

Expanding Horizons: Business, Management and Technology for Better Society

Proceedings of the
MakeLearn and TIIM
International
Conference

20–22 May 2020
Online Conference

International School for Social and Business Studies, Slovenia
Maria Curie-Skłodowska University, Poland
Kasetsart University, Thailand
Pegaso International, Malta
<http://makelearn.issbs.si>



Management,
Knowledge and Learning
International Conference 2020
Technology, Innovation
and Industrial Management

MakeLearn 2020: Expanding Horizons; Business, Management and Technology for Better Society

Proceedings of the MakeLearn and TIIM International Conference
20–22 May 2020, Online Conference

Organized by

International School for Social and Business Studies, Slovenia
Maria Curie-Skłodowska University, Poland
Kasetsart University, Thailand
Pegaso International, Malta

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MakeLearn & TIIIM 2020

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Mednarodna fakulteta
za družbene in poslovne študije
International School
for Social and Business Studies
Celje · Slovenia · Europe



UMCS
MARIA CURIE-SKŁODOWSKA UNIVERSITY



Kasetsart
University



PEGASO INTERNATIONAL
HIGHER EDUCATION INSTITUTION

Organizers

International School for Social and Business Studies, Celje, Slovenia

is a dynamic private higher education institution, founded in 2006, with approximately 500 students. Located in Celje, Slovenia, ISSBS is specialized in the field of business and social studies at bachelors, masters and PhD levels. One of the strategic directions of ISSBS is also internationalization in research and publishing, as well as embedding social responsibility in its own activities.

Marie Curie Skłodowska University, Lublin – Poland

is the largest higher education institution in Eastern Poland with 11 faculties in Lublin plus the UMCS branch campus in Puławy, with over 21 000 students and 226 000 graduates. It offers more than 80 programmes, taught in Polish and English and has 250 specializations available to choose from. Along with this, the university offers opportunities to establish cooperation with prospective employees, professional educational counselling and career guidance. There are also numerous opportunities to improve students' foreign language proficiency, to develop artistically and participate in sports activities. It has over 1600 international students, 181 international agreements with partners from all over the world and a wide range of national and international internship placement options.

Kasetsart University, Bangkok, Thailand

Kasetsart University devotes itself to the task of accumulating and developing intellectual knowledge. It thrives for the growth in academic wisdom including ethical and moral excellence. In addition, it has a responsibility to play a leading role in keeping their Thai heritage alive and to ensure that it continues to grow to enrich the civilization of the nation. Kasetsart University aims to provide 'Knowledge of the Land' to promote sustainable development in Thailand in order to be internationally recognized.

Pegaso International, Malta

Established in 2015 in Malta, Pegaso International is a Lifelong Learning Higher Education Institution providing a wide range of online degree programmes accredited by the Maltese National Commission of Further and Higher Education with Licence No. 2016-001. Pegaso International's great challenge arises from Malta, thanks to its strategic political and cultural function in the Euro-Mediterranean area.

Welcome Address

It is a great honour and pleasure to welcome you to the MakeLearn & TIIM 2020 International Conference. The conference is an excellent opportunity to make your contribution to and share the most recent developments in the field of knowledge management with experts from all over the world. The title of the MakeLearn & TIIM 2020 conference is Expanding Horizons: Business, Management and Technology for Better Society

International School for Social and Business Studies (ISSBS) is organising MakeLearn & TIIM 2020 in cooperation with co-organizers Maria Curie-Skłodowska University, Poland, Kasetsart University, Thailand, and Pegaso International, Malta. The conference deals with topics such as interdisciplinary or innovative solutions in the fields of business, management, education, and technology.

Conference encourages sharing of most recent developments from above fields by including experiences and young academics and practitioners from all continents, it also encourages discussion and the exchange of knowledge between academia and businesses. In recent years, knowledge management has been given a lot of attention in companies and other organisations as well as in rapidly increasing numbers of scientific and expert publications. The ISSBS encourages the discussion and exchange of knowledge also through the International Journal of Management, Knowledge, and Learning, as well as through the Academic International Publisher ToKnowPress.

We are proud to welcome 191 participants from 25 countries who will present 123 papers (74% paper acceptance rate). A very special welcome also to our four keynote speakers: Dr. Gary DeLorenzo from California University of Pennsylvania, USA; Dr. Kongkiti Phusavat from Kasetsart University, Thailand, Dr. Mohamed Buheji and Dr. Dunya Ahmed from University of Bahrain, Bahrain. We also thank everyone who helped us organise MakeLearn & TIIM 2020 in online environment, and wish you all a successful conference.

