SALTO

**Practical guidelines** to help your international projects address the priorities of the Erasmus+ and the European Solidarity Corps programmes

# Unlock the Power of Priorities

SALTO

Are you ready to explore the full potential of the Erasmus+ and European Solidarity Corps programmes? Do you want to learn how to better incorporate the programmes' horizontal priorities into your activity? What follows here should help you understand how the four main priorities can be applied to your project idea, no matter which sector you are working with.

Remember! Each project is unique and is based on the specific needs of participants and organisations involved. The way these priorities are implemented will vary from one project to another. The way information has been structured here is also different for each priority – see how it works for you!

**Erasmus+** is the EU programme that supports education, training, youth, and sport in Europe (and beyond) through opportunities for mobility and cooperation. The **European Solidarity Corps** supports young people to engage in volunteering and solidarity activities that benefit communities.

Both programmes emphasise **Inclusion & Diversity, Environment and Fight Against Climate Change, Digital Transformation**, and **Participation in Democratic Life**. But what do these priorities mean for your project, and why are they important?

Copywriter: Susie Nicodemi
Graphic Design: www.wearestardust.be

We are grateful to other SALTO Resource Centres, National Agencies and to beneficiaries who supported us in creating and testing of the handout

LEARN MORE

LINKTR.EE/UNLOCK_PRIORITIES

EUROPEAN SOLIDARITY CORPS
THE POWER OF TOGETHER.

Erasmus+
Enriching lives, opening minds.

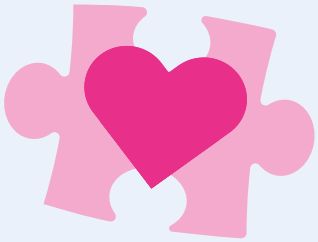
SALTO DIGITAL

SALTO INCLUSION & DIVERSITY

SALTO

SALTO PARTICIPATION & INFORMATION

SALTO INCLUSION EDUCATION



## INCLUSION & DIVERSITY

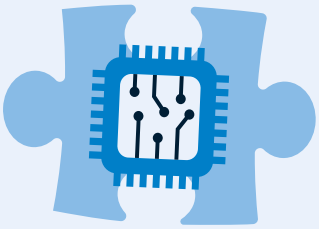
These EU programmes aim to ensure that **all diverse individuals** can benefit from the opportunities. To achieve this, the programmes offer mechanisms and resources to help people overcome **obstacles** they might face to participate in the activities. These obstacles can be health issues, social or cultural challenges, economic or geographical barriers, educational disadvantages, discrimination, or any other barrier.

European projects should be **inclusive, accessible and embrace diversity** in all its forms. They should reach out to different people and recognise the diverse backgrounds of participants as a valuable learning opportunity. It is important to foster an **equitable and respectful** environment in all projects.

## ENVIRONMENTAL SUSTAINABILITY AND CLIMATE CHANGE

Environment and climate degradations affect everyone. It is vital for people to understand these crises and to increase their know-how and their will to act for a more environmentally sustainable future. Promoting **learning and actions for the green transition**, both formal and informal, is a priority in the Erasmus+ and the European Solidarity Corps programmes.

European project activities should be environmentally friendly. They should promote sustainable responsible behaviour among the participants and the participating organisations.



## DIGITAL TRANSFORMATION IN EDUCATION, TRAINING AND YOUTH

The ongoing digital transformation continuously impacts our societies and economies. It creates **new ways** to learn, train, work and actively participate in society, entertain, and communicate. **Digital skills and competences** are the cornerstone of social inclusion, active citizenship, employability, productivity, security, and growth.

The programmes contribute to more inclusive and cohesive, greener, and digitally fit societies. Europe's innovation capacity, developing digital skills and competences and skills in forward-looking fields, such as combating climate change, clean energy, artificial intelligence, robotics, and big data analysis, is essential for Europe's future sustainable growth and cohesion.

## PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT

**Participation in democratic processes** is essential for the growth and development of societies in Europe and beyond. This includes developing the necessary competencies and finding diverse ways to hear and address people's needs. The EU programmes serve as a tool to overcome barriers and facilitate **active engagement and participation**.

