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European projects

European funding structure and a project case study.

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Abstract

Nowadays, European funding represents great support for organizations having a purpose in line with the European strategy for the period 2014-2020.

The *main purpose* of this elaborate is to state that European Funds produce positive social-economic impacts for those Countries that, through organizations, can receive them and be able to implement the proposed projects. Thus, the thesis provides a general, but consistent, overview of the European Funding structure and how various national and local entities can get their projects financed. To face those matters, I decided to split the thesis into two macro-categories: the first part “An introduction to the European financial tools” and the second part “The case study: ihavet project”.

The *first part* of this elaborate lends an acute overview on the mechanism behind the European funding system, with the purpose to provide the greatest possible understanding of how and how many financial aids, local and national organizations can obtain from Europe. With this purpose, all the process phases behind the preparation and application of the project are deep exposed. This first part ends by addressing the fundamental concepts of the Project Cycle Management (PCM), which was introduced to improve the project quality and management, as well as their effectiveness. This theoretical overview is useful to better understand the project management of the Case Study. Indeed, the *second part* of this paper aims to validate the effectiveness of the theoretical concepts, previously presented, to the practical case IHAVET, a project that got funded by the Erasmus+ program. I joined IHAVET during my internship in Belgium at ECEPAA, a Belgian NGO. To correctly introduce the case study, firstly it is useful to propose how the Erasmus+ program is structured and how it works.

This elaborate, by providing the project management of IHAVET, confirms the importance of all the theoretical process presented during the related part and, by providing a deep analysis of groups target chosen and of the expected results, it also confirms the positive impact that EU projects are having on the European society.

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Introduction

During the last year of the Master in Global Development and Entrepreneurship, I had the great opportunity to do the curricular internship at ECEPAA, the European Center For Economic Policy Analysis and Affairs, a Belgian NGO located to Bruxelles. This experience opened my mind and made me face with concepts I only read on books during my studies. I participated in the launch of IHAVET, standing for Integrated Holistic Approach to a Validated European Tool, a project developed by ECEPAA, which got funded by European Funds, in specific by Erasmus+ program. Attending the project first transnational meeting in Ruse, Bulgaria, allowed me to find out how much I feel attracted by this stimulating European “world”. Hence, thanks to the support received by my tutor Gabriele Sospiro, the ECEPAA director, I decided to elaborate this Master thesis on the European Projects, providing the practical case IHAVET.

This elaborate aims to sustain the importance of European financial aids through the funding of projects. “*How each organization can exploit EU funds to get their projects funded?*” “*What is the correct process to present the best project proposal to the Commission?*” Those are some main questions this elaborate will try to answer. By funding projects, Europe allows small-medium organizations, as ECEPAA, to achieve purpose in line with the strategy carried out by Europe itself, the Europe 2020. This strategy aims to face and overcome the actual economic crisis and to introduce an intelligence, sustainable and inclusive economic model. For that reason, the new European programs have been orientated to achieve the strategic goals and more resources have been allocated to the involved sectors. Thanks to these funds, the organizations can develop their projects and generate positive social-economic impact in our society.

The *First chapter* introduces the EU funding structure which presents two different types of funds, characterized by opposite nature; the indirect and the direct funds. To provide a reading key useful to introduce the study case, both direct and indirect funds will be deeply described, analyzing each program and each goal.

After this descriptive part of all the EU available financial tools, it is important to focus on the criticism behind the EU funding mechanisms. Even though the positive results achieved during the last decades, the European Court Reports are pointing out the failure of the funding management that is generating a huge waste of money, an amount that is rising year by year. An overview of this problem allows us to have a critical point of view on European work on funding management. However, even though problems exist, it is indisputable the support that funds constantly give to who receive them.

The *second chapter* of the elaborate introduces the Project management. “*Why is Project management an important key for this analysis?*”. The PM can be described as the inability to plan, organize, secure, monitor and manage the resources needed and the work involved to achieve specific goals and objectives. Hence, the project management approach used should always be adapted to meet the needs of the project and this is exactly the approach used during the elaboration of the case study.

In conclusion, the *third chapter* of the elaborate introduces the Case Study. In support of the thesis which states that EU funds generate positive socio-economic impacts, it is presented deep analyzes of the European project IHAVET, standing for Integrated Holistic Approach to a Validated European Tool, I joined during my curricular internship in Bruxelles. IHAVET project got funded by the Erasmus+ program since its main goal is to reduce the early school leaving (ESL) of youth with a migrant background, aim in line with the Key Action 2 of the Erasmus+ program, an aspect that will be deeply analyzed. By participating in this project, I was able to test how much strategical and important, all the project management theoretical tools are to develop a great project. By presenting the project management, the research and the internal partnership agreement, IHAVET study case confirms the statement introduced during the explanation of the purpose of this thesis: the European projects produce a positive impacts on our society.

PART ONE

INTRODUCTION TO THE EUROPEAN FINANCIAL TOOLS

Chapter 1

THE EUROPEAN FUNDING STRUCTURE

SUMMARY: 1.1 The European Union 1.2 The Europe 2020 1.2.1 The indirect funds – 1.2.2 The direct funds – 1.3 The European budget waste – 1.4 Conclusion

1.1 The European Union

The European Union was born in 1957 and today it counts 28 Members, 504 billions of inhabitants and 18 countries which have adopted the Euro as official currency. The idea of Union become reality after the Second War World, when the main aim was promote the economic cooperation among countries since it was assumed trade produced an interdependence which decreased the risk of new conflicts. Based on that, the European economic community (ECC) was created and it still contribute to intensify the european cooperation among Belgium, Germany, Franch, Italy, Luxembourg and The Netherlands. It is important to emphasize that the European Union is built on the principle of *rule of law*: all its powers are founded on European treaty, voluntary and democratically commitment by Members States. Those treaty also fix the EU's goals in several fields.

In order to ensure a smooth and comprehensible reading of this elaborate, it is useful to briefly propose an overview of *the structure of the Community bodies*. Indeed, the EU has a particular institutional structure in which the EU's overall priorities are set by the European Council, which brings together national and European political leaders and directly elected MEPs representing citizens in the European Parliament. Another feature is that the overall interests of the EU are promoted by the European Commission, whose members are appointed by national governments. In addition, governments defend their national interests in the Council of the European Union.

The European Commission is the Community body that has been emphasised several times during the drafting of this elaborate, since it is responsible for the overall management of the funds and is empowered to provide them both to the Member States and directly to the applicant organisations. Depending on the recipient, the funds are

divided into two main types: the Structural Funds (or indirect management) and the directly managed Community programmes.

In an age characterized by a government budget crisis, the European funds are seen as an opportunity to support investments. It is necessary to mark that the EU operates in a vertical subsidiarity perspective respect to the public national intervention. That means the EU takes action only in that areas assigned by the Member States through the treaties. Community funding is managed according to a multilevel governance whit the participation of European, national, regional and local institutions. Some of these programs are directly managed at European level (direct funds), others require the Member States partnership (indirect funds).

1.2 The Europe 2020

Before entering into the specific characteristics of each funding channel, it is necessary to know the EU keys strategies for this new period 2014-2020 in order to have an overview of the actions and objectives of the European Union.

The Europe 2020 is a decennial strategy set up by the European Commission to face and overcome the actual economic crisis and to introduce an intelligence, sustainable and inclusive economic model. To realize the Europe 2020, the new European programs will be orientated to achieve the strategic goals and that more resources will be allocated to the involved sectors.

The Commission proposes a series of targets to be achieved by 2020 such as increasing the employment rate of the population aged 20-64 to 75 %, investing 3 % of gross domestic product (GDP) in research and development, reducing carbon emissions by 20 % (and by 30 % if conditions permit), increasing the share of renewable energies by 20 % and increasing energy efficiency by 20 %, reducing the school drop out rate to less than 10 % and increasing the proportion of tertiary degrees to 40 %, reducing the number of people threatened by poverty by 20 million.

Each Member State has adopted, for each goal-area, its national target associated with a concrete number of actions to realize at both European and national level. The

achievement of the goals is connected to the action areas focused on the *flagship initiatives*:

The first one is the so called “*Innovation Union*” which aims to arise the research and innovation funding access simplicity to create new job opportunities and new services. Secondly, the “*Youth on the move*” initiative arises the education system performance and to facilitate the entry into the labor market for the new generation. The “*A digital agenda for Europe*” aims to speed up the Internet and to extend the use of information and communication technologies in addition to the e-government usage. Moreover, the initiative “*A Resources efficient Europe*” aims to promote an economy with a low carbon use, by incrementing the renewable energy, green technologies, transportation modernization, and energetical efficiency. Other important initiatives are “*An industrial policy for the globalization era*” that aims to support the sustainable industry capable of being innovative and competitive at the global level, encouraging the SME credit access, the “*An agenda for new skills and job*” that, in contrast, aims to modernize the labor market through the promotion of new skills. Finally, the “*European platform against poverty*” is that initiative that aims to guarantee the territorial and social cohesion for ones who are excluded from the actual labor market.

How the budget of the european union is composed.

The EU budget is composed only by the investment parts structured into infrastructural, energetic transportation, ICT, research and development and environmental change fields. About the budget revenue, 73% derived from the of the gross national income (GNI), 11% from the countries member's VAT, 12% from customers duties of the common agricultural policy (CAP) and 1% from others fees. Most of the strategic and political policies are multiannual period planned at least 5 years, but usually, it is 7 years.

The EU Commission prepares the draft budget that proposes to the EU Parliament and the Council, both have the aim to adopt it. The States Members benefice from the planned activities and European financed actions from the both indirect and direct form. The 94% of the EU budget is spent to realize projects in favor of beneficiaries such as European businesses, regions, cities, students, researchers, agriculturerers, ONG, etc...; the residual 6% is dedicated to European administration

machine functioning. For the 2014-2020 seven years period, the EU multiannual budget is about 960 billion euros, corresponding to 1% of the EU gross national income (GNI). About 34% of the total amount is destined for Cohesion politics, equal to 333 billion euros; 63% destined for the agricultural policies, research sectors, and foreign policies. This multiannual budget, respect with the 2007-2013 period, is more flexible and active since it is completely orientated to sustain the Europe 2020 goals.

The budget is organized by funds and, as previously said, European policies can be managed directly (direct funds) and indirectly (indirect funds). The 80% of the EU resources are managed indirectly so the structure and rules are defined at the European level whereas the implementation is managed by the States and the sub-national institutions. This indirect channel is responsible for agricultural politics and the Cohesion policy (the structural funds). Both direct and indirect funds finance the Operational Programme¹ of which regulations are defined by the European Commission every 7 years according to the multiannual financial budget.

1.2.1 The indirect funds

The indirect funds consist of the Structural Funds (ERDF and ESF) and Cohesion Funds. Their main aim is to reduce the economical, social and territorial gap among the different european region. The poorer region receive the majority of the funds, even if all the Regions can get these funds through different financial mechanism. The reason why these funds are defined as indirect is the relationship between the final beneficial (firms, association, organization, etc...) is not direct but it is mediated by national, regional and local authority which have to manage the EU resources, to plan the interviews and issue the calls.

¹ Operational programmes are detailed plans in which the Member States set out how money from the European Structural and Investment Funds (ESIF) will be spent during the programming period. They can be drawn up for a specific region or a country-wide thematic goal (e.g. Environment). For the European Territorial Cooperation goal, cross-border or interregional operational programmes are drawn up.

https://ec.europa.eu/regional_policy/en/policy/what/glossary/o/operational-programme

Hence, the indirect funds are managed by national and local authority but funded by the European Commission through different options. The first authority can be *The European Commission* which negotiates and approves the developing programme proposed by each Member State and allocates the financial resources. *The Member States and the Regions*, instead, manage the programme by the selection, the control and evaluation of the projects. Finally, *The Commission* is the authority involved in the monitoring step, it pays the approved expenditures and it carries out verifications through a control system.

Considering the national contribution plus the private ones, the expected funds for the period 2014-2020 is about 450 billion. The Structural Funds invest mainly in the less developed regions, to which 68.7% of the resources are allocated, even though they represent 24 % of the European population, while the more developed regions are allocated 15.8% of the resources, even though they represent 61% of the population.

The Cohesion policy

The Cohesion policy together with the common agricultural policy is in the one that gets the majority of the total European investment. The cohesion policy is within the indirect funds, so the Member States manage the programs. The expression “Cohesion policy“ indicates a policy framework of european solidarity by which a hundreds of thousands of projects in Europe benefit from two structural funds; the European Regional Development Fund (ERDF) and the European Social Fund (ESF) plus the Cohesion Fund.

The Cohesion fund aims to reduce the gap among different regions and the delay in less developed ones. During the period 2014-2020, the cohesion policy allocates a maximum of 351,8 billions of Euros (about the 34% of the EU balance). Cohesion Policy has set 11 thematic objectives supporting growth for the period 2014-2020. Investment from the European Regional Development Fund (ERDF) will support all 11 objectives, but 1-4 are the main priorities for investment. Main priorities for the

European Social Fund (ESF) ²are 8-11, though the Fund also supports 1-4, while the Cohesion Fund supports objectives 4-7 and 11. In detail, the priorities for this period are as follows;

1. Strengthening research, technological development and innovation;
2. Enhancing access to, and use and quality of, information and communication technologies;
3. Enhancing the competitiveness of SMEs;
4. Supporting the shift towards a low-carbon economy;
5. Promoting climate change adaptation, risk prevention and management;
6. Preserving and protecting the environment and promoting resource efficiency;
7. Promoting sustainable transport and improving network infrastructures;
8. Promoting sustainable and quality employment and supporting labour mobility;
9. Promoting social inclusion, combating poverty and any discrimination;
10. Investing in education, training and lifelong learning;
11. Improving the efficiency of public administration.

Every European member benefits from the Cohesion policy; the level of the investment reflects the developing need of each country. Indeed, according to GDP, countries are categorized in developed, developing and poor countries and, based on this categorization, a country gets a specific amount of money. The residual uncovered part can be financed by public funds.

Structural funds as EU's priority cohesion instrument.

The Structural Funds are the European Union's priority cohesion tool. In essence, they are used to rebalance disproportion and internal disparities in economic development and living standards or to correct the general backwardness in a specific sector. Supplemented by national and regional resources, they are largely targeted at the least developed regions. A smaller proportion is aimed at improving competitiveness and supporting employment levels in other regions as well. Their programming is managed at national and regional level, although general criteria (set by the European

² The information is available on the site https://ec.europa.eu/regional_policy/en/policy/how/priorities

Commission in the context of specific national programming) apply to their implementation. Nevertheless, in the context of specific determination, each region can integrate and modify processes and procedures based on the particular characteristics of the economy and local priorities.

As far as the beneficiaries are concerned, it should be noted that most of the funds are more or less explicitly targeted at small and medium-sized enterprises.

The Structural Funds support operations: projects, actions, groups of selected projects. Operations are developed by an entity called the beneficiary which can be a public or private body and, only under the European Agricultural Fund for Rural Development and the European Fund for Maritime Affairs and Fisheries. Beneficiaries are identified by the Operational Programmes. In the case of non-repayable grants, the beneficiary is a public body. However, the public body receiving the grant may not also be the entity that actually carries out the operation, but delegates implementation to private operators. In this case, the implementer differs from the beneficiary and the operation will be carried out through a public contract. As previously said, the general aim of structural funds is to develop and modernise processes and products with a focus on employment and environmental protection. Ordinarily, the allocation of resources takes place *based on the geographical principle* according with less developed regions are favored in the allocation of funds and benefit from a greater part of the allocated resources, or *based on the thematic principle*, according with the European Union is focused on specific areas of action to push the territorial and social fabric in the direction of growth, innovation and sustainable development. The method of distributing funds consists of programmes of direct or indirect support for business investments and, in general, uses the indirect management of local authorities.

What resources are available for the structural funds?

In order to ensure an effective economic impact, the contributions from the Funds should not replace the public structural expenditure of the Member States. In fact, the European budget finances measures which bring added value in terms of effectiveness and impact on the ground, i.e. measures which would not have been financed by the national budgets or which would have been more expensive if they had been supported by the budgets of the individual Member States, thus generating economies of scale. The Member States will have to maintain in the period 2014-2020,

annually, a level of structural, public expenditure at least equal to the reference level established in the partnership agreement. *The principle of additionality* is of particular importance and the Commission is required to verify its application by the Member State and individual regions. The principle of additionality is pursued through the mechanism of co-financing both at the macro level, where European funds match national and regional funds, and at the micro level of the project, where the beneficiary contributes to the implementation of the project with its own resources and also by investing additional funds if the own resources do not contribute to the percentage of funding required. The co-financing rates required vary according to the categories of regions and objectives.

In the 2007-2013 programming period, according to data provided by the Open Cohesion portal, the operations for the construction of infrastructure involved an expenditure of € 45.5 billion, the purchase of goods and services € 20.5 billion, incentives to businesses € 9.8 billion, contributions to people € 3 billion. The role of procurement is therefore fundamental and represents in all respects an opportunity to participate in European funding. Another way of financing is through financial instruments. The rules proposed for financial instruments in this programming period, compared to the previous one, are not prescriptive as regards the specific sectors, beneficiaries, projects and activities to be financed. All funds may refer to financial instruments. However, they should only be prepared and proposed after careful ex-ante evaluation, avoiding overlaps in the use of the instruments by other actors; highlighting market failures, the most favourable investment environments, and possible private sector involvement. For this reason, financial instruments represent a special category of expenditure, the application of which depends on a proper assessment of the market needs of that particular regional territory.

