence we don't already have in our region to come share with us.

In addition to all of the above mentioned topics, we want the House of Competence to facilitate interest in and methods for inclusion. Everyone who has the ability to contribute should have a place in the labour market.

A. Internally, basic training to onboard a sector or enterprise/organisation. NAV already has a project called IKOMM academy, a model where the IT-company IKOMM recruits young adults who have dropped out of school, but have an interest for IT, for an 8 weeks intensive training at IKOMM. The training is highly professional with a qualified trainer in IT skills as well as social skills. IKOMM collaborates with two other companies in the same sector. At the end of the training, the young adults are apprentices in one of the three companies. For IKOMM academy 2021, five out of six participants got a job in the end. We would like to formalize this type of internal training for different sectors, to make a model to onboard those who - for different reasons - do not fit into the traditional school systems but who may have interests in other topics which can be stimulated through different types of training than ordinary schooling.

B. NAV has many small-scale collaborations with different organisations and enterprises to help people who are unemployed. NAV can pay wage subsidy and/or pay for mentorship at the workplace to get the new employee up at normal pace. These are solid tools to assist organisations and companies to be more inclusive. NAV does not use these tools as much as they are hoping for, mostly because it's hard to get a deal with many of the organisations and companies. We would like to use the tools in a different way to help companies and organisations build competence in being an inclusive workplace. To do so, we suggest to use NAVs toolkit slightly differently by choosing a number of companies and organisations in the region for a limited time and pay them to have a full time mentor/coordinator to establish a system for how the organisation/company could be inclusive on a general basis and have a routine in hiring interns and/or employees with extra challenges.

The House of Competence will be a place to discuss, develop and share the methods above, as well as lowering the stigma related to being unemployed. This particular stigma is probably also well known in Europe, and we assume to see positive effects of addressing this more directly. It would be more encouraging to collaborate with NAV and their equivalents in Europe if we used all the success stories from organisations and companies. We believe it's more likely to reach broader and achieve more inclusiveness if we highlight the methods through those who have succeeded by using it.

Expected outcomes:

- Facilitate collaboration and innovation based on common processes, anchoring and clear direction
- Gather knowledge and build a future-oriented competence environment
- Contribute to the regions succeeding in filling in the skills gap at the same time as the proportion of unemployed decreases

By initiating this as an European project we hope to accelerate the importance of focusing on competence, collaboration and inclusion in work life. With this project we want to connect with other regions, organisations and companies across Europe to learn from each other and to exchange ideas and best practices.

Desired partners

3 – 5 partners including:

- Both private and public organisations/businesses
- Educational research partners
- Technology partners on big data/big data analysis
- Competence environments in general
- Co-working spaces
- Etc...

Digital Social Economy Transition (DIGI-SOCET)

Coordinator: Social Business City Barcelona (SBC Barcelona)

Call: Erasmus+ Partnerships for Innovation: Alliances for Education and Enterprises

Project description

Digital transition is becoming a pressing challenge for all economic sectors, and pandemic has abruptly accelerated this process. The social economy sector is no exception to this reality imposed by digitalisation, which implies adapting to new dynamics in processes and relationships. In this context, the social economy ecosystem has to find its own adapted resources to carry out the digital transition.

Within the social economy ecosystem, the people care sector presents a major challenge in the context of digitalisation, due to the peculiarity of the services it offers. This sector refers to, among others: home care services, mental health care, cleaning services, leisure and after-school services...

Therefore, this project proposal addresses the topic of digitisation applied to the people care sector, understanding it as an economic sector with its own specificities and particular characteristics, which make it an entity to develop a genuine digital transition process.

The project proposal contemplates as a priority the participation of research institutions, universities, VET providers and social economy entities devoted to the people care sector as project partners, with the aim of developing a research/action project, based on the constant interaction between academia and social enterprises. The main purpose of that methodological approach is to generate project outcomes that responds to real demands and needs of the people care sector within social economy, implicating the participation of the sector but also with an academic background that guarantees the scientific solidity of the project and the sustainability of its results.

In addition, the project aims to promote the digital skills of students in social entrepreneurship and people care management through collaboration between companies involved in people care and universities and VET providers and the co-creation of tools and methodologies for analysis.

Objectives:

- Mapping the needs of the people care sector in relation to digitisation, success examples and digitisation plans in order to determine the defining characteristics of the sector's digital transition;
- Co-design a standardised digitalisation model adapted to the specificities of the people care sector, covering its different features;
- Implement the digitisation model in different people care entities in several countries across Europe by carrying out pilot projects;
- Evaluate and validate the digitisation model of the people care sector and improve it based on the experience of the pilot projects;
- Expand the digitisation model to other people care entities within social economy ecosystem for the potential implementation across Europe;
- Generate a European community of good practices in relation to the digitisation model in order to scale it up and make it available to people care organisations that require it.

Expected outcomes:

- Comprehensive diagnosis of the needs and particularities of the digital transition in the people care sector;
- Standardised digitalisation model for the people care sector, co-designed by research centres and social economy organisations and considering all the sector's features;
- Several pilot projects for the implementation and validation of the across Europe digitalisation model;

- Evaluation of the digitalisation model for the people care sector and the pilot projects;
- Replication actions to reach out relevant stakeholders to implement de digitalisation model across Europe;
- Platform to host the digitisation model, with recommendations, guidelines and best practices applied, generating a European knowledge community.

Desired partners

Around 10 partners including:

- Research centres, universities and VET providers with expertise in issues related to the social economy, as well as digitalisation aspects (minimum of 4 from 4 different EU countries) SBC Barcelona already counts with potential universities from Spain that would be interested in participating as project partner;
- Social economy organisations and social enterprises devoted to people care sector, that want to be involved in the process of co-design of the digitisation model as well as in its implementation and replication (minimum of 4 from 4 different EU countries);
- Organisations promoting the social economy, in order to disseminate the project and bring the model to as many social economy stakeholders as possible.

E-learning ecosystem for Century XXI Skills

Coordinator: Universitat Jaume I – UJI // Institute of New Imaging Technology (INIT)

Call: Alliances for Education and Enterprises - Partnerships for Innovation

Project description

The project will co-design and co-create a reliable e-learning ecosystem, where novel practices can be explored in breakthrough technological modules. The co-design and co-creation actions will be aimed to explore the opportunities with VR, AR, gamification and AI support for personalization of the learning process. Therefore, all stakeholders in the e-learning process will be brought together: educational world, governments, academia, and industry. The actors involved will be Universities, educational centers, public bodies, social associations and technicians and content developers. These different groups will meet and discuss, personal or remotely. In addition, other events will be organized, so that the society will be able to participate: Hackathons, discussion groups, workshops, and online webinars.

Inclusiveness, accessibility, and sustainability will be considered in the digitally enhanced educational practices.

Another important objective of the project will be to increase the dissemination of the open school paradigm for life-long learning, jointly with the promotion of the microcredential and open badges concepts, in order to give a substantiality to the education offered by e-learning platforms.

The project will focus on learning basic digital skills and 21st century skills - problem solving, critical thinking, design thinking and creativity, communication and collaboration, and active citizenship. Specific evaluations on the usability, accessibility, sustainability and ethicality will be conducted. The testing processes will be carried out in different countries of the consortium to also measure the influence of the cultural, social, and economic environment. The evaluation will be carried out using novel methods that combine behavioural, and psychophysiological measures with social impact assessment (SIA).

Desired partners

6 partners including:

- Course Providers
- Content Developers
- Educational Centers
- Universities
- Policy Makers