

2019

ANNUAL REPORT



SERN



INTRODUCTION

The new strategy introduced for period 19-21 has been characterised by a substantial continuity with the previous one in terms of policy areas which are being prioritized (education, welfare, social inclusion, local and regional development). However, the introduction of two transversal themes such as digitalization and active citizenship has been an important element of innovation as they have anticipated the emerging interest among the members for bottom-up processes in the framework of policy making processes (for example in the field of culture) at local level but also in relation to organisational change and development (for example in the school sector). Such a trend is also reflected in the project proposals launched in the end of 2019 which will hopefully turn into projects during 2020.

The decision of the board to start the work for a more long-term vision of the network linked to the new programming period of the eu is in line with the idea of developing SERN more and more not only as a context where to exchange information, personnel and practices but in perspective also as a framework of cooperation where members can work together on common challenges affecting their local communities.

The section dedicated to the activities as well as the indicators in the final part of this report tell us that the number of members involved actively in the network activities, and in particular projects, has increased compared to the previous year. The mainstreaming of the peer review activity started in the end of 2019 will offer, in 2020 and 2021, additional opportunities for all members wishing to engage in a type of activity which is less demanding but as rewarding as an eu project. However, the core activities carried out in the framework of the network are still projects developed (and funded) in the framework eu programmes. In this respect the report 2019 shows the highest figure (15) in terms of ongoing projects ever accomplished in one year. This has been possible thanks to the fact that the secretariat has extended and strengthened the support to the members and its direct participation in projects and related activities.

Finally the definition of three slots during the year have helped mainstreaming ideas and are providing routines that facilitate links with policy-making cycles and processes at local level. During 2019 the *step-by-step* process option was used in a minority of cases (10%), despite it provides the possibility for those with less experience in eu project development to be guided by the secretariat in the first phases of the project development process. Most of the proposals (28) generated during the year were the structured ones. It should be noted, however, that also in the case of *structured* proposals the role of the secretariat in supporting the development of the projects has been often going beyond the partnership building dimension.

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 15-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.

- The 6 main driving themes are:**
- learning and education
 - energy and environment
 - local and regional development
 - capacity building
 - health and welfare
 - social inclusion and migration.

INTRODUCTION

ACTIVITIES

Projects ended in 2019

- WIR Welcome and integration of refugees in Europe
- SIDEIS Developing strategies for innovative learning contexts fostering integration in schools
- SIA-PROD An innovative self-improvement approach for the professional development of early educators

Projects started in 2019

- TALE It takes a community to make a library, and a library to make Europe
- OLA One library for all, all for one library
- SYAT Synergy audit
- SEBI Securing the best interest of the child in educational school administration

Projects in progress

- BRAND EU
- DEMETERA
- PRO WELLBEING
- MORE Motala and Reggio Emilia
- PEDAGOGICAL DOCUMENTATION

IN TRANSITIONS WITHIN AND BETWEEN EARLY CHILDHOOD EDUCATION AND PRIMARY EDUCATION

- DEKOLLA Developing migrants' knowledge about local labour market
- DEMETER Developing interdisciplinary methodologies in education through enhanced relationships between schools and farms
- DEHORS Developing innovative learning contexts in pre-schools' outdoor spaces
- TAKE CARE LEARNING
- BACKPACK ID Never leave your backpack behind
- LIFE – learning to innovate with families

Training activities

GENERAL ASSEMBLY 2019

EXECUTIVE BOARD MEETINGS

FINANCIAL REPORT 2019

INDICATORS 2019

SERN MEMBERS IN 2019

ACTIVITIES

The total number of projects under implementation during the year 2019 was 15, each of them has been co-financed either by two different european programmes: europe for citizens and erasmus+. Additionally, other activities included peer review and training activities. As a whole these activities have involved 35 members of the network.



Project Cycle Management (P.C.M.)

The activities carried out within the network are different: exchanges of information, experience or knowledge, best practices, staff exchanges and learning partnerships. The projects developed within SERN could be financed by its own members or external funds, such as regional, national and/or EU.

Therefore, the development of new projects within the network is a strategic process of collaboration between its members on a specific theme. The project cycle management model (P.C.M.) is the working method adopted within the network to develop new projects. Specifically, the PCM consists of six phases: indicative programming, identification, formulation, financing, implementation, monitoring and evaluation. SERN members can act as Project Promoter or can participate in a project initiated by another member.