Various options for implementing financial instruments are introduced. In the case of financial instruments established at EU level and managed by the Commission under direct management., the contributions of the Operational Programme from which the financial resources will be drawn will be limited to investments in the region, while the rules of the financial instruments of direct management apply to management and control. The other option is the financial instruments set up at national/regional level, managed in accordance with the common provisions, can allocate resources from the

Operational Programme to existing instruments meeting specific needs; to standardised instruments defined by an implementing act of the Commission; or finally to financial instruments corresponding to loans and guarantees that can be implemented directly by the regions and then repaid as loans.

It is important to distinguish the grants awarded for projects and the funds awarded for contracts. As has already been said, calls for proposals, or calls for proposals following the publication of a European call for tenders, are the means by which the Commission makes it possible to award grants. In practice, a project must be submitted in response to the call. Grants are then awarded to the winning projects on a case-by-case basis. Calls for tenders, on the other hand, are the means by which the European institutions purchase goods and services, including studies, technical assistance, training, consultancy, conference and advertising services, IT equipment, etc., and are therefore not subject to the rules of the European Union.

The substantive scope for which the indirect structure funds differ from the direct implementation interventions are two:

- In the Structural Funds, support for research, technological development and innovation is not an objective, but a means of achieving results that can be immediately measured on the ground;
- The management and programming of the Structural Funds is decentralised: the implementation and allocation of funding to projects is entirely entrusted to the local managing authorities.

In fact, cohesion policy amplifies and clarifies the results set by the EU in the field of innovation and long-term research (pursued through direct implementation programmes). by focusing on investments deemed suitable for promoting economic development on the basis of the specific needs of the area and the opportunities that emerge in the local context. In line with the Lisbon agenda, the Structural Funds therefore contribute to the implementation of medium to long-term planning. Their specific importance lies in their particular strategic approach: to support in an integrated manner the different aspects of economic and social modernisation without neglecting the specific needs and opportunities at local level. The particular design of cohesion policy is characterised by the encouragement of useful partnerships between public and private actors, as well as between governmental and non-governmental bodies.

At a regulatory level, the five Structural Funds refer to a regulation containing common provisions (General Regulation EU 1303/2013) and in addition, each fund has specific regulations. The funds are:

1) *The European Regional Development Fund* aims to strengthen the economic and social cohesion of the European Union by correcting territorial imbalances. The investments of this fund are concentrated on certain priorities, as a result of the new approach to thematic concentration, which will be taken up in the following paragraphs; research and innovation, digital agenda, support for the productive competitiveness of SMEs and the low-carbon economy.

2) *The European Social Fund* is the main instrument for creating more and better job opportunities in the European area. It supports several actions in the different areas such as the lifelong learning and training for workers, the employment services as reforms and strengthening of education and training systems, the support for employees in industrial restructuring contexts. Moreover, other areas are the integration of disadvantaged people into the labour market, the re-qualification of public administration staff and strengthening the efficiency of public administration in the provision of public services in all sectors and the support to NGOs and social partner networks.

3) *The Cohesion Fund* aim to reduce regional economic and social disparities and increase sustainable development. The Fund shall assist those Member States which have a per capita gross national income of less than 90 % of the EU average and which do not have excessive public deficits. The activities supported by this fund fall into the two distinct categories. The first one is the *Trans-European transport networks*, in particular infrastructure projects covered by the Connecting Europe Facility, the second one is the *Environmental protection*, in particular of energy projects, energy efficiency, the renewable energies as well as rail and inter-modal transport;

4) *The European Rural Development Fund*, in line with the Europe 2020 objectives and the recently rethought agricultural policy reform, aims at pursuing three strategic objectives; Stimulating the competitiveness of businesses in the agricultural sector; The Committee of the Regions would like to stress the need to ensure that the sustainability of the management of natural resources and the climate; Maintain and create jobs in rural communities;

5) *The European Maritime and Fisheries Fund* supports coastal communities engaged in diversifying their economies which can create new job opportunities and a better quality of life record. It also supports fishermen moving towards sustainable fisheries.

In the 2014-2020 programming period, unlike the previous one, the regions are more classified by objectives but according to three categories defined on the basis of per capita wealth. In fact, these funds pursue a single mission in all the regions;

[...] strengthening economic, social and territorial cohesion within it for smart, sustainable and inclusive growth.³

1.2.2 The direct funds

The European direct programs are thematical planning. They aim to co-funding that projects capable of improving a given interest field (energy, environment, transportation,...). Compared with the Structural Funds, the direct ones are characterized by a complete and total centralization: indeed, the European Commission controls its planning, payment, and accountability in a direct way. The goals of the planning are established by the Community decision and the beneficiaries of these funds can be business, public entities, NGO, Research centers, Associations, and Universities. Once fixed the main goals and the eligibility criteria, the Commission researches the specific projects submitted. Thus, the direct program represents a stimulation for developing new intelligence and strength.

The European Commission is responsible for the implementation of the EU indications. It runs appropriate and deep analysis in connection with the territorial and, after this phase, it presents to the EU council the program proposal. The proposal is analyzed and approved by the Council through its Decision. In the document are defined all general goals, the specific action lines, the budget and the program lifetime. The mission has two objectives, arise the investment in growth and employment and promote the European territorial cooperation. The European territorial cooperation objective does not distinguish between regions on the basis of their level of wealth per capita, but by geographical area. These programmes are also open to non-EU, pre-accession and neighbourhood countries.

³ Art 89 par. 1 Reg 1303/2013/UE

Who benefits from the direct funds?

This question was answered on the basis of official data from the European Commission's Financial Transparency System for the last year available, 2016. Data on commitments and beneficiaries were mainly processed, cross-referencing them with European countries and programmes.

2016	Country	commitments	euros	beneficiaries
1	Belgium	9.004	4.888.026.513	12.018
2	Germany	3.702	5.911.796.010	6.237
3	United Kingdom	3.965	5.770.826.922	5.942
4	Italy	3.655	4.639.917.597	5.869
5	Spain	3.355	4.794.464.189	5.334
6	France	3.708	5.177.164.373	5.269
7	Luxembourg	4.006	932.709.799	4.399
8	Netherlands	2.506	3.863.305.886	3.446
9	Greece	1.394	2.571.749.059	2.019
10	Sweden	1.065	2.372.711.737	1.484

Figura 2 number of total commitments allocated by country and number of beneficiaries - year 2016. Lazzarini, Europrogettazione, 2018.

If we consider all types of commitments, i.e. the amounts allocated for the implementation of a project, a contract or another action financed by direct funds, we immediately notice that Belgium ranks first with 9,004 allocations. This shows how important it is to be able to operate in Brussels, the seat of the main European institutions. Having a seat in the European capital certainly facilitates direct contact with the commission and contributes to the implementation of a real international network, indispensable for projects. If Belgium is in first place for the bodies and companies to which the commitments are assigned, it is also in first place for the number of beneficiaries. There are in fact 12,012, a decidedly high number for the size of the country. Germany, France, the United Kingdom and Italy, on the other hand, are substantially the same in terms of number of commitments. Germany has, among these countries, the largest number of beneficiaries (6,237).

Who manages the Community programmes?

In order to control the direct management of funds, the European Union has set up three bodies to which individual organisations must refer.

- *Agencies of the European Union*, i.e. entities legally separate from the European institutions and established to carry out specific tasks in certain areas such as the publication of calls for proposals, the selection of proposals, the monitoring of their activities and information to beneficiaries.

Examples: the Education, Audiovisual and Culture Executive Agency (EACEA), which is responsible for implementing the Creative Europe, Erasmus+ and Europe for Citizens programmes; or the Small and Medium-sized Business Executive Agency (EASME), which is responsible for implementing the COSME programme and certain components of the Horizon2020 and LIFE programmes;

- *The National Agencies*, i.e. bodies set up by the European Commission and the national governments to implement and administer certain Community programmes in individual countries, in particular as regards information to citizens and the collection/selection of project proposals. Examples: the National Agencies INDIRE, ISFOL and the Youth Agency, which are responsible for the operational management of the decentralised actions of the Erasmus+ programme in the fields of Education, Vocational Training and Youth respectively;
- *National Contact Points* (also called National Contact Points or Desks), set up under certain Community programmes to provide information and assistance to potential participants, either on request or through the publication of specific guides or the organisation of information events dedicated to the presentation or in-depth study of the programme to which they refer. Examples: the Ministry of Environment and the association APRE constitute the National Contact Points respectively for the LIFE and Horizon2020 programmes; Erasmus+ provides, in addition to the aforementioned National Agencies, direct support to young people through the Eurodesk network.

The presence of an Agency or a National Contact Point within a programme makes the participation procedures simpler and closer to the participants, also from the linguistic point of view and in terms of the availability of information.

Finally, among the institutions specifically dedicated to information and general support on European Union policies and initiatives, it is worth mentioning in particular: the *Europe Direct network*, present in many Italian cities through information and

documentation centres; the *Enterprise Europe Network*, specifically dedicated to the needs of small and medium-sized enterprises; the *European Commission's You Europe service*, which provides guidance on the most important issues for citizens and businesses. (Guida all'europrogettazione, Epub)

The following figure reports all the important direct programs for the period 2014-2020. The data of the Figure 1 related to the 2016 year. It emerges the European programme for research and technological development has had the highest number of commitments assigned in 2016: 5173. It is followed by the Creative Europe programme with 1,861 commitments and Erasmus+ with 1,240. The most commonly known programmes, such as "Europe for Citizens" and Life, occupy 8th and 9th place respectively. Other interesting programmes in relation to the amount of commitment allocated are those dedicated to development cooperation and humanitarian aid.

2016	Program	commitments	euros
1	Horizon 2020	5.173	7.931.386.436
2	Creative Europe Programme	1.861	160.467.932
3	Erasmus+	1.240	292.154.175
4	Development Cooperation Instrument	733	994.924.549
5	Humanitarian aid	662	738.464.944
6	16 Communication	551	12.421.879
7	Connecting Europe Facility (CEF)	353	1.379.034.940
8	Europe for Citizens	335	21.408.394
9	Life	331	339.406.603
10	EIDHR	273	99.832.567

Figure 1 number of assigned commitments - year 2016. Lazzarini, Europrogettazione, 2018.

Horizon 2020

The 2014-2020 period provides several direct funding programmes but, among of the programmes, the H2020 program represents the main tool for the achievement of

the innovation element that the Europe 2020 strategy aims to reach. Through Horizon 2020, for the first time, it is organized under the same strategy all the EU investments for research and innovation. The program aims to be the tool capable of achieving a high level of excellence, both in the field of new technologies and innovation, to develop the European organization competitiveness in international trade. The program is focused on the new products, process, and services technologies that provide opportunities to the production system and contribute to improving the lives of citizens. Horizon 2020 includes funding that covers the whole path, from the knowledge driven research, the realization of its innovation-driven technology to its commercial and industrial application (society driven).

An organizations can apply for projects of one of the three program's fields pillars:

- *Excellent science*, aims to guarantee the science sector Europe primacy, at international level.
- *Industrial Leadership*, aims to sustain the research and innovation of the European industry putting a focus on the industrial technologies and to the investment in favor of small business.
- *Societal challenges*, aim to face the citizens' concerns regarding food safety, health, energy, transport, environment, security, and climate.

For the period 2014-2020, the budget expects 80 billion of euro; 24,6 billions of euro for the Excellent science program; 17,9 billions of euro for the Industrial Leadership program (of which 1/3 dedicates to SME's); 31,7 billions of euros for the Societal challenges program.

Organizations are sustained through:

1. **Subsidies.** The selected projects have a unique refund rate for the direct eligible costs: 100% for the R&D projects; 70% for the innovative projects turned to the market. For the indirect costs, the refund rate is 25% of direct eligible costs. Every legal entity can submit proposals, but the project must respect some minimum requirements: it must have at least three juridical subjects, each of them registered in different countries.

2. **SME's tool.** It is available for all the different type of innovation, not only the technological one.

The important news is the possibility, for the SME's, to apply individually. This tool provides a simplified process composed of three phases: The valuation of the concept and feasibility, The demonstration before of the market replication, Commercialization.

All the Horizon 2020 programs are published on the Participant Portal. This tool represents the access point to all the information and document related to Horizon. It also provides an online guide aims to support the participants during the all applying process.

Creative Europe

For the period 2014-2020, the budget expects 1,46 billion of euro. In 2016, France is in first place both for beneficiaries and for commitment as well as for amount of co-financing, in this program that supports culture and the media sector. In particular, the "Culture" sub-programme promotes cooperation between cultural and creative organisations between the different Member States, the creation of transnational platforms and networks, the promotion of literary production and its translation. The "media" sub-programme finances activities such as professional training, support to European production companies and international co-production, employment and employment initiatives, the production of audiovisual programmes and video games, promotional activities of the sector, the creation of cinema networks or film festivals. Italian bodies and companies are involved in 130 projects, but only 7 of them with a budget of more than 1.5 million euros. The remaining 123 projects are all below €500,000.

Cosme

In the European Cosme programme, which finances projects whose main objective is the promotion of entrepreneurship and the internationalisation of SMEs, Belgium is in first place. The actions financed include training projects, actions to support access to new markets and measures to promote trans-European partnerships. The programme also promotes training exchanges between entrepreneurs such as Erasmus for Young Entrepreneurs (EYE). 1.4 billion of the budget is earmarked for

facilitating access to credit for businesses. This objective is pursued through the provision of direct financing or through the provision of credit guarantees. In the Cosme programme, the most important project in terms of co-financing also involves an Italian body, the Industrial Union of Turin. This is "Early Warning Europe", a project co-financed for over 3.5 million euros, which aims to provide advice and support to companies in difficulty. Helping them to prevent bankruptcies and their negative consequences such as job losses, increased economic risk for suppliers and economic, social and personal effects and for company owners and their families. 15 partners of 7 different countries are involved in the project. Other than Italy, Belgium, Denmark, Germany, Greece, Poland and Spain. For the period 2014-2020, the budget expects 2,3 billion of euro;

Erasmus+

The Erasmus+ programme aims to support young people in their academic and vocational training and to improve the quality of teaching in Europe; It also supports the practice of sport at European level. For the period 2014-2020, the budget expects 14,7 billion of euro. The programme also provides for the creation of at least 300 "Alliances for Knowledge" (partnerships to promote creativity, innovation and qualification of staff) and "Alliances for Skills" (partnerships between actors in training and education and trade with the aim of improving the possibilities of engagement in teaching and professional practice). Italy is by far in first place with 244 projects and 339 beneficiaries, followed by Spain and Belgium. Also under the Erasmus+ programme, the Jean Monnet actions aim to promote excellence in university studies on the European Union throughout the world. The emphasis is on study and research in the field of European integration and an understanding of Europe's role in a globalised world. For the funding of these modules, Italy is in first place with 27 beneficiaries involved.

With regard to this specific programme, more emphasis will be placed on it and it will be analysed in detail in the second part of this paper as the case study is a project funded by Erasmus+.

Life

With regard to the Life programme, which aims to contribute to sustainable development and to the achievement of the objectives of the Europe 2020 strategy in

terms of climate and environment, Spain and Italy are absolute protagonists. With 225 and 203 beneficiaries respectively, Germany and Belgium are far apart.

The Italian bodies and companies involved in the Life programme are the most diverse: from the National Research Council, to Legambiente, from the Regions to various universities and some municipalities. There are many Foundations, Consortia and Park Authorities. For the period 2014-2020, the budget expects 3,4 billion of euro;

Europe for Citizens

Europe for Citizens is a small programme for financial availability. In the context of the overall objective of bringing the Union closer to its citizens, it pursues the two distinct objectives. The first one consists in raising awareness of the Union's memory, history and common values, promoting the page, values and well-being of its peoples by stimulating debate, reflection and networking; the second one encourages citizens' democratic and civic participation by raising citizens' awareness of the Union's policy-making process and by creating conditions conducive to social and intercultural engagement and volunteering.

The programme is implemented along two axes and a horizontal action. In particular, the first strand, "European memory", is intended to raise awareness of historical awareness, common and shared values and European objectives through awareness-raising events and activities, educational projects and studies. The second axis is intended to support the democratic participation of citizens at European level. . For the period 2014-2020, the budget expects 0,186 billion of euro.

Nonetheless, attention to results also appears insufficient for the Europe 2020 ten-year strategy, which points to growth and employment. A careful analysis shows that, in the agreements between the individual member states and the Commission, the expected results are vague and spesos formulated in qualitative rather than quantitative terms. The Court of Auditors therefore recommended that the Commission propose to the legislator that the member states include these quantified results in the programs adopted.

1.3 The European budget waste

The previous paragraphs have illustrated the various funding instruments which, as their common objective, have to generate a positive socio-economic outcome through the funding of ideas, projects and activities. In fact, as we have seen, organizations benefit absolutely from the funds obtained; this generate a positive impact for each member who benefits from them.

Nevertheless, during its activity, the European Union has also made "mistakes" generating waste and causing, over the years, the formation of a group of euro citizens who stand against the union stating that EU generates more problems than solutions. The presence of a huge waste of money is analyzed by the book "Eurosprechi" by Roberto Ippolito (Naples, 5 September 1951), an Italian journalist and writer. His elaborate helps us to develop this argument.

In the light of research and investigations into the management of European funds, it has become clear that waste is a reality. In 2015, the then head of the European Court of Auditors, Vitor Manuel da Silva Caldeira, during the plenary session of the Parliament, drafts the report on the 2014 budget of the European Union and sheds light on the exorbitant amount of expenditure that does not comply with the financial rules of the European Union. It is clear that too much sub-standard spending means too much money being spent badly.

