

# STRATEGIC PARTNERSHIP PROJECTS IN ERASMUS+

## WHAT IMPACT CAN BE EXPECTED?

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# Two main Cases

Refugees have skills from their previous life

- Learning about entrepreneurship by network-building is helping **refugees** to start their own business:



- Facilitating Migrant Entrepreneurship (**Train the facilitators**):





**SAPIENZA**  
UNIVERSITÀ DI ROMA



ΔΙΕΘΝΕΣ ΠΑΝΕΠΙΣΤΗΜΙΟ ΤΗΣ ΕΛΛΑΔΟΣ



# Impact

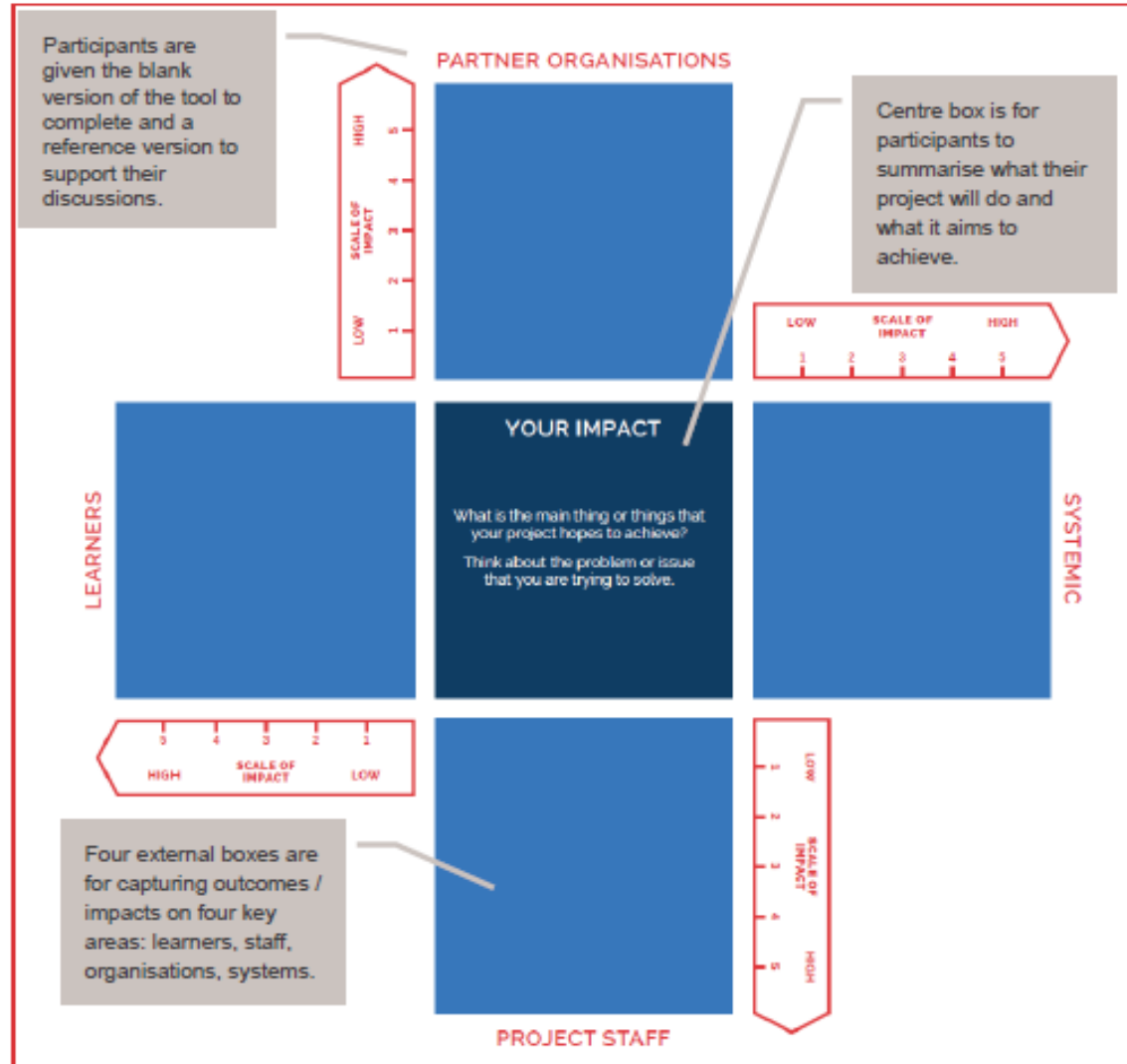
- Important evaluation criteria by the the EU / the National Agency
- 40% weight in the Final report evaluation

