

IHAVET

LONG SUMMARY

Participating organizations

Lead partner: ECEPAA (Belgium)

Agrupamento de Escolas de Silves (Portugal)

CIEP ASBL: (Belgium)

CONNGI: (Italy)

Eurocircle Association: (France)

First Private School Leonardo da Vinci: (Bulgaria)

MIR: (Norway)

The 2nd Vocational High School of Katerini: (Greece)

1. Description of the Project

1.1 Context and the objectives

There is a Buddhist story of some blind men and an elephant.

It is a story of a group of blind men, who have never come across an elephant before and who learn what the elephant is like by touching it. Each blind man feels a different part of the elephant body, but only one part, such as the tusk. They then describe the elephant based on their partial experience. We, as humans, have the tendency to project our partial experiences as the whole truth, and, most importantly, we have partial information.

IHAVET stands for “Integrated Holistic Approach to a Validated European Tool” and it is grounded on this basic principle: we have partial information both as humans and, here even more important, also as organizations.

We have decided to focus on one of the most impelling social problem European societies have to deal with: the social inclusion; particularly the social inclusion of disadvantaged people. Within the group of disadvantaged people either due to the high number of the people concerned either because of the dramatic social consequences of their exclusion, stands youth with migrant background. Here

the expression “youth with migrant background” encompasses all young people aging up to 24 years old and who have, either at least one of their parents born abroad or they were themselves born abroad (See A. Portes; See OECD).

IHAVET focuses particularly on education that could be considered as the first step towards the general social inclusion; although education is not surely enough.

Data on youth with migrant education dropout is dramatic. The Sirius Network and the Migration Policy Institute have long studied this problem. What came out (2015) is the “early school leaving (ESL) rate of young people born outside of the European Union was, on average, more than double that of natives (25.4 percent compared to 11.5 percent)”.

Thus, in line with the general policy of the Erasmus+ Programme, the aim of this proposal is to having Youth with migrant background education high dropout rate reduced (General Objective).

As for the specific objective, we want to develop a tool that supports students with migrant background, parents and teachers/trainers/youth workers dealing with youth with migrant background.

1.2 Needs and target groups to be addressed

As we said, information is very often partial information. Vocational teachers, professional trainers and youth workers often work in a “watertight classifications” mode on. The reason behind this are many: no time, highly specialization, poor curiosity, etc.; therefore, we have started by considering that there is a lack of an integrated and holistic approach tool that supports students with migrant background, parents and teachers/trainers/youth (Specific Problem).

Research, studies and our direct experience have pointed out that key issues in the above-mentioned specific problem lies in:

- a) Students with migrant background are not sufficiently involved in the education process. They feel themselves more as an object rather than a subject (Problem Cause 1);
- b) Busy migrant parents, especially those coming from disadvantaged contexts and countries, see their children education as another problem (and therefore delegate everything to teachers and trainers/youth workers). They rarely consider how a proactive attitude can help their children’s education performance (Problem Cause 2);
- c) When it comes to organizations' needs, teachers and trainers/youth workers have their own methodology and working methods which prevent them, often, to having a more mixed teaching/training approach to students with migrant background (Problem Cause 3).

As for the target groups, IHAVET have identified some of them the choosing of which is, somehow obligatory, due to the topic chosen.

Parents, vocational school teachers and youth workers and trainers are a “natural” target as well as youth with migrant background organization. Policy makers committed to social inclusion are inherently interested to this project as well.

1.3 Transnational dimension

There are different reasons the European dimension can better tackle the problem we want to address to. First and foremost, each Member State over the years has developed its practices that are the result of different choices (cultural, social, etc.) that have, with different intensity degree, impacted on the social structure bringing about national specificities. Carrying out the project at European level means having in the partnership different national points of view. To make it clear: in another project we are implementing right now, it is common to hear “well, in our country we normally use to do this way. What about your country? How do you do it?”.

Besides, as the Buddhist story at the beginning shows, we all have partial information that is very often nationally based and culturally biased. The transnational dimension will help in enriching our partial information, for sure.