The European Court of Auditors calculated errors in payments in 2014 of 4.4% of all expenditure. This translates into a dramatic amount of 6.3€ billion out of a total budget of 142.5€ billion. The 4,4 % is the result of checks carried out on a large sample, covering all areas of expenditure. In addition to the results of the extensive audit work carried out, the Court itself states that it is unable to quantify the many errors.

Who is responsible for all this waste?

The responsibility for this issue lies, first and foremost, with the Commission, which, once the budget has been approved by the European Parliament and the Council, must make every effort to ensure that resources are spent properly. In the period under consideration in his analysis, 76% of the budget was spent on management with the individual Member States distributing the funds and managing the expenditure. However, although the main responsibility lies with the Commission, the states are also involved. It happens on a daily basis that states take advantage of the instruments made available to the European Union and direct a good part of them in bad faith.

In the first "EU Anti-Corruption Report"⁴ presented by the Commission after the end of Barroso's second term of office it is stated that corruption affects all Member States, although it varies from one country to another by nature, and has consequences for good governance and proper management of public money as well as for the competitiveness of markets. This report deals with individual states and completely ignores the European institutions, as if they were exempt from any problem of compliance with the rules.

However, it is based on the perception of the phenomenon and not on objective data, therefore, does not correspond exactly to its actual size, which could be even smaller. a Eurobarometer ⁵survey, which took place in 2012, is based.

The Court of Accounts to quantify the situation, provided a the document stating that most of the errors are related to the reimbursement of ineligible costs and purchases not made in accordance with public procurement rules. It's than possible stae that the institutional mechanisms themselves may be defective. In theory, financial instruments, i.e. loan and guarantee funds designed under the EAFRD, are intended to attract capital to increase rural development and enable the redeployment of resources. However, between 2007 and 2013, access to financial instruments is reserved only for those applying for EU aid. This means that the money obtained through guarantees and loans allows more money to be spent on grants. Even if the Commission itself argues that these funds allows projects to be carried out that would otherwise never come to life, has been necessary to make some editing. For example, for the 2014-2020 period, financial instruments cannot advance grants and grants cannot be used to repay them.

How to solve this problem?

Weaknesses in controls by the executive agency of the European Research Council, which is based in Brussels, affect many aspects. Procedures need to be strengthened to meet various needs. In this respect, for example, the register of activities should be constantly updated and the inventory directives should be formalised.

⁴ European Commission, "Report from the Commission to the Council and the European Parliament. EU Anti-Corruption Report", Brussels, 3 February 2014.

⁵ Service responsible for studying public opinion trends

The then President of the Court of Auditors Vitor Manuel da Silva Caldeira made it clear that it is necessary to make sure that the spending programs expose with greater clarity and transparency the objectives to be achieved and which risks are acceptable. He also maintains that financial administrators must ensure more accurately that the funds are spent in accordance with the regulations in force.

The increase in expenses, in 2014, is alarming if we consider that the payments that should have been 135.9 billion euros (According to the multi-annual financial framework), were actually 142.5 billion. The result is a budget deficit of 4.8% against the maximum 3% set in the Maastricht Treaty. This represents an interesting paradox considering that the Commission is the body in charge of correctly managing the money of the European Union. Something has to change.

1.4 Conclusion

This first chapter has provided a general overview of the structure of the European funds and allows to continue reading this elaborate with more knowledge about the functioning of the European Union in the field of funding.

Moreover, this chapter placed greater emphasis on the H2020 project for one reason: H2020 is the biggest research European tool, it includes many different programs and tools that in the past were managed by different entities with different rules. However, even the standardization process that Horizon aimed to introduce, such as the Participant Portal in which are archived all the information participants need, the individual characteristics of the singular program still are heterogeneous and they require a careful assessment by participants. This fragmentation could preclude the economies of scale and experiences development capable of increasing the participation cost that it yet is very expensive.

The European Commission it is responsible for the overall management of the funds and is empowered to provide the funding both to the Member States and directly to the applicant organisations. As deeply explained, on the basis of the recipient, the funds are divided into two main categories: the indirect channel, which includes the Structural Funds, and the direct channel, which consists on Community programmes.

Even though all the positive aspects we have proposed, it can not be ignored the issue regarding the wasting of money that create doubts on the correct mechanism behind the funding system. It has been proved that waste is real and are rising year by year. As deeply stated, the Commission should put more effort and create more tools to control this problem to prove, at the end of the next period 2014-2020, that all the critical points have been taken seriously in consideration and actively solved.

In the light of this first analysis, it is clear that the EU funding, both direct and indirect tools, will continue to be an important source of funding in the coming years and that represents a powerful boost to the socio-economical development for those Member State who participates to the several programs proposed by the European Union.

Chapter 2

THE PROJECT MANAGEMENT

SUMMARY: 2.1 European Projects - 2.2 The Project cycle management - 2.2.1 The project management life cycle phases - 2.3 Conclusion

How can an organization get the European contribution? Which steps do you have to do to get liquidity by Europe? The essential prerequisite is a clear business project development. The reason why it is essential is that it helps to organize the contents of the project, to center the market target, to assess the advantages and disadvantages of comparing our project with the competitors, and to balance the expenditures and revenues.

2.1 European Projects

The participation to European tenders presupposes the developing of a project idea with a consistent content in line with the requirements defined in the Call for proposal and that follows the methodology required for the European projects. The developing phase of the project has to be faced with great attention to determinate clear projects' nature and goals, shared by all the partners. The area to take in consideration for this first step are: Needs analysis; Goals identification; Necessary activities definition; Staff definition; Necessary resources definition; Budget definition; Future prediction of the project.

To define the goals of the project exist several methodologies. One of the most used is the S.M.A.R.T. method, which means:

- *Specific*; the goal has to be something tangible and definite.
- *Measurable*; the goal has to be numerically expressed.
- *Achievable*; the goal has to be consistent and compatible with the context and the resources.
- *Realistic*; it has to be taken into consideration the resources, the sector, internal and external factors.

- *Time-related*; every project has planning among all the activities.

The importance of a Partnership

Most of the projects require the constitution of a partnership composed by organizations from at least two or more Countries. The more the partnership is wide, the more the Commission will evaluate in a good way the project. However, the exact minimum numero of partners is indicated in the Call of the proposal and it takes different value. In order to give a definition for “partnership”, it is useful to think about it as a collaboration based on a confluence of interests aimed to achieve a common purpose from which, each partner, will gain individual indirect advantages. A good partnership represents a crucial part of the project. Indeed, one of the fundamental requirement to get access to direct funding is the respect of the transnationality, intended as the participation of different Members from different countries. Through the calls for proposals, the European Commission co-finance the projects with an added value, capable of achieving the common European aim in the specific sector of this project.

The research of the partners can be made on the base of a *previously financed project* partnership or made *ex Novo*. There are several useful banks of data available on the European Commission web site. In each partnership, there is one partner who is designed as the coordinator of the project. Usually, the coordinator is the organization that already got experience in financed European project field. During the project writing, the leader partner acts as a liaison among the other partners and it deals with the application form. The coordinator, or project leader, who is the project responsible and proposer, has to divide and assign the tasks among the partners. Naturally, each partner is responsible for its individual activity and responsibilities. To carry out all these activities, the project leader needs the support of all the partners, steering committee or board included, which controls the activities carried out by the partners and assesses the strategic priorities. It is appropriate to provide a partnership agreement aims to establish some base rule useful for the correct operating of the partnership and guarantee security to all the partners by defining ex-ante and by mutual agreement, the procedural matters clarifying one more the individual responsibilities.

How to identify the ideal call

To achieve this goal, there are some fundamental phases to go through. The process starts with finding out all the information that has to be completed, exhaustive and updated about the EU program. The process continues by monitoring the Calls publications and analyzing the documentation needed for the preparation of the project. In the end it is useful to verify the subsistence of the requirement and the criteria for eligibility. The call always includes several parts such as the program description, the made available funds; the procedure and the deadlines; the financial contribution; the selection criteria; the tasks program and the proposal presentation modules and other information. The application must be made by the standard form to allow examiners to make a call homogenous assessment.

The 2014-2020 European program has established that the majority of the project proposals have to fill through the *e-form*. Several funding opportunities will pass through the participant portal that, besides to be the access point to a lot of information and documents, is an eplatform. That means it is a step-by-step online guide aims to help the participant to fill the application. To proceed with the online application it will be asked to the organizations to register to the ECAS, the *European Commission's user Authentication Service*, that allows getting a username and a password and to register to the *Participant portal*, in order to get the Participant Identification Code (PIC) to insert into the application. Thank this tool, the participants have to insert the document related to their organization just ones, so they will not need to re-update it in future. Register to the participant portal is mandatory for anyone who wants to apply for the European funding program.

The some official document you need to apply, such as the *Call for proposal*, published by The Official Journal of the European Union, *The multiannual program*, published by *The Official Journal of the European Union*, *The multiannual program guidelines*, *The form correctly filled* and *the Other documents*. To apply for a Call, sometimes it is possible to use one of the 23 EU official languages, but in specif case, it is mandatory to use one of the three working languages (English, french and german). The project has to be sent by post or online at the latest by the deadline, and it has to be completed and correctly filled.

It must been clarify that the European Commission allows only to the legal entities to apply for the program. With "legal entities" it meant any physical or juridical person who has legal personality and who can exercise rights and be subject to obligations.

Anyway, if the organization does not have legal personality, it can be authorized to apply for the program if it can demonstrate that it has representants that can make juridical commitments and that it can guarantee the protection of the financial European Union interests.

The juridical personality involves several rights and duties, such as the right to participate in a specific program, the duties to be subject to the verification of financial sustainability, the need that the annual financial statements are certificated, the need that all the partners accept the financial responsibility.

2.2 The Project cycle management

The project cycle management (PCM) was introduced by the European Commission in the early '90 to improve the quality of the development, the Management, as well as the project efficiency. The PCM was elaborated starting from a critical analysis of the efficiency of the project. During the '80, the evaluation reports evinced that a significant part of the project was poorly performed and inefficient. The main causes were: the inefficient planning and design; the incoherency with the beneficial real needs; the ignorance of the factor that negatively influenced sustainability.

Project management can be described as the inability to plan, organise, secure, monitor and manage the resources needed and the work involved to achieve specific goals and objectives. The project management approach used should always be adopted to meet the needs of the project. When using project management, a project manager should only use those elements that contribute to effective project management.

The project *documentation* is a key element of project management and goes on from the beginning of the project until its completion. There are several purposes of the project documentation. First of all, to help those involved to think of something since the documentation refines the thought through the process of having to put into words vague thoughts and plans. Secondly, it helps to make the planning clear and linear, to define the scope of project approval by ensuring the agreement between all project stakeholders and project team members so that everyone shares the same expectations. Plus, it provides communication with internal and external groups, provides a basis for monitoring and controlling the progress of a project and the information required by official audits. In the end, it supports the organizational momentum and serves as a

historical reference that can be used to increase the chances of success of future projects.

Note that the documentation of a project must, of course, adhere to the quality standards of the organization and the project with regard to format and style but above all must meet its purpose and be easily understandable and user friendly.

An useful organizational body aims to provide project management support services is the so called Project Support Office (PSO). The responsibilities of the Project Support Office may range from providing simple project management support functions to help link projects to strategic objectives. Not all organizations have a Project Support Office. This office can provide administrative support, assistance and training to project managers and other staff, collect, analyze and report information on the progress of the central project. Moreover it coordinate quality assurance configuration management activities, monitor adherence to methodology and quality assurance guidelines and adapt the project management methodology to new best practices and help the project team to implement it effectively in their projects.

The importance of the budget activity

Fundamentally, the organizations use appropriate tools to plan, manage and control the project, and the *budget* is one of them. It is a parameter useful to evaluate the achieved goals and to get an overview of the allocated resources for each activity and the expected and real costs. The budget is one of the most critics and difficult element during the application. The more precise the definition of the problems, the goals, and the tools have been, the easier and accurate the budget drafting is. The characteristic elements are: rigidity, transnationality, contribution track, separate accounting and regular reporting.

The success of a project depends on the coherency among the available funds and the action to realize. Normally the partnership leader has the burden of preparing the final budget of the project which includes the individual budget of each partner. The coordinator is the only handler for the financial institution, cashing and transferring each quota to each partner. A project can include both eligible expenditures and no eligible expenditures. The last one are the one that are not included in the budget.

2.2.1 The project management life cycle phases

Each project has a beginning and an end: their life cycle has identifiable beginning and end points, which can be associated with a time scale. The project life cycle includes all project activities from the starting point to the final completion of the project. The life cycle consists of 4 phases and each phase represents a period of time in the life of the project during which the activities are performed. They are: Initiation, Planning, Execution and Closure. Note that the interfaces between the phases are almost never clearly separated since activities related to a specific phase continue to be performed during the next phase (The execution phase). Therefore, phases are defined by convention: at a given moment, the phase of a project is declared as an output of an activity. The project cycle management is represented by the sequence of the phases needed for the developing and implementation of the projects.

The cycle starts with the identification of the project idea to develop in a working plan that can be evaluated and realized. The PCM provides a structure that guarantees that all the part involved in the process, will be informed and that all the information are easily accessible. At the outset, projects focus on the initiation and planning of activities, in the middle on the implementation, monitoring and control of activities and, finally, on the acceptance, transition and closure of activities. Inexperienced project teams may not see the importance of the work done in the early stages of the project. Thus, they begin to work on project deliverables that are not properly defined or planned and the result is the delivery of unusable, poor quality or low value outputs to end users. This is a common mistake and cost that project teams make and is often the main cause of overall project failure and failure to deliver the expected benefits.

The Initiation

The correct start of the project is fundamental for the planning and execution of the project. This phase includes defining the project's objectives and constraints and receiving formal organisational sponsorship for the project. During the start-up phase, the project start request, the Business Case and the Project Charter take place. Some project registers (e.g. "risk register") are also set up, while other registers (e.g. "change register") are generally set up during the planning phase. A review and approval is recommended before the project can formally move on to the next stage. After acceptance of the Business Case and Project Charter, the Project Manager assesses whether the project is proceeding directly to the Closing Phase for lessons learned and proper archiving.

The request to start the project is the starting point of a project and formalizes its initiation. By creating a project start request, the project initiator ensures that the current situation (i.e. problem, need or opportunity) and the desired project results are formally captured and can be used as a basis for further exploration and processing. This phase is divided into several steps. The initiator completes the request to start the project depending on the size of the project and the approval process, approval may be informal (i.e. the owner of the project accepts it) or formal (i.e. a competent body examines and approves it). After that, the project owner delegates the creation of the project start request to the project manager. Once the Project Starting Request has been approved, the project must be further defined with a preliminary description of the scope of the Business Case ⁶project and further elaborated in the Project Charter⁷. The project manager and the Project Core Team are assigned at a later stage by the Solution Provider. In the end, the Project Manager is generally assigned after approval of the Business Case, while the Project Core Team is typically assigned before the Preliminary Planning Meeting.

The life cycle of the Project Start Request ends with the creation of the Business Case and Project Charter. The Business Case and Project Charter remain valid until the end of their life cycle with the end of the project.

The Planning

During this phase, the project environment is verified and developed into a relational plan for implementation. In practical terms this means that the description of the project scope is further developed and the best strategies for completing the project are decided. Also, the programme for the different activities necessary to complete the defined project work is established and the necessary resources are identified and estimated. The project work plan can be reviewed at any time during the phase in order to achieve the best balance between the use of resources and the duration of the project and to respect the project objectives.

⁶ The Business Case is an evolving document whose purpose is to understand the reasoning behind the project, describe the alignment of this project to the strategic objectives of the organization, provide a justification for the investment in terms of time and effort and define the budget needs.

⁷ The Project Charter provides a basis for more detailed project planning. It presents the project in the form of scope statement, high level requirements, constraints and final project deliverables.

Once agreed and accepted, the project work plan is limited to all activities are checked against it.

The planning phase begins with an official meeting to start the planning, the purpose of which is, first of all to make sure that all stakeholders understand the purpose of the project. Secondly, it clarifies the expectations of all the main stakeholders involved in the project, identifies the project risks and aims to discuss the project's plans. In this initial phase, past experiences and, in particular, lessons learned from previous similar projects, will significantly help the project team. This preliminary planning meeting should be organised and managed efficiently as it is essential that the project's objectives are well understood.

Before the preliminary planning meeting, it is necessary to define the meeting, to elaborate on the meeting agenda indicating the points to be discussed. After that it is necessary to send the Meeting Agenda in advance, guarantee the presence of the required participants and deal with any logistic needs and prepare the documentation or the necessary dispensations for the meeting.

After the preliminary planning meeting it is necessary to forward the minutes of the meeting to the stakeholders and include them as follows in the minutes of the meeting:

- A summary of the project issues raised during the meeting; the projects should also be recorded in the problem register
- A summary of the project risks solved during the meeting; the risks should also be recorded in the risk register.
- A summary of the decisions taken during the reporting period; the decisions should also be recorded in the decision register.
- Proposed changes to the project; changes should also be recorded in the register of changes.

The Execution

During the execution phase, the project manager performs work as defined in the project plans. The aim is to produce the outputs of the project according to the expectations of the project applicant. By the end of the Execution Phase, all project results must have been produced and accepted by the requesting side. The execution phase starts with a Kick-off Meeting that aims to bring together all those involved in

the project about the activities and expectations for this phase. The project manager ensures that the project owner provisionally accepts the project outputs before finalizing the transition and making the outputs available to end users. Once all the above conditions have been met, the project is ready to move on to the closure phase.