## **Definition, Cambridge Dictionary:**

«a powerful effect that something, especially something new, has on a situation or person»



Figure 1: Features of the Impact+ Tool (blank version)



# Target groups (for impact) - I

## Learners:

- Refugees and immigrants – 9 Conversations
- Refugee Support Organizations (RSO) – Mastering 9 Conversations

## Partner organisations:

- TISIP – Research institute and vocational school
- NTNU – the largest university in Norway
- Norsk Interactive AS – a software developer in Norway (9C only)
- University of Rome
- International Hellenic University
- SPI – Small institute for social projects in Lithuania in close connection with large Social service center for refugees in Jonava district
- CrEA – Refugee supporting organisation



# Target groups (for impact) - II

## **Project staff:**

- Teachers
- Researchers
- Managers

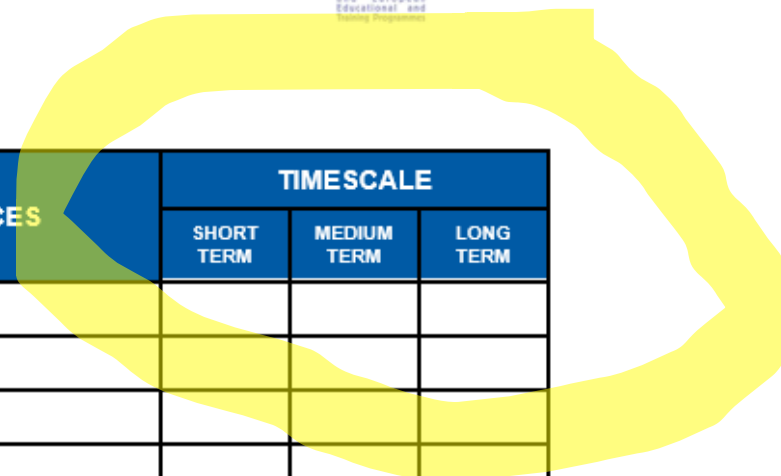
## **Systemic:**

- National refugee organisations in Partner countries
- National refugee organisations in other EU countries
- EU – employment and education efforts



