

# ANNUAL REPORT

20  
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**SERN**

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On its 15th year of activity, the network has been clearly affected by the pandemic. The restrictions activated in many EU countries pertaining both travelling and the organisations of gatherings/ meetings have impacted SERN in different ways.

At network level the institutional activities and in particular the Executive Board meetings of February, May and November and most importantly the General Assembly have taken place online. As shown below, this has not prevented from important decisions pertaining the functioning of the network, such as for example the initiation of the process for a new long-term strategy, from being taken. At the same time, it is important to underline how essential face-to-face meetings are for the strengthening of personal relations and the links among the members and their representatives. In fact, while virtual meetings will continue to be an important tool to be used in the future to make intra-network contacts more frequent, the value of contacts and face-to-face socialization remains a crucial element of a transnational community that SERN stands for.

Finally, the pandemic has had a negative effect particularly on those projects (such as Take care Learning, OLA, TALE) centred on transnational mobilities such as job-shadowing and training courses organised in Sweden and Italy. These activities have been suspended for the time being and postponed to 2021 and 2022.

While the EU projects centred only on transnational mobility have been severely affected, the remaining projects have been able to move forward more or less as planned thanks to a revision of the work plans and the organisation of online meetings instead of face-to-face ones.

Despite the above difficulties, the year 2020 has seen also been characterised by a set of positive results. First the number of active projects has doubled compared to 2019 -29 in 2020 against 15 in the previous year. Secondly, the number of members active in the framework of projects has increased from 31 to 39 out of 54. Finally, the number of members involved in new partnerships have doubled from 12 to 24.

These positive results in terms of increased volume of activity have led to a more and more solid financial situation. In turn this has made it possible to extend both qualitatively and quantitatively the support that the staff of the Secretariat has been able to provide to the members.

Another important process that has characterised the second part of the year has been the beginning of the process that will lead to the development of the new SERN strategy 21-27. The new programming period at EU level at coupled with a clear set of priorities set out by the EU Commission is requiring a substantial revision of the approach of the Network to its thematic areas. This is because the EU priorities are causing already known a redirection of the priorities for local and regional authorities and as a result of that the network will have to adapt its priorities. This means going beyond the broad policy areas approach (education, welfare, environment, local/regional development, social inclusion) that has characterised the activities of the network so far, while favouring a more articulated vision of the cooperation in the network. Such a vision will be based on three main objectives around which SERN will operate and support its members in meeting more effectively the challenges posed by a transition towards more inclusive communities, more digitalized communities, and greener and sustainable communities. Building on the experience matured in the past years, the network will strengthen its role as accelerator of transnational cooperation processes while providing a context where members can identify and implement joint innovative solutions to common problems.

**Dr Nicola Catellani**  
**Network Coordinator**

**SERN** is the main transnational network in Europe fostering relations between Northern and Southern European countries, in particular Sweden and Italy. SERN has three features that makes it unique, as non-profit transnational association:

- » It is the only bilateral network in the European Union that brings together actors from the Northern and Southern states;
- » It is a multilevel network where different levels of government interact and collaborate;
- » It is open to civil society and to private actors.

**SERN** represents a 16-year-long process of cooperation and exchange between the two areas. Its main purpose is to promote and support members in developing long-term relations and partnerships. The objectives of SERN are:

- » To create mutual knowledge and know how between Italy and Sweden;
- » To foster active citizenship and cultural enrichment and to achieve economic and social development;
- » To increase the quality of life and the opportunities for the citizens.

Network's long-term values are:

**COOPERATION**

**COMMON BELONGING  
TO THE EU**

**DEMOCRACY AND  
EQUAL OPPORTUNITIES**

**RESPONSIBILITY AND  
TRUST.**

## VISION

SERN contributes to building a Europe of citizens and to make the European Union an area of peace, sustainable development, democracy and participation, solidarity and social inclusion. This contribution, however small, is furthermore important as Europe is one of the leading areas of the world. SERN wants to increase the quality of life and the opportunities for the citizens in the municipalities and regions belonging to the network.

## MISSION

Our mission is to promote and support the network members in developing long-term relations and partnerships. To create mutual knowledge, to foster active citizenship and cultural enrichment and to achieve economic and social development. These activities aims to increase the quality of life and the opportunities for the citizens.



## OVERVIEW ON THE ACTIVITIES

## ICC INITIATIVE

SERN participates in the "100 Intelligente City Challenge" leading the City Consortium that involves the Italian municipalities of Ravenna and Cervia and the Swedish municipalities of Trollhättan and Vänersborg.

ICC is a European Commission Initiative and the 136 participants cities will receive high quality and tailored guidance and expert support, access to advisory and city peer networks (European and international), to drive priority policy goals and the uptake of advanced technologies for digital transformation.

The consortium has been built around a set of thematic areas which are common to the cities and attempts to build a unique process characterised by two parallel dimensions: a transnational one and a local/national one.

The Consortium has identified two thematic areas to work on:

1. E-government and active citizenship
2. Green and digital tourism

The Consortium, until now, organized 3 local stakeholders workshops and a Transnational ICC Workshop and attended the ICC first City Lab.



## IN PINK PROJECT

The In Pink project was a promotional initiative in support of European Citizenship – year 2020, curated by the Province of Parma with the support of SERN and funded by the Emilia-Romagna Region.

The aims of the project were:

- » to promote gender equality in the workplace, in the territory of the Province of Parma
- » to to inform citizens about the existing forms of gender discrimination in the labour market, proposing as a model the experiences from Luleå Municipality, Linköping Municipality and private actors from the Municipality of Ale.

In November and December three webinars were organized:

1. Vertical Segregation and Women's leadership Gap
2. Reconciliation of private and professional life
3. Women and Covid19, Unemployment

PROGETTO  
IN PINK

WORK AND OPPORTUNITIES



## EU PROJECTS

5

PROJECTS  
ENDED

13

PROJECTS  
STARTED

24

ONGOING  
PROJECTSFive  
thematic  
areasLEARNING  
AND  
EDUCATIONSOCIAL  
INCLUSION  
AND  
MIGRATIONHEALTH  
AND  
WELFARELOCAL  
AND REGIONAL  
DEVELOPMENTENERGY  
AND  
ENVIRONMENT

15

EUROPEAN  
COUNTRIES  
INVOLVED

39

ORGANIZATIONS  
INVOLVED



## LEARNING AND EDUCATION

The activities developed in the network in the field of education in 2020 have been addressing two main areas which are relevant to the priorities set out at European level and, in particular, in the strategy Education and Training 2020. The first area pertains strategy addressing the quality of education in terms of strategies and methods while the second has been addressing pathways of inclusion and equity in the educational context.

While the **UDLESIS** project will be addressing the theme of inclusion in terms of good practices emerged in the participating schools. The question of “how can inclusion be fostered in the class by working on common identities among students?” has been answered by the **BACKPACK ID** project through the development of a valuable set of practical tools that can be used by the teachers in their daily work in primary and lower-secondary classes. The e-book with the collection of narratives made by the students and the examples of possible activities that can be organised in the class with the help of the toolbox (available both in Italian and Swedish) have been the products mostly appreciated by the teachers for their effectiveness.

Quality in Early Childhood Education and Care remains a key element at the center of many of the ongoing projects. Well-being at pre-school means reflecting and paying attention to key aspects such as nutrition, hygiene, movement, respect for the environment, relationships as demonstrated by the **PRO-WELLBEING** project. At the same time, it is crucial to re-think the outdoor environment of pre-schools by approaching learning in a more comprehensive and holistic way, as the models of outdoor spaces based on eight areas which are being designed in the project **DEHORS** show.

The relationship between learning outcomes and strengthening of skills through the organization of outdoor areas indicates how learning can occur in a variety of ways. This is a recurring element also in other projects such as **PLANE, NARRATE** and the **PLAYING** project, which started in late 2020, where a narrative approach and play respectively are in focus. In particular, while Pedagogical Documentation remains a key tool in ECEC, it is important to underline how the above mentioned projects put the teachers/educator at the center, by providing them innovative toolboxes where they identify the best instruments for the development of the children in the specific social and educational context in which their pre-school operates. The one-fit-all approach to the professional development of staff is being replaced by the development of educational tools that leave to the user the possibility of experimenting and testing and is freer to acquire new knowledge and skills in a personalized way.

