Deadline: November 8, 2026

garagErasmus Foundation is bringing together organisations from across Europe for the second edition of **EU Projects Factory**, a two-day collaborative project development hackathon taking place in **Vicenza, Italy, on 19–20 November 2026.**

We are looking for **European organisations interested in joining project consortia and actively contributing to the development of new proposals** under Erasmus+ and CERV.
This catalogue presents the project ideas selected for the event, including their objectives, proposed activities, existing partnerships and profiles of additional partners sought.

Interested? Here's how to join.

1. Explore the project ideas

Browse the concept notes and identify the projects that best match your organisation's expertise, interests and strategic priorities.

2. Express your interest

Fill this form (https://forms.gle/tjWsn2MRBK3wqWLE7) , indicating the project(s) you would like to join and briefly explaining how your organisation could contribute. **Please apply only if you can commit to attend the event in person.** Applications will be reviewed on a rolling basis.

3. Join the EU Projects Factory

Selected organisations will be invited to join the relevant project working group in Vicenza on **19–20 November 2026**. During the event, coordinators and prospective partners will work together to strengthen project concepts, define work packages and responsibilities, develop consortium strategies and advance proposals towards upcoming European funding deadlines.

EXPLORE THE AGENDA: https://garagerasmus.org/wp-content/uploads/2026/10/Agenda-EU-Projects-Factory.pdf

Funding opportunities

The project ideas target the following EU funding programmes:

- **Erasmus+ KA2:** Cooperation Partnerships across education, training and youth sectors.
- **Erasmus+ Capacity Building:** Higher Education, Vocational Education and Training, and Youth.
- **CERV:** Citizens' engagement and participation, and European Remembrance.

Important information

Participation in EU Projects Factory is **free of charge**.
Selected participants are expected to attend the event in person in Vicenza. Travel and accommodation costs are borne by participating organisations.
The project concepts presented in this catalogue are preliminary and will be further developed during the event. Consortium composition, work packages and responsibilities may evolve through discussions among participating partners.
Participation in the event does not automatically guarantee inclusion in the final project consortium.

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VET AND PROFESSIONAL SKILLS

1) Professionals in Europe – APRI FORMAZIONE

Funding scheme(s)	Erasmus+ KA220-VET (2027)
Coordinator (organisation, country)	APRI FORMAZIONE S.r.l. — Italy
Provisional title	Professionals in Europe – A Curriculum for the Internationalisation of Economic and Legal Professional Services
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH European professional services increasingly operate across borders, yet continuing training often remains nationally focused. The project will map the practical situations faced by accountants, tax advisers, labour consultants and legal practitioners when assisting mobile workers, entrepreneurs and SMEs. Partners will compare professional competences, regulatory contexts and terminology, then co-design case-based learning units covering cross-border client communication, European legal and economic contexts, ethical practice and multilingual professional interaction. Training providers and professional bodies will test the modules with practitioners and refine assessment criteria so that learning can be recognised through transparent, potentially micro-credentialled outcomes. The intended result is a transferable continuing-professional-development curriculum that helps professionals provide more confident, informed services in a European market. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The comparative phase will examine typical cross-border service scenarios, identifying where professional advice requires knowledge of other national systems, EU rules or cooperation with colleagues abroad. This will help the consortium avoid a purely theoretical curriculum and focus on real decisions practitioners face. The training pathway could combine short country-comparison briefs, simulated client files, guided case discussions and peer review. Pilots would assess usability for professionals with different levels of international experience and provide evidence for revisions. EXPECTED OUTPUTS AND TRANSFER Expected outputs include a competence matrix, reusable case library, modular training materials, assessment tools and a practical adoption guide for professional associations and continuing education providers. PROPOSED WORK PACKAGES WP1 Management and QA; WP2 Comparative competence analysis; WP3 Modular curriculum, assessment and micro-credentials; WP4 Piloting and evaluation; WP5 Dissemination and uptake.
Partners confirmed / involved	APRI Formazione (coordinator). CEPLIS, Confprofessioni and APRI International are under discussion, not confirmed.
Desired partners	VET/CPD providers for regulated professions; professional bodies and chambers; universities specialising in EU law/taxation; language-for-specific-purposes specialists; professional firms in other EU countries.