The execution phase begins with the preliminary execution meeting, the *Kick-off Meeting*. During this meeting, the Project Manual and the project work plan are presented with the appropriate level of detail, the communications management plan is presented, the conflict resolution process is agreed and the escalation procedure is presented. After the preliminary execution meeting it is necessary to send the minutes of the meeting, containing a summary of the project issues raised during the meeting, a summary of the decisions taken during the meeting and a summary of the project risks raised during the meeting.

To facilitate project progress by continuously providing information to the Project Core Team and supporting the completion of the assigned work, the organization should refer to the figure of the project coordination. Project coordination includes the allocation of project resources to activities, the execution of regular quality checks on interim results, continuous communication with all members of the project team, as well as the continued motivation of all project participants through leadership, negotiation, conflict resolution and the application of appropriate people management techniques.

The purpose of all project reports is to document and summarise the status of the various dimensions of the project's progress in order to inform the project stakeholders. Generally, project reports provide information on scope, planning, costs and quality, but often also include relevant information on risks, problems, project changes and contract management difficulties. This information should be provided to the various stakeholders in the most thorough representation possible. Reports may also contain agreed project indicators and metrics to assess progress. Reports are presented and formally discussed at the various project meetings and disseminated through information dissemination activities⁸.

⁸ Dissemination of information; The purpose of the information distribution is to regularly inform the project stakeholders about the relevant project information, as foreseen by the project management

The Execution step includes the monitoring and control activities which transcend all phases of the project. They include all activities carried out to monitor project performance and identify and correct any deviations from project plans in order to meet project objectives. This includes planning and implementing corrective or preventive actions to address existing or potential problems.

Monitoring and control activities go beyond all the phases of the project. They include all the activities carried out to monitor the performance of the project and identify and correct any deviations from the project plans in order to meet the project objectives. This includes planning and implementing corrective or preventive actions to address existing or potential problems. The main monitoring and control activities are grouped as follows:

- **Monitoring:** monitoring of the ongoing activities of the project and measurement of the project dimensions, as well as comparison with the project plan and the project performance baseline.
- **Control:** Identify, plan and implement actions to address problems and risks. Apply integrated change control so that only approved changes are implemented and finally monitor and control activities.

The goal of project performance *monitoring* is to understand if the project is progressing as it should. The Project Manager keeps track of the dimensions of the project, monitors the risks, project changes and overall project performance and should be able to report the project evolution forecasts to the project stakeholders. This information is therefore made available to interested parties, as defined in the communications management plan. On the other hand, the purpose of the *control* is to ensure that the project activities are carried out as planned and that the project timings are achieved. The project manager regularly checks the planning and keeps track of the difference between activities, planned, actual and expected deadlines. Changes to activities that impact on the overall project schedule are compiled and incorporated into the project work plan. If the program is at risk or considerable delays are expected, the direct committee of the project must be informed and the corrective actions must be elaborated, agreed and implemented.

plan, about the relevant project information, as foreseen by the communication management plan and by the needs of the project stakeholders.

The Conclusion

The conclusion phase begins with the final project review meeting and ends with the final approval by the project owner, which represents the administrative closure of the project. During the conclusion step, the project activities are 100% complete. The final status of the project is documented and the final results are officially transferred to the custody and control of the project owner. During this phase, the Project Manager and the team the project complete all the activities to arrive at the realization of all the outputs to formally close the project. Moreover, they meet to discuss project performance, problems and challenges faced during the project and to identify best practices and projects are purchased in the final report of the project and this, together with the final documentation of the project, is added to a circle of project for future reference.

The conclusion phase begins with an official review meeting of the final project. This meeting marks the meeting of the official closure of the project. The final results are transferred to the assistance, custody and control of the project owner and client organization. At the end of project review meeting, *the project ending report* is created. This document contains best practices and solutions to particular problems. They should be used as a knowledge base for future projects. The purpose of the formal lessons learned and post-project recommendations is to make it possible for the project teams and the permnative organization to benefit from the experience gained during the project. It is also important to acquire ideas and recommendations for post-project work related to the functioning of the product or service provided, as ideas for follow-up projects. It should be noted that opportunities for improvement and post-project recommendations should be acquired in some way throughout the entire project, because ideas could be lost when the project reaches the Conclusion phase. There are many advantages in the formation of lessons learned and post-project recommendations. Project team members share their perspectives and provide feedbeacks and useful information that the applicant or customer can use to manage post-project activities more effectively. After the project review meeting, the overall project experience is summarized in a report. Best practices, lessons learned and solutions to particular problems are documented in this report and should be used as a knowledge base for future projects, as already mentioned.

Administrative closure

The project manager ensures that all project results are accepted by stakeholders and that all project documentation and records are securely updated, reviewed, organized and archived with the help of the project support office. The project team is officially dissolved and all resources are released. The project is officially closed once all the activities of the closing phase are completed and once the project owner approves the project. The formal closure of the project ends the "project mode" and allows to start the "operating mode".

2.3 Conclusion

In order to apply a good project and arise the possibility to get it funded by Europe Commission, the project idea should be developed following a standardized process aiming to simplify the drafting. The project must contain consistent content in line with the requirements defined in the Call for proposal and should follow the methodology required for the European projects. The aim of this chapter has been to provide that methodology, consisting of Project management.

The project cycle management is composed of 4 phases the Initiation, the execution, the monitoring, and the conclusion and, each phase is essential for the success of the project.

The purpose of this chapter was to provide all the knowledge needed to drive this elaborate into the study case. Indeed, the following chapter analyses the project management of IHAVET project I join during my curricular internship. It is been very interesting to have taken part in the real application of all the theoretical keys, this chapter provides, to the real case proposed. During my internship, Gabriele Sospiro⁹ marked a lot of time how much important is the right project management for developing a great project. IHAVET project management follows all the process just proposed, and it got financed by the European Union with no problems.

⁹ Gabriele was my tutor during the internship. He is the director of Ecepaa, the NOG I worked for.

SECOND PART

The case study: Ihavet project.

During the last master year, thanks to the Erasmus+ Program, I had the opportunity to do the curricular internship at ECEPAA.

The European Centre for Economic and Policy Analysis and Affairs (ECEPAA) is a Belgian non-profit organization specialized in the fields of research, education, youth, migration, entrepreneurship, culture, and social inclusion. Previously, ECEPAA has implemented projects within the former Life-long Learning Programme (LLP) and is currently involved in the Erasmus + program. Within these programs, ECEPAA has developed and is on the way to developing partnerships with national and international institutions including universities, Chambers of Commerce, research centers, youth organizations, local public bodies and cultural centers. Recently, ECEPAA has focused on its research function as a think-tank by producing policy briefs and articles. To that end, ECEPAA concluded research and published a paper on the current migration agenda and its implications for the different EU Member States. The organization is currently developing social research in the field of Migration and the impact of EU policies.

My first task was to develop the organization's new website. After that, I was in charge of the blog management and communication. I had the pleasure and the good fortune to participate in the first transnational meeting of the IHAVET project, developed by ECEPAA, in Ruse, Bulgaria. Once the internship was over, I was offered to stay within the project and I accepted with great pleasure. Within this project, my figure is social media management. Currently, I work remotely and participate in meetings around Europe.

My Internship tutor was Gabriele Sospiro, ECEPAA's co-founder and current director. Sospiro obtained a PhD in Social Science from the University of Urbino, Italy, after having spent nearly a year at University of Pennsylvania, US. He is a senior specialist in policy areas such as African institutions, migration, employment, education, labour markets, and youth with migrant backgrounds. Moreover, he has managed European projects since 2000 and he has researched migration issue extensively.

Chapter 3

IHAVET project

SUMMARY: 3.1 Erasmus + program - 3.2 Ihavet: the project management - 3.3 The Research - 3.3.1 Bulgarian Partner data collection - 3.3.2 Greek Partner data collection - 3.3.3 French partner data collection - 3.3.4 Conclusion - 3.4 Evaluation of the objectives and results of the project - 3.5 IPA

3.1 Erasmus + program

Erasmus + is the European Union's program dedicated to the fields of education, training, youth and sport for the 2014-2020 period. These sectors are extremely important in the socio-economic context of today's EU economy and promote their change is a strategy in which the European Union believes and finances.

The Erasmus+ Programme has an overall indicative financial envelope of 14.774 billion EUR of the EU Budget for the seven years (2014-2020). If we consider the graphic in the Appendix (n.2), we can easily observe that the total amount invested in Erasmus+ is not among the programs mostly financed, indeed, the DCI (Developing Cooperation Instrument) gets 19.6 billions of euros, the Horizon 2020 gets 80 billion and the Cohesion funds get 63.4 billion. Despite this fact, the Erasmus+ Programme is very important and it contributes to achieving *several goals*, such as the ones pursued by the Europe 2020 Strategy, the set goals regarding the European cooperation in education and training (ET 2020), the sustainable development of Partner Countries in the field of higher education, the European cooperation objectives pursued in the youth field. Moreover, Erasmus+ helps to develop the European dimension in sport, a goal in line with the EU work plan for sport.

The *main objective* of this program is to ensure that the competences and qualifications of participants are positively assessed and recognized in the world of work, both at home and abroad. Whether these competences have been acquired through formal education and training or through other learning experiences (e.g. work experience; volunteering; online learning). The tools made available by this program also have another important objective; ensuring that education, training and youth

policies contribute to the objectives of the Europe 2020 strategy in the area of smart, sustainable and inclusive growth, and its headline targets for education and employment through better integration and mobility in the labor market. This is a key point for the IHAVET project I am working at. Indeed, education, training, and youth policies are the pillars the project is built on.

The International dimension of Erasmus+

Erasmus+ attaches great importance to the international dimension, understood as cooperation with partner countries.

For this program, the international dimension, meant as the cooperation with partner countries, is one of the most important aspect. Especially, when we refer to the higher education and youth, for which it supports the several main actions. Erasmus+ promotes various activities, including: Mobility of young people and youth workers (*under key action 1*), promoting youth exchanges and mobility of youth workers in cooperation with partner countries bordering the EU; Capacity building projects in the youth field (*under key action 2*) aiming at increasing cooperation and mobility, which have a positive impact on the quality development of youth work, youth policies and systems, as well as on the recognition of non-formal education in partner countries. IHAVET project found its dimension in the key action 2, aiming to the cooperation and partnerships in the higher education field.

Thanks to this action, I had the great opportunity to spent 5 months in Copenhagen where I attended the University and I did an amazing internship. This opportunity allowed me to improve my personal and academic skills. It is been the first time in my life I've ever could fully immerge myself into such a open and multi-ethnic environment. I am very grateful to Erasmus+, it opened my mind and exponentially increased my skills.

Moreover, Erasmus+ promote the involvement of young people and youth organizations from partner countries neighboring the EU in youth dialogue projects (*under key action 3*) through their participation in international meetings, conferences, and events aimed at increasing dialogue between young people and policymakers. Besides, Jean Monnet activity aims to stimulate teaching, research, and reflection in the field of EU studies.

The details focusing on each goal and activities of these Key action deserve to be pointed out, especially the *key action 2*. Indeed, among all the actions provided by the Erasmus+ program, the KA2 needs a deeper analysis since the case study of this thesis is funded by it. This Key Action supports transnational strategic partnerships aimed at promoting initiatives in one or more areas of education, training and youth and at promoting innovation, exchange of experience and know-how between different types of bodies involved. Key action 2 also supports the knowledge alliances between higher education institutions and enterprises which aim to stimulate innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and training.

Not less important is the capacity building projects in support of cooperation with partner countries in the fields of higher education and youth. Capacity-building projects are intended to help organisations/institutions and systems in their modernisation and internationalisation process. Some types of capacity development projects support mobility activities to the extent that they contribute to the project's objectives. Regarding to that, as already said, this an the important point for IHAVET project (the study case). The project aims to promote the social inclusion of disadvantaged people; IHAVET focuses particularly on education that could be considered as the first step towards the general social inclusion.

This key action puts also great importance to the IT support platforms, such as eTwinning, the School Education Gateway, the European Platform for Adult Learning (EPALE) and the European Youth Portal, which offer virtual cooperation tools, databases of opportunities, communities of practice and other online services for teachers, trainers and professionals in the field of school and adult education, as well as for young people, volunteers and youth workers in Europe and beyond.

3.2 IHAVET: The project management

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.

One of the biggest problems in the EU societies, today, concerns the lack of social inclusion especially when we refer to the disadvantaged people. Why has Ecepaa chosen to focus on this matter? The reason is all about the dramatic consequences that people exclusion causes. More specifically, IHAVET focuses its effort into the group of “youth with a migrant background” writing the project proposal by thinking to them.

Once marked the target of the project, it was necessary to understand in which way those groups of people can be helped with the purpose of arising their social inclusion. By analyzing this issue, it was clear that the education step is the one how has a higher impact on young people and their inclusion.

The analysis was continued by collecting data about this problem. What this data pointed out was a critical situation regarding the migrant education; the early school leaving (ELS) rate was much higher for those kids coming from non European Union countries if compared with the kids born in Europe. The overall percentages were about double. Those data were provided by the Sirius Network and the Migration Policy Institute, during research made 4 years ago.

In light of the general overview of the Erasmus+ Program provided by the first paragraph of this chapter, it is now clear the whole coherence between the aim of the project and the purpose of the Key Action of the Erasmus program. Indeed, as we already pointed out, the General purpose of IHAVET is to reduce the ELS rate for those young kids with a migrant background.

Also, the project has a Specific purpose, consisting of the development of a tool that students with migrant background, parents and teachers/trainers/youth workers dealing with youth with the migrant background can use to get positive results referring to the social inclusion issue.

What about the target group and its needs?

One of today problem is that an information, most of the time, it is just a partial part of the whole information.

The lack of time, the lack of interest and the high specialization are just few reason why today vocational teachers, professional trainers and youth workers work in a “watertight classifications” mode on. That is why IHAVET put great attention on the problem of the lacking of an integrated and holistic approach tool that supports students with migrant background, parents and teachers/trainers/youth (Specific Problem).

More in details, the Specific Problem identified by ECEPAA is represented by three specific groups.

The *Problem Cause 1* is the students with migrant background who are victims of exclusion during their education. Those kids feel themselves more as an object rather than a subject. The *Problem Cause 2* consists on the busy migrant parents, with special attention put on the ones who come from disadvantaged contexts and countries. These parents recognize education as an additional problem in their busy life, delegating the most part of the responsibilities and work to teachers and trainers/youth workers. They do not realize how much important and positive their involvement into their kids educational life is for a good performance education result. The last *Problem Cause 3* is the one related to the organizations; Very often, teachers and trainers/youth workers do not offer a didactic approach that involves all types of students, including those from a migrant background.

The problem that IHAVET wants to address inevitably leads to the identification of the target groups just described, not leaving many other alternatives because of the specificity of the problem. Parents, vocational school teachers, youth workers and trainers are a "natural" objective, as are young people with an immigrant organisation. However, there are also "indirect" targets such as policy makers dealing with the fight against social exclusion who certainly benefit from the project.

Transnational dimension

How can a greater European funding aim concretely help the problems proposed by the project? It is obvious that each country participating in the project has, during decades of activity and political choices, characterized in a certain way its social structure causing its present political, social, economic characteristics...

Being able to implement IHAVET at European level allows to have in the same partnership different points of view and different tools available. This diversity increases the value of the project and helps its development. Referring to the discourse on information, which is almost always partial, the transnational dimension allows us to get closer to increasingly complete information.

Regarding to this last point, IHAVET partnership enjoys from a great mix of culture:

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

Expected results

IHAVET has set up both results to be achieved during the life of the project and results to be achieved once the project is completed. In general, it is possible to identify the results according to three categories.

The *first result* that IHAVET wants to achieve is undoubtedly to make students with a migrant background feel more involved during the educational phase of their life, so that they feel they can have a real influence on their education. The *second result* is to involve and make more proactive the parents of these children who, because of their hectic lives and lack of knowledge of how their children's education is structured, entrust others with their responsibilities in this regard. Specifically, the project is concerned with parents from countries with serious difficulties, their inclusion will benefit their children's school performance. The *third result* is the one related to the organizations, wanting to offer them tools able to provide a mixed didactic approach, as it is necessary considering the diversity of the children's backgrounds.

It is now so clear and easy to see the complete representation of IHAVET in the Key Action 2 provides by Erasmus + program.

The single achievement of these three objectives will allow the achievement of the specific goal: to elaborate a tool that is a holistic approach integrated to a validated European tool. As mentioned several times, this tool will help students with a migrant background to fit into the school environment, parents who are not very present and teachers, trainers, youth workers (organizations). It is only through greater interconnections between formal and non-formal education, vocational training and other forms of learning that the tool will allow in the long term to decrease the number of young people with a migrant background leaving school at a young age.

Is IHAVET an innovative project?

The answer is yes. IHAVET is innovative because its main objective is to develop and provide target groups with a holistic approach tool that integrates methodologies, working methods from different environments and thus will achieve synergies between different fields of education, training and youth. This tool, as already mentioned, will overcome the problem of the lack of educational approaches not very flexible and ready to deal with different students with different backgrounds. IHAVET consists of 3 schools, 2 training organisations, 1 intercultural and youth organisation, a research/advocacy organisation and an association founded by a group of young people from a migrant background. This mix of different organisations is fundamental for the development of an innovative toolkit, which can only be reached thanks to the diversity of the various partners.

Tasks and distribution of responsibilities between partners

As we learned in chapter 2, the coordinator has full responsibility to ensure that the project is implemented in accordance with the agreement.

Specifically, as emphasized in the theory of project management, the coordinator represents and acts on behalf of the whole partnership; for IHAVET, the coordinator is ECEPAAA. ECEPAAA also has financial and legal responsibility, that is to say concerning the implementation of the project and its phases, as well as the administrative and financial responsibility of the entire project.