## LEARNING AND EDUCATION

By looking at primary and secondary education, the projects have shown how learning can occur in new ways both in relation to scientific subjects, as in the case of the **MORE** project, and through the interaction with external actors such as farmers, such as in the case of **DEMETER**. This project has identified examples and tangible ways through which the school-farm relation can be upgraded to a new level where the occasional visit to a farm is substituted by a set of cross-curricular activities that can cover the whole school year and are characterised by continuity thanks to the use of technology.

The Erasmus+ programme has been providing great opportunities for schools, however there is still a large amount of schools across Europe and in the member municipalities which have not participated in the Programme. The BE+ project and DEEDS work in different ways on building capacity at school level. **BE+** has been developing in its first months an innovative self-assessment tool for schools that want to easily assess their current capacity in planning and implementing international activities. The **DEEDS** project is instead building an ambitious transnational model for a joint programme among upper secondary schools based on long-term mobility of students. The project, started in late 2020, has been focusing on the development of a cross curricular study plan among the participating schools in the following subjects: English, Maths, Science, Spanish, History, Philosophy, Art and Physical Education.

Finally, as for the E+ projects **OLA**, **REME** and **TALE** the planned mobility activities centred on job shadowing and training courses abroad have been postponed due to the pandemic.

4

**PROJECTS  
ENDED**

8

**PROJECTS  
STARTED**

12

**ONGOING  
PROJECTS**



## ENDED

## BACKPACK ID

### Bridging languages and memories to foster multiple identities: "Never leave your backpack behind!"

The project Backpack ID ended its activities in December 2020. In this three-year-project, the partners worked for an innovative intervention for promoting the inclusion of refugee children at school in four European countries (Greece and Italy, Germany and Sweden) which were met with acute and very diverse challenges by the refugee crisis. The intervention focused on elementary and lower secondary-school (10-15 years old) pupils' multiple collective memberships, backgrounds and identities. The project aimed at empowering all students, both new-comers and majority-group members, and placed emphasis on students' own multiple group memberships and multiple skills and assets. The project has produced a set of tools for pupils and teachers:



- 1 STUDENTS' NARRATIVES E-BOOK both for pupils and teachers: A collection of students' Personal Books that consist of multi-modal materials (written narratives, images, photographs, videos, music, songs, films, posters, favorite games or recipes, etc.) that reflect students' memories, languages, and multiple identities;
- 2 The VIDEOS: a collection of video based on the students' personal books;



[www.sern.eu/backpack](http://www.sern.eu/backpack)

#### APPLICANT ORGANIZATION

University of Crete (GR)

#### PARTNER ORGANIZATIONS

SERN, Linköping Municipality (SE) 1st Gymnasio Avlona (GR) University of Athens (GR) Cardet (CY) Atene-Grundschule (DE) NOSTOS (GR)

#### EU PROGRAMME

Erasmus+ KA2

#### LENGHT

2017/2020

- 3 The ANTHOLOGY TRANSNATIONAL VOLUME: a single transnational volume integrating the interpretative analysis conducted in class by both pupils and teachers upon the videos and the ebook produced. The volume was meant to offer: (a) a detailed introduction in English, as an encompassing explanatory framework, followed by (b) a comprehensive selection of students' thoughts and commentaries upon the hot issues around identities, self and family narratives, and social/educational inclusion, as those issues emerged at each school setting, and (c) a series of illustrative representative narratives from each country, produced and edited by both teachers and pupils (including multimedia material);
- 4 The TEACHERS' KIT: A guide for teachers with good and innovative practices that can also involve students' families in the school life, thus supporting intergenerational communication.

## PEDAGOGICAL DOCUMENTATION IN TRANSITIONS WITHIN AND BETWEEN EARLY CHILDHOOD EDUCATION AND PRIMARY EDUCATION

## ENDED

The project was launched by the Municipality of Norrköping for its schools and preschools. In particular, it aimed at increasing the quality of the education system and students outcomes by deepening knowledge in pedagogical documentation as a mean in transition within and between preschool and school with the overall long-term objective of increasing the school result in Norrköping. 36 staff members (pre-school teachers, recreation leaders, teachers, development educators, special educators and preschool directors / principals) from the participating preschools and schools from Norrköping took part in job shadowing activities and courses in pedagogical documentation in the Italian province Reggio Emilia, from where the methodology of pedagogical documentation originated.



[www.sern.eu/pedagogical-documentation](http://www.sern.eu/pedagogical-documentation)

#### APPLICANT ORGANIZATION

The Department of Education of the Municipality of Norrköping is the coordinator of the consortium which includes five preschools and one elementary school from Klockaretorpet.

#### EU PROGRAMME

Erasmus+ KA1

#### LENGHT

2018/2020

ENDED

MORE

## MORE - Motala and Reggio Emilia

The project MORE - Motala and Reggio Emilia involved two upper secondary schools from Sweden and Italy providing general education. Both schools were seeking to renovate and rethink their teaching practice of scientific subjects in order to better meet the educational and cultural challenges of today's world and to make the use of digital media a permanent feature of teaching and learning.

The project objectives were:

1. To provide students with transnational learning experiences that will improve their skills and competences in key subjects for their cultural and professional growth: experimental sciences (physics, chemistry, biology), English language, digital literacy.
2. To promote the students' ability to teamwork transnationally, with the specific aim to widen their cultural horizon by forming meaningful relationships and work collaborations with peers from another European country, thus building up European citizenship.
3. To enable teachers from two different educational backgrounds to compare and enrich their teaching practices in the scientific area, to improve their language skills in CLIL (Content and Language Integrated Learning) teaching, to consolidate and widen their digital literacy.

The innovations in teaching method, the improvement of English language competence and the increase of digital literacy of the teachers involved benefited the school long-term, as future students will enjoy the enhanced teaching skills of these teachers. But the impact of the project on these teachers will spill over the whole schools, as training sessions will be organized within the schools to spread and share the results of the project, thus meeting with a serious need for innovation in the teaching of scientific subjects through the implementation of new laboratory techniques, the promotion of collaborative learning and use of digital media.



[www.sern.eu/more](http://www.sern.eu/more)

#### APPLICANT ORGANIZATION

Liceo Scientifico "Aldo Moro" (IT)

#### PARTNER ORGANIZATIONS

Platengymnasiet (SE)

#### EU PROGRAMME

Erasmus+ KA2

#### LENGHT

2018/2020

## PRO WELLBEING

ENDED



The PRO WELLBEING project started off from the need to affirm more among children and their families the awareness that healthy lifestyles lead to a lasting and authentic well-being; in our hectic life it is often forgotten that the attention to a diversified and healthy diet, a daily and balanced movement, a constant hygiene, a care for the environment in which we live (internal or external) and a correct relational approach, are the bases for living well and staying in psycho-physical health.

The project aimed to develop a line of action on preschools to promote the psychological and physical well-being of children in relation to the promotion of healthy lifestyles, through synergistic actions between school, family and professionals that deal with the well-being and health of the child from 0 to 6. On one hand, children who acquire new social skills and correct lifestyles will more likely become adult citizens who have an heritage linked to overall well-being that will not be dispersed. On the other hand, good practices experimented by families immediately affect the social context and, thanks to the contribution of both families and the stakeholders involved, they can be spread quickly, affecting of the entire community. The impact should be also visible on presumable new choices taken by local administrations.



[www.sern.eu/pro-wellbeing](http://www.sern.eu/pro-wellbeing)

#### APPLICANT ORGANIZATION

Istituto Comprensivo "Ettore Guatelli" (IT)

#### PARTNER ORGANIZATIONS

2nd Experimental Kindergarten School AUTH Thessaloniki (GR), Colégio do Sardão Oliveira do Douro (PT), Armbandet och Kättsätters förskola Norrköping (SE)

#### EU PROGRAMME

Erasmus+ KA2

#### LENGHT

2018/2020



## Tale

It takes a community to make a library,  
and a library to make Europe.