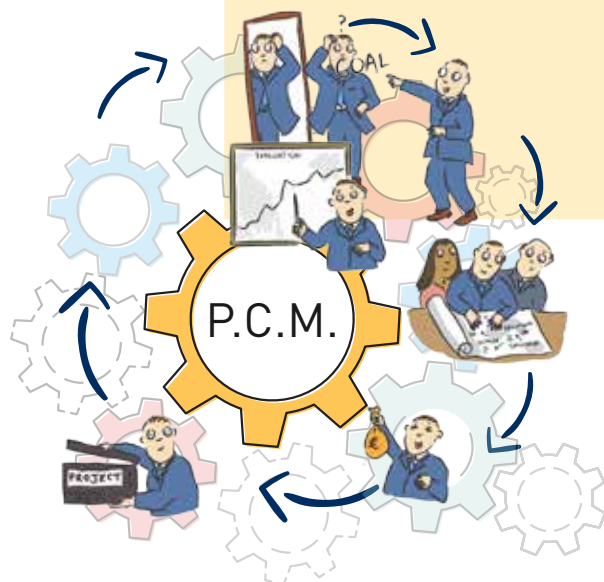
There are specific timeframes during the year to submit new proposal accordingly to network's rules:

1° ROUND
→ 15 January-15 February

2° ROUND
→ 1 June-30 June

3° ROUND
→ 15 October-15 November

Finally, once the project proposal is submitted, a working group is constituted and works together on the project formulation.



PROJECTS ENDED IN 2019



WIR
Welcome and integration
of refugees in europe

The project wir ended its activities in september 2019 and partners worked on a set of guidelines based on the best practices exchange during the two years project.

The experiences in the WIR network were useful to realize that there are important challenges, especially when the political context produces a very diverse geography of situations in every location. But, irrespective of the context, individuals can be considered assets, providing human capital and new opportunities in societies where both social innovation and new economic development are needed. The identification of challenges followed the five focus of the project: education, entering the job market, relation with civil society and volunteering, unaccompanied minors and communication. Taking into consideration the role of civil society in the process of welcome and integration of refugees, the wir handbook identified as challenges and recommendations, the following elements.

Main challenges:

- On an individual level, there is a necessity to include the refugees in the society in order to allow them to be seen as more than someone who needs help.
- On an organisational level, there is a lack of overview and coordination between the many initiatives carried out by the civil society which creates unnecessary "double work".
- On a society level, the biggest issue is the rise of far right-wing politics and rising stigmatization of migrants and people who work with migrants.
- On the level of society and organisation, the challenge lies in keeping the interest of the volunteers alive as well as attracting younger people to voluntary work.



General guidelines and recommendations on the role of civil society:

- Coordination measures between different civil society initiatives are useful and will allow organisations to learn from each other and find synergies and grounds for cooperation.
- People working with refugees need to find the right balance between helping people and avoid creating dependence. It is important to realise when to let go and to not hinder the refugee in taking own actions and being more autonomous.
- Organisations and individuals need to see and acknowledge the capacity and potential of the newcomers and not only see them as victims that need help.
- One way to naturally engage the civil society in the welcoming and integration of refugees is to create mixed spaces in the society where refugees and locals meet on a daily basis. Such spaces can for example be mixed housing areas or mixed school classes.

FURTHER INFORMATION In order to understand better, each section introduces best practices identified through the project activities. The Wir Handbook is uploaded on the project website www.wirproject.eu

APPLICANT ORGANISATION Vänersborg Municipality

PARTNERS Sern (IT) • Unione Pedemontana Parmense (IT) • Ravenna Municipality (IT) • University Of Alicante (ES) • Offenbach Province (Landkreis) (DE) • Kassel Province (Landkreis) (DE) • Daugavpils City Council (LV) • South Ostrobothnia Youth Association (FI) • Verein Für Sozialprävention Und Gemeinwesenarbeit (AT)

EU PROGRAMME Europe for Citizens



SIDEIS
Developing strategies
for innovative learning
contexts fostering integration
in schools

The project, launched in 2017, responds to the need to adapt the school system to the increasing presence of pupils with different cultural backgrounds and levels of linguistic knowledge. SIDEIS has three specific objectives:





1. To exchange good practices on the school organizational settings in order to facilitate transition across different educational levels, especially for those with a foreign background;
2. To reflect upon and adapt solutions which can lead to learning spaces producing a faster integration without jeopardizing the outcomes of the whole class;
3. To identify teachers' training needs as regards learning spaces and the peculiarities of multicultural classes by defining training paths.

The participants in the project have been: teachers at pre-school, primary and lower secondary level, headmasters and school leaders, educators policy makers. The activities foreseen by the Project consisted of four transnational meetings for coordination and management (TPM); four transnational seminars (LTTA) targeting transition between school cycles, learning environments And skills of the teachers, a pilot training course based on the exchange of practices targeting teachers. The project partnership organised also four local dissemination meetings.

The main results achieved by the project have been: an increased awareness about the importance of organizational settings in schools leading to a smoother transition across levels, an Improved knowledge about strategies facilitating transition among headmasters, policy makers and civil servants i n the three countries; improved skills of the teachers pertaining learning Environment fostering school results and integration, and improved knowledge about practices on management of multicultural classes; new practices tested and transferred in particular from Sweden to Italy.

All the practices and the training materials are available on the project website.