1.4 Expected results to be achieved during the project and on its completion

The project proposal is designed so as to achieve 3 results during the project implementation and 1 on its completion. As for the “how to reach” these results and “how to measure” the achievement of the results themselves, we will better detail this part later on when it comes the “G” section of this proposal.

The first result will be to having students with migrant background more involved in the education process by made them have the power to influence the decision about their education.

The second result will make busy migrant parents, especially those coming from disadvantaged contexts and countries, having a more proactive attitude so that can help the education performance of their children.

The last and result to be achieved, which is also the one who mostly answer to the organizations’ needs, is to have provided teachers (in schools) and trainers/youth workers (in training and youth centers) with a more mixed teaching/training approach to students with migrant background.

The achievement of these results will then bring to achieve the specific objective of this project proposal that consist in having developed 1 tool that is an Integrated Holistic Approach to a Validated European Tool (IHAVET).

The tool will support students with migrant background, parents and, most importantly for this KA2 strategic partnership, the participating organizations that include teachers/trainers/youth workers. In fact, by a better understanding of interconnections between formal, non-formal education, vocational training, and other forms of learning, the tool will help us to update and refine our toolbox and in the very long run will contribute to the reduction of problem of education high dropping out rate of youth with migrant background (although we are aware this will be out of reach of the consortium and that we will just contribute to reach it with many more others projects).

1.5 Innovative dimension of the project

This project is innovative because it aims at introducing a holistic approach toolkit that integrates methodology, working methods coming from different environments and thus will realize synergies between different fields of education, training and youth. As said, most of the time, organizations participating to this project have a pretty sectoral approach. Here, by having 3 schools, 2 training organizations, 1 intercultural/youth organization, a research/advocacy organization and an association founded by a group of young people coming from a migrant background, will help in developing this innovative toolkit that will be the result of the different experience brought by each organization. Later, we will describe better the toolkit in the G1 section regarding intellectual output.

1.6 Complementary dimension of the project

IHAVET is strongly complementary to other 2 projects that we are carrying out right away.

The first one is SHIP (School & Home Involvement Participation) Strategic Partnership in the field of school education, still running project. The aim of SHIP is to involve parents with migrant background at the school activities of their children, in order to address the issue of the Early School Leaving phenomena.

At this project the Ecepaa is working with other 3 members of IHAVET consortium: the CIEP, the Portuguese member Agrupamento de Escolas de Silves, Multikulturelt Initiativ og Ressursnettverk (MIR) from Norway and Eurocircle from France. Having a consolidated partnership will bring a strong positive added value since it will guarantee a smooth running of the project.

The second project is LAB (Language as a Bridge). Today, according to the 2015/2321(INI) 24.4 % of the total population in the EU live in risk of poverty and social exclusion, and almost 10 % are facing severe material deprivation.

The overall objective of Language as a Bridge “LAB” project, then, is to contribute in reducing this data enhancing the social inclusion of the newly arrived adult refugees by improving their language knowledge.

LAB aims at increasing the efficiency of 20 adult educators (specific objective) on language education of newly arrived adult refugees. Also, in this case, several of the partners belong to the SHIP consortium.

We'll go further on this in the section regarding the partner selection.

1.7 Tasks and responsibilities distribution among the partners

The coordinator: will have the full responsibility to ensure that the project is implemented in accordance with the agreement. In particular, the coordinator will represent and act on behalf of the entire partnership towards the AEF. The coordinator will also bear the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project. In order, to fully do this obligation, the coordinator will prepare an Internal Partnership Agreement (IPA). Finally, the coordinator will coordinate the Consortium in cooperation with all the project partners.

As for the partners, each of the partner will carry out the activity assigned, as it can be seen in G.

The Leonardo da Vinci First Private School will be in charge to organize the first transnational meeting in Ruse (Bulgaria) in May 2019.

Eurocircle will organize the second transnational meeting in Marseille (France) in November 2019.