ONGOING

TALE

It Takes a community to make a Library,  
and a library to make Europe.

The project TALE started in 2019 and stems from the need to improve the quality of services provided by the Italian libraries through the enhancement of the European dimension in participating organization.

Therefore, the specific objectives of the project are:



[www.sern.eu/tale](http://www.sern.eu/tale)

### APPLICANT ORGANIZATION

SERN

### PARTNER ORGANIZATIONS

San Polo d'Enza Municipality, Cavriago Municipality, Cervia Municipality, Imola Municipality, Scandiano Municipality, Collecchio Municipality, Forlì Municipality, Ravenna Municipality, Egna Municipality (IT), Vänersborg Municipality, Motala Municipality, Linköping Municipality (SE), Global Learning Association (UK), Landratsamt Enzkreis (DE)

### EU PROGRAMME

Erasmus+ KA1

### LENGTH

2019/2021

1. Enhance the key competences and transversal skills of staff which will help address more effectively the intercultural challenges.
2. To develop the European dimension of the organizations by: improving the skills of the staff on Erasmus+ and learning mobility; building strong relations with European partners, gaining confidence with the processes of mobility project and their vocabulary.
3. To increase the professional competences of librarians thanks to the transfer of practices and know-how from other European countries and training activities.
4. Development of personnel assessment activities and related potential professional development within the organization.

The initial phase of the TALE project took place as planned, in fact it was possible to carry out the First Round of JobShadowing in Sweden (12 mobilities: - 7 librarians went to the Linköping Municipal Library; - 5 Librarians went to the Vänersborg Municipal Library). However, due to the Covid-19 pandemic, 3 rounds of jobshadowing and the training course have been postponed.



[www.sern.eu/ola](http://www.sern.eu/ola)

### APPLICANT ORGANIZATION

Municipality of Vänersborg

### CONSORTIUM

Kunskapsförbundet Väst and the municipality of Linköping

### HOSTING PARTNERS

Municipalities of Forlì and Cavriago

### EU PROGRAMME

Erasmus+ KA1

### LENGTH

2019/2021

OLA

ONGOING

## One Library for All, all from one library

The OLA project is specular to the project TALE on libraries. Since the Swedish consortium recognised the need to improve the skills of the staff employed in public libraries, the project will offer its contribution to redefining the new role of libraries within our society: indeed, libraries should become modern learning hubs close to citizens and potential learners, with the major aim to influence citizens' culture, way of thinking, values and attitudes towards current challenges, in particular integration process and intercultural dialogue.

For this purpose, the project OLA scheduled two kind of activities:

- » The job shadowing: participants will follow a librarian daily, both in the ordinary activities carried out with users and in the planning process with colleagues, superiors and other municipality departments;
- » Training courses: local policies regarding culture and education, with a focus on the role of library and librarians in public and private sector, as well as the future challenges and competences for library staff, will be carefully discussed.





ONGOING

DEMETER

### DEveloping interdisciplinary Methodologies in Education Through Enhanced Relationships between schools and farm

The project has been launched in order to improve the quality of primary school education by increasing the collaboration between schools and farms.

The objective of DEMETER are:

- » to increase the experience of farms into the school curriculum in the framework of a wider path of education to food, respect for the environment and health;
- » to improve the teaching skills among school teachers and educational farm operators by exchanging, consolidating and developing methodologies appropriate to a farm experience;
- » to create synergies among education, institutions, business and research for the improvement of education.

The project will produce two intellectual outputs:

1. An interdisciplinary teaching methodology in the form of a physical and virtual toolkit of a practices. This will be available in English, Swedish, Italian and Portuguese, in order to allows its use by schools across Europe;
2. A set of guidelines aimed at facilitating the use of interdisciplinary methodologie in other schools and countries.

[www.sern.eu/demeter](http://www.sern.eu/demeter)

#### APPLICANT ORGANIZATION

Vänerns Kommun (SE)

#### PARTNER ORGANIZATIONS

The Soil Association Limited (UK), Hushållningssällskapet Väst (SE), Whashinborough Academy (UK), Colégio do Sardão (PT), Comune di Bertinoro (IT), Istituto Comprensivo "P. Amaducci" di Bertinoro (IT), Università degli Studi Milano-Bicocca (IT), SERN

#### EU PROGRAMME

Erasmus+ KA2

#### LENGHT

2018/2021

One of the activities foreseen in the implementation of the project is the collection of good practices promoting the most fruitful collaboration among farmers and schools. Once the good practices have been collected, each partner is then testing the practices in their own schools, to assess whether they can be adaptable in any context. The partners, until now, organized three Transnational Project Meeting. On November was held the Training Seminar that explained how to implement the teaching practices produced, showing collaboration among schools and farms and how to link them to the learning outcomes of the curricula.

DEHORS

ONGOING

### Developing innovative learning contexts in pre-schools' outdoor spaced

Outdoor education in pre-schools represents an indispensable educational strategy complementary to indoor education, based more on direct contact with the environment and its phenomena. Dehors stems from the need to rethink and redesign school outdoors spaces in order to enhance the quality of education and create a more stimulating learning environment for pupils. The redesign of physical spaces is complemented by the creation of tools allowing teachers to develop their skills and strategies about outdoors activities.

The outputs will be: two innovative models of outdoor learning space, a handbook containing guidelines for ECEC teachers who would like to apply the models elaborated and finally an online training module on outdoor activities for the teachers. On December the Consortium released the Online Interactive Map that includes 8 different areas (Structured Playzone, Relaxing Zone, Wild Area, Learning Pathways, Secret Places, Garden for all Senses, Outdoor Atelier and Meeting Places). Those areas refer to the outdoor environment, which can be enhanced in order to be stimulating and inviting for children. Each area provides users with a definition and learning objectives, which are accompanied by relevant activities. The next steps of the project include the development of a handbook for teachers and an online environment with Modules on Outdoors Education for pre-schools.



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[www.sern.eu/dehors](http://www.sern.eu/dehors)

#### APPLICANT ORGANIZATION

Motala Municipality (SE)

#### PARTNER ORGANIZATIONS

SERN (IT), Linköpings Universitet (SE), Cardet (CY) Municipality of Scandiano (IT), Municipality of Casalgrande (IT), Daugavpils Preschool Institution nr. 27 "Mana Marite" (LV)

#### EU PROGRAMME

Erasmus+ KA2

#### LENGHT

2018/2021



NEW

## NARRATE

### Building a narrative approach fostering collaboration between preschools and libraries

In accordance with the scientific researches on the field, we consider the narrative approach in early education very important for promoting life skills, a resilience attitude and significant exploration of all the knowledge areas and every kind of social relations. The narrative approach starts from the assumption that each knowledge and skill can be easily learned if it is treated inside stories, both in written, oral or figurative ways.

The general objective is to foster quality in preschool education through increased attention to the narrative approach. This general objective is articulated in the following specific objectives:

- » Developing the narrative approach in preschools, adopting the appropriate tools to arrange the context, planning activities and evaluating the outcomes;
- » Improving the collaboration between preschools and libraries for enhancing the narrative curriculum and for giving value and visibility to the spontaneous narrative production of the children (already present from an early age);
- » Increasing preschool teachers' professional skills on the narrative approach/curriculum.



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[www.sern.eu/narrate](http://www.sern.eu/narrate)

#### APPLICANT ORGANIZATION

Municipality of Piteå (SE)

#### PARTNER ORGANIZATIONS

Municipality of Imola (IT), Elmer (BG),  
SERN, University of Bologna (IT),  
Tallinn Meelespea Kindergarden (ES)

#### EU PROGRAMME

Erasmus+ KA2

#### LENGHT

2020/2023

## REME

NEW

### REggio MEthods from theory to practice

In Vänersborg there are several pre-schools inspired by the so called Reggio Emilia Approach.

This educational philosophy focuses on the image of a child with strong potentialities for development and a subject with rights, who learns through the hundred languages and grows in relation with others.

REME project wants to give the opportunity to staff in the preschools to acquire and deepen the major aspects of Reggio Emilia pedagogy.