ECEPAAA, to fully fulfill the responsibilities described, draws up an internal partnership agreement (IPA), presented in full in the last paragraph of this chapter. Finally, ECEPAAA coordinates the Consortium in collaboration with all the project partners; each partner has the responsibility to carry out all the activities attributed to it.

The Leonardo da Vinci First Private School was charged with organizing the first transnational meeting in Ruse (Bulgaria) in May 2019 to which I participated as a representative of the ECEPAAA. Eurocircle will organize the second transnational meeting in Marseille (France) in November 2019. During this next meeting, one of the main objectives is to achieve a good result in communication. As Social Media Manager of the project, I am overseeing the work of the partners regarding communication. Each partner will present his results through a presentation.

The second higher vocational school of Katerini (Greece) has as its main activity to provide short-term training in April 2020. The last meeting will be organized by the

Portuguese partner in the city of Silves in September 2020. MIR will help coordinate training short-term in April 2020. The CIEP will coordinate the multiplier event in Brussels in November 2020, while the CONNGI has the main task of supervising the dissemination activity.

The implementation

As can be seen in the roadmap of the attached document (n.2), the project management and implementation part of the project is divided into two groups, Project Management and Research.

The project management is composed by 11 activities.

1) Kick-off on-line meeting

Ecepaa, once the positive assessment by the competent European authorities was obtained, was responsible for providing the partners with a first date range. The meeting that took place last May in Ruse represented an opportunity to present again each participating organization and the objectives and nature of the project. Any changes to the budget, research, etc. have also been specified. After each meeting, both on-site and online, a follow-up document is created. We have seen the importance that these relationships have in the whole phase of the project cycle in the second chapter.

2) IPA preparation

The internal partnership agreement (IPA) is a fundamental document for the success of a project. It describes in detail the duties and rights of each partner. Paragraph 3.5 shows the official IPA between ECEPAA and CoNNGI. The IPA includes payments and installments, etc.

3) IPA signing

After the IPA drafting and the comments by all, the IPA has been signed. The paragraph 3.5 presents the official IPA that ECEPAA signed together with CoNNGI, the Italian partner.

4) Partners interim report to applicant

In order to measure and verify the project implementation activities, the applicant has the duty to get the interim report filled by the partners. In total, the project provides 4 interim reports which will be written.

5) Monitoring/review

Once the interim report has been drawn up, the next activity is monitoring. This activity is very important because it allows to verify how each activity has been carried out. It was decided to plan four phases.

6) Instalment payment to partner

Dopo che la relazione intermedia è stata scritta e le attività monitorate, il richiedente, come si può vedere anche nell'IPA (paragrafo 4.5), procederà all'attività di erogazione dei pagamenti. IHAVET ha previsto di procedere a 4 pagamenti mentre il 5° e l'ultimo avverrà dopo che il richiedente ha ricevuto l'ultimo pagamento.

7) On-line meeting

It has been decided to have a virtual call each month.

8) Mid-report to AEF

Another important step in the management of the project is to send the interim report to the European Authority. This activity was planned by ECEPAA to be presented at the end of the first year of the project.

9) Evaluation

On completion of all planned activities, an overall evaluation of the project is carried out. As this evaluation is an end-of-activity evaluation, it was decided to carry out this activity at the end of the project in November 2020.

10) Final report to EU Authority preparation

Also in this case, the drafting of a final report addressed to the competent European authority has been planned. This final report requires the collection of all necessary documents from each partner in order to prepare it.

11) Dissemination

The last activity foreseen by the project management is the dissemination activity. This document is available in the attached documents (n.1). In Chapter 2, the importance of dissemination has been deeply highlighted. More details are provided in the section devoted entirely to this activity. The second group of activities already mentioned at the beginning is the research activity.

The *research group* is composed by 10 activities.

1) Questionnaire preparation

Obviously the most important activity is to design questionnaires to be sent to the target groups described above. This activity is already done and the first partial data are presented in the next paragraph.

2) *Questionnaire translation*

Since the partners come from different countries with different languages it is obvious that an important step is translate all the questionnaires.

3) *Questionnaire test*

The next step after the translation of the questionnaire is to administer it to the target groups of each country. The data are processed in these months, for this reason we have only the results of the Bulgarian and Greek questionnaires.

4) *Launch of the online questionnaire*

After testing the questionnaire, it was placed in an online form. The aim is to collect 10 questionnaires for each target group for each country, so as to have a total of 210 questionnaires. During my internship at ECEPAA, I was the one who took care of the online preparation of the questionnaires.

5) *Data collection*

The activity concerning the questionnaires has been planned to last 4 months, taking into account the summer holidays which inevitably cause delays. As mentioned above, this is the reason why in this paper it provides only partial results. *Data analysis*

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

6) *Joint focus group (JFG) interview preparation*

It is considered a good idea to include a focus group in order to have a better definition of the project's topics. This focus group will take place during January 2020 and will include 2 participants for each target group.

7) *Run the JFG*

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

8) *21 pages draft report*

After those last steps, it will be start the draft report that it will be done till February 2020.

9) *Report finalizing*

February 2020 is also the deadline for the report finalization.

Methodology applied in IHAVET

One of the most interesting and innovative features of IHAVET is precisely the use of different working methods chosen on the basis of the activity that will be carried out. The reason why, during the elaboration of this thesis, particular attention was paid to the theoretical structure of the project cycle management is that it was applied during the writing of the project. The project management, as we have learned, has made it possible to facilitate the success of the project.

In order to better define the general objective and the specific objective, IHAVET applied the matrix of the logical framework that allowed to evaluate the phases through specific indicators.

As far as the research part is concerned, the project will use a qualitative-quantitative methodology. Specifically, the questionnaire will have a structure of closed questions for the 3 target groups (quantitative) and an open interview structure during the focus group (qualitative).

Finally, the short-term joint training of staff will use a non-formal and informal methodology.

Number of transnational project meetings, goals and participants

As can be seen from the timetable in the attached document (n.2), three transnational meetings were organised. Each partner will be formally invited to participate in each of the meetings and, since the members are always the same at each meeting, it will be possible to maintain a certain continuity of the project. This is a very important aspect for the success of the project.

The first of the three meetings was held in Ruse (BG) in May 2019. The second will take place in November 2019 in Marseille (France), while 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. The ultimate purpose of this meeting is to monitor the proper conduct of the activities and discuss with each other any issues or changes to be made. During this meeting we will also agree on future activities and how best to prepare them. During the first meeting the aim was to monitor the launch of the research. In the second successive meeting, the objective is to conclude the research part and to plan in detail the short-term joint training event of the staff in Katerini (GR). The third and final meeting will aim to analyse and organise all activities related to the toolkit as well as to discuss and organise

the multiplier event. Finally, a common and transversal activity is foreseen with respect to all other activities, i.e. the monitoring of dissemination activities.

Budget control

As previously specified, in order to obtain the payment, the interim project report must be completed and sent. This report, in addition to assessing the correctness of the various activities, has the fundamental objective of assessing that the budget expenditure is correct and true.

Time management

ECEPAA is the leading partner, which means that ECEPAA will coordinate the project and check that each partner correctly carries out all the activities assigned to it. The project management foresees that every month an online update meeting will take place with the aim of monitoring the development of the activities in progress and planning new ones. As already mentioned, before each meeting, each partner must present the objectives achieved and the activities carried out.

Monitoring and evaluation of project's activities

As it can be seen in the the Attached document timetable (n.2) , ECEPAA has planned different monitoring activities that will be implemented during all the project activities. As previously said, the activity regarding the 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 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. Four moments have been planned.

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 and volunteers with experience in the field of integration of immigrants.

The toolkit composition.

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

The toolkit, as said, is the outcome result of the project that represent an innovative and tangible tool that each target group can use. The composition of this tool as follow:

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

Work division

ECEPAA is responsible for the management and cooperation of the different activities carried out by the different partners. In the IPA will be described in a specific way and dictated any responsibility and obligation. What characterises this partnership is the diversity of each member, which exponentially enriches the project. It should be noted that goni partners are responsible for the correct translation of questionnaires.

The transnational meetings

The meeting will be organised in each of the partner countries and the main objective of this meeting is the individual presentation of the activities carried out and the results achieved. We have identified three distinct results:

The first result is that the students feel more involved in the educational process allowing them to influence the decision on their education; The second result concerns migrant parents who, being very busy between work and child management, are not properly involved in their education. The objective is therefore to change their attitude and make them proactive, generating positive and improving results in the performance of their children; The aim is to provide teachers (in schools) and trainers/youth workers

(in training centres and youth centres) with a more mixed approach to teaching/training students with a migrant background.

This is especially important because the developed toolkit will be presented to the target group (students with a migration background, parents and teachers/educators/youth workers/youth workers and politicians). However, it is not only the three target groups that are interested in this tool, but also other actors such as NGOs involved in the issue of migrants and education. The organisation and conduct of each meeting is the responsibility of the hosting partner.

Short-term training event: Training added value to the achievement of the project objectives

Before describing the reasons why IHAVET decided to organize a short-term training event, it may be useful to quickly remember what the objectives of the project are. IHAVET aims to contribute to reducing the school drop-out rate of young people with a high school drop-out rate among migrants and, as said elsewhere, ECEPAA is perfectly aware that this is a general objective of the project and is out of reach with the implementation of this unique project. But there is the place where IHAVET wants to have a long-term impact.

Coming to the specific objective of this project proposal, IHAVET proposes to have developed an integrated and validated holistic European toolkit that supports students with a migrant background, parents and teachers/trainers/youth workers, according to the roles and responsibilities that each of these target groups may have towards the problem of the high school drop-out rate of young people with a migrant background.

The reason why it was decided to include a short-term training in the project is that it will help us to test the toolkit by training the participants; the participants can be either those who have already been involved in the different phases of the project, or some new participants. What matters is to test the toolkit.

In addition, this activity will allow us to obtain the 3 results of the project since, as far as the first result is concerned (having students with a migrant background more involved in the educational process by making them have the power to influence the decision on their education) we have real reasons to believe that the students will

participate in the training, since the objective of this activity is to propose a tool based on their opinions and on what they think is the purpose of developing a tool that will take into account their opinions, they will feel involved in the process.

The same can be said for the second result (making migrant parents employed, especially those from disadvantaged contexts and countries, with a more proactive attitude in order to help their children's educational performance) since, also in this case, it will force parents to be more proactive by participating in the training.

Finally, the third outcome of the project (providing teachers (in schools) and trainers/youth workers (in training centres and youth centres) with a more mixed didactic/training approach for students with a migrant background) is the focus of the training.

Dissemination

In the dissemination plan attached document (n. 1), there is a first disclosure document which is basic but allows to have a general picture on the activities related to the dissemination. Probably, during the course of the project, this document will be implemented on the basis of the new activities or new directions of the project itself. As you can see, the different activities will be spread starting, obviously, communicating the approval of the project. Theoretically, every single relevant passage 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

As mentioned, the toolkit will be disseminated through the consortium network composed by mailing lists, participating organizations, web pages and Facebook pages and the web page of the project that has been purchased, etc. In addition, organizations will also promote the toolkit to prepare new proposals with particular attention to those that require the dissemination of a best practice. Finally, the sustainability of the project is long-term through national and local funds.

For the success of this activity a usual and united partnership is necessary. As mentioned, the partnership is consolidated, with partners with whom ECEPAA has collaborated several times during its activity. The new partners represent a strategic choice, allowing to add an added value to the old partnerships.

This was very useful during the drafting phase of the proposal, during which each partner, having a different cultural and social background, gave a different view on the various aspects analyzed. This is a strategic element for IHAVET; Good collaboration is a strategic key to the success of the project proposal.

About the dissemination activities responsible, as it can be seen in the tasks and responsibilities distribution among the partners' section, CONNGI supposed to be in charge of the dissemination activity. However, ECEPAA decided to change the responsible that now, it is me. Gabriele Sospiro, the ECEPAA director, during my internship has positively assessed my communication skills and assigned to me this task. We have already developed a dissemination plan that is attached to this thesis (n.1). As for the resources, most of them will be coming from the project management resources. It has also been allocated some extra resources for the project website, indeed, the in March 2018 it has been bought the “ihavet.eu” domain that, during my internship, I proceed to develop it.

3.3 Research

This paragraph provides the data collected during the first months of IHAVET activities. Unfortunately, these data are partial but they already give us interesting results that allow how to understand the social-cultural-economical reality of the beneficiaries of the project.

About the methodology applied, it has been decided to use a combination of methodology: as already said, for the research part it has been used a quali-quantitative methodology. For the questionnaire it has been used the quantitative methods, indeed the questionnaires proposed to students, parents and teachers and trainer/youth workers will be mainly with closed questions. On the contrary, for the focus group, there will be used qualitative methods, leaving participants free to talk.

As said, the survey is carrying out, but it is near to the end. Until now our partners have collected the following numbers of questionnaires:

- in Belgium, 34 students, 15 parents, 25 teachers
- in Bulgaria, 7 students, 8 parents, 10 teachers
- in Greece, 21 students, 16 parents, 20 teachers
- in France, 10 students, 10 parents, 10 teachers
- in Portugal, 11 students, 8 parents, 10 teachers

However, the available data are the ones provided by the Greek, Bulgarian and the French partners. The others partners are still drafting their reports so we do not have the final analysis. Once all the activities have been run, is has planned also to have a final evaluation of the project. Consequently, it has been decided to do this task the month before the project end (November 2020).

3.3.1 Bulgarian partner data collection

Questionnaire Results for Teachers

According to the results from the conducted research, Bulgarian partner has been able to make the following conclusions for the teachers work at First Private School “Leonardo da Vinci”, in Ruse.

They collected answers from 10 teachers, who teach in classes with children with migrant background. From the sample, it was found that 80% (8 teachers) are female and 20% (2 teachers) are male. Other characteristics are that the 100% of the teachers born in Bulgaria and that the majority of the teachers are under 40 years old. About 40% of the teachers are between 40-60 years old.

Besides, it turns out that the tendency is that classes have between 1 and 5 migrant children. It should be noted, that only in one grade there is no migrant children, and only in one grade they are a majority. 100% of the teachers answered that migrant children are integrated into the class.

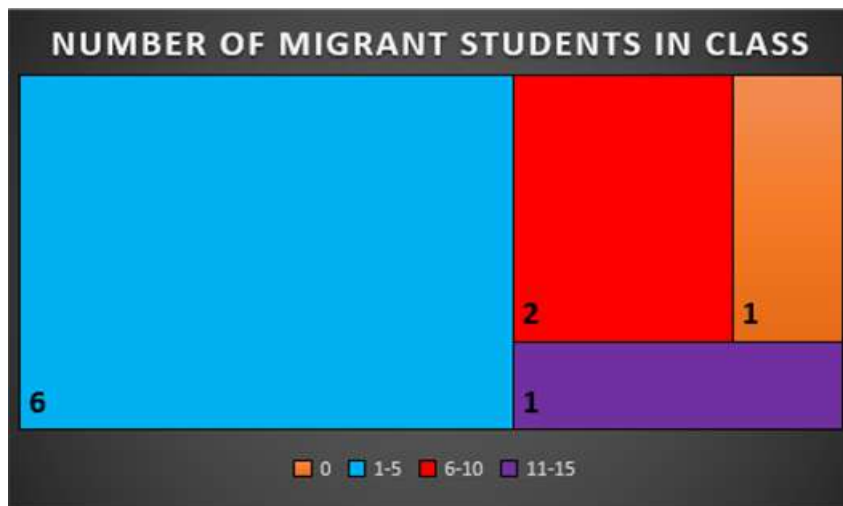


Figura 2 Ihavet questionnaire

Another very important point is that 90% of the teachers answered that their relationship with parents of migrant students is mutually complementary and fulfilling.

On the issue, *who should take care of the integration of these children?*, the teachers generally point out the school, the local authorities, the university, the church, the NGO, and other. The number of the institutions, interested on the occurring problem, has become clear, after the conducted survey.

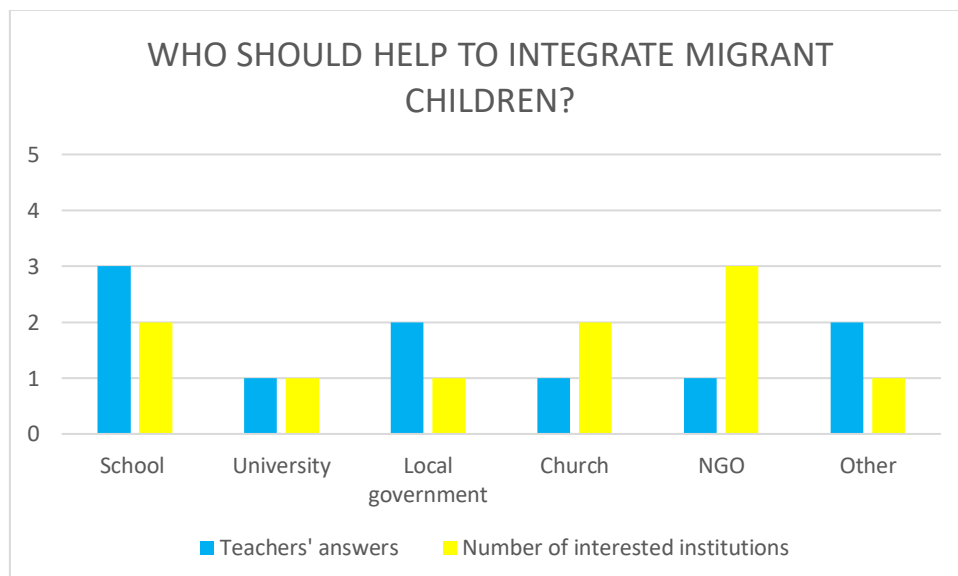


Figura 3 ihavet questionnaire

Questionnaire Results for Students

According to the results from the conducted research it has been able to make the following conclusions for the students that study at First Private School “Leonardo da Vinci”-Ruse.