VET AND PROFESSIONAL SKILLS

2) Twin Transition Skills Lab for SMEs – EQUASOFT SRL

Funding scheme(s)	Erasmus+ KA220-VET
Coordinator (organisation, country)	Equasoft S.r.l. — Italy
Provisional title	Twin Transition Skills Lab for SMEs
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH SMEs are expected to digitalise and reduce their environmental impact, but smaller firms often lack the staff time, specialist knowledge and practical training needed to connect the two transitions. This project will begin with company-level needs assessments and identify occupational tasks where digital tools can support resource efficiency, energy monitoring and lower-carbon processes. A joint competence framework will underpin short, flexible learning modules for workers and managers, with practical exercises based on real SME data and workflows. Training providers and technology specialists will support companies in testing selected measures, collecting feedback and documenting changes in skills and working practices. The consortium will turn the pilots into reusable training materials, implementation guidance and recommendations for SME support organisations, with particular attention to accessibility for smaller enterprises. IMPLEMENTATION AND PARTNER CONTRIBUTIONS Participating SMEs would help prioritise practical problems, such as tracking materials, identifying waste, organising digital workflows and interpreting environmental performance data. Their involvement is essential to ensure that training is feasible for small teams rather than designed around the resources of large enterprises. The learning model would link diagnosis, targeted upskilling and application: workers test tools in their own workplaces, document barriers and receive feedback from trainers and technical partners. The pilots would compare the usefulness of different delivery formats, including short workshops and work-based exercises. EXPECTED OUTPUTS AND TRANSFER The consortium would produce a skills-needs map, trainer guidance, adaptable learning units, practical company cases and a roadmap for SME intermediaries to scale the approach. PROPOSED WORK PACKAGES WP1 Coordination and quality; WP2 Comparative SME needs and competence framework; WP3 Modular learning model and toolkit; WP4 Workplace pilots and evaluation; WP5 Dissemination and exploitation.
Partners confirmed / involved	Equasoft (coordinator); Fortes Impresa Sociale (Italy) named as involved. No other project partners confirmed.
Desired partners	VET and continuing-training providers; chambers of commerce and SME networks; energy and applied research centres; digital monitoring specialists; pilot SMEs, especially from Germany, Netherlands, Finland and France.

VET AND PROFESSIONAL SKILLS

3) ZERO WASTE FASHION EUROPE – Creamodite

Funding scheme(s)	Erasmus+ KA220-ADU
Coordinator (organisation, country)	CREAMODITE — Spain
Provisional title	ZERO WASTE FASHION EUROPE (ZWFE)
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH The fashion sector needs professionals and educators capable of translating circular economy ambitions into everyday design, production and consumption decisions. ZERO WASTE FASHION EUROPE will build an adult-learning approach to zero-waste pattern cutting, responsible material choices, repair, reuse and circular design thinking. Partners will first identify gaps in existing adult education and professional training offers, then co-create a common pedagogical framework and practical resources that educators can adapt to different learning contexts. Train-the-trainer activities will equip teachers and facilitators to deliver hands-on workshops and design challenges. Pilots with adult learners and fashion-sector practitioners will test the materials, gather evidence of learning and refine the curriculum. Open resources and sector outreach will encourage uptake by training centres, designers and small fashion businesses. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The project would address both the creative and operational sides of circular fashion, showing learners how early design choices affect fabric consumption, garment longevity and end-of-life options. Local partners could bring distinct textile traditions and business practices into the shared learning materials. Adult-learning workshops would combine demonstrations, collaborative design challenges and reflection on resource use. Trainers would collect evidence from learners' prototypes and experiences, then adapt the resources for different skill levels and settings, including community workshops and professional reskilling. EXPECTED OUTPUTS AND TRANSFER Outputs would include practical exercises, a trainer handbook, open learning materials, tested workshop formats and examples of how circular techniques can be introduced into existing adult education offers. PROPOSED WORK PACKAGES WP1 Management and QA; WP2 Pedagogical framework and training of trainers; WP3 Curriculum adaptation and pilots; WP4 Impact, dissemination and digital resources.
Partners confirmed / involved	CREAMODITE (coordinator); ARDIGITAL (Spain), University of Western Macedonia (Greece), University of Campania Luigi Vanvitelli (Italy) listed as involved; confirmation status to verify.
Desired partners	Adult learning providers; fashion and design schools; circular textile SMEs; sustainability researchers; digital learning and sector associations from additional countries.