Through the participation in the project activities will headmasters, teachers, childcare workers and educators create a common working background which will inspire even other preschools, at local, regional and national level.

The general objective of REME project is that to provide children with the highest level of teaching and education. The project aims even to: promoting equality, social cohesion and active citizenship to increase creativity and innovation at all levels of education promote international cooperation improve the level of education by striving to reduce the number of students who abandon the school too early.



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[www.sern.eu/reap](http://www.sern.eu/reap)

#### APPLICANT ORGANIZATION

Vänersborg Municipality (SE)

#### PARTNER ORGANIZATIONS

Scandiano Municipality (IT), Unione Val  
d'Enza (IT)

#### EU PROGRAMME

Erasmus+ KA1

#### LENGHT

2020/2022



NEW

PLAYING

**Enhancing the quality of preschool services through innovative play-based learning methodologies**

Early childhood education is a very important element in a child's life and offers the opportunity to detect and respond to children's individual needs and build their strengths, giving a fair start to all children, especially those coming from disadvantaged backgrounds. Starting from the importance of offering high quality preschool services, the project partners have recognized the shared need of training teachers on pedagogical methodologies fostering social inclusion and developing children's ability to learn and to master the language of instruction. The general objective of the project is to increase quality in early childhood education and care through the development of new knowledge on teaching approaches based on the role of play.

To achieve the general objective above the project will aim at:

- 1 Strengthening the skills of pre-school teachers through innovative play-based learning methodology;
- 2 Improving the quality of preschool services introducing transnational peer review- based processes in relation to learning methods.

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[www.sern.eu/playing](http://www.sern.eu/playing)

#### APPLICANT ORGANIZATION

Municipality of Linköping (SE)

#### PARTNER ORGANIZATIONS

Municipality of Parma (IT), SERN, University of Linköping (SE), A. Aguilera School (SP), UCL (DK), Elmer School (BE), Municipality of Odense (DK)

#### EU PROGRAMME

Erasmus+ KA2

#### LENGHT

2020/2023

### PLAYING INTELLECTUAL OUTPUTS

#### Mapping analysis

The mapping study will offer an overview on the state of the art and will determine the existing needs and the gaps in methodologies and knowledge related to play-based learning.

1



2

#### Training methodology

The Training methodology on play-based learning is a teaching method composed by the principles and methods used by preschool teachers to enable children learning through symbolic play. The methodology will be based on guidelines, a set of principles that will provide directions to teachers to enhance children's understanding and linguistic production through the use of the play in preschool.

3

#### Peer review toolkit

A tool that can possibly evaluate all preschool services in Europe on the correct implementation of play-based learning methodologies in symbolic play activities. Through this output will be delivered a tool capable to support teachers, pedagogical coordinators from preschools in Europe in evaluating the quality of their peers. The guidelines and the tools available at the end of the project will be replicable in every other preschool and this will ensure the transferability of the output.



MORE INFO

<https://www.playing-project.eu>



## PLANE

NEW

### Developing language in pre-school

The Project PLANE involves four pre-schools from 3 different countries (Italy, Sweden and Croatia) with the common need to improve the way in which teachers approach to language development of pupils, by adopting two specific teaching strategies namely storytelling and digital learning.

The project main objective is to improve the quality of the learning in Swedish, Italian and Croatian pre-schools in relation to language development, by focusing on Digital learning and Narrative.

PLANE project is expected to produce the following results:

- Best practices on digital learning and storytelling are identified, exchanged and tested.
- Innovative teaching methods and skills are acquired by teachers.
- New tools and strategies to assess pupils' improvement in schooling language are identified.



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[www.sern.eu/plane](http://www.sern.eu/plane)

#### APPLICANT ORGANIZATION

Bjälbotulls förskola (SE)

#### PARTNER ORGANIZATIONS

Dječji Vrtić Kalimero Brtonigla (HR); Direzione dla Scolines Ladinia (IT); Istituzione ai servizi sociali "Davide Drudi" (IT).

#### EU PROGRAMME

Erasmus+ KA2

#### LENGHT

2020/2022



NEW

BE+



## Building capacity for Erasmus+ in school education

The forthcoming Erasmus+ programme period (2021-2027) will increase the focus on mobility, providing learning opportunities to 12 million people (three times as many mobilities as in the current programme), building a European Education Area and strengthening the European identity. This all means that more schools will need to build capacity for Erasmus+ participation in order for the programme to reach its full impact.

The objectives of BE+ is to increase the administrative and organizational capacity in K-12 school education so that teaching and management staff is better prepared to transnational collaboration within the Erasmus+ framework. More specifically this means to:

- Support schools in identifying their needs in relation to capacity building;
- Develop innovative methodology and tools to meet the training needs of school staff;
- Improve the skills of school staff in understanding and implementing a project cycle management;
- Develop a toolbox that will prepare schools for the next generation of Erasmus+.


[www.sern.eu/be+](http://www.sern.eu/be+)

### APPLICANT ORGANIZATION

Utbildningskontoret - Norrköpings Kommun (SE)

### PARTNER ORGANIZATIONS

SERN, Comprhensive Institute Ettore Guatelli (IT) Municipality of Esslingen am Neckar (DE) Municipality of Trondheim (NO) Municipality of Luleå (SE)

### EU PROGRAMME

Erasmus+ KA2

### LENGHT

2020/2023

## UDLESIS

NEW

## Universal design learning environments for all pupils in schools

UDLESIS aims to improve and renew the work with design inclusive environments for all students in school. To be a long life learner and an active member of the society every child has the right to be educated based on their specific needs, which requires that the teachers have the necessary knowledge to create inclusive learning environments, designed universally to meet all differences already in the lesson planning. The general objective is to create a more inclusive environment at school for all students with specific needs.

The specific objects are:

- 1 To increase teachers' knowledge on how to design inclusive learning environments for all students and the specific challenges that have come in the wake of the corona epidemic and our countries' different ways of dealing with this where Italy shut down schools and Sweden kept them open;
- 2 To raise awareness in teachers, headmasters and stakeholders about the importance of inclusion for a successful schooling at school and how to do it when most of the students are taught remotely via Internet;
- 3 To exchange practices about the models and methods for mapping students' needs;
- 4 To increase the teachers competences through the parents knowledge about their children specific needs.

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[www.sern.eu/udlesis](http://www.sern.eu/udlesis)

### APPLICANT ORGANIZATION

Stavreskolan - Trollhattan (SE)

### PARTNER ORGANIZATIONS

Istituto Comprensivo Borgo Val di Taro (IT)

### EU PROGRAMME

Erasmus+ KA2

### LENGHT

2020/2022

NEW

EUMOB 2020

[www.sern.eu/eumob](http://www.sern.eu/eumob)**APPLICANT ORGANIZATION**

Municipality of Imola

**OTHER PARTNER**

Azienda Servizi Sociali Bolzano (IT),  
Cavriago servizi (IT), Municipality of  
Parma (IT), Istituzione Servizi Sociali  
Davide Drudi (IT), Municipality of  
Scandiano (IT).

**Hosting partners:** Municipality of  
Norrköping (SE), Municipality of  
Linköping (SE)

**EU PROGRAMME**

Erasmus+ KA1

**LENGTH**

2020/2022

**Improving professional skills of preschool teachers through European mobility**

A Consortium, made up of six Italian Public Bodies managing ECEC services, promotes this project, centered on job shadowing activities for teachers and on a training course for pedagogical coordinator.

All the activities go around four topics on curricular innovation:

- Improving the welcoming of the foreign families and children, favoring their full inclusion, and giving value to their cultures too;
- Giving more value to the outdoor activities, integrating them with the ones traditionally implemented in the classrooms;
- Boosting in a correct way the use of the ICTs in early education, integrating them with the traditional ones (analogical and physical tools);
- Enhancing the European awareness inside the involved schools and the teachers working in them.

DEEDS

NEW

**Modelling a European cross-curricular study programme for upper secondary schools**

The context in which this project originates is deeply connected to the efforts of the EU for the development of a European Education Area by 2025 where spending time abroad to study and learn should become the norm. The project starts off from the need to promote a fundamentally new approach towards transnational mobility opportunities for upper secondary school students in which the school plays a more active role in driving the process

while offering high quality learning experiences and ensuring recognition of the period(s) spent abroad.