They collected answers from 7 students. More specifically 3 students who are female and 4 students who are male. The students have different birth places – France, Turkey, Austria, Dubai, Macedonia and Romania. Among them, 5 students answered that they are citizens of the country in which they live. About 20% of the students don't stay with both of their parents.

About the question: *“How many school years have you attended so far in the country you live?”* four students answered from 1 to 3 years, two students answered from 4 to 6 years and one answered from 7 to 9 years.

About 100% of the students answered that they chose their school together with their parents. About 85% of the students intend to go to a University. According to the students, their parents have diverse and interesting professions: freight forwarder, office assistant, technical support and manager.

60% from the students come to the school by car, 20% by bicycle and 20% by a scooter, 80% of students use smartphones in the learning process, 71% noted that teachers help them overcome language and learning difficulties, 57% of the students believe that they have a normal relationship with their teachers. According to the sample, there is no violence in any form whatsoever. Around 71% of the students consider that the education system provides sufficient skills for the labor market.

Questionnaire results for Parents

According to the results from the conducted research the Bulgarian partner is able to make the following conclusions for the parents of students at First Private School “Leonardo da Vinci”-Ruse.

They collected data from 8 parents, 37% of whom are male, 63% of them are female. Concerning the country of birth, they have seen that 2 of the parents are from Turkey (25%) and the other are from Austria, France, Poland, Lebanon, Egypt, Sweden.

Most of the parents are between 41-50 years old (37%) and only two are over 50 years old. Concerning the job of the parents, they observed that they have diverse and highly educated professions.

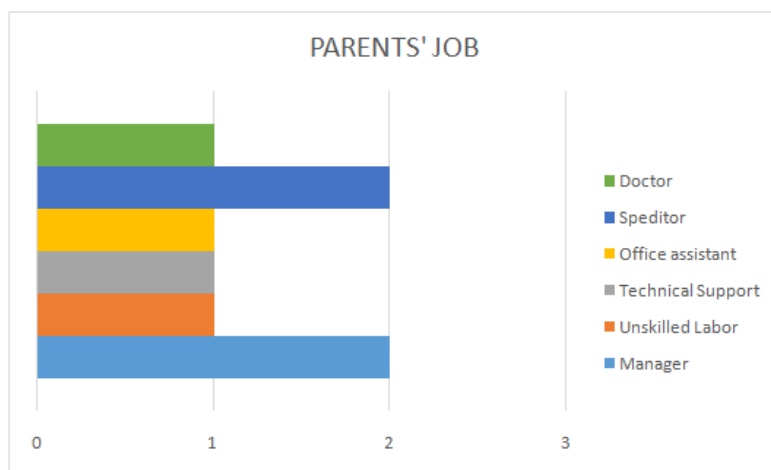


Figura 4 ihavet questionnaire

The most important conclusions are that the 100% of the parents have a job on full time and that about 25% of the parents have some problems with the language. Moreover, All parents know their child's teachers and 100% answered that they want their kid to go to University. About 25% of them answered that they want to change something to the education. Finally, there is an active parent-teacher relationship that relates to the education of children, their difficulties and their social relationships in the environment.

3.3.2 Greek Partner data collection

Questionnaire results for Teachers

The sample used for the questionnaire is random and consists of the teachers that work at the 2nd Vocational School of Katerini. They collected answers from 20 teachers. More specifically, 65% of the sample (13 teachers) are female and 35% of the sample (7 teachers) are male. 90% of the teachers born in Greece and only two of them were born in Germany. The majority of the teachers are between 46-50 years old. About 60% of the teachers are below 50 years old.

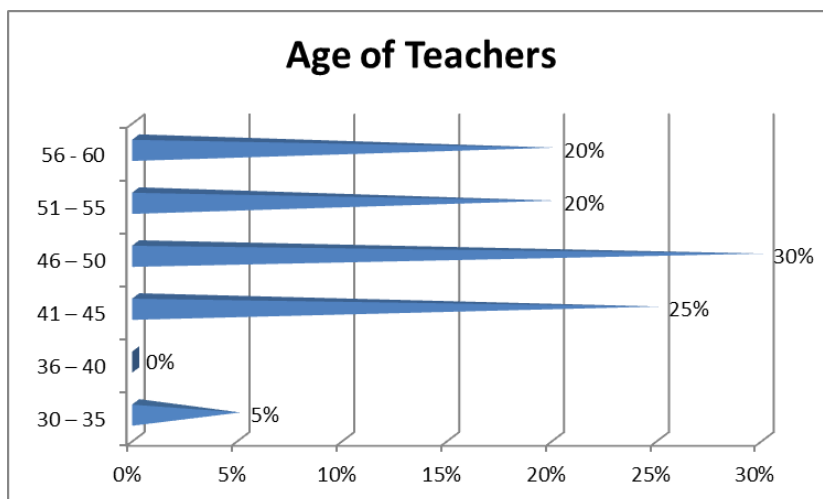


Figura 5 Ihavet questionnaire

About 60% of the teachers have no specific skills in order to teach students with migrant background. Almost all of the teachers (except one) answered that take into consideration past experiences and/or skills of the children. Concerning the difficulties that immigrant students have, most of the teachers answered that the problems are related to the language. 90% of the teachers answered that migrant children integrated into the class. Another very important point is that the majority (80%) of the teachers answered that the relationship with parents of students with migrant background is scarce. 95% of the teachers answered that they update the parents about the goals achieved by their children. Also 95% of the teachers answered that they would like to change something about the education system of the country.

Most of the teachers (about 63%) would like to change the teaching methodology if they had the opportunity to do that.

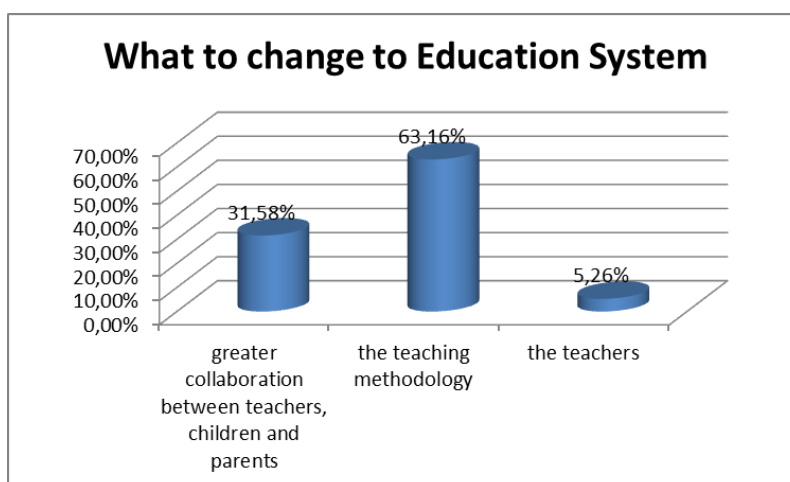


Figura 6 ihavet questionnaire

Questionnaire Results for Students

The sample used for the questionnaire is random and consists of the students that attend lessons at the 2nd Vocational School of Katerini. They collected answers from 21 students. More specifically 12 students are female and 9 students are male.

Almost half of the students with migrant background (47,62%) were born in Albania. Almost 24% were born in Greece and about 15% were born in Georgia.

All of the students (100%) answered that they stay with their family at family home or apartment. About 20% of the students don't stay with both their parents. Also it is important that about 20% of the students work together with the school. About 90% of the students answered that they choose their school together with their parents. About 20% of the students answered that they failed in school one time. About 40% of the students intend to go to the University.

What is more important for the students to be taught in the school, is more professional skills (6 students), knowing the labor market (students) and have a job interview (5 students).

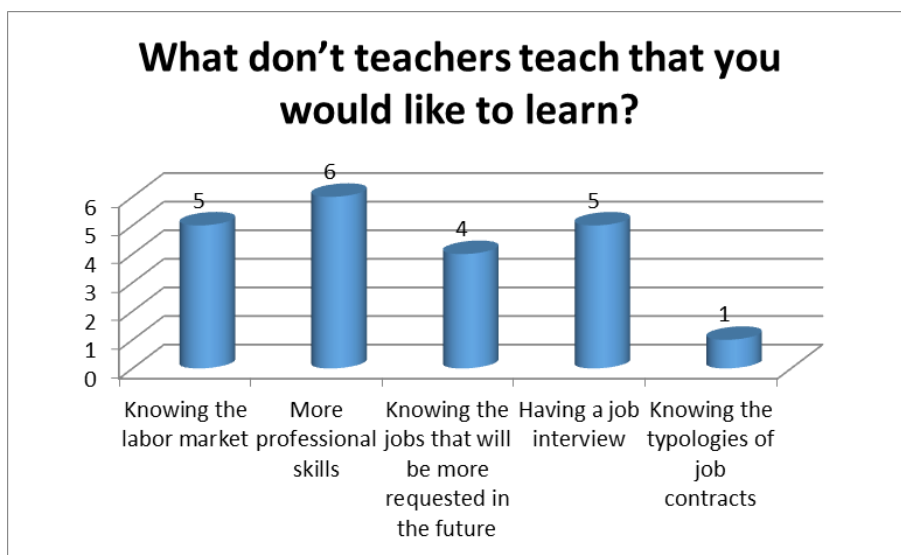


Figura 7 I have questionnaire

All the students (100%) come to the school by bus. About 80% of the students believe that they have a normal relationship with their teachers. However 23% got sometime a conflict with a teacher because of his/her attitude. Half of the students

(52%) answered that sometime they have been bullied. Around 70% of the students replied that they want to change something at the education system, mostly the teaching methodology and greater collaboration between teachers, children, and parents.

Questionnaire results for parents

The sample used for the questionnaire is random and consists of the parents whose kids are students in the 2nd Vocational School of Katerini in Greece. More specifically we collected data from 16 parents, which 31% of them are male (5 observations), 63% of them are female (10 observations) and 6% of them said “Prefer not to Answer” (only 1 observation).

Concerning the country of birth, we can see that the majority of the parents are from Albania (68,75%). Few of them are from Georgia (12,50%) and less are from Romania, Bulgaria and Germany. Most of the parents are between 41-50 years old (75%) and only one is over 50 years old. Concerning the education of the parents, we observe that the same number of parents (actually most of them) has a secondary and high school education.

Some important points are: First of all 94% of the parents have a job either part time or full time and most of them work on an unskilled work. Also about 40% of the parents have some problems with the language, either on speaking, writing or even reading. Only half of them know the student’s teachers and less than 20% participate on the elections of the collegiate bodies of your child’s school. Half of the parents answered that teacher is person to be respected and more than 50% answered that they want their kid to go to University.

About 60% of them answered that they want to change something to the education, however over 70% answered that the education system provides adequate skills for the labor market.

3.3.3 French partner data collection

Questionnaire results for Teacher

The sample used for the questionnaire is random and consists of the teachers whose work in school of the Eurocircle Association, Marseille, France.

It is notable that the most of the teachers/trainers are females with 70% to only 30% to males. 80% are young teachers under 40 years old and only 20% are between 46 and 50 years old. 60% are French and the rest are living in France. Half of those residents in France are here for more than 30 months and half of the sample are social workers while the other half are teachers in middle school.

Around 60% of the sample thinks that they use non-formal methods when they teach and 35% use the formal way and only 5% use the informal one.

They all believe that they consider the skills of their students and for the reason behind it we found 45% of them do that to promote interculturality and 35% to be able to weight the results and the rest for different reasons. 70% of the teachers have more than 15 students from different backgrounds in their classes. When it comes to the performance we found that 40% of the teachers answered that 11-15 students of these students fail while 30% answered that 6-10 of these students fail and the last 30% answered 1-5 of them fail which means that somehow they all experience failure at some point of their studies. Looking for the reason in the eyes of the trainers they all think in is because of the students' entourage and 90% think it is the language and the mind-set, 80% see it is because of the culture! Weirdly 90% of the teachers are saying that these students from foreign origins are active during the classes and that they are using ICT and they see it as a helpful tool while teaching. 80% also think that these students are well integrated in the society! But if they are active participant, well integrated, and are able to understand the lessons whilst using the ICT... why are they failing that much? And why are they struggling with the language and the culture as claimed by the teachers earlier?!

For the contact with the parents 50% of the sample claim they have a good one, 30% not that good and 20% not at all. And out of that half of no communication/bad communication, 80% of the teachers don't even try to use another method to reach the parents.

Finally when asked about the national education system 60% of the teachers want to change it either completely or partly and when asked what would that concern 35% answered the collaboration between teachers, parents and students; 30% answered the methods of teaching.

After analysing the 3 point of views it is believed that the problem comes from teachers' methods and their way of interpretation with the young!

It seems that they need more training on how to deal with different origin students and work on how to collaborate with their families and take their hands instead of being one of their problems!

Questionnaire results for students

The sample used for the questionnaire is random and consists of the students of the Eurocircle Association, Marseille, France.

None of them work and 90% of them are in the middle school and had their parents to choose the school for them. 70% have studied 10-12 yrs in france and 60% of the whole sample experienced school failure, around 80% of those who experienced school failure have experienced it 2 times.

90% of the students do not have a certificate to attest their skills and all students do not think that the current studies meet their professional ambition. When it comes to the professional ambition, only 40% of the students want to go to the university and 70% think the time invested in current studies was useless because of number of reasons such as difficulties encounter them while studying (40%), teachers are not able to transmit the info (30%), and the learning methods aren't that good (20%).

Around 70% of the students think they would work or search for a job, if they don't study and 20% will just stay with family and friends. About 65% of the voices think there is a lack of professional skills and the rest think they miss the discovery of different professional sectors when they were asked about what is missing from their studies. 90% of the students have their parent's well educated (high school, professional training and university degrees) yet 60% reported that there are conflicts between their parents.

All attested that they need help with their homework and 80% stated that they do receive help from family, educators or associations. 40% of the sample said they never are home alone and 60% said they are home alone for just 1-3 hours daily.

Around 60% said they go to school on foot and 25% using the tram. No student thinks that they receive a liberal education at all, but 60% think that it is a mix between rigid and liberal. Again 60% have problems with their teachers in school because of their results, the teacher's attitude and method. 70% have no preferred teacher and they use their cell phones during classes for non-school purposes because they are bored, don't understand or just to communicate with friends and family.

On the bright side no student has ever experienced violence or exclusion although 20% have reported that they suffered cultural discrimination. 40% participate in the extra-curricular activities and 60% help their peers in their homework. And when asked about changing the education system, 40% weren't sure, 30% said no, 20% think not completely and only 10% want to. Those who think it might or has to be changed want to change Profs, methods and subjects.

I think here there is some problem with how the teachers/trainers are dealing with the students since they, the students with foreign back ground in this sample, are not coming from hard situations and they still fail and think that there is a problem with the education system, the subjects, methods, or the material. The only thing that connects all that together is the teacher and how he transmits the info.

Questionnaire results for parents

The sample used for the questionnaire is random and consists of the parents whose kids are students in school of the Eurocircle Association, Marseille, France.

If we look closely to the results, we will find that 80% of the parents presented are females from different countries all living in France and the 90% of the whole sample live in France for more than 30 months with half of them as permanent residents. 70% of the sample is less than 45 years old and 80% living in apartments all in families.

When it comes to the educational level, we notice that 90% of the sample continued their education after the compulsory school as 30% went to universities, 40% to vocational trainings, and 20% to high schools. Yet, only 40% didn't experience failure in school. 60% of the whole sample managed to find work in very different areas and two thirds of them are full-timers.

The parents seem confused when asked about their original culture and whether it helped their children in their educational path. The half answered as yes it did, and the other half answered it was even kind of a problem for their children. The majority of the parents spend between 3 to 6 hours with their children playing games or doing other things, but only around 20% helped their children in school work! Surprisingly after these hours spent with their children 50% of the parents still think they have a conflictual relationship with their children and only 30% as soothing one. When we wanted to test how the parents are well fit in the society, we asked them how well do they think they know the French language, only 60% answered they master it; we also asked them if they meet their children's teachers or speak with them and only the half does. Unfortunately 80% of the parents do not participate in the parent delegate elections and all of that reflected on how many thinks their children do have difficulties in school... the result was 70% answered that yes they do have!

In the below diagrams you can see the difference between how the parents think who is the teacher and who should he be.

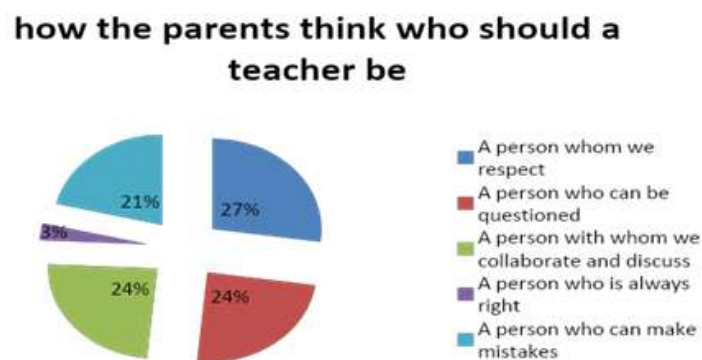


Figura 8 Ihavet questionnaires

That reflects their opinions about the existing situation and the optimal one.

70% of the parents wants their children to continue their education after they finish the compulsory stage and the same percentage can imagine themselves paying for

that education. Finally the satisfaction degree of the national education system reached 90%.