ADULT LEARNING AND INCLUSION

4) Empowered Parents – FONDAZIONE CAPTA ONLUS

Funding scheme(s)	Erasmus+ KA220-ADU (revised from KA210-ADU)
Coordinator (organisation, country)	Fondazione CAPTA ONLUS — Italy
Provisional title	EMPOWERED PARENTS (EMPARENTS)
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH Parents of adolescents often navigate complex educational, emotional and social challenges without structured opportunities to develop their own competences or exchange experience with peers. Reworked as a KA220-ADU Cooperation Partnership, EMPOWERED PARENTS will treat parents as adult learners and active contributors to inclusive local communities. The consortium will compare needs across participating countries and co-design an accessible learning pathway covering communication, conflict management, digital-family challenges, participation and supportive parenting practices. Facilitators will be trained in peer learning and experiential approaches, potentially including LEGO Serious Play, before delivering local parent laboratories with particular outreach to families facing barriers to participation. A larger multicountry pilot and shared evaluation framework will assess learning, confidence and engagement. The project will produce a replicable curriculum, facilitator resources and recommendations for adult education providers and community actors. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The partnership would move beyond one-off awareness sessions by creating a progressive adult-learning pathway for parents, with opportunities to practise skills between sessions and reflect with peers. Particular care would be given to recruitment, accessible scheduling and non-stigmatising participation. Facilitators would test interactive formats such as scenario discussions, role-play and structured peer exchange. The multicountry pilot would compare participation and learning experiences, using feedback from parents and educators to improve the curriculum and support adaptation to different family and community contexts. EXPECTED OUTPUTS AND TRANSFER The revised KA220-ADU design would allow a stronger European comparison, more extensive piloting and a structured transfer strategy. Expected outputs include a needs report, learning curriculum, facilitator guide, activity cards and recommendations for community-based adult learning. PROPOSED WORK PACKAGES WP1 Coordination, QA and evaluation; WP2 European needs analysis and co-design; WP3 Parent learning curriculum and facilitator training; WP4 Multicountry parent labs and experiential exchanges; WP5 Open toolkit, impact and dissemination.
Partners confirmed / involved	Fondazione CAPTA ONLUS (coordinator retained). Other partners from the earlier application are NOT carried forward.
Desired partners	All new: adult education centres in 3–4 countries; parent/family associations; municipalities or community learning hubs; universities researching family and civic learning; organisations engaging migrant and disadvantaged parents.