The 2nd Vocational High School of Katerini (Greece) will host the short-term training in April 2020.

The Portuguese partner will organize the third transnational meeting in Silves in September 2020.

MIR will help in coordinating the short-term training in April 2020.

CIEP will coordinate the multiplier event in Brussels in November 2020 while CONNGI will oversee the dissemination activity.

2. Project management and implementation

2.1 project management and implementation

As it can be seen in the timetable file attached to this application form, the project management and implementation part is divided 2 groups (Project management and Research).

The project management is composed by 11 activities.

A1.1 - Kick-off on-line meeting

Once having received the positive evaluation of this proposal from the AEF, the applicant will communicate a first range of date to the partners.

The kick-off meeting will be the occasion to introduce again each participating organization as well as the project, if some modification occurred during the evaluation phase (budget cut, activity to be redrafted, etc.).

After each meeting, both onsite and online, a follow-up document (see attached file)

A1.2 - IPA preparation

The Internal Partnership Agreement (IPA) can be considered a milestone document. The timetable shows that within the first couple of months the IPA will be first prepared and then signed by all the organizations. At it can be seen in the example attached, the IPA will include all the main duties and obligations of the participant organizations as well as the financial rules (payment installment, etc.).

A1.3 - IPA signing

After the IPA drafting and the comments by all, the IPA will be then signed.

A1.4 - Partners interim report to applicant

In order to measure and verify the project implementation activities, the applicant will demand an interim report to be filled in by the partners. 4 interim reports will be delivered followed that will also be the payment preconditions.

A1.5 - Monitoring/review

Consistent with the interim report there will be also a monitoring activity. This will help both the applicant and the partners to verify the activities implementation. 4 moments have been planned.

A1.6 - Instalment payment to partner

Once had the interim report and once monitored the activities, the applicant, as it can be also seen in the IPA, will go on with the different payment installments. In this case, also, we have planned to proceed 4 payments while the 5th and the last will be after applicant has received the last payment by the AEF.

A1.7 - On-line meeting

We have set up to have an online meeting every other month.

A1.8 - Mid-report to AEF

The project management implies also to fill in the mid-report requested by the AEF itself. According to our experience, we have planned to deliver this report to the AEF after the end of first year.

A1.9 - Evaluation

Once all the activities have been run, we have planned also to have an evaluation of the project. Consequently, we have decided to do this task the month before the project end (November 2020).

A1.10 - Final report to AEF preparation

With the conclusion of the project activities we have also planned to prepare the final report to be sent to the AEF. Here, it means collecting the relevant documents from all the partners and proceed with the preparation of the final report.

A2.11 - Dissemination

Finally, we have planned also the dissemination activity (see attached dissemination plan document). We will go into detail in the H2 section.

The second group activities already mentioned at the beginning consists of the research activity. The research group is composed by 10 activities.

A2.1 - Questionnaire preparation

We will last by preparing the questionnaire to be submitted to students, parents and teachers/trainers/youth workers. This activity will be done early just after the IPA signing.

A2.2 - Questionnaire translation

In order to have answers from all the participants countries, we have planned to have a translation of the questionnaire.

A2.3 - Questionnaire test

Once the questionnaire is translated it will be tested in each country. The testing will be done during month 5.

A2.4 - Launch of the online questionnaire

Once the questionnaire has been tested, we will proceed with the online questionnaire. We have planned to collect 10 questionnaires for each group (students, parents and teachers/trainers/youth workers) in each country for a total of 210 questionnaires.

A2.5 - Data collection

We have programmed to have 4 months to collect the data considering the summer holiday that can produce some delays.

A2.6 - Data analysis

Data analysis will start as soon the collection is over and presumably will last up to the month December 2019.

A2.7 - Joint focus group (JFG) interview preparation

In order to have a better definition of the topics to be afterword put in the IAHVET we have decide to develop also a focus group. January 2020 will see the preparation of this JFG in which 2 students, 2 parents and 2 teachers/trainers/youth workers will be involved.