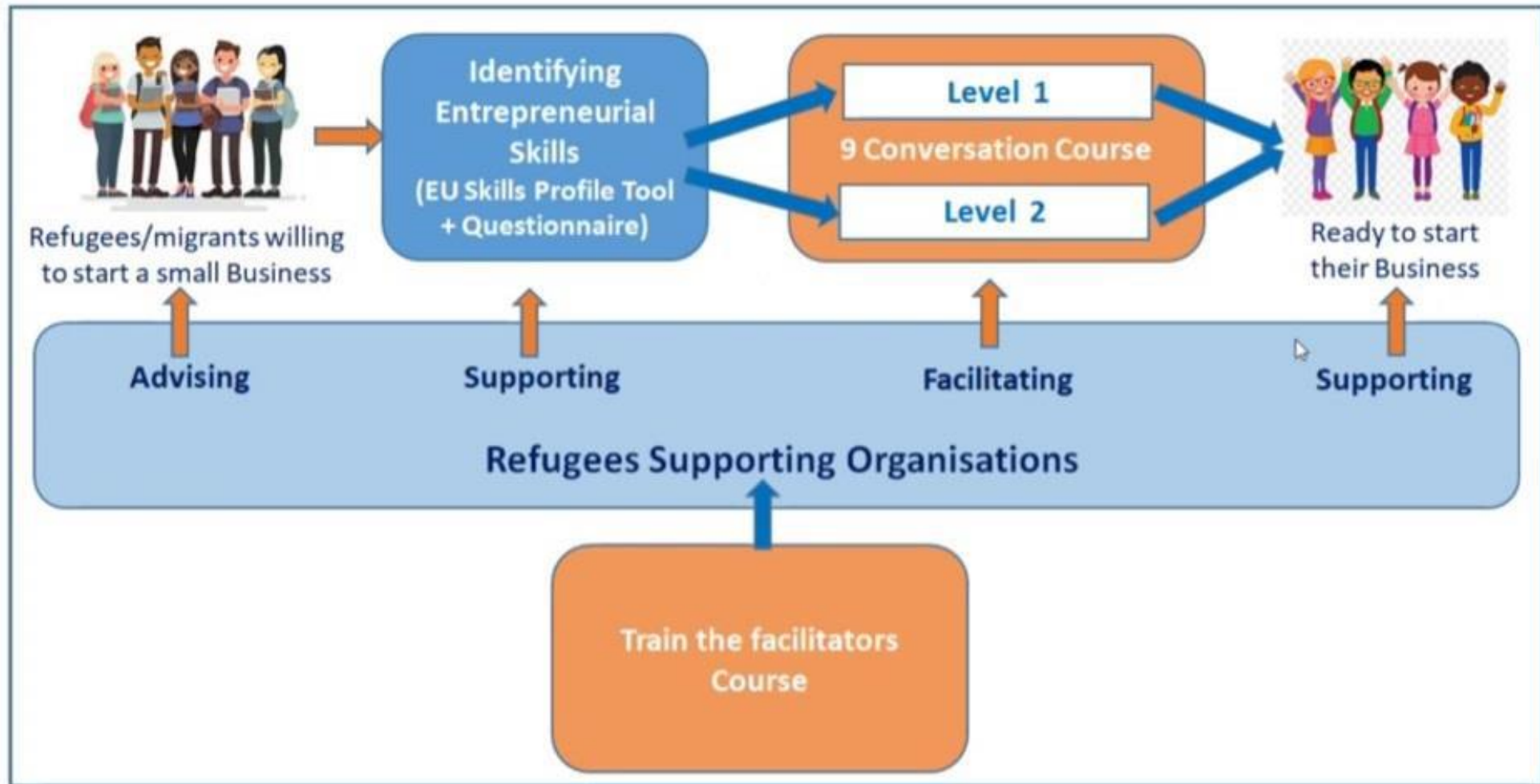
**IMPACT+ EXERCISE TABLE**

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
SYSTEMIC						
ORGANISATIONS						
LEARNERS						
STAFF						





## Mastering 9 Conversations Erasmus+ Project



# Impact



## Staff

- Technology use:
  - Wordpress, Lifter, H5P
- Entrepreneurship:
  - EU Entrecomp framework
  - EU skills profile tools
- Adapting learning activities:
  - Use Universal Design for Learning (UDL) principles i making the outputs for learners with weak host language skills and various educational background

## Learners

**No pilot funding** from EU,

But a local pilot funded by the Danish partner yielded positive feedback, particularly on the cohort group model



# Impact




## Organization

IHU: contribution to a new Research Institute on "Refugees Flow and Crisis Management"

Norsk Interactive AS: App development

### For all:

- Increased knowledge of refugee needs  

- Use of UDL
- micro-credentialling and
- the pedagogy of transformative learning circles.

## SYSTEMIC

- Establish better connections between the Partners in 9C with refugee supporting organizations in Greece, Italy and Lithuania
- Feedback to EU of EU skills profile tool to cover entrepreneurship in a better way.



# Impact


## Staff

- TISIP and NTNU:  
Implementing the courses on a low tech platform
- U of Rome:  
How to implement Micro credentials



## Learners

Still no pilot funding from EU,

The 9C and M9C courses was presented shortly to refugees and refugee supporting organizations at Multiplier events. They that gave positive feedback and wanted to use the courses (Letter of intent) 

# Impact

## Organization

### IHU:

Developed a Entrepreneurship diagnostic tool and used it in their university courses.