FURTHER INFORMATION
sites.google.com/norrkoping.se/sideisproject/home

LEAD ORGANISATION SERN

PARTNERS Linköping Municipality (SE) • Norrköping Municipality (SE) • San Biagio Comprehensive school (IT) • Guatelli Comprehensive school (IT) • Collecchio Municipality (IT) • Ravenna Municipality (IT) • Parma University (IT) • County Administrative Board of Östergötland (SE) • Confederacion Española Centros de Enseñanza (CECE) (ES)

EU PROGRAMME Erasmus+ • School Education Sector



SIA-PROD
An innovative self-improvement approach for the professional development of early educators



FURTHER INFORMATION All tools are available for pre-school teachers in Italian and English on the website of the project: www.sia-prod.com

APPLICANT ORGANISATION University of Crete

PARTNERS SERN (IT) • University of Thessaloniki (HE) • University of Cyprus (CY) • Greek-German institute (HE) • Center for advancement of research and development in educational technology (CY) • University of Bielefeld (DE) • Imola Municipality (IT)

EU PROGRAMME Erasmus+ • School Education Sector

Quality in ECEC is gaining an increasingly prominent position on the European and the national policy agendas. The SIA-ProD project aims at providing early childhood educators with the methodology and the instruments for self-evaluation and self-improvement in an effective, personalized, easy and low cost way. The tools that have been produced by applying an innovative technique named Discrete Choice Modeling (DCM) are the Teacher Self-Assessment Assistant (TSAA) and the Self-Improvement Educational Package (SIEP). The tools were tested in pre-schools in the partner countries through a set of activities. The results include a large documentation of the process as well as the tools employed to verify the improvement of pre-school teachers' skills as well as the increased awareness about the importance of regular physical activities in pre-school settings.

PROJECTS STARTED IN 2019



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

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 Italian libraries through the enhancement of the European dimension in participating organizations.

Therefore, the specific objectives envisaged in the project are:

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 planned activities include job shadowing sessions in the hosting Swedish libraries and two training seminars focusing on the role of libraries in the digital era that will be held in Germany and UK respectively in 2020 and 2021.

FURTHER INFORMATION
www.sern.eu/project/tale-it-takes-a-community-to-make-a-library-and-a-library-to-make-europe/

APPLICANT ORGANIZATION

SERN

PARTNER ORGANIZATION

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

EU PROGRAMME Erasmus+ • Adult Education Sector





OLA One library for all, all for 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 societies: 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 processes and intercultural dialogue.

FURTHER INFORMATION
www.sern.eu/project/ola-one-library-for-all-all-for-one-library

APPLICANT ORGANIZATION
Vanersborg Kommun

PARTNER ORGANIZATIONS
Kunskapsförbundet Väst and the Municipality of Linköping

HOSTING PARTNERS
Municipalities of Forl and Cavriago

EU PROGRAMME Erasmus+ • Adult Education Sector

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, both 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 sectors, as well as the future challenges and competences for library staff, will be carefully discussed.

16 Swedish librarians selected among the consortium will take part in job shadowing activity as well as 12 librarians will attend the two training sessions planned in the OLA project.



SYAT Synergy audit

In the struggle for a possible slowing down of the speed of the global climate change, Public and Private Sectors on a global, scale

following directives and policies at European and global level are today working toward a decrease of their organisations negative environmental impact, by i.e. 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 sizeable help in keeping up a strategic and effective environmental quality management system. Synergy Audit project aims to fill the existing gap between the need and wish from organisations to work with environmental management and within it, environmental audits, while today lacking in i.e.

economic and/or knowledge capacity needed.

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:

1. To improve the on-the-job training opportunities in environmental auditing through a train-the-trainers methodology.
2. To improve the competencies of civil servants and practitioners in environmental audit.
3. 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.

SEBI Securing the best interest of the child in educational school administration

SEBI project, started in December 2019, aims at identifying the key challenges that educational systems face in areas were the determination of the Best Interest of the Child is a prerequisite and prepare methods, tools and processes to support evidence-based policy making for school leaders, teachers and policymakers. Some of the key challenges to the BIC are social inequality and persistent poverty while lack of training and ignorance of the concept persist in a number of European societies.

The general objective of the project is:

- developing and implementing innovative methods and practices to foster inclusive education and promote common values.

The specific objectives of the project are:

- To identify the key challenges that educational systems face regarding decision making in areas were the determination of the Best Interest of the Child is a prerequisite.
- 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 system framework.

The main activities of the project are:

1. Mapping the Ecosystem of Current Practices and Trends in Securing the Best Interest of the Child in Educational School Administration
2. Capacity building of school staff and stakeholders through a structured online course and face-to-face local Workshops with experts
3. Development, Testing and Fine-Tuning of Educative Assets. These assets include a toolkit on how to create and sustain structure and administrative practices for Securing the Best Interest of the Child in Educational School Administration
4. Development of Policy Recommendations for policy makers at all levels.