ADULT LEARNING AND INCLUSION

5) Ithaca – GMD TRAINING AND CONSULTING SERVICES LTD

Funding scheme(s)	Erasmus+ KA220-ADU
Coordinator (organisation, country)	GMD Training and Consultancy Services Ltd — Malta
Provisional title	ITHACA – Inclusive Training for Holistic Accompaniment and Care Abroad
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH International mobility offers important learning opportunities but may also expose students to isolation, culture shock and difficulties in accessing appropriate support. ITHACA will focus on the competences of the staff and practitioners who accompany internationally mobile learners, rather than treating wellbeing as an individual student responsibility alone. Partners will map common support needs and existing practices across educational and intercultural settings, define a competence framework for frontline staff, and develop accessible online learning units and practical scenarios. Training pilots will involve international-office personnel, student-support services and relevant professionals, testing how staff identify needs, communicate across cultures and refer students to appropriate services. Evaluation will inform a transferable training package, potential recognition through micro-credentials and recommendations for institutions seeking more coherent, inclusive mobility support. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The needs assessment would distinguish everyday intercultural adjustment from situations requiring specialist support, clarifying the responsibilities and limits of international-office and support staff. It would also consider how institutions communicate information before, during and after a mobility period. The training would use realistic cases involving language barriers, isolation, access to services and coordination between sending and receiving organisations. Pilots would examine whether staff can recognise concerns, respond appropriately and make referrals while respecting confidentiality and professional boundaries. EXPECTED OUTPUTS AND TRANSFER Outputs would include a competence framework, scenario-based online modules, staff self-assessment tools, referral-oriented guidance and institutional recommendations for embedding training in mobility support services. PROPOSED WORK PACKAGES WP1 Management; WP2 Competence framework and online course; WP3 Staff training and mobility pilots; WP4 Impact and policy recommendations; WP5 Dissemination.
Partners confirmed / involved	GMD (coordinator); Cooperativa Transiti (Italy) identified as involved (formal confirmation not stated).
Desired partners	University international offices and student services; student associations; mental health and intercultural specialists; micro-credential and validation organisations.

DIGITAL EDUCATION AND INNOVATION

6) Verify Lab – EDU;INSIGHT AI

Funding scheme(s)	Erasmus+ KA220-HED (provisional)
Coordinator (organisation, country)	Edu:Insight AI — Spain
Provisional title	Verify Lab – Europe–Asia AI Verification Living Labs
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH Generative AI can accelerate the development of business ideas, but students need to distinguish plausible outputs from verified evidence and remain accountable for decisions. Verify Lab proposes a teaching model in which interdisciplinary student teams respond to authentic company challenges using AI tools while explicitly testing assumptions, checking sources, documenting limitations and applying human judgement. Higher education partners will co-design a responsible-verification methodology, rubrics and educator guidance, then embed them in living-lab activities with businesses and incubators. Students will produce evidence-backed solutions and reflective portfolios, allowing partners to assess both entrepreneurial and AI-literacy competences. The consortium will evaluate the model across institutional contexts, explore stackable recognition of learning outcomes and publish reusable guidance for responsible AI-supported entrepreneurship education. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The verification approach would require students to record what AI suggested, which claims were checked, what evidence supported the final decision and where uncertainty remained. Business partners would help ensure that challenges resemble real entrepreneurial decision-making rather than classroom-only exercises. Educators would receive guidance on supervising responsible AI use and assessing process as well as output. Living labs would compare student work across institutions and disciplines, examining the balance between creative experimentation, evidence quality and human accountability. EXPECTED OUTPUTS AND TRANSFER Expected outputs include a verification protocol, challenge briefs, assessment rubrics, educator resources, sample student portfolios and a transferable living-lab model for entrepreneurship courses. PROPOSED WORK PACKAGES WP1 Coordination, ethics and QA; WP2 Verification method and responsible AI; WP3 Teaching resources and educator development; WP4 Living labs with business challenges; WP5 Assessment, micro-credentials and dissemination.
Partners confirmed / involved	Edu:Insight AI (proposing coordinator); no additional partners confirmed.
Desired partners	HEIs in entrepreneurship/STEM/business; employers and incubators; AI ethics and assessment specialists; micro-credential experts; institutions with relevant Europe–Asia cooperation.