A2.8 - Run the JFG

The same month will see also the implementation of the JFG.

A2.9 - 21 pages draft report

Soon after, we will start to draft the report. February 2020 will see this task over.

A2.10 - Report finalizing

The same month will see also the finalization of the report that will pose the way to the IHAVET.

2.2 Methodology applied in IHAVET

IHAVET project will apply a range of different methodologies that will depend on the activities to be carried out.

To begin with, we will apply the traditional Project Cycle Management in order to guaranty to smooth activities implementation.

During the proposal writing phase we have used the logical framework matrix that helped us in better defining the general objective as well as the specific one. The logical framework matrix has been also very useful in finding the right indicators, source of verification and the risk/assumptions that project can identify. The research part, on the contrary, will use quali-quantitative methodology. In fact, while the questionnaire to the students, parents and teachers and trainer/youth workers will be mainly with closed questions; the focus group will have a more qualitative approach with an open interview structure.

Finally, the short-term joint staff training will use more a not-formal and informal methodology

2.3 Number of transnational project meetings, goals and participants

As it can be seen in the timetable attached, we have planned to organize 3 transnational meeting.

To begin with, at each transnational meeting will be invited the members of the organizations. By having mostly, the same members to the meetings will help the continuity of the project management.

Coming to the transnational meetings themselves, the first will be held in Ruse (BG) in May 2019.

The second one will be held in November 2019 in Marseille (France) and the third and last one will be held in September 2020 in Silves (Portugal). We will also use some of the time during the short-term training event to have a quick project meeting.

As always, the goal is to monitor and, eventually, adjust the project activities as well as plan the next activities (see the follow-up document for the working method used).

During the first meeting the aim is to monitor the research lunch. With the second meeting, the goal is to conclude the research part and to plan in detail the short-term joint staff training event at Katerini (GR). The third and last meeting will deeply focus on the toolkit while at the same time organize the last activity regarding the toolkit and the planning of the multiplier event.

Transversally to all the transnational meeting goals will be the monitoring of the dissemination activities.

2.4 Communication and cooperation and cooperate within the partnership

According to our experience, communication between partners is essential for the entire duration of the project.

During the preparation phase in addition to the exchange of several emails we have also used the time had during the SHIP transnational meeting in March in Silves (Portugal) to organize this project proposal.

As said, the partnership is consolidated. Having added some new partners will help in enriching the working method of the old partnership.

This was very useful during the drafting phase of the proposal. Exchanging the feedbacks among all members, considering our different backgrounds and features, we have designed the activities tailored in order to meet the needs of all. Crucial element for the success of the project and for a partnership of equals.

2.5 Budget control

We have planned to have 4 interim reports as it can be seen in the timetable template. As said elsewhere, the interim report will be the precondition to go on with the payment. In the interim report, (see the template attached to this proposal) beyond the questions already there prepared, there will be also some others to verify the budget correct expenditure

2.6 Time management:

The project management is organized under the supervision of the applicant (ECEPAA) who will be responsible of the coordination between partners. There will be an online meeting every other month in order to evaluate the activities run and plan the new ones.

As said above, before interim meeting, each member must present the results and outcomes of the activities under ECEPAA coordination.

2.7 Monitoring and evaluation of project's activities:

As it can be seen in the attached timetable file, we have planned different monitoring activities that will be implemented during all the project activities.

As seen in G section, the activity A1.4 - Partners interim report to applicant will be done in order to measure and verify the project implementation activities. The applicant will demand an interim report

to be filled in by the partners. 4 interim reports will be delivered followed that will also be the payment preconditions.

The A1.5 - Monitoring/review activity, consistent with the interim report, there will be also a monitoring activity. This will help both the applicant and the partners to verify the activities implementation. 4 moments have been planned.

2.8 Involved staff profiles:

The involved staff profiles will be composed by:

- sociologist;
- expert on migration, education and youth with migrant background and fewer opportunities;
- researcher and data analyst;
- professional trainers;
- project manager;
- school teachers;
- youth workers;
- website developers;
- volunteers with experience in the field of integration of immigrants.