FURTHER INFORMATION
www.sern.eu/project/synergy-audit

APPLICANT ORGANIZATION
One Planet

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

EU PROGRAM Erasmus+ • Adult Education Sector

APPLICANT ORGANIZATION University of Cyprus

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

EU PROGRAMME Erasmus + • Support to Policy Reform





PROJECTS IN PROGRESS



Place branding is a key element for the future of medium/small municipalities. The main challenges for these towns is not only promoting themselves as a place to visit (tourism and events) but also as 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 workplaces 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 place branding strategies designed and implemented by Municipalities, in order to create more favourable condition for local development.

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

1. Developing high quality place branding skills in the staff of municipalities and, through indirect involvement, local stakeholders;
2. Increasing the effectiveness of networking and place branding strategies of municipalities;
3. Creating more on-the-job VET provision for civil servants at local and transnational level.

The project will involve civil servants, political representatives, business actors and associations dealing with the promotion of the territory.

The partners have now started developing their place- branding strategies on the basis of the best practices resulting from the 2 Training Seminars in 2019.

FURTHER INFORMATION www.brandeu.eu

APPLICANT ORGANISATION Comune di Imola (IT)

PARTNERS Trollhättan Municipality (SE) • Orust Kommun Vuxenutbildningen (SE) • Comune di Forlì (IT) • Instituto Municipal de Promoción Económica, Formación y Empleo (ES) • Public Benefit Organisation of Municipality of Rethymno (GR) • City of Dubrovnik Development Agency DURA Ltd. (HR) • SERN

EU PROGRAMME Erasmus+ • Vocational Education and Training Sector



DEMETRA

Based on the idea that positive psychology training helps caregivers 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, relationships and communication. After the train the trainers phase, the next steps is to train local caregivers. At the end of this phase, around 250 people will be trained with the Demetra training course on dementia care.

FURTHER INFORMATION www.sern.eu/project/demetra

APPLICANT ORGANISATION

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

PARTNERS Expertisecentrum Dementie Vlaanderen (BE) •

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

EU PROGRAMME Erasmus+ • Adult Education Sector



PRO WELLBEING

The PRO WELLBEING project arises 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 aims to develop a line of action on preschools which aims 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 (feeding in school canteens, promotion of physical activity for all ages, attention to hygiene, training on relationships, respect for the environment, parks, circulation, etc.). The project is mainly based on visit and exchange of experiences, comparison, experimentation and subsequent evaluation of new practices related to nutrition, exercise, relationships, personal hygiene and environmental friendliness.

MORE Motala and Reggio Emilia

The project MORE - Motala and Reggio Emilia - involves two upper secondary schools from Sweden and Italy providing general education. Both schools are currently 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 are:

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.



FURTHER INFORMATION www.sern.eu/project/pro-wellbeing-promoting-wellbeing-in-pre-school-through-healthier-lifestyles

APPLICANT ORGANISATION Istituto Comprensivo "Ettore Guatelli", Collecchio (IT).

PARTNERS 2nd Experimental Kindergarten School AUTH Thessaloniki (GR) • Colégio do Sardo Oliveira do Douro (P) • Armbandet och Kättsätters förskola Norrköping (SE)

EU PROGRAMME Erasmus+ • School Education Sector



FURTHER INFORMATION www.sern.eu/project/more-motala-and-reggio-emilia/

APPLICANT ORGANIZATION Liceo Scientifico "Aldo Moro" in Reggio Emilia

PARTNERS Platengymnasiet in Motala

EU PROGRAMME Erasmus+ • School Education Sector



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 will benefit 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.

FURTHER INFORMATION

www.sern.eu/project/pedagogical-documentation-in-transitions-within-and-between-early-childhood-education-and-primary-education

APPLICANT ORGANISATION The Department of Education of the Municipality of Norrköping

PARTNERS "Cremaschi" and "Farri" preschools in Casalgrande, "I Gelsi" preschool and "L.Bassi" primary school in Scandiano, "Pettiroso" and "Pollicino" preschools in Carpi, and "Le Betulle" preschool in Cavriago

EU PROGRAMME Erasmus+ • School Education Sector

PEDAGOGICAL DOCUMENTATION in transitions within and between early childhood education and primary education

The project was launched by the Municipality of Norrköping for its schools and preschools. In particular, it aims at increasing the quality of the education system and student outcomes by deepening knowledge in pedagogical documentation as a means in transitions within and between preschool and school with the overall long-term objective of increasing the school results in Norrköping. The objective will be achieved by allowing 36 school staff members to have job shadowing experiences in four educational institutions in Italy.



DEKOLLA Developing migrants' knowledge about local labour market

The project aims at developing migrants' knowledge about local labour. Many immigrants, for different reasons, find it difficult to integrate in the labour 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.

The partners organized in 2018 and 2019 two Training Seminars and two Coordination Meetings and they tested the practices emerged during the project activities.