DIGITAL EDUCATION AND INNOVATION

7) Meta-Ent Labs – CAG UNIVERSITY

Funding scheme(s)	Erasmus+ Capacity Building in Higher Education, Strand 2, Sub-Saharan Africa (provisional)
Coordinator (organisation, country)	Çağ University — Türkiye
Provisional title	META-ENT Labs – Inclusive Digital Entrepreneurship Education in African Higher Education
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH Universities in partner countries need sustainable ways to make entrepreneurship education more inclusive, practical and digitally accessible, including for learners with limited connectivity or fewer opportunities. META-ENT Labs aims to strengthen institutional capacity through joint curriculum development, staff training and university-based entrepreneurship learning environments. Partners will conduct institutional needs assessments and agree local development plans, then design adaptable digital modules covering opportunity recognition, business modelling, teamwork and mentoring. Educators will test blended and low-bandwidth teaching methods, while students work on locally relevant challenges with support from enterprise mentors and incubators. Pilots will generate feedback on learning and accessibility, and participating institutions will prepare adoption and sustainability plans. The intended impact is lasting improvement in teaching capacity, student entrepreneurial opportunities and links between universities and their local innovation ecosystems. IMPLEMENTATION AND PARTNER CONTRIBUTIONS Institutional development would be central: participating universities would assess staff capabilities, digital infrastructure, student access and existing enterprise links before selecting locally appropriate improvements. The design would favour approaches that institutions can maintain after external funding ends. Educator training and curriculum pilots would be combined with mentoring structures and engagement with local businesses. Student teams would work on community-relevant ideas, with attention to accessibility, low-bandwidth delivery and the inclusion of groups underrepresented in entrepreneurship programmes. EXPECTED OUTPUTS AND TRANSFER Outputs would include institutional action plans, adapted learning modules, staff development resources, functioning entrepreneurship lab formats, pilot evidence and sustainability arrangements for university leadership. PROPOSED WORK PACKAGES WP1 Coordination and QA; WP2 Institutional needs and plans; WP3 Curriculum and educator development; WP4 META-ENT labs and student pilots; WP5 Institutional adoption and sustainability.
Partners confirmed / involved	Çağ University (proposing coordinator). Previous network included TU Dublin, Thomas More, Technical University of Cluj-Napoca, Makerere University and others; participation NOT reconfirmed.
Desired partners	Additional eligible universities in Uganda/Kenya and other target countries; enterprise incubators and SME networks; accessibility and digital pedagogy specialists; entrepreneurship mentors.

SCHOOLS, MEDIA AND YOUTH

8) Mind-Media – ASOCIAȚIA SCOUT SOCIETY

Funding scheme(s)	Erasmus+ KA220-SCH (provisional)
Coordinator (organisation, country)	Asociația Scout Society — Romania
Provisional title	MIND-MEDIA – Youth & School Digital Resilience Against Misinformation
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH Young people encounter misinformation in social media and digital spaces, while schools and youth educators, particularly in rural settings, may have limited access to engaging, locally relevant media-literacy resources. MIND-MEDIA will co-design an inclusive digital-resilience approach with students, teachers and youth workers, beginning with a comparison of misinformation patterns, learning needs and barriers to participation. The consortium will develop multilingual, low-bandwidth activities that combine fact-checking, source evaluation, critical discussion and game-based learning. Educators will receive training and practical guidance for integrating the resources into classroom and non-formal learning. Rural pilot groups will test the tools, provide feedback and take part in youth-led awareness activities. Evaluation will focus on learners' critical reasoning and educators' ability to sustain the approach, leading to an open toolkit and transfer recommendations. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The content would be built around misinformation situations young people actually encounter, including misleading images, manipulated claims and social sharing pressures. Youth participation in design would help ensure that exercises are relevant, understandable and respectful of different digital experiences. Teachers and youth workers would test short activities that can be used independently or as part of longer learning sequences. Rural pilots would examine practical barriers such as connectivity, staff time and access to training, and adapt resources accordingly. EXPECTED OUTPUTS AND TRANSFER Expected outputs include multilingual exercises, educator guidance, short online learning resources, youth-led campaign formats and a tested model for embedding critical media literacy in formal and non-formal education. PROPOSED WORK PACKAGES WP1 Management; WP2 Needs analysis and youth co-design; WP3 Media-literacy toolkit and micro-MOOCs; WP4 Training and rural pilots; WP5 Evaluation, dissemination and uptake.
Partners confirmed / involved	Asociația Scout Society (coordinator); no other confirmed partners stated.
Desired partners	2–4 partners: rural secondary schools; youth NGOs; fact-checking/media literacy organisations; journalism educators and digital pedagogy experts.