2.9 Evaluation of the project objectives and results

As it will be seen later, we will have an evolution of the project. In fact, we planned to have an evaluation of the achievement of the purpose and, broadly speaking, also of the overall objective.

As for the latter, as seen at the beginning, the general objective of “IHAVET” project is to contribute on reducing ESL of youth with migrant background. As said different times, we are aware this aim is out of reach. Nevertheless, we are also aware that we are addressing that target.

IHAVET project will evaluate whether it has been achieved its specific objective that is having developed an Integrated Holistic Approach Validated European Tool (IHAVET) that supports students with migrant background, parents and teachers/trainers/youth workers thanks to the publication of a toolkit of about 35 pages. The toolkit will also be translated in the participating countries languages.

As for the evaluation of the results, about the first result, having students with migrant background more involved in the education process and made them have the power to influence the decision about their education, both the questionnaires administered, and the focus group will, as well as the participants to the short-term training event is the sign about their involvement. Regarding the source

of verification, the questionnaire administered and focus group and participation list to the training will be the source of verification.

As for the second result, made busy migrant parents, especially those coming from disadvantaged contexts and countries, having a more proactive attitude so that can help the education performance of their children. Also, in this case, both the questionnaires administered, and the focus group will, as well as the participants to the short-term training event considered a sign about their involvement. Regarding the source of verification, we will consider the questionnaire administered and focus group and participation list to the training as the source of verification.

As for the last and result, provided to teachers (in schools) and trainers/youth workers (in training and youth centers) a more mixed teaching/training approach to students with migrant background, both the short-term training where we start testing the toolkit and the toolkit itself can be considered an indicator. As of source of verification, also in this case, the participation list to the short-term training will be considered the source of verification as well as the producing of the 34 pages toolkit.

4. Intellectual output

4.1 toolkit composition

The toolkit will be composed of 34 pages and will be divided in 5 parts.

Before starting with the toolkit, itself, there will be 2 parts: a forward and an introduce sections.

Soon after, we will go into the toolkit itself with its 5 parts that will be:

1. The Introduction;
2. The objectives and the scope;
3. Youth with migrant background early school leaving (ESL) issue;
4. Reinforcing synergies among sectors (school, training and youth centers)
5. How to use this toolkit;
 - 5.1 how to better involve students;
 - 5.2 how to better involve parents;
 - 5.3 interconnecting teachers, trainers and youth workers methodologies.
6. Annexes

4.2 Elements of innovation

As we said when we were presenting the innovative dimension of this proposal, IHAVET and its toolkit are innovative because they aim at introducing a holistic approach toolkit that integrates methodology, working methods coming from different environments and thus will realize synergies between different fields of education, training and youth. In fact, most of the time, organizations participating to this project have a pretty sectoral approach. Here, as we said, by having 3 schools, 2 training organizations, 1 intercultural/youth organization, a research/advocacy organization and an association founded by a group of young people coming from a migrant background, will help in developing this innovative toolkit that will be the result of the different experience brought by each organization.

4.3 Expected impact

We assume that the toolkit will impact for sure into the participating organizations since we have 3 schools with hundreds of teachers, training organizations with tens of trainers, etc.

During the validation process, teachers, trainers, youth workers will be impacted by the toolkit also because they will be asked to give a feedback on the toolkit itself.

4.4 Transferability potential

The toolkit has some transferability potential that in part will be also guaranteed by the fact that it will also be translated in each of the language of the participating organizations. This will help in increase the transferability potential of the tool. Besides, since most of the organizations are also involved in some other projects, that means that the toolkit can easily “travel” also from project to project. Finally, as it can be seen in the “dissemination” part, we have planned also the multiplier events during which the toolkit will be presented.

4.5 Work division

The applicant will coordinate the different task that will be described below while each partner will contribute bringing his own country experience. The partner will be in charge to check if the translation is duly done.