European projects should help everyone who is engaged to **exercise their right to participate in decision-making** and to develop the competencies needed for active citizenship. Projects should use participatory practices that motivate people to be actively involved and be planned together with different people.

## PRIORITIES INTERSECT

While these are four distinct priorities, they often very much intersect. For instance, ensuring that underrepresented people can participate in decision-making is an important act of inclusion. Similarly, smart use of digital tools can enhance projects by making them more environmentally sustainable, more inclusive, and participatory. Also, individuals from various backgrounds are using their voices and skills to advocate for sustainability and inclusion through diverse forms of participation, including their action in projects. **It's important to recognise these connections between priorities and leverage them. Addressing multiple priorities in the same initiative can create more comprehensive and impactful projects.**

HOW WOULD YOU CONNECT THESE PRIORITIES IN YOUR PROJECT?

# Connecting priorities to your project

## GET INSPIRED BY THESE POTENTIAL PROJECT EXAMPLES!

These projects from different sectors and organisations try to connect different priorities.
Where in the examples do you see which priority?
What can you learn from these? How would you implement it differently?

### YOUTH SOCIAL MEDIA AND ADVOCACY PROJECT

A group of young people implemented an international project to share and learn more about social media. As part of the project, they discussed the environmental impact of the digital tools they use. They even challenged themselves to go a full day without any social media at all for a day! While reflecting on their usage habits and how to expand them, they connected with several influencers with disabilities. Together, they discussed the powerful role social media plays in advocacy – whether it´s engaging with politicians, building communities, or sharing vital information.

### DEMOCRACY AND DIGITAL PARTICIPATION PROJECT

A diverse group of adult learners, with and without learning disabilities, came together for a project focused on democracy. Participants learned different ways to engage in decision-making processes, about the discriminatory barriers that exist for some of them and discovered inclusive tools for digital participation. They were involved in participatory decision-making throughout the project. Eco-friendly practices were tried, such as using the train and opting for vegan food. Afterwards, they met with local and national decision-makers to advocate for more inclusive systems in areas such as participatory budgeting, voting and public policy discussions.

### SUSTAINABLE CHOICES PROJECT FOR ELEMENTARY SCHOOL STUDENTS

This project was about making environmentally friendly choices in daily life. Elementary school students, including those facing social and economic challenges, participated in it. They learned about the importance of sustainability, who makes these decisions, and discussed changes they could make both at home and in the classroom. Part of their learning took place in a Virtual Reality (VR) environment, where they played an interactive game on recycling and sustainable choices.

### INCLUSIVE UNIVERSITIES INITIATIVE

Several universities cooperated in partnership with non-governmental organisations to improve their work with the LGBTQIA+ community. Together, they identified barriers which affect students and staff. The project helped increase their understanding of the community's needs and to develop more inclusive and accessible practices. One of the key focus areas was to enhance the digital learning environment, which led to the purchase of accessible software and online learning tools. The project also included advocacy efforts, aiming to drive institutional and national-level changes to create a more inclusive university experience for everyone.

# Connecting priorities to your project

### USING SPORTS FOR PARTICIPATIVE LEARNING

Sports+ organisations brought together groups of migrant young women, to develop their leadership skills in coaching girls' football. The facilitators used sport (football) as a tool to encourage discussion about participation, especially on the role of women in society. They also raised money to plant trees and bushes to make the sports environment better for others afterwards, promoting this on local and social media. Through sport and other activities, the self-confidence and active citizenship competences of socio-economically disadvantaged young women were built. This project also showed how sport can empower young women to understand more about themselves, their environment and start to lead change in their community.

### ENVIRONMENTAL ACTION PROJECT FOR VOCATIONAL STUDENTS

Vocational school students from two different countries collaborated on a project to identify local environmental issues in their municipalities. As part of the project, they created an app that allows users to take photos of environmental problems, report them to local authorities, or invite other volunteers to help address them. Along the way, students learned both from each other and from experts about environmental protection, digital tools development and municipal decision-making processes.

### HOW WOULD YOU DO IT? WHAT CAN YOU LEARN FROM THESE PROJECT EXAMPLES?

### GIVE IT A TRY!

Feel free to reach out to your National Agency or your National Erasmus+ Office. They can support you in developing and implementing your project. They may also be able to provide or recommend training you can attend to learn more or build partnerships with others who work on similar priorities as you.