FURTHER INFORMATION

www.facebook.com/dekollaproject/

APPLICANT ORGANISATION Trollhättans Kommun

PARTNERS: SERN, Consorzio Fantasia Soc. Coop. Soc. ONLUS, Landratsamt Enzkreis, Comunità Comprensoriale Oltradige Bassa Atesina

EU PROGRAMME: Erasmus+ • Adult Education Sector



DEMETER Developing interdisciplinary methodologies in Education Through Enhanced Relationships between schools and farms

The project has been launched in in order to improve the quality of primary school education by increasing the collaboration between schools and farms. The objectives of the project are to increase the integration of 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 as well as educational farms operators by exchanging, consolidating and developing methodologies appropriate to a farm experience; and to create synergies among education, institutions, business and research for the improvement of education.

The project will produce two intellectual outputs:

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

The partners, until now, organized three Transnational Project Meetings and are involved in testing the practices exchanged.



DEHORS Developing innovative learning contexts in pre-schools' outdoor spaces

Dehors project is still in progress. It stems from the need to rethink and redesign school outdoor 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 outdoor activities.

The two first seminars envisaged by the project, were held in Italy and Sweden respectively in April and June 2019. They were dedicated to the illustrations of the good practices

FURTHER INFORMATION

www.demeterproject.eu and <https://www.facebook.com/Demeter-Project-265233971047873/>

APPLICANT ORGANIZATION Vänersborg Kommun (SE)

PARTNERS: 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+ • School Sector



FURTHER INFORMATION

www.facebook.com/dehorsproject

APPLICANT ORGANIZATION

Motala Municipality Department of Education (SE)

PARTNERS

SERN (IT) • Municipality of Scandiano (IT) • Municipality of Casalgrande (IT) • University of Linköping (SE) • Centre for Advancement of Research and Development in Educational Technology - Cardet (CY) • Daugavpils Preschool Institution nr. 27 "Mana Marite" (LV)

EU PROGRAMME Erasmus+ • School Education Sector

pertaining outdoor learning environment already implemented in the selected pre-schools. Also, the definition of a Wishlist for the outdoor environment has been outlined during the seminars, thanks to the support of external experts, who brought further knowledge about the literature relating the addressed topic.

Now, project partners are focusing their attention on the first intellectual output: two innovative models of outdoor learning space, applicable not only at the local level but in all the countries involved in the project are going to be developed. For this reason, after the identification of the learning objectives and definition of the 8 areas of outdoor environment, the partnership is testing the best practices that will be included in the models.

The partnership will finalize the draft of the first model of outdoor learning spaces, based on literature and learning needs of the pre-schools involved. This will represent a baseline for the elaboration of the second and third output. The second output will be produced in the following phase in the form of a handbook containing guidelines for ECEC teachers who would like to apply the models elaborated by the partners. Finally, the partners will produce an online training module on outdoor activities for the teachers, based on the content of the handbook.

FURTHER INFORMATION

www.sern.eu/project/take-care-learning

APPLICANT ORGANISATION

SERN

PARTNERS 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+ • Adult Education Sector



TAKE CARE LEARNING

The project is a E+ KA1 mobility project aimed at offering training opportunities in Sweden for Italian social workers interested in strengthening their professional profile as occupational

therapists. In particular, the project will enhance informal care givers' skills as regards training patients' families. The specific objectives of the project are:

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 therapists through networking activities;
4. To develop innovative practices for the transferal of transversal competences to the patients' families.

In 2019, during the three rounds of job shadowing concluded respectively in January, May and September, the participants have been welcomed by their Swedish colleagues in Linköping, Vänersborg, Ale and Mondal municipalities, to take part to the ordinary daily activities of the Swedish occupational therapists. Finally, the two training seminars foreseen in the project, have been punctually organised in April and November 2019 by the Seinäjoki University of Applied Sciences: the seminars brought participants to know more about the role of the occupational therapist according to the Finnish Institute, leader in this sector.



BACKPACK ID

Never leave your backpack behind

Backpack-ID is an innovative intervention for promoting the inclusion of refugee children at school in four European countries (Greece and Italy, Germany and Sweden) which are met with acute and very diverse challenges by the ongoing refugee crisis. The project sees the social inclusion of refugee children as a function of addressing the needs and perspectives of those children and their families, and local communities and stakeholders, while affirming common European values. The main objectives of the project are: (a) to empower all pupils and make them see and experience aspects of "otherness" in themselves; (b) to advance refugee pupils' literacy development in the new language.

The project has been developing four outputs:

- *Students' narratives e-books*: 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.
- *Turning narratives to digital content* - the videos. A collection of videos that will be created based on the students' Personal Books.
- *Analysing videos in class and constructing an elaborated anthology*: A single combined, transnational volume, integrating the interpretative analyses of videos that both students and teachers will conduct in class.