4.6 Intellectual output production tasks

To begin with, once we have collected all the relevant information from the research (the questionnaires and the focus group) we will have some of the main points about the toolkit. As said elsewhere, the research is kind of a precondition to go on with the toolkit.

Then, we will start assembling the toolkit as it can be seen in the timetable file attached by:

drafting the toolkit: each of the partner will be asked to draft according to the data collected in the participating country;

testing the toolkit: during the short-term training event the toolkit will be tested and eventually modified accordingly (see short-term event section).

translating the toolkit: in order to widen the impact and the transferability potential, the toolkit will be translated in each of the participating country language;

validating the toolkit: once we got back from the short-term training event, we will start the process of validating the toolkit. We will share toolkit with 200 people (teachers, trainers, youth workers) to validate the toolkit. At this stage, we have not yet defined how to properly validate the toolkit, although there are some ideas on it, but we prefer also to have the research results.

finalizing the toolkit validation: once the process is over, we will finalize the toolkit.

toolkit publication: as said, the publication will consist of 34 pages. And will be ready for the end of the project.

4.8 Methodology applied

There is a combination of methodology: some quantitative methods to validate the toolkit, working group methods to develop the toolkit will be used as well as some writing technique.

5. Multiplier event

5.1 Aims and places of the multiplier event

This event is, that will be organized in each of the partner countries, the moment during which we will present the project results that are:

- 1) the first result will be to having students with migrant background more involved in the education process by made them have the power to influence the decision about their education;
- 2) the second result will make busy migrant parents, especially those coming from disadvantaged contexts and countries, having a more proactive attitude so that can help the education performance of their children;
- 3) the last and result to be achieved, which is also the one who mostly answer to the organizations' needs, is to have provided teachers (in schools) and trainers/youth workers (in training and youth centers) with a more mixed teaching/training approach to students with migrant background.

Besides, the event is also very important because the toolkit developed will be presented to the target group (students with migrant background, parents and teachers/trainers/youth workers and policy makers). The event will be also the occasion to present the toolkit also to other stakeholders such as Ngo involved in migrant issue as well as education. Each participating organization is responsible for the management of this event in its city. To keep costs down other partners are not expected to attend these events.

6. Short-term training event

6.1 Training added value to the achievement of the project objectives

Before describing why, we have decided to have also a short-term training event, it can be useful to quickly recall which are the project objectives. As it can be seen in part E right at the beginning of this proposal, IHAVEI aims to contribute to having youth with migrant background education high dropout rate reduced. Asa said elsewhere, we are perfectly aware this is a general objective of the project and is out of reach with the implementation of this single project. But there is the place where we want to impact in the long run.

Coming to the specific objective of this project proposal, we aim at having developed an integrated holistic approach validated European toolkit that supports students with migrant background, parents and teachers/trainers/youth workers, according to the roles and responsibilities each of these target groups can have, towards the problem of education high dropping out rate of youth with migrant background. From this point of view, the training will help us in test the toolkit by training the participants; participants can be either those have already been involved in the different project phases or some new participants. What matters is to test the toolkit.

Besides, we think also that training will helps us in achieving the 3 results of the project because as for the first result (having students with migrant background more involved in the education process by made them having the power to influence the decision about their education) we are sure that students that will participate to the training, the aim of which is to develop a tool that will get in consideration their opinions, will feel themselves involved in the process. The same can be said also for the second result (making busy migrant parents, especially those coming from disadvantaged contexts and countries, having a more proactive attitude so that can help the education performance of their children) since, also in this case, will force parents to be more proactive by participating to the training. Finally, the third result of the project (having provided teachers (in schools) and

trainers/youth workers (in training and youth centers) with a more mixed teaching/training approach to students with migrant background) is the focus of the training.

7. Impact

7.1 Impact on participants

IHAVET project will produce an impact on the various participants.

All the participants (the students with migrant background, parents and teachers/trainers/youth workers) will be impacted through this project by being involved in 3 different activities:

- a) The first activity will be the questionnaire with the aim to better understand the needs of the target group.
- b) The second activity will be the joint focus group. Here the target group will be demanded to better refine its position following the data collection.