The project aims to active contribute to the construction of the European Education Area through the development of a model of European exchange and study programme among general upper secondary schools.

The specific objects of the project are:

1. To develop and test a joint transnational curriculum/programme among the involved schools;
2. To identify a set of common assessment and certification methods tailored to the acquired competences and skills;
3. To build organisational capacity in upper secondary schools through the identification and the solution of administrative/management problems pertaining long term transnational mobility of pupils.

[www.sern.eu/deeds](http://www.sern.eu/deeds)**APPLICANT ORGANIZATION**

SERN

**PARTNER ORGANIZATIONS**

Liceo Moro Reggio Emilia (IT),  
Folkungaskolan Linköping (SE), Scuola  
Italiana di Madrid (ES), CARDET (CY)

**EU PROGRAMME**

Erasmus+ KA2

**LENGTH**

2020/2023

The partners have now started working the Outputs 1: the teachers from the school involved are working in thematic groups to develop a transnational study plan based on a common set of subjects and shared contents in each discipline.





## ENERGY AND ENVIRONMENT

PROJECTS  
STARTED

2

ONGOING  
PROJECTS

3

ONGOING

## SYNERGY AUDIT

In the struggle for a possible slowing down of the speed of the global climate change, Public and Private sector on a global scale, following directives and policies at European and global level, are today working towards a decrease of their organizations negative impact, by e.g. becoming environmentally certified following environmental standards. The European Commission EMAS and the global ISO 14000 standards are examples of environmental standards which can be of sizable help in keeping up a strategic and effective environmental quality management system. Synergy Audit aims to fill the existing gap between the need and wish from organizations to work with environmental management and within it, environmental audits, while today lacking in i.e. economic and/or knowledge capacity needed.



SYNERGY AUDIT

The general objective of this project is to improve the environmental sustainability actions carried out by public and private organisations in Europe for decrease of most negative environmental impact by creating an environmental audit educational training program involving EU and Global directives and sustainability goals.

The specific objectives are:

- » To improve the on-the-job training opportunities in environmental auditing through a train-the-trainers methodology;
- » To improve the competencies of civil servants and practitioners in environmental audit;
- » To foster an exchange of practises and cooperation among EU countries concerning environmental auditing.

The project will develop 3 intellectual outputs:

1. New train-the-trainers methodology in environmental auditing
2. Education Programme online for open-access usage on a European and Global scale, based on the elaborated methodology
3. Guiding open access e-material for societal targets, academia and students.

During the year two Transnational project meeting were held and the partners are now divided in groups and are working on the train-the-trainers methodology.


[www.sern.eu/synergy-audit](http://www.sern.eu/synergy-audit)

## APPLICANT ORGANIZATION

One Planet (SE)

## PARTNER ORGANIZATIONS

SERN, Municipality of Ravenna(IT),  
Province of Parma(IT), Centre for  
Renewable Energy Sources and Saving  
(GR), CARDET (CY), EcoFellows Ltd (FI)

## EU PROGRAMME

Erasmus+ KA2

## LENGHT

2019/2022



NEW

## EDUCATION ABOUT CLIMATE CHANGE



To work with environmental and climate changes is a common goal, but Sweden and Italy face different conditions: environmental, cultural, economic and political. The EU policies concerning climate changes are the same for both countries, but national curriculum and schools deal with the issue in different ways. This project will increase a sense of solidarity and shared responsibility. It is important for students to have scientific knowledge and international understanding of the issue to gain greater freedom of democratic action – what to do as an individual, as part of a national and an international society, as a representative and elected politician or as an activist

This project's objectives are:

- to give students scientific knowledge and an international perspective on the topic of Environment and climate changes, so they can actively be a part of a positive development of this topic;
- to give the teachers opportunities to cooperate in their schools and between countries, to make the implementation of this topic in our schools in a sustainable plan.



[www.sern.eu/education](http://www.sern.eu/education)

### APPLICANT ORGANIZATION

Municipality of Motala (SE)

### PARTNER ORGANIZATIONS

Liceo Scientifico Statale Aldo Moro (IT)

### EU PROGRAMME

Erasmus+ KA2

### LENGHT

2020/2022

## GO GREEN

NEW

### Using augmented reality technology and simulation-based training to foster green economy



[www.sern.eu/gogreen](http://www.sern.eu/gogreen)

### APPLICANT ORGANIZATION

KES College - Cyprus

### PARTNER ORGANIZATIONS

Patras University (GR), SERN, Innovation training Center (ES), Future in perspective Limited (IE), Cardet (CY), Motion Digital (CZ)

### EU PROGRAMME

Erasmus+ KA2

### LENGHT

2020/2022

Green entrepreneurship revolves around a set of core principles that set it apart from everyday entrepreneurship. Green entrepreneurs propose business models that are not only economically profitable but also create a positive environmental and social impact. Green entrepreneurs are aware of the need to change the way society has understood development and prosperity during the last century.

While the primary innovation will be the bespoke green entrepreneurship curriculum, consortium partners will ensure that best practice in pedagogic instruction and the highest design standards in the production of learning content are achieved. More and more people are waking up to the innumerable benefits of on-line education and training. While the growth in popularity of on-line learning has brought about an increase in the number of on-line learning courses it has not had any noticeable impact on the quality of course-ware available. GoGreen will harness advances in technology to generate engaging and inspiring learning content.

The project objectives are the following:

1. Build the capacity of VET providers to use Mobile Augmented Technology and Simulation-based training to train private entities and entrepreneurs on how to address environmental change;
2. Improve the coherence of VET learning strategies for the transition towards a greener economy to engage the private sector and new entrepreneurs better;
3. Harness the skills and knowledge of the private sector and entrepreneurs for green growth and climate change;
4. Increase awareness about the significance of climate change and support the development of green skills in the labour market.



## LOCAL AND REGIONAL DEVELOPMENT

1

PROJECTS  
STARTED

3

ONGOING  
PROJECTS

### PART-HER

ONGOIN



PART HER aims at reframing the valorization of cultural heritage as a bottom-up process starting from citizens. Although the role of the Institutions in the valorization and conservation of cultural heritage is essential, it should not be forgotten that cultural heritage is, as its core, a social construction resulting directly from the perceptions, values and sensitivities of the people belonging to a given community, whether it be small or wide.

The general objective of the project is to contribute to the development of a participated approach to cultural heritage at European level.



The Specific objectives are:

1. To foster the role of citizens in choosing the tangible and intangible cultural heritage of their territory, increasing local communities self-confidence and empowerment.
2. To promote the role of museums as centres of awareness about cultural heritage fostering citizenship, as specified by ICOM Siena Charter on Museums and Cultural Landscapes.
3. To promote reflection and debate about a common (European) view of cultural heritage stemming from citizens' perspective within the assistance of public administrations and museums.

The impact in relation to the expected project results will be:

- Best practices and perspectives on the project theme exchanged;
- Increased participation of citizens and increased sense of common belonging to the EU;
- Mapping of European cultural heritage through a digital platform and tools capable of selecting, preserving and promoting cultural heritage assets valued by local communities.



[www.sern.eu/part-her](http://www.sern.eu/part-her)

#### APPLICANT ORGANIZATION

Comune di Parma (IT)

#### PARTNER ORGANIZATIONS

SERN, Mairie de Tours (FR), Landkreis Kassel (DE), Linköpings Kommun (SE), Općina Konavle (HR), Ayuntamiento de Dénia (ES).

#### EU PROGRAMME

Europe for Citizens

#### LENGTH

2019/2021

In 2020, local events of the PART HER project took place in all partnering countries.




**BRAND-EU**

Place branding is a key element for the future of medium/small municipalities. The main challenge for these towns is not only promoting themselves as a place to visit, but also a place where to move and work, study, invest, a place linked to talent, knowledge, creativity, innovation and economic activity. Designing and developing the right brand vision and strategy can play a fundamental role in fostering local development which in turn might lead to the creation of new work places and opportunities for the local population to thrive.