SALTO Resource Centres also provide information, training, tools and support to your projects.

TRY IT OUT, REACH FOR SUPPORT & CHECK OUT MOR

LINKTR.EE/UNLOCK_PRIORITIES

# How to put (more) inclusion & diversity in your project?

Inclusion and diversity in Erasmus+ and European Solidarity Corps promote equity and fairness, ensuring participation is open and possible for everyone, regardless of the barriers they face. People that face barriers have fewer opportunities compared to others. By providing the necessary support and resources, you can make your project accessible to people from all backgrounds. Check out these recommendations to make your projects more inclusive!

## TO PUT MORE INCLUSION AND DIVERSITY IN YOUR PROJECTS:

- **actively include** people with fewer opportunities in all stages of your project (on any topic) = inclusive project,
- **address** inclusion and diversity-related topics = project about inclusion,
- or **both**: include people with fewer opportunities in a project about a topic related to inclusion and diversity.

## TO INCLUDE MORE PEOPLE WITH FEWER OPPORTUNITIES IN YOUR PROJECT:

- work with partners who **specifically work** with people with fewer opportunities (special schools, social services, inclusion organisations...),
- make sure that your partners (mainstream organisations) also **actively reach out** to include people with fewer opportunities,
- **scan** your approaches and venues for obstacles that (inadvertently) exclude some people.

Show in the grant application that you KNOW THE TARGET GROUPS (with fewer opportunities) who you are working with. Demonstrate your motivation, skills, and experience in working with people with fewer opportunities. Provide information about the specific needs they have:

- the support needed, so all can participate on an equal footing (including accompanying persons, coaches, sign language interpreters...),
- extra funding for specific needs, or for a preparatory visit to better understand the location,
- preparation, inclusive methods, and follow-up that are tailored to the specific needs.

## TIPS FOR PROJECTS

**→ Here are a few ideas to help you have more inclusion and diversity in your activity.**

### BEFORE THE ACTIVITY

**Make your information and approaches appealing and accessible to the target group.** Use channels, language, and visuals that your target group uses, understands, and can identify with.

**Mention explicitly in your promotional material that you welcome applications from people with fewer opportunities** (and how you can support them), to stimulate participation from diverse target groups.

**Ensure that your participation/selection criteria are not exclusive** (e.g. only the best can go) - go for diverse profiles.

**Learn (and don't assume) the needs and challenges of your participants** and adapt your preparations and administration (documents, platform) for all. Provide tailored support where needed.

**Adapt the activities** (e.g. methods, length, spaces...) to the needs, interests, and capabilities of your participants.

Analyse participants' learning needs, define activities in the project accordingly and offer diverse ways to participate, if needed. **Stimulate active participation in the project.**

**Anticipate project implementation challenges** as much as possible (risk assessment).

**Collect a list of emergency contacts** (back home) that can be contacted during the activity abroad.

# How to put (more) inclusion & diversity in your project?

SALTO

## DURING THE ACTIVITY

**Ensure that the venue and lodging are suited for people with reduced mobility**, sensory and intellectual challenges, mental health needs, diverse genders, diets, cultural and social customs...

**Provide tailor-made support both during the work programme**, as well as outside the programme (leisure time, lodging...).

**Keep an eye on the financial implications for participants of your activities** in the programme, but also in the leisure time.

**Create a safe space for learning**; adapt the methods and programme to the learning needs or offer diverse ways to participate.

**Make sure there is a 'trust person'** in the team for all participants. They should be contactable at any time in case of need.

**Use the diversity in the group** as a positive source of learning.

**Foresee enough breathing moments** and a quiet room to reflect on the experience.

**Make sure the learning materials are appealing and accessible** (e.g. for people who are blind and with low vision, people with sensory and intellectual challenges, learning barriers...)

## AFTER THE ACTIVITY

**Support participants to reflect on the activity** and record their learning (e.g. Europass Mobility Certificate, Youthpass, Learning Agreement Complement...).

**Include all participants in dissemination activities** according to their interests and capabilities.

**Support participants to take their next steps** based on the learning experience during the activity.

**Gather (and take into account) feedback** from participants with fewer opportunities to make your next activity even more inclusive!