FURTHER INFORMATION

www.backpackid.eu

APPLICANT ORGANISATION

University of Crete

PARTNERS

SERN • Linköping Municipality (SE) • 1st Gymnasio Avlona (GR) • University of Athens (GR) • Cardet (CY) • Ruprecht-Karl-Universität Heidelberg (DE) • NOSTOS (GR) • IC Guatelli Collecchio

EU PROGRAMME Erasmus+ • School Education Sector



FURTHER INFORMATION
www.erasmuslifeproject.eu/partners/municipality-of-cervia/
APPLICANT ORGANISATION
 Linköping R&D Center (SE)
PARTNERS Municipality of Cervia (IT) • Associação de Paralisia Cerebral de Coimbra (PT) • University of Ljubljana (SI) • NTNU (NR)
EU PROGRAMME Erasmus+ • Adult Education Sector

LIFE LEARNING TO INNOVATE WITH FAMILIES

The Learning to Innovate with Families (LIFE) project will seek to develop new skills, competencies, training products and methodologies to enable social workers and related professionals to innovate and adopt more effective interventions in working with families experiencing multiple and complex difficulties. The main objectives are to: to develop 'Knowledge Triangle' learning model which will use abductive learning to strengthen links between researchers, educators and practitioners working with vulnerable families and to develop a transferable Innovation Skills Development Programme together with a 'toolkit' of supporting learning materials.



TRAINING ACTIVITIES

During the last three months of 2019, around 60 participants had the opportunity to participate in training seminars on Project Cycle management. The Municipalities of Borgo Val di Taro and Imola received a regional grant to improve European citizenship through an increased knowledge about European project planning. SERN staff acted as trainer in both these courses focused on the first three phases of the PCM: indicative programming, identification and formulation.

The two programmes involved civil servants belonging to different departments, mainly Education, welfare, environment and culture/tourism.

In the Parma area, participants could reach an agreement on 5 project proposals mainly focused on welfare, environment and sustainable tourism and at the Imola meetings, the focus of the 3 project proposals was on Education and tourism.

These ideas represent a first step for the development and submission of projects in the following year.

GENERAL ASSEMBLY 2019

The 2019 SERN General Assembly took place in Collecchio from 9th to 11th May hosted by Unione Pedemontana Parmense.

More than 100 participants coming from 70% of the member organisations participated in seminars, project work groups and visits.

Particular attention was paid to the presentation of the results of European projects developed within the network and in particular on: outdoor education in preschools, inclusion of migrants and refugees and welfare and elderly care.

These themes are linked to the priority areas identified in the SERN strategic plan.

Two seminars have been held following the priorities set up in the EU documents.

The first one was focus on the future of the European Union taking into consideration different phenomena such as euroscepticism, populism and the feeling of abandoning the values of the EU and the role of citizens and their active participation to increase the sense of belonging to the Union.

The second seminar was devoted to the analysis of the European tangible and intangible heritage as a driver for local development with a special focus on the Parma Municipality case as Italian capital of culture in 2020.



More than 30 people participated in the Networking Café creating several discussion groups. Two of the themes proposed in that occasion were transformed in project applications and submitted in September 2019. One of them was approved and the project activities start in 2020.

The session devoted to the General Assembly, was opened by the President of Unione Pedemontana Parmense and by the President of the Parma Province and the SERN chairperson, Lubiano Montaguti, made a picture of the activities held in 2019 in the perspective of an increasingly participation and cooperation of all members.

The keynote speech was held by the Swedish Ambassador in Rome, Robert Rydberg.

After the presentation of the annual report and the approval of the financial reports, the Assembly was called to approve the members of the Executive board and of the Board of Auditors for the period 2019-2021.

EXECUTIVE BOARD MEETINGS

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.

The member of the Executive Board are the following:

ITALIAN MEMBERS	SWEDISH MEMBERS
Lubiano Montaguti Meldola Municipality (Chair of the board)	Gert-Inge Andersson Trollhättan Municipality (Vice Chair of the board)
Valerio Melandri Forlì Municipality	Cecilia Burenby Mjölby Municipality
Norberto Vignali Unione Pedemontana Parmense	Irma Görtz Norrköping Municipality
Marco Monesi AICCRE Emilia Romagna	Monica Samuelsson Ale Municipality
Ferdinando De Maria Provincia di Parma	Adam Johansson Municipality of Falköping
Paola Guerzoni Unione Terre d'Argine	Maria Nilsson Västra Götaland Region
Sara Londrillo Bertinoro Municipality	Benny Augustsson Vänersborg Municipality
Marcello Mendogni ASP Ad Personam	Elisabet Vidman Piteå Municipality
Edmund Lanziner Comunità Comprens. Oltradige Basso Atesina	Erik Östman Linköping Municipality
Stefania Chiappe Imola Municipality	Emma Engelmärk Norrbottens Kommuner
Silvia Miselli Casalgrande Municipality	Julie Tran Region Östergötaland



The members of the Executive Board met three times in 2019: twice in Sweden, in Trollhättan in February and in Mjölby in November and one in Italy during the General assembly in Collecchio.