The general objective of the project is to raise the attractiveness of European cities through the exchange of best practices on the place branding strategies designed and implemented by Municipalities in collaboration with stakeholders in order to create more favourable condition for local development.

To achieve the general objective above the projects will aim at:

1. Developing place branding skills in the staff of municipalities and local stakeholders
2. Increasing the collaboration between municipalities and local actors for common place branding strategies
3. Creating more training opportunities for municipalities and local actors' staff at transnational level.

Brand-Eu will create training opportunities to re-skill the staff of public authorities and develop strategies that have an impact on local development. In the long run, the tight collaboration between municipalities and stakeholders will increase the attractiveness of the cities involved, and create more appealing conditions for citizens and businesses to settle.

In December, the third Seminar of the project was held online: the participating Municipalities increased their knowledge on the key elements necessary to better implement their place branding strategy and improve their attraction in tourism.


[www.sern.eu/brand-eu](http://www.sern.eu/brand-eu)
**APPLICANT ORGANIZATION**

Imola Municipality (IT)

**PARTNER ORGANIZATIONS**

Forlì Municipality (IT), IMPEFE - Ciudad Real (ES), Development Agency Dubrovnik (HR), Kadir-Municipality of Rethymno (GR), Orust Municipality (SE), Trollhättan Municipality (SE), SERN

**EU PROGRAMME**

Erasmus+ KA2

**LENGTH**

2018/2021

**COPE**
**NEW**
**Promoting innovation through Cooperative model in entrepreneurship education for adults**

A significant part of the EU economy is nowadays known as social economy. Social Economy approach indicates that the major goal of the belonging organisations is to serve members of the community rather than to seek profit. Moreover, the social economy relies on democratic decision-making processes, which represent a structural procedure to control the actual pursuit of the organisation's goals. Among the organisations belonging to the social economy one can find associations, cooperatives and mutual organisations and, more recently, also foundations and social enterprises.

Throughout Europe there is a long tradition of cooperative business, around 250.000 cooperatives in the EU territory employing 5.4 million people. Despite the great weight of this social economy there is still a great need in increasing the number of cooperatives and promoting social businesses for a more sustainable development. The general objective of the project therefore is to contribute to strengthening a competitive social economy in Europe through the spread of new cooperatives. Specific objectives of the project will aim at:

- 1 Strengthening the skills of entrepreneurship trainers promoting cooperative business;
  - 2 Exchanging experiences on social entrepreneurship education among trainers across Europe;
- Developing innovative tools and methodologies to assist trainers in their promotion of the cooperative model among adults.


**COPE**

[www.sern.eu/cope](http://www.sern.eu/cope)
**APPLICANT ORGANIZATION**

Coompanion Östergötland (SE)

**PARTNER ORGANIZATIONS**

Bifrost University (IS), SERN, Consorzio Icaro (IT), CARDET (CY), Confcooperative Forlì - Cesena (IT), Mikrofonden Väst (SE)

**EU PROGRAMME**

Erasmus+ KA2

**LENGTH**

2020/2023



## SOCIAL INCLUSION AND MIGRATION

1

PROJECTS  
STARTED

3

ONGOING  
PROJECTS

SEBI



### Securing the Best Interest of the Child in Educational School Administration



The main concept of the project is the Best Interest of Child, a term that has been used in a number of international human rights documents, most notably the 1959 Declaration on the Rights of the Child, the 1979 Convention on the Elimination of All Forms of Discrimination Against Women and the 1989 Convention on the Rights of the Child (CRC).

SEBI project, started in 2019 aims to identify the key challenges that educational systems face in areas where the determination of the Best Interest of the Child is a prerequisite, and prepare methods, tools and processes to support evidence-based policy making supporting school leaders, teachers and policymakers.

The general objective of the project is: to develop and implement innovative methods and practices to foster inclusive education and promote common values.



[www.sern.eu/sebi](http://www.sern.eu/sebi)

#### APPLICANT ORGANIZATION

University of Cyprus (CY)

#### PARTNER ORGANIZATIONS

SERN, Uppsala Folkuniversitet (SE)  
Commissioner for children's rights (CY)  
Storytelling (PT) Minister of Education  
of Cyprus (CY) University of Valencia  
(ES) Center for Social Innovation (CY)  
Stimuli for social change (GR)

#### EU PROGRAMME

Erasmus+ KA3

#### LENGTH

2019/2022

- The specific objectives of the project are:
- 1 To identify the key challenges that educational systems face regarding decision making in areas where the determination of the Best Interest of the Child is a prerequisite.
  - 2 To support evidence-based policy making.  
To develop methods and tools that will enhance collaboration, communication and exchange of good practices in the promotion and facilitation of Determining the best Interest of the Child.  
To facilitate sustainability and transferability of good practices through the development of policy and practices integration manuals for national educational systems, taking into account each systems framework.

The main activities of the project are: mapping the ecosystem of current practices and trends in securing the BIC in educational school administration; Capacity Building of School staff and stakeholders; Development, Testing and Fine-Tuning of Educative Assets and finally Development of Policy Recommendations.

The partners have already completed the first phase of the project collecting data on a nation level. They are now working on the second WP, namely on the production of training material for the online course.

DEKOLLA

Developing Migrants' Knowledge About the Local Labor Market

ONGOIN  
G

DEKOLLA

**Developing migrants' knowledge about the local labour market**

Getting integrated in a new society can be a very long process if the receiving country doesn't have a good structure to meet the needs of the newly arrived. Many immigrants, for different reasons, find it difficult to integrate in the labor market and/or in the society and the current refugee situation make that challenge even bigger. Sustainable structures in different integration actions (as education and training) have to be set up in order to identify and reduce the barriers for participation. This can be possible through the structuring of informal channels that can lead newly arrived people to learn more about the local labour market and the local business environment.

The project main focus will be on providing the informal educators new skills and competences to develop more effective ways through which engaging both the migrants and the local business community. An easier and more accessible learning process is supposed to lead to a faster inclusion in the local economic context.

The main objective of the project is to develop innovative strategies to involve the business community in the inclusion of migrants in local society.

In particular, the specific objectives are:

1. To create networks between migrants and businesses;
2. To increase the recruitment base for local companies;
3. To increase knowledge and awareness about the dynamics of the local business environment and labour market.

These objectives will be pursued through the involvement of: Informal trainers for newly arrived people with different ethnical background (asylum seekers and refugees), Civil Servants in local authorities, Business community representatives, and Refugees/asylum seekers.

The partners, until now, organized three seminars. On November 2020 was held online the last seminar where were identified the key elements for the inclusion of migrants in the labour market.

[www.sern.eu/dekolla](http://www.sern.eu/dekolla)**APPLICANT ORGANIZATION**

Municipality of Trollhättan(SE)

**PARTNER ORGANIZATIONS**

SERN, Consorzio Fantasia Soc. Coop. Soc. ONLUS (IT), Landratsamt Enzkreis (DE), Comunità Comprensoriale Oltradige Bassa Atesina (IT)

**EU PROGRAMME**

Erasmus+ KA2

**LENGHT**

2018/2021

SAYOUTH

NEW

[www.sern.eu/sayouth](http://www.sern.eu/sayouth)**APPLICANT ORGANIZATION**

Municipality of Ale (SE)

**PARTNER ORGANIZATIONS**

Sala Baganza Municipality (IT), Thermi Municipality (GR), Scandiano Municipality (IT), Municipality of Myslowice (PL), Development agency Pernik (BUL), Liiveri Association (FI), Jugendring Enzkreis (DE), SERN

**EU PROGRAMME**

Europe for citizens

**LENGHT**

2020/2022



The general objective of the project is to secure the participation of young people in municipal decision-making processes and to promote their influence on issues of importance for the whole society including the promotion of sustainable democracy and the civic involvement of young migrant people as a tool for integration.