### Crea:

Implementing 9C and M9C for their further work with refugees in Italy

### SPI, SSC in Janova and Red Cross:

Implementing 9C and M9C for their further work with refugees in Lithuania



## SYSTEMIC

M9C used pre-existing EU tools as vital parts of the package:

- **EntreComp framework** of entrepreneurial skills,
- **EuroPass** approach to certification
- **EU Skills Profile tool** for third country nationals.
- A survey of previous Erasmus projects to uncover materials to add to the enhanced two-level version of 9C.



# MAIN SKILLS

★ TECHNICAL & PEDAGOGICAL SKILLS

★ KNOWLEDGE ABOUT EQC COURSE CONTENT

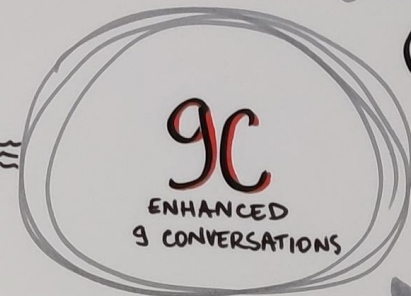
FOR POTENTIAL TRAINERS TO BECOME FACILITATORS



GUIDE THE LEARNER  
SPUR THE DISCUSSIONS  
MONITOR WORK & PARTICIPATION  
VALIDATE QUALIFICATION



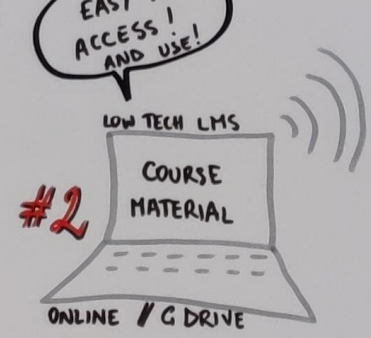
COURSES



# MASTERING CONVERSATIONS

FOR REFUGEES TO IMPROVE ENTREPRENEURSHIP

#1



# PRODUCTS

THE COURSE IS A **PROCESS**

1 TO HAVE CONVERSATIONS

2 TO MAKE LOCAL CONTACTS

# WHERE DO WE START?

+ NORWEGIAN + LITHUANIAN  
IS ENGLISH AS A LANGUAGE ENOUGH?

GROUP LEARNING OVER ACADEMICAL...

GRAPHICS OVER LANGUAGE

HOW CAN WE ADAPT IT TO THE NEW CONTEXT?

WHAT TECHNOLOGY SHOULD BE USED?

REFUGEES HAVE SKILLS FROM BEFORE...

★ ERASMUS+ PROGRAMME

NORWAY  
ITALY

★ GREECE  
★ LITHUANIA  
★ 6 PARTNERS



# JITOL (1992 – 94) – long term impact

**Impact:** “The project will have been successful if it is possible to define effective functionality for a service provider and to be able to identify features of knowledge exchange and training needs which can be satisfied by a particular implementation of the JITOL model.”

Norway / NITOL ( A national implementation of JITOL):

**Sør-Trøndelag University** college (which institutionalized NITOL) was rated as number 23 of the largest e-learning providers in Europe with 2500 enrolments on 148 different courses in 2005.

the impact from JITOL and NITOL have been great, both in number of courses and enrolments, but probably even more important was the lifelong learning effect for individuals and organizations.



# Conclusions

Three observations about impact in Erasmus+ strategic partnerships are:

- To be approved, a balance is needed between development activities and planned impact and dissemination activities during the lifetime of the project.
- The final beneficiary report must be completed within two months of the funding period's end, which may be too short for significant impacts.
- **The most significant impacts likely occur much later, such as the adoption of a course developed within a project by partner organizations.**





Thank you  
for listening

<https://m9c.idi.ntnu.no/>

Project summary



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