SCHOOLS, MEDIA AND YOUTH

9) Lens 'n' Voices – COOPERATIVA SOCIALE IL SESANTE ONLUS

Funding scheme(s)	Erasmus+ KA220-YOU
Coordinator (organisation, country)	Cooperativa Sociale Il Sestante Onlus — Italy
Provisional title	LENS 'N' VOICES – Youth Social Action Photography for Intergenerational Solidarity and Inclusion
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH Young people experiencing social exclusion are often spoken about rather than given opportunities to shape public narratives. LENS N VOICES will use Social Action Photography and Photovoice to support youth-led expression, digital storytelling and dialogue across generations. Youth workers and creative facilitators will first develop a shared participatory method, including consent, safeguarding and ethical representation. Local community hubs will then host photography workshops in which young participants identify issues affecting their lives, document experiences and discuss their images with peers and older community members. Partners will co-create exhibitions, public conversations and digital stories that bring these perspectives to wider audiences and local decision-makers. The project will evaluate participants' confidence, civic and creative skills, and community engagement, and produce guidance for organisations wishing to replicate the methodology. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The photography process would begin with participant choice and control: young people would select the issues they wish to explore and decide how their work may be shared. Facilitators would establish clear procedures for consent, privacy, safeguarding and representation. Intergenerational dialogue would be organised around the images and the experiences they communicate, rather than relying on conventional lectures. Exhibitions and local conversations would give participants opportunities to engage communities and decision-makers without losing ownership of their stories. EXPECTED OUTPUTS AND TRANSFER Outputs would include a facilitation methodology, ethical practice guidance, locally produced photo narratives, public exhibition formats and an evaluation of creative expression, participation and social connection. PROPOSED WORK PACKAGES WP1 Management and safeguarding; WP2 Youth-worker training and visual methodology; WP3 Youth and intergenerational creative labs; WP4 Public exhibitions, digital storytelling and evaluation.
Partners confirmed / involved	Il Sestante (proposing coordinator). Previous consortium included Balkan Bridge (Bulgaria), Second Tree and others; resubmission participation under discussion, NOT confirmed.
Desired partners	Youth inclusion NGOs; refugee/migrant organisations; community centres and senior associations; photography and media education specialists; municipalities.

SCHOOLS, MEDIA AND YOUTH

10) Rural-Reboot - FUNDACIÓN XUL

Funding scheme(s)	Erasmus+ KA220-YOU
Coordinator (organisation, country)	Fundación XUL — Spain
Provisional title	RURAL-REBOOT – Participatory Culture, Youth and Sustainable Rural Development through MARCO & AgroArte
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH Rural communities face challenges related to youth outmigration, limited cultural opportunities and the need to connect heritage with sustainable local development. RURAL-REBOOT will adapt participatory cultural practices associated with the MARCO and AgroArte initiatives to new European rural settings. Partners will map local assets and needs with young residents, cultural actors and community organisations, then establish a common approach to creative residencies, environmental action and community co-design. Youth groups will work with artists and local stakeholders to develop place-based cultural interventions, events and storytelling activities that celebrate rural identity while exploring ecological and economic futures. Pilots across participating territories will test how cultural participation can strengthen belonging, initiative and cooperation. Shared evaluation and a transferable methodology will support adoption by other rural communities and public authorities. IMPLEMENTATION AND PARTNER CONTRIBUTIONS Each rural territory would identify its own social and cultural assets, including local heritage, community spaces, environmental challenges and youth initiatives. The European methodology would be common, but activities would remain rooted in local priorities rather than imposing identical cultural events everywhere. Creative residencies and youth-led laboratories would connect artists, residents, associations and public actors. Partners would document how ideas are selected, how young people participate in decisions and what practical relationships or activities continue after the pilots. EXPECTED OUTPUTS AND TRANSFER Outputs would include territorial maps, tested co-creation formats, community events, audiovisual or narrative materials and a transfer guide for rural municipalities and cultural organisations. PROPOSED WORK PACKAGES WP1 Management; WP2 Rural mapping and European methodology; WP3 Artistic residencies and youth co-creation; WP4 Rural pilots and community events; WP5 Evaluation, transfer and policy recommendations.
Partners confirmed / involved	Fundación XUL (coordinator); Asociación La Fresnedilla (Spain) identified as confirmed local partner.
Desired partners	Rural youth organisations; arts/cultural associations; rural municipalities; environmental NGOs; social innovation and cultural entrepreneurship specialists.