With the third and last activity, the short-term training event, participants will be impacted thanks to the training done in Katerini (Greece)

7.2 Impact on participating organizations

Participating organizations will heavily be impacted by this project. Similarly, to the other group of participants, by sending 2 members of the organizations, the participating organizations will have similar impact described above. Besides, the developing of the toolkit will be a long-lasting impact because will help organizations to better define their approach when dealing with youth with migrant background in their field of actions: teacher in the schools, trainers in the training centers and youth workers in the youth centers.

But above all, the most important impact on the participating organizations will be coming from the quality of the toolkit that will encompass an integrated and holistic approach that will widen our toolkit box.

7.3 Impact on target groups and other relevant stakeholders

Students, parents and teachers/trainers/youth workers will be impacted thanks from one side to the validation test process planned in the IHAVET. In fact, during the validation process, our target group will be demanded to give different feedback on the toolkit.

Furthermore, the target group will also be impacted through the research both via the questionnaire and the focus group. Finally, as it can be seen in the dissemination plan, also policy-makers will be impacted thanks to some meetings organized with them and the acknowledgment of the toolkit.

7.4 Impact at local level

At the very local level, IHAVET desired impact is to contribute in reducing in the long-term students with migrant background school dropout high rate with through the development of one tool that supports students with migrant background, parents and teachers/trainers/youth workers dealing with youth with migrant background.

Still at the local level, the consortium aims at supplying this tool as a best practice as a potential starting up for developing a new methodology over the coming years. IHAVET intends also to impact onto local political dimension by involving local councilor in charge of education and social inclusion that can be contribute in lowering the ESL students with migrant background

A USB flash drives containing a copy of the material presented during the implementation of the project will be thus delivered as well as the translated version of the toolkit.

7.5 Impact at regional level

The local councilor along with the participating organizations will be demanded to set up a meeting with his/her colleague at regional level to present the results of the project. Also, in this case, a USB flash drives containing the copy of the material presented during the project implementation as well as the translated as well as the translated version of the toolkit.

7.6 Impact at national and European level

The results of the project and the translated version as well as the translated version of the toolkit will be then sent to the Committee members in charge of education and social inclusion at the National parliament at the European Parliament (selected members of the Civil Liberties, Justice and Home Affairs Committee and Culture and Education Committee).

8. Dissemination

In the dissemination plan document attached, there is first dissemination document that is basic but can give an overview of the activities we want to run as far this activity is concerned. The template will be further developed considering the project activities implementation and the specificities of the participating country. As it can be seen, different activities will be disseminated starting, of course, by communicating the project approval. Theoretically, each of the single relevant step will be

communicated. In the dissemination document there are also planned to get considered the following aspects:

- 1) the Type of indicator Activity (short description, name, title, etc.)
- 2) Date(s) Duration Frequency
- 3) Place Level;
- 4) Characteristics of Target Group
- 5) Approx. number of organizations / persons reached
- 6) Evidence

8.1 Share the results of IHAVET project beyond the partnership

As said, the toolkit will be disseminated through the network the consortium has (mailing list, participant organizations' web pages and Facebook pages and the project webpage that has bought, etc). Besides, the organizations will promote the toolkit also for preparing new proposal with particular focus to those proposals that require the dissemination of a best practice. Finally, the sustainability might also be represented by the possibility to replicate this kind of project in a long-term through national and local funds.

8.2 Dissemination activities responsible

At it can be seen in the tasks and responsibilities distribution among the partners section, CONNGI will be in charge of the dissemination activity. Even tough, their experience on this topic is not that much, the consortium finds strategically to involve them given both that CONNGI is an umbrella organization of 30 associations and the fact that they are very concerned about the topic addressed in this project. We have already developed a dissemination plan that will be refined during the project. As for the resources, most of them will be coming from the project management resources. We have also allocated some extra resources for the project website and the 15th of March 2018 we have bought the “ihavet.eu” domain.