3.3.4 Conclusion

The IHAVET research activity is composed by two main tasks: the questionnaires and the focus group. Today we only have partial data concerning the questionnaires activity since the focus group will be done next year. All the members of the partnership had to collect those data but only three partners made their report available in time for the drafting of this elaborate. This chapter has deeply presented the data collection of Greece, Bulgaria and France.

Concerning the Greek sample, the most of parents were born in Albania, has a secondary and high school education, work on an unskilled work. About 40% of the parents have some problems with the language, only half of them know the student's teachers and according to the 70% the education system provides adequate skills for the labor market. 20% of the students work together with the school. About 90% of the students answered that they choose their school together with their parents. So there is a good climate inside the families. 80% of the students believe that they have a normal relationship with their teachers, despite about 60% of the teachers have no specific skills in order to teach students with migrant background. The majority (80%) of the teachers answered that the relationship with parents of students with migrant background is scarce, but it is important their willingness to update the parents about the goals achieved by their children (95%).

The second partner analyzed has been the French one. The data more interesting about French sample are; the 60% of parents have experienced school failure and another 60% doesn't work, for the half of them the original culture is a brake in the educational accompaniment of your child, the 60% masters French, the half doesn't meet teachers; The majority thinks that the teachers deserve respect; The 70% would like that their children continue studies.

Concerning the students, 90% of them had their parents to choose the school for them, and 60% of the whole sample experienced school failure, the same percentage of the parents, only 40% of the students want to go to the university. This last datum is in

contrast with the 70% of parents would like that their children continue studies. the climate in the families is in the 60% characterized by conflicts, but the 80% of students receive help from family, educators or associations. It is very important in order to the students don't lose trust in the school system, in the parents and in themselves.

Concerning the teachers, 80% of teachers think that these students are well integrated in the society. We should take attention to the following outcomes: for the contact with the parents 50% of the sample claim they have a good one, 30% not that good and 20% not at all. And out of that half of no communication/bad communication, 80% of the teachers don't even try to use another method to reach the parents. These outcomes are worrying because describe a non willing to communicate with the parents.

The third and last partner presented was the Bulgarian one. The Bulgarian students chose their school together with their parents. About 85% of the students intend to go to a University. These data are very important, because describe a good familiar climate and the high rate to those who intend to attend university means that they are inclined to do a social ascent. The answers of the students are normal if we consider both the fact that all the parents have a job on full time, and that someone of them is employed in work with high skills (manager, doctor). These dynamics are confirmed and facilitated by that teacher according to which migrant children are integrated into the class. Moreover the 90% of the teachers answered that their relationship with parents of migrant students is mutually complementary and fulfilling.

3.4 Evaluation of the objectives and results of the project

IHAVET, at the end of its activities, will provide a final evaluation report to assess whether or not the overall objective has been achieved, which, as we have already anticipated, consists in reducing the ESL rate of young people with a migration background. In addition, the project will assess whether during the various activities, the specific objective which consists in the creation of a validated European tool for the integrated holistic approach through the creation and sharing of a 35-page toolkit is getting or not the goals.

Regarding the evaluation of the results, about the first result, we will achieved the result if the students participating in the short-term training event will be more involved into their education. Regarding the verification source, the administered

questionnaire and the focus group and the list of participation in the training will be the source of verification.

As for the second result, the evaluation will be positive if the parents have exponentially increased their proactivity towards the education of their children, thus also evaluating an improvement in their academic performance. Furthermore, in this case, both the administered questionnaires and the focus group, as well as the participants in the short-term training event will assess their involvement. Regarding the verification source, again will be used the questionnaire administered, the focus group and the list of participation in training as a source of verification.

For the last result, both the short-term training in which we begin to test the toolkit and the toolkit itself can be considered as sources of verification of the achievement that we remember to be the contribution of a more mixed teaching / training approach to students with migrant backgrounds, teachers (in schools) and youth trainers / operators; the list of participation in the short-term training will be considered the source of the verification and the production of the 35 page toolkit.

The research activity of the project is the necessary precondition to proceed with the toolkit. The phases that make up the creation of this instrument are the following:

Initially, it will be asked to each partner to draw up a detailed report according to the data collected in their country. During the short-term training event the toolkit will be tested and then modified accordingly. The next step is to translate the toolkit into each of the country languages of the various members. This phase is important as it allows us to exploit all the potential for transferability. A very important step is the validation of the toolkit, a phase that begins once you return from the short-term training event. Regarding the validation of the project, ECEPAA will share the toolkit with 200 people (teachers, trainers, youth workers). However, this phase is still in the implementation phase and it will be decided how to proceed during the other activities.

A further step is obviously the publication of the same toolkit, which will consist of 35 pages. The date scheduled for the publication coincides with the end of the project itself. As we have said, the toolkit has a certain degree of transferability since most organizations are involved in some other projects, which means that the toolkit can easily "travel" even from one project to another.

Finally, as described in the section on "dissemination", the multiplier events were planned during which the toolkit will be presented.

Expected impact of the toolkit

We assume that the toolkit will impact for sure the participating organizations by becoming, with time, the “innovative” method of education used by every school. Our project will produce an impact for the organizations that are participating, the 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.

Impact on participants

The IHAVET project will produce an impact on the target group which, as we have seen, is composed by students with a migration background, parents and teachers / trainers / youth workers. As explained above, all three groups are influenced by this project through participation in 3 different activities.

The first activity consists in participating in the activity related to the questionnaire, with the aim of specifically understanding the needs of the target group; The second activity consists of the focus group. This more qualitative evaluation will make it possible to have more precise and analytical data with respect to the data collected; With the third and final activity, the short-term training event, the participants will be impressed thanks to the training carried out in Katerini (Greece)

Impact on participating organizations

The development of the toolkit will have a long-term impact because it will help organizations better define their approach in dealing with young people with migrant backgrounds, with teachers in schools, trainers in training centers and with youth workers in youth centers. The toolkit will exponentially increase the quality of the educational approach by providing a tool capable of facing the diversity of the students' backgrounds in a new way, thus indirectly generating a reduction in the exclusion of the students.

Impact on target groups and other relevant stakeholders

Students, parents and teachers / trainers / youth workers will surely be affected during the toolkit validation process during which feedback on the tool will be requested and, moreover, they will be affected by the research through the

administration of the questionnaire and the implementation of the focus group. It is also important to mention the politics leaders as organizations affected; this is possible through the realization of the various meetings.

Impact at local level

At the local level, the impact that the project will produce consists of lowering the rate of early school leaving migration through the development of a tool that supports students with migrant backgrounds, parents and teachers / trainers / youth workers who they deal with young people of migrant origin.

A brilliant goal at local level is to ensure that the tool proposed by IHAVET becomes a tool used as a "best practice", thus starting a real new methodology that will develop more and more year after year. As we have said, the project also aims to have an impact on the local political dimension by involving the city councilor responsible for education and social inclusion who can help reduce ESL students with a migration background. To achieve this goal, a USB stick was designed to deliver a copy of the material presented during the project implementation and the translated version of the toolkit.

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.

Impact at national and European level

The results of the project and their translated version as well as the translated version of the toolkit will be sent to the members of the Committee responsible for education and social inclusion in the national parliament at the European Parliament (selected members of civil liberties, justice and commission for the internal affairs and commission for culture and education).

3.5 IPA

This paragraph aims to provide the official IPA (Internal Partnership Agreement) of the project, which provides full details of the responsibilities and funding of each partner. This document is very important as all the responsibilities of each member of the project partnership are explained and clarified. This document also contains an accurate description of how the total funding obtained is divided among the partners. The IPA is general for all partners but each of them is required to sign it separately and to sign the agreement with Ecepaa, partner leader.

The appendix n.1 provides the final document with the signatures of Ecepaa and CoNNGI, the Italian partner.

ARTICLE 1: PURPOSE OF THE AGREEMENT

- 1.1 The purpose of this agreement is to set out the partnership arrangements between the signatories in the organization of IHAVET project and the conditions whereby the project's Lead Partner ECEPAA will transfer to the partners part of the European subsidy for project implementation.

ARTICLE 2: OBLIGATIONS

- 2.1 The partners agree jointly to appoint the ECEPAA as single Lead Partner for the project.
- 2.2 The Lead Partner:
- is responsible for the project to the AEF-EUROPE-Europe (Education et formation); - is the single contact point for the AEF-EUROPE;
 - is the Lead Partner of other signatory partners to this agreement;
- 2.3 The Lead Partner assumes full responsibility for coordinating project implementation. In particular, the Lead Partner should:
- name a coordinator to take operational responsibility for the entire operation and a financial management; undertake and run project execution in line with each of the project component;

- carry out the part of the operation for which it is directly responsible within the planned deadlines; - prepare and submit to AEF-EUROPE an activity report and a financial report within the deadlines.
- receive payments from AEF-EUROPE (pre-financing and final financing) and forward the relevant amounts to the partners according to this agreement as quickly as possible;
- check that the beneficiaries are using the subsidy correctly;
- keep all the financial, legal and commercial documents relating to the life of the operation available to AEF-EUROPE and the relevant and competent Programme structures. Supporting documentation for expenses must be kept for five years after payment of the balance by AEF-EUROPE, or longer, if necessary, under applicable national legislation or regulations;
- communicate with the bodies responsible for executing project actions as the single contact between the partners and AEF-EUROPE;
- react immediately to any request for information and all information changes from AEF-EUROPE; - inform all project partners by post and/or e-mail of any communication entered into with AEF-EUROPE;
- advise the project partners and AEF-EUROPE immediately by post and/or e-mail of any event likely to cause a temporary or definitive interruption in project implementation or any other deviation;
- provide all the documents requested and information required in the event of an audit and allow access to his premises. All documents will be originals or certified conforming copies if the originals have been sent to AEF-EUROPE;
- keep at all times for audit purposes, on customary data storage carriers, all the necessary files, documents and data relating to the part of the operation for which it is responsible in a safe and ordered fashion and for a minimum of five years, or longer if so required by the country's legislation, after receipt of the final payment from the programme funds;

- comply with the community and national legislation, mainly in following public procurement, competition and advertising rules; - comply with the commitments laid down in the subsidy decision and its annexes;
- draw up provisions for sound financial management of funds allocated to the project; 2.4 Every project partner undertakes to fulfill the following obligations:
 - carry out the operations provided for in the application package and meet its objectives for monitoring the performance of the Erasmus+ Programme relating to the number of participants (country, age, gender), number of partner organizations, number of participating countries and number of events;
 - name a project leader for the parts of the operation (activities and finances) for which it is responsible and confer on this project leader the authority to represent the partner under the operation; - carry out the part of the operation for which it is responsible within the planned deadlines in the application package;
 - ensure the number of 2 participants for each of the planned transnational meeting to be held in Bulgaria (Ruse), Marseille (France) and Silves (Portugal);
 - ensure the number of 4 participants planned during the Short-term joint staff training event to be held in Katerini (Greece);
 - ensure as well as 10 local participants for the multiplier event;
 - draw up lists of participants/attendance during the transnational events and the local multiplier events using the model received by the partner from the Lead Partner and send them signed and stamped to the Lead Partner, one month after events have taken place at the latest. The partner undertakes to keep this supporting documentation for five years after payment of the balance, or longer, if necessary, under applicable national legislation or regulations;
 - assist the Lead Partner in preparing final administrative and financial reports by providing the requested information in a timely manner;
 - advise the Lead Partner immediately by post and/or e-mail of any event likely to cause a temporary or definitive interruption in project implementation or any other deviation;

- notify the Lead Partner by post and/or e-mail that funds have been received;
- keep all the financial, legal and commercial documents relating to the life of the operation available to the Lead Partner and AEF-EUROPE and the relevant and competent programme structures. The partner must keep supporting documentation for expenses for five years after payment of the balance, or longer, if necessary, under applicable national legislation or regulations;
- provide all the documents requested and information required in the event of an audit and allow access to his premises. All documents will be originals or certified conforming copies if the originals have been sent to AEF-EUROPE;
- keep for audit purposes, on customary data storage carriers, all the necessary files, documents and data relating to the part of the operation for which it is responsible in a safe and ordered fashion and for a minimum of five years, or longer if so required by the country's legislation, after receipt of the final payment from the programme funds;
- comply with the commitments laid down in the subsidy decision and its annexes; - respond to all requests made by the Lead Partner or by AEF-EUROPE;
- comply with the community and national legislation, mainly in following public procurement, competition and advertising rules; - introduce measures for sound financial management of funds allocated to the project.

ARTICLE 3: LIABILITY

- 3.1 Each partner (including the Lead Partner) is liable towards the other partners for all damages and all costs resulting from it failing in its obligations laid down in this Agreement under the conditions provided for in Article 12.
- 3.2 Should the Lead Partner be required to repay sums following a control by AEF-EUROPE or any European body due to the breach by a partner, the partner responsible for the breach undertakes to repay to the Lead Partner the amounts overpaid as quickly as possible and, at the latest, in the month following receipt of the collection document issued by the Lead Partner.

- 3.3 No party will be held responsible for its breach of obligations resulting from this Agreement if this is due to a case of force majeure. If such a situation occurs, the partner in question is required to advise the Lead Partner and other partners in the operation immediately by post and e-mail.

ARTICLE 4: SUBSIDY AMOUNT

- 4.1 ECEPAA receives a subsidy from AEF-EUROPE amounting to 141.030,00 € for project execution. The National Agency must pay the first pre-financing to the Lead Partner in one instalment as follows: Within 30 days following the entry into force of the Agreement there will be the first payment of 112.824, 00 € corresponding to 80% of the maximum grant amount. By 01/01/2020 ECEPAA must complete an interim report on the implementation of the Project, covering the reporting period from the beginning of the implementation of the Project specified in Article I.4.3 of the General Convention. The final report is considered as the Lead Partner 's request for payment of the balance of the grant corresponding to 20% of the maximum grant.
- 4.2 Ecepa transfers a total amount of 113.195,00 € to the beneficiaries once they have carried out the operations as laid down in the project application package and meet the obligations of this agreement.

ARTICLE 5: REPAYMENT PROCEDURES

- 5.1 The Lead Partner pays the sums collected by AEF-EUROPE to the beneficiaries under the conditions set out below. Under no circumstances can it be required to pay sums that it has not itself collected under project execution, for any reason whatsoever. Partners will receive an amount of 113.195,00 € in five tranches as follows:

First instalment: - 30 days after the signature of the IPA

Payment of the first tranche of 22.639,00 € (20% of the total budget allocated to the partners) in the following ways:

- Agrupamento de Escolas de Silves: 3.300,00 €

- CIEP ASBL: 3.342,00 €
- Coordinamento Nazionale Nuove Generazioni Italiane (CONNGI): 3.442,00 €
- Eurocircle Association: 3.112,00 €
- First Private School Leonardo da Vinci: 2.756,00 €
- Multikulturelt initiativ og ressursnettverk (MIR):3.384,00 €
- The 2nd Vocational High School of Katerini: 3.303,00 € Second instalment: - 30 days after the sending of the first interim report Payment of the second tranche of 22.639,00 € (20% of the total budget allocated to the partners) in the following ways:
 - Agrupamento de Escolas de Silves: 3.300,00 €
 - CIEP ASBL: 3.342,00 €
 - Coordinamento Nazionale Nuove Generazioni Italiane (CONNGI): 3.442,00 €
 - Eurocircle Association: 3.112,00 €
 - First Private School Leonardo da Vinci: 2.756,00 €
 - Multikulturelt initiativ og ressursnettverk (MIR):3.384,00 €
 - The 2nd Vocational High School of Katerini: 3.303,00 € Third instalment: - 30 days after the sending of the second interim report Payment of the third tranche of 22.639,00 € (20% of the total budget allocated to the partners) in the following ways:
 - Agrupamento de Escolas de Silves: 3.300,00 €
 - CIEP ASBL: 3.342,00 €
 - Coordinamento Nazionale Nuove Generazioni Italiane (CONNGI): 3.442,00 €
 - Eurocircle Association: 3.112,00 €
 - First Private School Leonardo da Vinci: 2.756,00 €
 - Multikulturelt initiativ og ressursnettverk (MIR):3.384,00 €

- The 2nd Vocational High School of Katerini: 3.303,00 € Fourth instalment: - 30 days after the sending of the third interim report Payment of the fourth tranche of 22.639,00 € (20% of the total budget allocated to the partners) in the following ways: • Agrupamento de Escolas de Silves: 3.300,00 €
- CIEP ASBL: 3.342,00 €
- Coordinamento Nazionale Nuove Generazioni Italiane (CONNGI): 3.442,00 €
- Eurocircle Association: 3.112,00 €
- First Private School Leonardo da Vinci: 2.756,00 €
- Multikulturelt initiativ og ressursnettverk (MIR):3.384,00 €
- The 2nd Vocational High School of Katerini: 3.303,00 € The fifth and last tranche of 22.639,00 € (20% of the total budget allocated to the partners) will be made 30 days after the Lead Partner has received the payment from the AEF-Europe of the balance corresponding to the 20% of the maximum grant.

Payment will be made as in the previous tranches:

- Agrupamento de Escolas de Silves: 3.300,00 €
- CIEP ASBL: 3.342,00 €
- Coordinamento Nazionale Nuove Generazioni Italiane (CONNGI): 3.442,00 €
- Eurocircle Association: 3.112,00 €
- First Private School Leonardo da Vinci: 2.756,00 €
- Multikulturelt initiativ og ressursnettverk (MIR):3.384,00 €
- The 2nd Vocational High School of Katerini: 3.303,00 €

ARTICLE 6: SUBSIDY USE CONDITIONS

6.1 The subsidy beneficiaries, including the Lead Partner, undertake to use the sums

allocated by AEF-EUROPE in accordance with the purpose of the subsidy described in the application package, in compliance with the subsidy decision and its annexes and this agreement.