YOUTH PARTICIPATION AND DEMOCRACY

11) Youth Speak Forum Europe – AIESEC BELGIUM

Funding scheme(s)	Erasmus+ KA220-YOU; CERV Citizens' engagement (alternative, provisional)
Coordinator (organisation, country)	AIESEC in Belgium — Belgium
Provisional title	Youth Speak Forum Europe – Youth-led Dialogue on Intergenerational Fairness and Employment
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH European debates on employment, opportunity and intergenerational fairness frequently involve young people as an audience rather than as co-designers of solutions. This project will develop the YouthSpeak Forum approach into a structured transnational model for youth-led dialogue among students, young professionals, employers, researchers and policymakers. Partners will establish an inclusive facilitation method and shared themes, then organise local consultations and workshops to collect evidence about barriers and priorities. Youth participants will work with employers and institutions to formulate practical proposals, which will be tested and discussed at a European forum. The consortium will document commitments, evaluate the quality and inclusiveness of participation and produce a replicable dialogue toolkit and policy-oriented outputs. Its aim is to make youth input more continuous, actionable and visible beyond a single event. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The dialogue model would make a distinction between consultation and co-decision, giving young participants a clear role in defining questions, facilitating discussions and selecting recommendations. Employers and policymakers would be invited to respond to proposals rather than merely attend as speakers. Local forums would generate comparable evidence while preserving national differences in employment conditions and opportunities. The European stage would synthesise recurring challenges and identify concrete follow-up commitments that can be revisited after the event. EXPECTED OUTPUTS AND TRANSFER Outputs would include a facilitation toolkit, youth-generated evidence, practical recommendations, a European dialogue event and a mechanism for documenting responses and commitments from stakeholders. PROPOSED WORK PACKAGES WP1 Management and quality; WP2 Fair Futures dialogue methodology; WP3 Local youth dialogues and employer engagement; WP4 European forum and youth solutions; WP5 Evaluation and policy dissemination.
Partners confirmed / involved	AIESEC in Belgium (coordinator). AIESEC in Germany and Netherlands are forum co-organisers; grant participation is not fully confirmed.
Desired partners	2–4 research/HE institutions, youth organisations, local authorities, intergenerational dialogue experts and employer associations beyond AIESEC.