CHECK OUT MOR

LINKTR.EE/
UNLOCK_PRIORITIES

# How to include greener approaches in your project?

Environment and climate action are key priorities for the EU now and in the future: sustainability should become a part of the **entire spectrum** of education and training. This includes curricula, professional development for educators as well as buildings, infrastructure, and operations. The two programmes promote:

- education for sustainable development, including upskilling participants with the knowledge, competencies, and abilities they need to support sustainable development in their reality;
- behaviour change to reduce the carbon footprint of European projects, including promoting low-emission transport and green project management;
- increasing the knowledge and new competences of those sectors linked to the green transition.

### TO TRAVEL GREEN:

The programmes support green travel. Unfortunately, travelling 'green' can potentially make tickets more **costly**, or take more time. There is top-up funding to help with this. To find out more about how this works, check out the Erasmus+ or European Solidarity Corps Programme Guides.

WHAT IS GREEN TRAVEL?

# How to include greener approaches in your project?

SALTO

## TIPS FOR PROJECTS

- What are the **needs** of your community on this topic? What green competences are there already, and what is missing?
- What **experts and green actors** can you engage with?
- How can you train the project managers on environmental issues? How can you make **decisions based on evidence**?
- How can you foster **long-term, behavioural change** in your participants?
- When planning your activities (meetings, events, workshops...) **think about the need to meet or not**? Can these activities happen online? How can you **lower the energy and material use** of participants, of the project, of the organisations involved? Could you do without these flyers or goodies? Can you find alternatives that are sustainable?
- What is the **long-term impact** of your activities? What will you leave behind or throw away?
- What **indicators** can you use to measure and show the impact of your project in your final report?

### PRACTICAL STEPS TO REDUCE THE CARBON FOOTPRINT OF YOUR PROJECT:

**Do a waste audit,** and start refusing, reducing, and recycling.

**Choose locations that are accessible by green travel.** Help your participants book train tickets, organise carpooling, provide bike racks...

**Measure your carbon footprint as you go**, for each relevant category (travels, event, procurement...). Compensate where you can't reduce.

**Ask your project partners about their environmental impact and good practices** (for example when choosing a venue, restaurant, printing service, a facilitator...).

**Make plant-based meals the default option,** with local and seasonal ingredients. Use reusable cutlery and encourage participants to bring their own water bottle and mug.

**Let participants choose** what they need from goodies, snacks, or refreshments, instead of allocating for every person, reducing unnecessary waste.

**Share your green actions** to inspire others and set new standards. Empower your participants to adopt green habits.

CHECK OUT MOR

LINKTR.EE/
UNLOCK_PRIORITIES

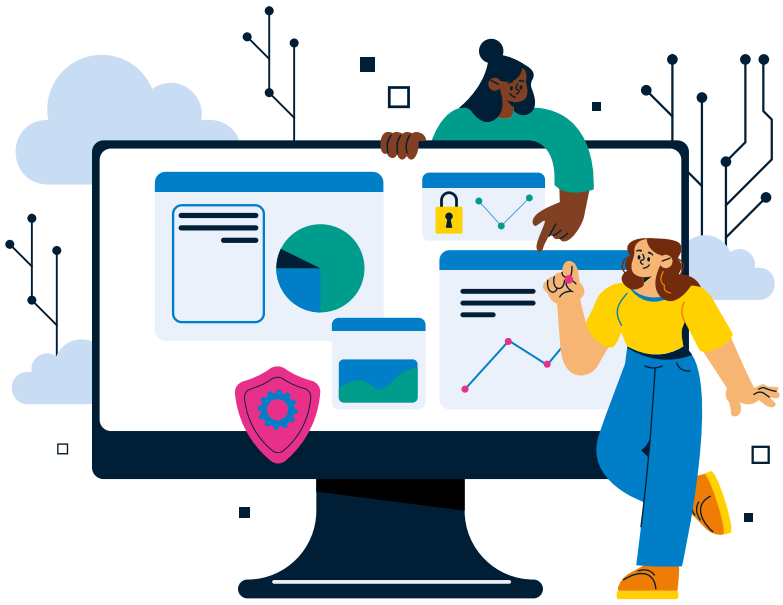
# How to implement a project with a focus on the digital priority of the programme?