6.2 The subsidy granted covers the eligible costs of the following actions:

- Project management and implementation costs;
- the transnational meeting lodging (meal and accommodation) and travel (Ruse, Bulgaria);
- the transnational meeting lodging (meal and accommodation) and travel (Marseille, France);
- the transnational meeting lodging (meal and accommodation) and travel (Silves, Portugal); - the short-term joint staff training lodging (meal and accommodation) and travel in Katerini (Greece);
- the multiplier event;
- the Intellectual output; - the toolkit and questionnaire translation.

ARTICLE 7: BUDGETARY AND FINANCIAL MANAGEMENT

- 7.1 ECEPAA is responsible to AEF-EUROPE for the budgetary and financial management of the operation.
- 7.2 The Lead Partner must ensure the reliability and compliance of accounting and financial reports and documents prepared by the project partners. For this purpose, the Lead Partner may request additional information and means of proof from these partners.
- 7.3 Each partner will be held responsible for its budget up the maximum amount it is contributing financially to the operation.
- 7.4 Each partner undertakes to maintain separate accounts or predefined budget lines for the implementation of the project.

- 7.5 Each partner undertakes to produce a final financial report, comprising a table of expenditure and revenue allocated to the subsidized operations, expressed in euros.
- 7.6 The reports and other accounting documents, including certified copies of all the documents (namely, invoices, documents relating to the project) will be submitted to the Lead Partner or the financial manager appointed by the Lead Partner upon request in accordance with their obligations.
- 7.7 All supporting documentation must be signed by the Chairman or by the person duly accredited to commit the organization. The name and function of the signatory must be stated.
- 7.8 Where there are no certified copies of documents or there is failure to comply with expense eligibility rules, the Lead Partner will ask the partners to submit their requests again along with the supporting documentation. The Lead Partner cannot take account of the expense declared by a partner if a non-conformity is repeated. In this case, ECEPAA is required to inform the partner in question of the rejection of the declared expense and its reasons for doing so.

ARTICLE 8: COMMUNICATION AND ADVERTISING OBLIGATION

- 8.1 The Lead Partner and the partners will implement jointly a communication plan that promotes the operation appropriately to both target groups, local, regional, national and European representatives and the general public.
- 8.2 Beneficiaries shall always use the European emblem (the 'EU flag') and the name of the European Union spelled out in full in all communication and promotional material. The preferred option to communicate about EU funding through the Erasmus+ Programme is to write 'Co-funded by the Erasmus+ Programme of the European Union' next to the EU emblem. The brand name of 'Erasmus+' shall not be translated.

ARTICLE 9: FINAL REPORT

- 9.1 One month after project ending and not later than 10th of January 2021, each partner will provide the Lead Partner with the information needed to draft the final report and the other specific documents required by AEF-EUROPE.

Submitting the final report to the AEF-EUROPE will dictate the payment of the subsidy balance by AEF-EUROPE as per the conditions set out in Article 5.

- 9.2 Each partner, including the Lead Partner, undertakes to publish on its Internet site project implementation information; this publication dictates the acceptance of the final report. Each partner should send the Lead Partner a link to the web page displaying the information published about project execution. This information should appear in an official format available on the website: http://ec.europa.eu/dgs/communication/services/visual_identity/pdf/use-emblem_en.pdf
- 9.3 The Lead Partner should draw up and submit the final report, together with the supporting documentation and mandatory annexes, within two months of project end.

ARTICLE 10: INTELLECTUAL PROPERTY

- 10.1 The Lead Partner and all the other partners guarantee that the products developed under the project, in compliance with community regulations and national laws relating to intellectual property, will be free of rights and therefore in the public interest.
- 10.2 The Lead Partner and the beneficiaries grant to AEF-EUROPE and the European Commission free use of the results of the action, provided this does not impinge on the obligations of confidentiality stated in Article 11 nor, if appropriate, the industrial and intellectual property rights and not to use them outside the objectives pursued by the Erasmus+ Programme.

ARTICLE 11: CONFIDENTIALITY

- 11.1 Despite the public execution of the operation, part of the information exchanged in this context between the Lead Partners and the partners, between the partners themselves or the bodies implementing the project, may be confidential. In this context, only the documents and other components provided explicitly with the statement "confidential" will be dealt with as such.
- 11.2 The Lead Partner and the partners undertake to do everything necessary to ensure that all staff members with access to this information respect its

confidentiality and do not broadcast it, forward it to third parties or use it without prior written consent from the Lead Partners and the partners that provided it.

11.3 This confidentiality clause will remain in force until this agreement has expired.

ARTICLE 12: BREACH OF OBLIGATIONS OR DELAY IN EXECUTING THEM

12.1 Each partner is required to advise the Lead Partner immediately and provide it with all necessary information if events occur that are likely to compromise project execution.

12.2 The Lead Partner will request any partner failing in its obligations to correct this breach within no more than one month.

12.3 Should a partner be unable to ensure its total committed number of participants for the transnational meeting and the short-term training event, it should advise the Lead Partner and the other partners well enough in advance for them to suggest assuming the number of participants from their country required to achieve the number of participants planned initially. In this case, the partners will find that their subsidy is revised pro rata to the number of participants that they have actually assumed during transnational events. If the Lead Partner or the partners has advance warning that the number of participants will not be achieved for the holding of any transnational event, this is cancelled. Any costs already committed by one or more partners will be deducted from the subsidy of the defaulting partners and paid to these partners. Where the Lead Partner or the partners note that the number of participants at a transnational event was not reached when the event was held, the defaulting partner(s) will be held liable and should reimburse an amount from their subsidy equal to the costs committed by the partners within the limit of the existing gap between the set amount planned initially and the actual set amount.

12.4 The Lead Partner will advise the other partners of any breach coming to its attention and corrections introduced by the partner involve, if appropriate.

- 12.5 If the partner continues to fail in its obligations, the Lead Partner can decide to exclude the partner in question from the operation with the approval of all the other partners (written procedure).
- 12.6 AEF-EUROPE will be advised immediately of any decision by the Lead Partner to exclude the project partner. Such exclusion must be approved by AEF-EUROPE.
- 12.7 The excluded partner is required to reimburse to the Lead Partner all programme funds received for which it cannot prove, if appropriate, their use for the execution of the operation in accordance with the expenditure eligibility rules.
- 12.8 If a breach of obligations by a partner has financial consequences for the financing of the entire project, the Lead Partner can claim compensation from the party in question for the amount of damages suffered by the Lead Partner and the other partners

ARTICLE 13: RECONCILIATION AND MEDIATION BETWEEN PARTNERS

- 13.1 Each partner is required to submit any disagreement occurring between partners in the operation to the Lead Partner with a view to settling the matter amicably before an action is brought.
- 13.2 Where compromise proves impossible through mediation, the Lead Partner can ask AEF-EUROPE for its opinion. Every partner involved will then be required to accept the AEF-EUROPE mediation.
- 13.3 Failing an amicable solution as provided for under Articles 13.1 and 13.2 within a reasonable time, the partner or the Lead Partner involved might then take action before the Belgian courts regarding the application of this agreement or any competent jurisdiction depending on the type of dispute.

ARTICLE 14: WORKING LANGUAGES

- 14.1 The official partnership language is English.
- 14.2 The partners may use other languages as working languages inside the partnership.

ARTICLE 15: CHANGING THE AGREEMENT

- 15.1 Any change to this agreement relating to the project budget, the partnership execution conditions or the partners (modification, substitution of partners) will be the subject of an amendment.
- 15.2 Without prejudice to all other conditions, the omissions, additions or modifications to this agreement will only be valid or take effect if they are agreed in writing by the parties involved.
- 15.3 The changes to the project (for example, changes to the timetable) approved by AEFEUROPE will in no way affect this agreement.

ARTICLE 16: DURATIONS

- 16.1 The project start date is 1st of December 2018 and will end on 30th of November 2020. 16.2 This agreement enters into force on the date of its notification in accordance with Article
- 17.2 and will end on the date of payment of the subsidy balance to the beneficiaries. Beyond this period, the obligations relating to retaining supporting documentation stated in this agreement will remain in force for five years after payment of the balance by AEFEUROPE.

ARTICLE 17: SIGNATURES

- 17.1 This agreement must be drawn up in two copies representing one and the same instrument. The Lead Partner and each partner must each issue and sign the two copies.
- 17.2 The Lead Partner must send copies of all these signed documents to every partner within sixty days of receiving them.
- 17.3 As proof of commitment, the Lead Partner and the partners have drawn up this partnership agreement that must be duly completed and signed by their legal representatives.

In the The Attached document n.1 it is proved the official signature document signed by Ecepaa and CoNNGI that closes the IPA document.

Conclusion

This elaborate aimed to provide a deep understanding of the mechanism behind the EU funding system, from the analysis of which program is the best choice for your project idea to how correctly apply for it, and to confirm their social-economic positive impacts on the society by presenting an original project case study.

The thesis tried to answer several questions, starting with “*How can an organization get the European contribution?*” and “*Which steps do you have to do to get liquidity by Europe?*”. We now know that European Commission, depending on the recipient, finances organizations by the Structural Funds, in the case of the indirect funds, and by Community programs, in the case of the direct funds. Concerning this matter, the first chapter aimed to provided a general overview of the structure of the European funds to allow reader to continue reading this paper with more knowledge about the functioning of the European Union in the field of funding.

Roberto Ippolito into his book "Europrogettazione", 2018, gave to this elaborate a critical point of view, pointing out that the European funding mechanism has several problems regarding the waste of money that Europe registers year by year. Regarding this issue, the European Commission has to invest more on its monitoring mechanism to face, in the next 7 years period, the waste problem more seriously and achieve tangible results.

However, in the light of this first analysis, it is now clear that the EU funding will continue to be an important source of funding in the coming years and that represents a powerful boost to the socio-economical development for those Member State who participates to the several programs proposed by the European Union.

It also has been marked that, the essential prerequisite for successful project development, is a clear business project development. The reason why it is essential is that it helps to organize the contents of the project, to center the market target, to

assess the advantages and disadvantages of comparing our project with the competitors, and to balance the expenditures and revenues.

To propose a good project and arise the possibility to get it funded by Europe, the project idea must be developed following a standardized process aiming to simplify the drafting. The project should contain consistent content in line with the requirements defined in the Call for proposal and should follow the methodology required for the European projects. This analysis has aimed to provide that methodology, consisting of Project management. The project cycle management is composed of 4 phases the Initiation, the execution, the monitoring, and the conclusion and, each phase is essential for the success of the project.

The knowledge provided by the first part of the thesis gave as the necessary tools and knowledge to face the case study “IHAVET” (Integrated Holistic Approach Validated European Tool), a project I joined during my curricular internship. By the analysis of its project management and the expected impacts on the Countries’ societies involved, it now possible to confirm all the theoretical methodology and tools proposed during the first part of this elaborate and it also allows us to positively assess the impacts that EU funding generate for the organization and their Countries.

Indeed, in the specific case of IHAVET, there are several positive expected impacts. The *general impact* of the project consist in achieve a lower rate of early school leaving migration through the development of a tool, the toolkit, a document that will support the target group of the project composed by students with migrant backgrounds, parents and teachers / trainers / youth workers who they deal with young people of migrant origin.

The project also aims to achieve some *specific results*: the first result the project aims to get students with the migrant background more involved in the education process and made them have the power to influence the decision about their education. The target of the second result is the busy migrant parents, especially those coming from disadvantaged contexts and countries; IHAVET aims to increase their proactive attitude so that can produce a positive performance of their children education. The last result consists in providing to teachers (in schools) and trainers/youth workers (in training and youth centers) a more mixed teaching/training approach to students with a migrant background, both the short-

term training where we start testing the toolkit and the toolkit itself can be considered an indicator. A brilliant goal at the local level is to ensure that the tool proposed by IHAVET becomes a tool used as a "best practice", thus starting a real new methodology that will develop more and more year after year.

In conclusion, in light of these positive expected results of this EU project, we are now able to state that EU financing aids create tangible and positive impacts for the economies and societies involved into the financed project. Hence, it is possible to confirm the statement made at the beginning of the thesis: European funds are a fundamental instrument in today's socio-economic framework.

Appendix

N.1 IPA Signature

European Center for Economic and Policy Analysis and Affairs (ECEPAA),

Rue des Foulons, 47, 1000 Brussels, Belgium.

Represented by the director Mr. Gabriele Sospiro.

Signature



Stamp



Place/Date

Bruxelles, 07/03/2019

CONGI


Via Giambattista Soria, 13, 00168, Roma, Italy.

Represented by the President Simohamed Kaabour

Signature



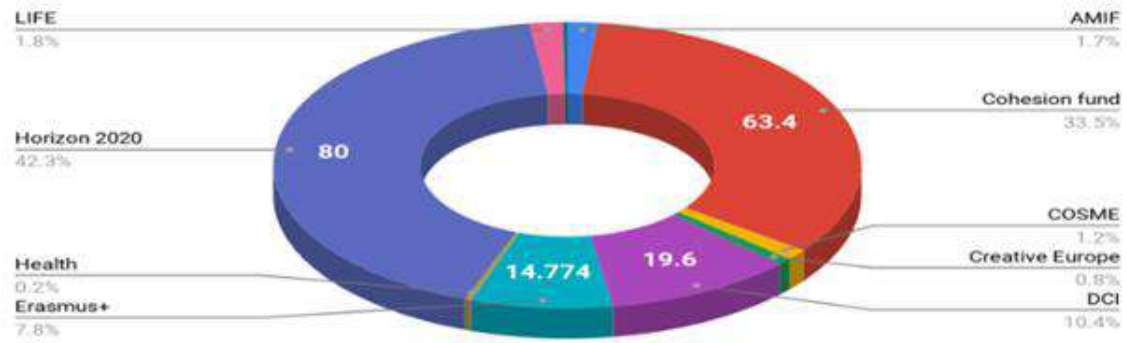
Coordinamento Nazionale Nuove
Generazioni Italiane
Via Giambattista Soria, 13 - Itn/00168
C.F.: 97990150987
info@congi.it - www.congi.it



Place/Date

Rome, 09/04/2019

n.2 Distribution of Eu funds in the Programmes



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Attached document



IHAVET: Dissemination plan

IHAVET: Report

Organisation:	Period: 01/12/2018 -30/11/2020	Country:
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Type of indicator	Activity (short description, name, title, etc.)	Date(s) Duration Frequency	Place	Level*					Characteristics of Target Group	Approx. number of organisations / persons reached	Evidence
				L	r	n	e	o			
a) Media based activities [Newspapers, Specialist magazines, News agencies, Press releases, Online editorials, etc.]											
1 Presse release	Approval project press release	Jan/2019	Facebook and newspaper	x	x				General public	100 people reached for country	Press release published
1 research abstract	Research abstract to specialist magazines	March/2020	Email	x	x				Public concerned about migration and education policies	50 people reached for each country	Abstract published and email sent
1 tool abstract	IHAVET to specialist magazines	October 2020	Email	x	x				Public concerned about migration and education policies	50 people reached for each country	Tool published and email sent
b) Internet based activities [Website, Newsletter, Social media, etc.]											
1 press release	Kick off meeting	Jan/2019	Facebook and website						Organization's website and facebook pages public	100 people reached for country	Screenshot of the text and of number reached
1 press release	1 st transnational meeting of EU project	May 2019	Facebook and website	x	x	x	x		Organization's website and facebook pages public	100 people reached for country	100 people reached for country
1 press release	2 nd transnational meeting of EU project	November 2019	Facebook and website	x	x	x	x		Organization's website and facebook pages public	100 people reached for country	Screenshot of the text and of number reached
1 press release	3 rd transnational meeting of EU project	September 2019	Facebook and website	x	x	x	x		Organization's website and facebook pages public	100 people reached for country	Screenshot of the text and of number reached
1 press release	IHAVET short-term training event	April 2020	Facebook and website	x	x	x	x		Organization's website and facebook pages public	100 people reached for country	Screenshot of the text and of number reached
c) Face to face activities [Business and trade fairs, Training seminars, Promotion events, existing events, Meetings/Roundtables]											

* L = local; r = regional; n = national; e = EU; O = Outside EU



IHAVET: Dissemination plan

1 Flyer	Project presentation	Permanent	France	x	x	x	x		Youth center		
1 Flyer	Project presentation	Permanent	Belgium (Erasmus day)	x	x	x	x		Educational community	100 people reached for country	100 people reached for country
1 Flyer	Project presentation	Permanent	Belgium	x	x	x	x		Antidiscrimination community	100 people reached for country	100 people reached for country
1 Flyer	Project presentation	Permanent	Portugal	x	x	x	x		Educational community	100 people reached for country	100 people reached for country
1 Flyer	Project presentation	Permanent	Portugal (school presentation day)	x	x	x	x		Teachers community	100 people reached for country	100 people reached for country
1 Flyer	Project presentation	Permanent	Bulgaria	x	x	x	x		Teachers community	100 people reached for country	100 people reached for country
1 Flyer	Project presentation	Permanent	Greece	x	x	x	x		Teachers community	100 people reached for country	100 people reached for country
1 Flyer	Project presentation	Permanent	Norway	x	x	x	x		Training and Ngos community	100 people reached for country	100 people reached for country
1 Flyer	Project presentation	Permanent	Italy	x	x	x	x		Ngos community	100 people reached for country	100 people reached for country
d) Other											
.....											