Specific objectives of the project SAYouth are:

1. To promote an interactive and constructive dialogue between young people and public authorities at local and Eu level;
2. To develop more attractive and inclusive communication channels, tools and methods;
3. To promote a better knowledge of democratic systems and organization at local and Eu level;
4. To develop a sense of belonging of youngsters in the public institutions at local and Eu level;
5. To promote an active participation in the civil society and public life and in the volunteering sector.

It is possible to identify as expected results: an increased knowledge about Eu models on which the relation between young people and public authorities is set, an exchange of best practices on the tools used to improve the participation of young people in the civic society and in the volunteering, an increased participation of citizens and sense of common belonging to the EU, a strong networking among partners and stakeholders, the creation of a shared European digital tool to set the guidelines.

## HEALTH AND WELFARE

1

PROJECTS  
ENDED

1

PROJECTS  
STARTED

2

ONGOING  
PROJECTS
[www.sern.eu/take-care](http://www.sern.eu/take-care)

### APPLICANT ORGANIZATION

SERN (IT)

### PARTNER ORGANIZATIONS

ASP Azienda Sociale Sud-Est  
Langhirano (IT) Ad Personam Azienda  
di Servizi alla Persona, Comune di  
Parma (IT) Comunità Comprensoriale  
Oltradige Bassa Atesina (IT) ASP Carlo  
Sartori (IT) Comune di Forlì (IT)  
Vänersborg Municipality (SE)  
Linköping Municipality (SE) Luleå  
Municipality (SE)

### EU PROGRAMME

Erasmus+ KA1

### LENCHT

2018/2020

ENDED

## TAKE CARE LEARNING

The project aimed at offering training opportunities in Sweden for Italian social workers interested in strengthening their professional profile as occupational therapist. In particular, the project enhanced informal care givers' skills as regards training patients' families.

The specific objectives of the project were:

1. to increase the participants' knowledge of occupational therapy in order to strengthen their role as "family trainers";
2. to increase families' knowledge about the specific competences and the role of the occupational therapist;
3. to improve communication between families and occupational therapist through networking activities;
4. to develop innovative practices for the transferal of transversal competences to the patients' families.



The activities implemented in the Take Care Learning project were on the one hand, jobshadowing in Health and Social departments of Swedish Municipalities (Vänersborg, Linköping, Ale) and on the other hand, intensive training courses at the Seinäjoki University of Applied Science in Finland. These activities allowed the mobility of 52 participants belonging to the project consortium led by SERN; namely 33 people participated in the jobshadowing and 19 in the University training courses.

Thanks to these activities, representatives of the consortium gained experience and knowledge on occupational therapist's skills in particular in relation with patients' families giving them the opportunity to enhance the cooperation between care services and informal caregivers. The added value is to be found in the increased European dimension in which this training process took place.





## Improve

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[www.sern.eu/improve](http://www.sern.eu/improve)

### APPLICANT ORGANIZATION

SERN

### HOSTING PARTNERS

One Planet (SE), Exalta Consortium members: Asp Cav. Marco Rossi Sidoli, Ad Personam Azienda Di Servizi Alla persona Del Comune Di Parma, Asp Azienda Sociale Sud-Est, Azienda Servizi Sociali Di Bolzano, Asp Carlo Sartori (IT)

### EU PROGRAMME

Erasmus+ KA1

### LENGHT

2020/2022

NEW

## IMPROVE

### European mobility for the improvement of relational skills in the elderly care

The main objective of the IMPROVE project is the acquisition of relational skills in the care of the elderly, with a particular focus on people with dementia.

In the 24 months of the project, there will be three rounds of training activities in Sweden and two rounds of training courses in Belgium. These activities will be complemented by preparatory activities (local preparation meetings), monitoring and evaluation activities, valorisation and dissemination activities.

The expected results of Improve project will be reflected in:

1. Improved ability to better manage intercultural dynamics within the work environment.
2. Improved ability to propose experimentation of innovative solutions.
3. a strengthened European dimension and greater internationalization within organisations.

## DEMETRA



In dementia care context it has been noticed that formal care givers have needs for a scaffolding function in following areas: training on communication with demented; training on how to relieve from stress; developing emotional and relational competences in front of elderly and their decline, even in normal ageing.

The Demetra project aims at enhancing formal caregivers ability in emotional regulation by positive psychology and mindfulness based training.

Based on the idea that positive psychology training helps caregivers in taking care in a better way of people with dementia, project partners developed during 2019 a transnational training course in eight modules. These modules recall the main relational and emotional competences that caregivers should improve: motivation, awareness, change, emotions, empathy, wellbeing, relationship and communication.

Owing to Covid 19 pandemia, the Demetra project received a postponement of the eligibility period until December 2021. Partners in 2020 adapted the activities to the new situation with on line meetings and with a new programming of the train -the - trainers session in a virtual modality. The approach of the seven training modules is based on the positive psychology and mindfulness theories and can help the formal caregivers of the services dealing with people with dementia to offer better services in a more supportive framework. In particular, the focus of the training was on the capacity of dealing with feelings of the caregivers and of the people with dementia and their families, on the person-centred approach and on the communication with colleagues and patients.

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[www.sern.eu/demetra](http://www.sern.eu/demetra)

### APPLICANT ORGANIZATION

Ad Personam, Azienda di Servizi alla Persona del Comune di Parma (IT)

### PARTNER ORGANIZATIONS

Expertisecentrum Dementie Vlaanderen (BE) Emmaus vzw (BE) Urząd Marszałkowski Województwa Dolnośląskiego (PL) Landratsamt Enzkreis (DE) SZL Seniorenzentren Linz GmbH (AT) Università degli Studi di Parma (IT) SERN

### EU PROGRAMME

Erasmus+ KA2

### LENGHT

2018/2021

In 2020 all the statutory activities, Executive Board meetings and the General Assembly, took place in a virtual modality due to the outbreak of Covid-19 pandemic.

## THE GENERAL ASSEMBLY

The **GENERAL ASSEMBLY** has been held on 17th June with the participation of around 80% of the network's members. After the introduction, made by president Montaguti, two special guests took the "virtual floor": Elisabetta Gualmini, MEP, who introduced the financial support instruments planned by the European Union in the Covid framework with a special focus on the Next Generation EU; Gunnel Rydholm Olsson, director of the Swedish Erasmus+ national agency, who presented some of the new elements and perspectives of the Erasmus+ programme 2021- 2027 that can be summarised into some keywords: inclusion, excellence, simplification of procedures, long-term perspective, accreditation, green Erasmus and more internationalisation. Afterward, members of the assembly proceeded with the voting of the statutory issues: the approval of the annual report 2019, the 2019 financial report and the related report of the Board of Auditors, the budget proposal for 2021 and the venue of the 2021 venue of the general Assembly.

## THE EXECUTIVE BOARD

The Executive Board, the Network's highest authority, is composed of 22 members, 11 for each country. The Executive Board implements the strategic guidelines approved by the General Assembly.

### ITALIAN MEMBERS

Lubiano Montaguti  
*Chair of the Board*  
*Meldola Municipality*

Norberto Vignali  
*Unione Pedemontana Parmense*

Marco Monesi  
*AICCRE Emilia-Romagna*

Ferdinando De Maria  
*Province of Parma*

Paola Guerzoni  
*Unione Terre d'Argine*

Sara Londrillo  
*Bertinoro Municipality*

Gianluca Borghi  
*ASP ad Personam*

Edmund Lanziner  
*Comunità Comprensoriale*  
*Oltradige Bassa Atesina*

Pierangelo Raffini  
*mola Municipality*

Silvia Miselli  
*Casalgrande Municipality*

Valerio Melandri  
*Forlì Municipality*

### SWEDISH MEMBERS

Gert-Inge Andersson  
*Vice Chair of the Board*  
*City of Trollhattan*

Cecilia Burenby  
*Mjölby Municipality*

Irma Görtz  
*Norrköping Municipality*

Erik Östman  
*Linköping Municipality*

Carola Svensson  
*Falköping Municipality*

Maria Nilsson  
*Västra Götaland Region*

Benny Augustsson  
*Vänersborg Municipality*

Elisabeth Vidman  
*Piteå Municipality*

Julie Tran  
*Region Östergötland*

Monica Samuelsson  
*Ale Municipality*

Emma Engemark  
*Norrbottnens Kommuner*

The three meetings of the **EXECUTIVE BOARD** took place on 28th February, on 15th May and on 27th November.