Erasmus+ and European Solidarity Corps projects can play an important role in developing individual and institutional digital readiness, capacity and skills, thus offering everyone an equal opportunity to thrive in life, find employment, and be engaged citizens.

Digital transformation is especially important for education and training, youth work and sport, as a systemic process of change where technology is used to enable new processes and methods, with the goal to increase quality and inclusiveness of education, training and youth work. Purposeful use of digital, AI and other emerging technologies can provide new learning and communication possibilities, enhance information access, and allow for modern pedagogical approaches to enhance the quality of teaching and learning, in both formal and non-formal settings.

## A PROJECT MAY ADDRESS, FOR EXAMPLE:

- Development of digital skills form basic to advanced[1]
- Strengthening digital education ecosystem[2]
- Digital pedagogy
- Digital content for education and training and youth
- Artificial Intelligence in education, training and youth work
- Digital readiness and capacity of institutions -setting up digital transformation plans/digital education strategies within the educational institutions
- Digital inclusion and addressing digital inequalities
- STEAM approach (Science, Technology, Engineering, Arts, Mathematics).
- Virtual and blended mobility, virtual learning and virtual cooperation
- Any other topic in line with Digital Education Action Plan (2021-2027)[3]



1 Council Recommendation on improving the provision of digital skills and competences in education and training
2 Council recommendation on Key enabling factors for successful digital education and training
3 Digital Education Action Plan (2021-2027)

# How to implement a project with a focus on the digital priority of the programme?

QUESTIONS TO PONDER

## 1 DIGITAL TRANSFORMATION

- How is digital technology used purposefully and meaningfully to enable new processes and methods?

## 2 DIGITAL SKILLS

- How does the project enhance digital skills and competencies for digital transformation?

## 3 DIGITAL EDUCATION ECOSYSTEM

- How does project strengthen a high performing digital education ecosystem?

## 4 DIGITAL PEDAGOGY

- How are digital pedagogy and methods used to support deep learning?

## 5 SYNERGIES WITH OTHER PRIORITIES

- How does the digital transformation synergize with the programme priorities in the project?

## UTILIZE THE TOOLS AND FRAMEWORKS TO SUPPORT THE IMPLEMENTATION OF THE DIGITAL PRIORITY IN YOUR PROJECT

You can use frameworks (like DigComp, DigCompEdu and DigCompOrg) in addition to the Digital Education Action Plan to identify the needs, objectives and activities when designing projects. They provide a shared framework of reference to align a project within a broader European context.

The tools and frameworks support your project activities like capacity building on digital skills and self-assessment (e.g. SELFIE tools). In addition, you may use the tools and frameworks to reflect on activities in the project and assess the impact.

One pagers by SALTO Digital provide guidelines and concrete ideas on how the related frameworks and tools can be used in projects. Theme cards provide brief introductions on various digital topics (like AI and STEAM) and help new projects in addressing the digital priority.

You will find one-pagers and other useful resources for your project at: saltodigital.eu

# How to have more and better participation in your project?

Participation is about people having the **right**, **means**, **space**, **opportunity** and, where necessary, the **support** to freely **express their views, contribute to and influence decision-making** on matters affecting them, and **be active** within the democratic and civic life of our communities.

WHAT COMES TO MIND WHEN YOU THINK OF DEMOCRATIC PARTICIPATION?

Participation can take many forms. While **voting** or being a political candidate might be some of the first things that come to mind, there are many **other forms of participation**. You can: engage in and with elected or representative bodies (pupils'/ student/ youth councils, citizen assemblies, political parties, unions...) sign petitions; join forces to make a change with your friends (or with the help of a structured organisation); write recommendations for improvements in the local municipality; protest; volunteer; donate; post on social media; reach out to decision-makers; boycott products for ethical reasons...and loads more.

It is about expressing your needs and views, being heard, and then having it affect processes and outcomes around you. How can Erasmus+ and European Solidarity Corps programmes support you in that?

# How to have more and better participation in your project?

SALTO

## TIPS FOR PROJECTS

### FOCUS ON PARTICIPATION

Participation can be both a **topic** (you discuss participation) and a **process** in your project (you apply participation principles).