CITIZENSHIP, EQUALITY AND REMEMBRANCE

12) Bridge-Equal - ASOCIAȚIA SCOUT SOCIETY

Funding scheme(s)	CERV Citizens' engagement and participation (provisional; revised from CERV EQUAL)
Coordinator (organisation, country)	Asociația Scout Society — Romania
Provisional title	BRIDGE-EQUAL – Building Resilience and Inclusion to Dismantle Racism, Xenophobia and Discrimination
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH Racism, xenophobia and discrimination can undermine trust in institutions and restrict participation, especially when affected communities lack safe channels to report experiences or influence local responses. BRIDGE-EQUAL will connect community organisations, service providers and local authorities in a practical process of anti-discrimination learning and civic participation. Partners will document barriers and experiences through ethical community consultation, co-design training on bias and inclusive services, and establish locally adapted support and referral activities. Participatory workshops will enable under-represented groups to identify priorities and develop concrete proposals with public stakeholders. Communication campaigns and exchanges among participating territories will amplify lessons and counter harmful narratives. Evaluation will examine changes in awareness, accessibility and participation, while a transferable toolkit will support continued use by civil society and local institutions. IMPLEMENTATION AND PARTNER CONTRIBUTIONS The project would adopt a rights-based and participatory approach, ensuring that affected groups are not reduced to sources of testimony but can influence priorities and proposed responses. Partners would define safeguards for confidentiality, referral and responsible handling of sensitive experiences. Training for service providers would be linked to local co-design sessions and practical actions that address identified access barriers. Cross-country exchange would help partners compare approaches while respecting differences in institutional mandates and available services. EXPECTED OUTPUTS AND TRANSFER Expected outputs include training resources, community consultation findings, local participation activities, communication materials and recommendations for improving the accessibility and responsiveness of local services. PROPOSED WORK PACKAGES WP1 Governance and compliance; WP2 Anti-bias training; WP3 Community evidence and co-creation; WP4 Local rights desks and participatory actions; WP5 Campaigns, policy uptake and evaluation.
Partners confirmed / involved	Asociația Scout Society (coordinator); no other confirmed partners stated.
Desired partners	4–5 organisations led by Roma, Black and Asian communities; equality/victim-support NGOs; municipalities; schools or health institutions; youth organisations and anti-hate specialists.

CITIZENSHIP, EQUALITY AND REMEMBRANCE

13) Memory2Heart – GARAGERASMUS FOUNDATION

Funding scheme(s)	CERV European Remembrance (CERV-CITIZENS-REM; 2027 topic to confirm)
Coordinator (organisation, country)	garagErasmus Foundation — Italy
Provisional title	Memory2Heart – Intergenerational Learning for Europe's Democratic Future
Abstract and proposed WPs	PROJECT RATIONALE AND APPROACH European democratic values gain meaning when younger generations can connect historical experiences with present-day civic choices. Memory2Heart will create spaces for intergenerational remembrance, bringing young people together with older citizens, historians, archives and civic organisations to explore experiences of authoritarianism, democratic transition and the defence of fundamental rights. Partners will establish a shared historical and ethical framework, collect and contextualise testimonies and develop participatory learning formats that combine oral history, creative storytelling and digital resources. Local workshops, public encounters and transnational exchanges will encourage participants to examine both shared European experiences and distinct national memories. The project will turn these activities into accessible educational outputs and public dialogue, with particular attention to historical accuracy, inclusion and respectful treatment of testimony. Its lasting contribution will be a transferable model linking remembrance to democratic participation. IMPLEMENTATION AND PARTNER CONTRIBUTIONS Historical work would begin with clear selection and contextualisation criteria, ensuring that personal memories are interpreted alongside reliable historical evidence. The consortium would reflect different national experiences while exploring shared European questions about rights, authoritarianism and democratic responsibility. Young participants would engage with testimony through facilitated dialogue, archive-based activities and creative interpretation. Public events would connect remembrance with contemporary civic reflection without treating historical experiences as interchangeable or simplifying difficult memories. EXPECTED OUTPUTS AND TRANSFER Outputs would include contextualised testimony collections, educational activities, digital storytelling materials, local remembrance events and a methodological guide for ethical, intergenerational history learning. PROPOSED WORK PACKAGES WP1 Coordination, QA and ethics; WP2 Historical research and intergenerational testimonies; WP3 Participatory remembrance and digital learning tools; WP4 Local youth/citizen activities and exchanges; WP5 European dialogue, dissemination and sustainability.
Partners confirmed / involved	garagErasmus Foundation (coordinator retained). Previous application partners are NOT carried forward; new consortium sought.
Desired partners	All new: remembrance museums and archives; universities/historians of democratic transitions; schools and youth NGOs; survivor/heritage associations; municipalities and civic education organisations from diverse European regions.