The members of the Executive Board, besides the statutory issues, focused their attention on:

- The update of the SERN Strategy Plan 2019-2021 through the strengthen of the network capacity to be engaged in large projects while providing the opportunities of engagement of members also in small-size projects and through the inclusion as horizontal issues, as the themes of digitalization and active citizenship.
- Peer review update after the first exchanges in Italy and Sweden on the pre-school education and system and preparation of the mainstreaming process for 2020-2021.
- Strengthening of the staff of the secretariat with two new full-time project officers.

FINANCIAL REPORT 2019

INCOME STATEMENT

The income statement of SERN for the year 2019 shows a total income of € 383.610,50 with a 75% increase compared to the previous financial year. The growth compared to the previous year has occurred both on the instructional activities side (+8%) and on project-related activities (+300%). The amount of incomes for the institutional activity of SERN amounts to € 148.242,39 while the total amount of institutional expenses equals € 134.483,64. After operations the income statement surplus equals for 2019 to € 13.758,75.

The incomes related to fees from new members (1.115,40 €) has been substantially in line with the forecast with 5 new members have joined the network in 2019.

The total amount of other incomes, which have totaled € 66.735,88, has to be related to the organization of study visits in the framework of KA1 Erasmus+ projects, support to members in relation to projects for a total of € 32.655,88 and the incomes for the organization of the GA from Unione Pedemontana Parmense for € 24.000,00.

The incomes from EU grants in 2019 equaled € 235.360,11: the Secretariat has been involved in 13 projects, 3 of which ended in 2019 (SIAPROD, SIDEIS and WIR) and 4 started in the final months of the year (SYNERGY AUDIT, PART-HER and TALE).

On the expenses side, the total amount equals to € 369.851,75. Out of this amount the resources spent for institutional activities amounts to € 134.483,64. The main component pertains staff costs which equal € 64.511,81 (total staff costs € 156.767,80 including the costs reimbursed by EU projects). In 2019 the staff of the Secretariat has undergone important changes with two part-time employees leaving and being substituted with two new full-time resources from the summer 2019.

The two other main items of expenditure have been the General Assembly, the Missions and General Expenses. General Expenses have in line with the estimate (€ 15.504,51 against an estimate of € 15.123,00). As for the missions the final amount spent has been € 13.708,91 a lower amount if compared to the estimate of € 16.000,00. A total of 7 missions to Sweden have been carried out for an amount of € 7.264,48 - the remaining amount pertains travel costs incurred in Italy. The number of missions does not include project meetings whose costs are allocated to each single EU project. The total amount spent for the GA 2019 has been € 22.045,57.

The total incomes and expenditures for EU funded projects equals € 235.360,11.



BALANCE SHEET

The balance sheet of SERN for 2019 shows total assets for € 362.860,35. This amount is divided into Cash for an amount of € 240.622,60 and Accounts Receivables i.e. Credits for € 122.230,76. The Account Receivables include credits pertaining EU Grants and credits pertaining support to members and unsettled membership fees which total € 8.280,94 for the financial years 2015-2019. As for the credits pertaining EU grants, as from 2019 the new projects have been reported in both assets and liabilities for the full amount of the grant SERN, as a project partner, is entitled to receive from funding bodies.

On the liabilities side, thanks to the 2019 surplus from operations, the Fund Balance at the end of 2019 equals € 84.551,07. As for the Accounts Payables the total amount is € 278.309,28.

In this section of the balance sheet one can find Debts towards project partners for an amount of € 21.584,99, i.e. balance payments of the project grants from the EU (SIDEIS project) to be received by SERN and to be distributed to partners in 2020. The item EU grants pertains the new projects started in 2019 and it shows the total amount of the grants awarded in 2019 but for costs which the Secretariat will incur in 2020 and 2021. A new fund for supporting the participation of members in future cooperation activities for € 4.000 has also been established thanks to resources that have become available in 2019.



INDICATORS 2019

INDICATORS	
Number of EU projects submitted at EU level in 2019	9
Amount of EU grants requested	€ 2.025.621
EU grants for projects approved in 2019	5
Amount of EU grants awarded in 2019	€ 1.082.302
Members actively involved in SERN activities in 2019	38