### WHEN WRITING YOUR GRANT APPLICATION, IMPLEMENTING, AND REFLECTING ON YOUR PROJECT, THINK ABOUT:

#### TOPIC

- What could be **an important topic** for the people **you plan to engage** in the project? How could you get to know that? (for example, base it on previous activities, surveys, ask your teammates and target groups via different methods...)
- Even if the project is focused on another topic, how could you approach **participation through the lens of your topic**? (for example, voting, protests, community actions on your chosen topics, dialogue with decision-makers)
- What **aspects of democratic participation** could be a topic in your project? What would you focus on? (for example, a project about voting, being active through volunteering in the local community, experience exchange on the work of pupils' councils / youth councils / academic senates, the importance of protests, learner-led education activities...)

### PROCESS AND DECISION-MAKING

- Do you provide **enough and relevant information** for participants to be able to make decisions? In what form is the information given?
- How do you make sure participants have a safe space **to ask questions** about their involvement?
- How do you **actively involve people affected by your project** in decision-making before, during and after the project?
- How do you **share responsibilities** during the project? How can each of the participants contribute? What roles are there?
- How could you involve participants in **all kinds** of decision-making in the project? (about practical issues, methods used, topics, promotion, expert involvement, communication...)
- How do you ensure that **everyone's opinion is heard** throughout the project and activity? What **methods**, both online and offline, could you use to achieve that?

IMPACT AND NEXT STEPS

How could you **evaluate the results and process** of the project together **with** participants?

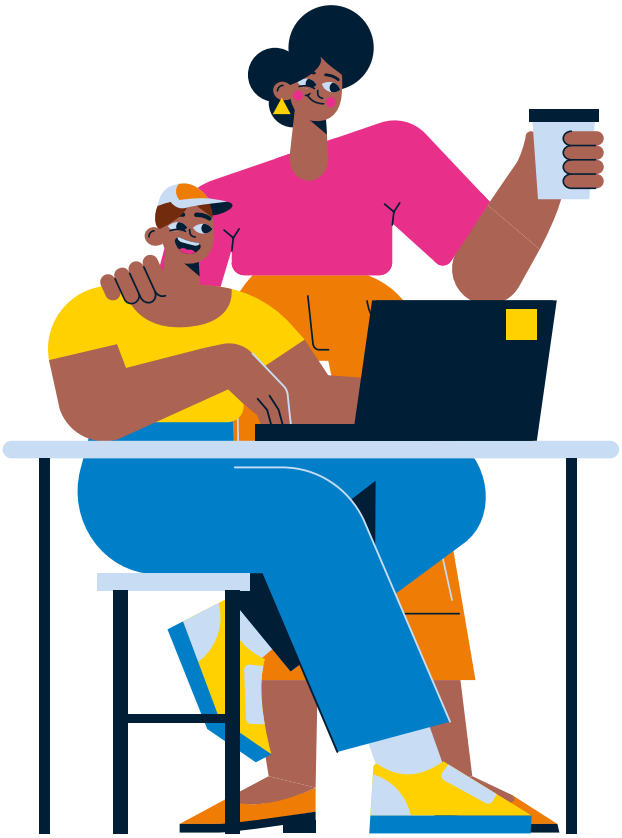
How could your project **change something in the local community / broader society**? Who could you cooperate with to achieve that? (local, national, international decision-makers; youth workers; school principals; university rectors...)

How do you make sure that people involved in the project **know where** and **how** their opinion and needs are **implemented** / are affecting further processes? (Remember to explain if and why some of their ideas might not be implemented).

How could you communicate about the results of the project and needs of participants **to different decision-makers** on a local, national, international level?

How do you evaluate the impact and learning of the project together **with all participants**? How do you **transfer** that learning to everyday life beyond the project?

How does participation in the project change something in the participants' **knowledge and attitude** regarding their opportunity to affect change? How could you develop that?



CHECK OUT MOR

LINKTR.EE/
UNLOCK_PRIORITIES

SALTO

# Ready to unlock the Power of Priorities?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

LEARN MORE

LINKTR.EE/UNLOCK_PRIORITIES