After all the fulfilment of statutory requirements related to financial and personnel issues, the main focus was on informing about the planning and formulation procedures of new projects with the aim to involve new members in the activities. Indeed, under the Erasmus+ programme, 9 projects have been submitted with 8 more organisations have been involved actively comparing to 2019.

Moreover, the Presidium (President and Vicepresident of the Network) reported on their meetings in order to follow the situation of the Covid outbreak with the task to give guidelines to the staff of the Secretariat on how to keep the functioning of the network as much efficient and effective as possible also in the pandemic situation with special attention in maintaining contacts and collaborations among members and with European partners.

## THE SECRETARIAT



Nicola Catellani  
*Network Coordinator*



Laura Avanzi  
*Project Officer*



Ginevra Roli  
*Project Officer*



Federica Gravina  
*Project Officer*



Alessia Mereu  
*Trainee*

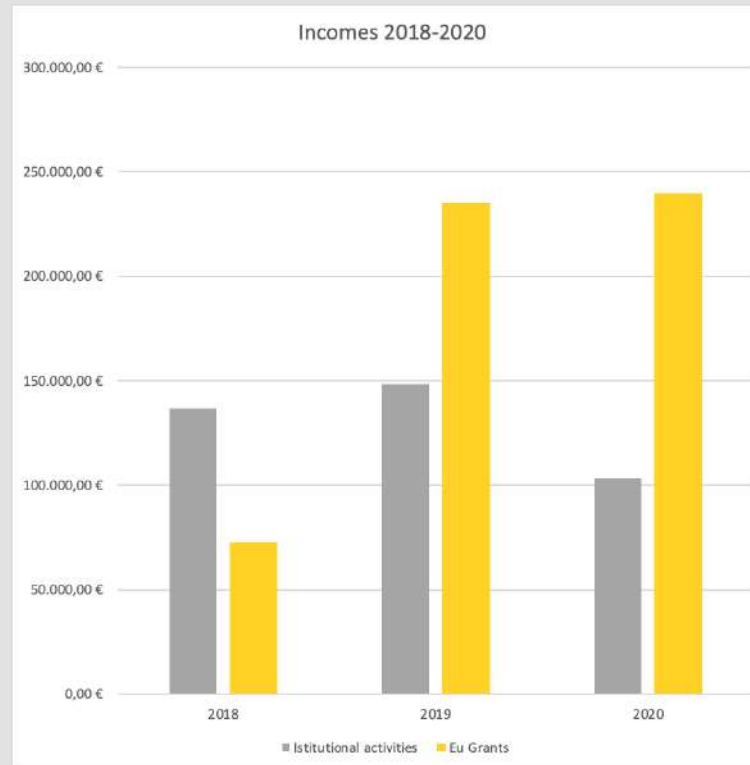
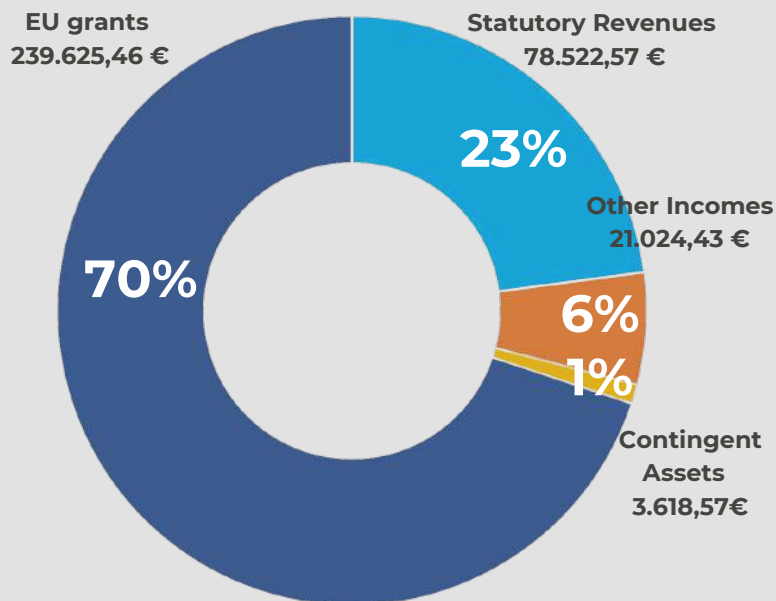
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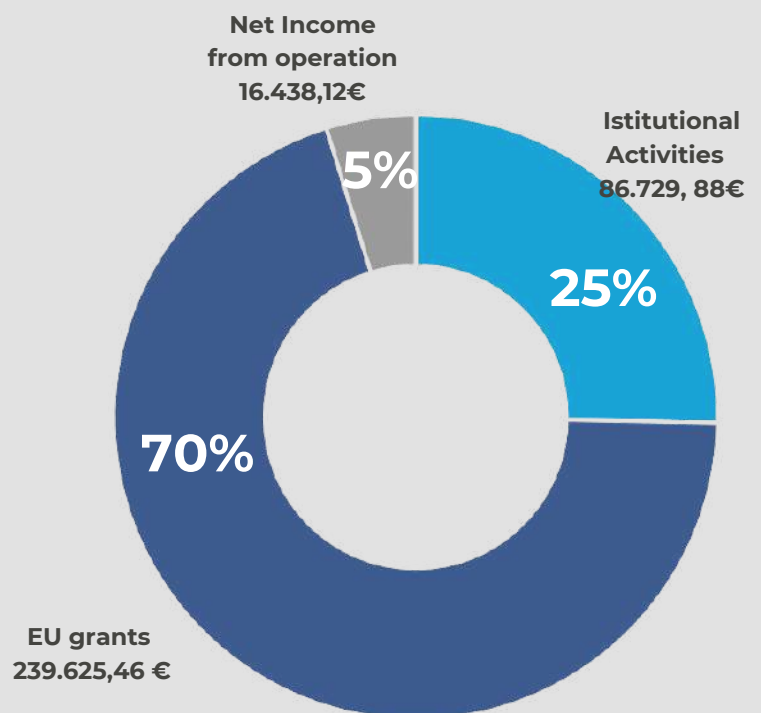
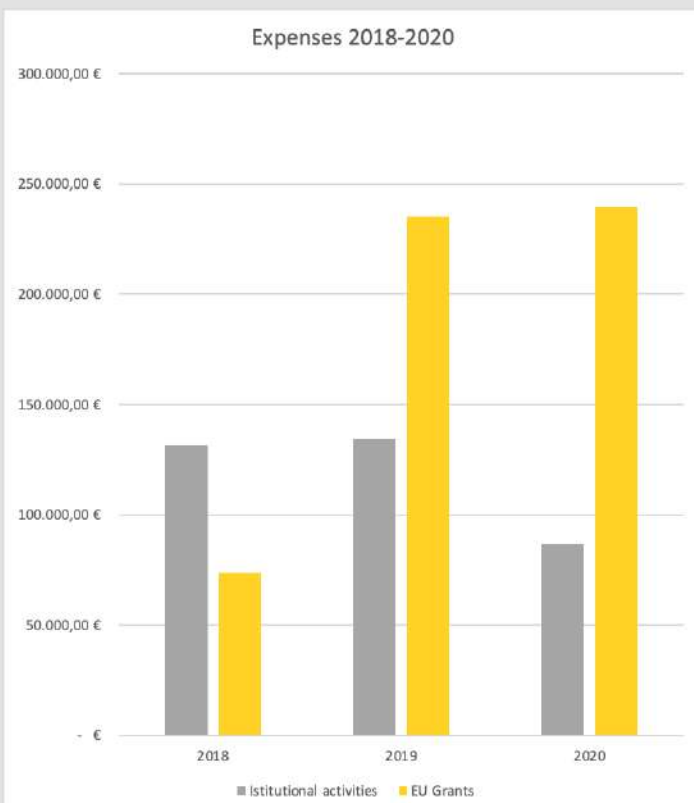
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## INCOMES



## EXPENSES





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