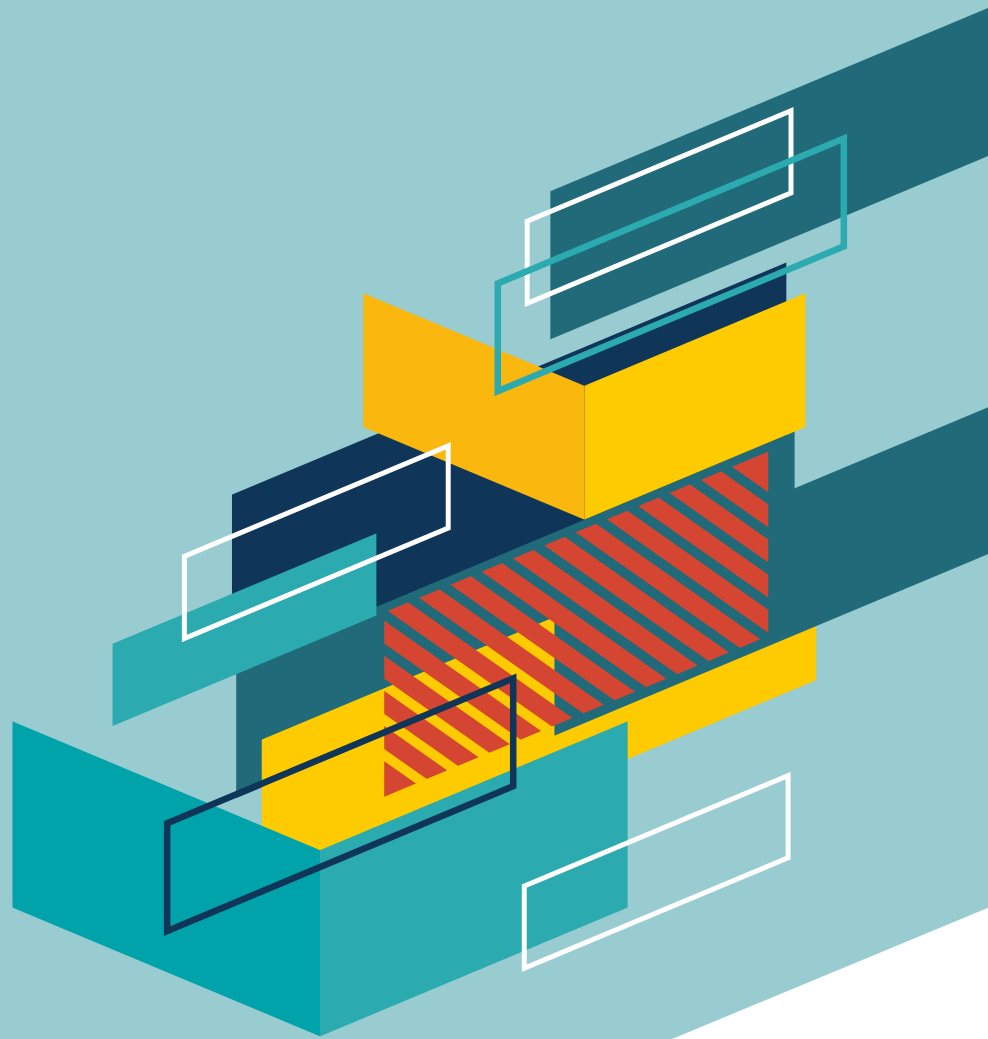


The guidelines approved by the SERN Executive Board included a process of reporting and follow-up to be established in the context of the Network. Such tools do constitute an important instrument to evaluate progress in the areas of cooperation covered by the Network since they will add a quantitative character to the evaluation of the outcomes of the different project groups. The guidelines include also some quantitative indicators concerning the activities carried out in 2019. The projects submitted were 9. This has shown a slight decrease compared to the previous year (11). The amount of EU funding awarded to projects of the network has decreased of approx. 15% compared to 2018. Most of the projects have been funded in the framework of the Erasmus+ Programme.

SERN MEMBERS IN 2019



Aiccre Emilia-Romagna	Forlì Municipality	Parchi Emilia Occidentale
Albareto Municipality	GAL Altra Romagna	Parma Municipality
Ale Municipality	Husållningsälskapet Väst	Pellegrino Parmense Municipality
Asp Parma	Icaro Cons Coop.	Piteå Municipality
Ad Personam	Imola Municipality	Province of Parma
Asp Sud-Est	Jokkmokk Municipality	Ravenna Municipality
Bertinoro Municipality	Kara Bobowski Soc. Coop.	Regalbuto Municipality
Boden Municipality	Lepida	Scandiano Municipality
Borgo Val di Taro Municipality	Liceo Scentifico Moro	Sinettica
Casalgrande Municipality	Linköping Municipality	Skövde Municipality
Cavriago Municipality	Luleå Municipality	Trollhättan Municipality
Cervia Municipality	Meldola Municipality	Unione Comuni Pedemontana Parmense
Comunità Comprensoriale Bassa Atesina	Mjölby Municipality	Unione Comuni Terre d'Argine
Consorzio Fantasia	MoIndal Municipality	Unione Comuni Val d'Enza
Coompanion Fyrbodal	Motala Municipality	Unione Comuni Valli Taro e Ceno
Coompanion Norrbotten	Norrbottns Kommuner	Uniser
Coompanion Östergötaland	Norrköping Municipality	Vänernsregion Municipality
Coompanion Skaraborg	One Planet	Västra Götaland Region
Coompanion Sjuhårad	Orust Municipality	
Falköping Municipality	Ostergötaland Region	
	Ozzano Emilia Municipality	



SERN
www.sern.eu