Dr. Srečko Natek, Dean of the ISSBS, Slovenia

with co-organizers

Maria Curie-Skłodowska University, Poland
Kasetsart University, Thailand
Pegaso International, Malta

Conference Boards

Honorary Board

The representatives of organizations who organized previous MakeLearn and TIIM conferences.

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Dr. Dušan Lesjak, Euro-Mediterranean University and International School for Social and Business Studies, Slovenia, local co-organizer of MakeLearn 2014

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Dr. Mohamed Buheji, University of Bahrain, Bahrain
Dr. Umair Akram, Peking University, China

Organizing Team

Marko Smrkolj, International School for Social and Business Studies, Slovenia
Dr. Vesna Skrbinjek, International School for Social and Business Studies, Slovenia
Dr. Aleš Trunk, International School for Social and Business Studies, Slovenia

Conference Aims

MakeLearn & TIIM conference encourages sharing of most recent developments in the fields of management, economics, technology, and education. By including experiences and young academics and practitioners from all continents, it also encourages discussion and the exchange of knowledge between academia and businesses (formal sessions and social events) and offers a variety publishing opportunities.

This year's focus is oriented into topics such as new (positive and negative) developments in management and global economy, taking into account also the considerations on global Covid-19 pandemic, its short term effect and long term impact, lessons learned and still untapped Solutions. The conference will also discuss issues related to education, technology, industry innovation, R&D priorities and internationalisation trends.

Conference Programme

Thursday, 21 May 2020

- 09.30–10.00 Conference opening and welcome addresses from the co-organizers:
Dr. Valerij Dermol, International School for Social and Business
Studies, Slovenia
Dr. Bordin Rassameethes, Kasetsart Universiy, Thailand
Dr. Zbigniew Pastuszak, Maria Curie-Skłodowska University, Poland
Dr. Luigia Melillo, Pegaso International, Malta
- 10.00–11.15 Keynote speeches and discussion:
'The Coronavirus COVID-19 and Higher Education: The Short Term
Effect and Long Term Impact,' Dr. Gary DeLorenzo, California
University of Pennsylvania, USA
'Importance of Feedback on Human Learning and Development:
Lessons Learned From a Longitude Case at Two Bangkok
Metropolitan Administration Schools,' Dr. Kongkiti Phusavat,
Kasetsart University, Thailand
- 11.15–11.30 Invitation to MakeLearn & TIIM 2021
- 11.45–19.30 Dissemination of projects and cooperation opportunities
- 12.00–13.15 Presentations
- 13.30–14.45 Presentations
- 15.00–16.15 Presentations
- 16.30–17.45 Presentations
- 18.00–19.15 Presentations

Friday, 22 May 2020

- 09.30–10.00 Keynote speech and discussion:
'COVID-19: The Untapped Solutions,' Dr. Mohamed Buheji
& Dr. Dunya Ahmed, Founders of the International Inspiration
Economy Project, Bahrain
- 10.15–11.45 Editors' panel with editors of Scopus and WoS indexed journals
Chair: Dr. Zbigniew Pastuszak, Maria Curie Skłodowska University,
Poland
Co-chair: Dr. Kongkiti Phusavat, Kasetsart University, Thailand
- 12.00–17.30 Dissemination of projects and cooperation opportunities
- 12.00–13.00 Research-Education-Business Forum
'Education Post-Covid-19: Expanding Horizons of Teaching
and Learning'
Chair: Dr. Anca Draghici, Politehnica University of Timisoara, Romania
Co-chair: Dr. Nada Trunk Širca, International School for Social
and Business Studies, Slovenia

Conference Programme

13.30–14.45 Presentations
15.00–16.15 Presentations
16.30–17.45 Presentations

Sessions

- Management
- Business
- Technology
- Analytics, Big Data Applications, Business Intelligence, Data Mining
- Economics
- Education & Training
- Law & European Studies
- Sustainable Development
- Social Inclusion & Inspiration Economy

The Coronavirus COVID-19 and Higher Education: The Short Term Effect and Long Term Impact

Dr. Gary DeLorenzo

California University of Pennsylvania, USA

While the economy, social norms, and educational delivery around the world was relatively 'normal' in the beginning of 2020, the world changed dramatically in March due to the global spread from the COVID-19 illness. Restaurants, retail stores, and businesses shut down to mitigate the spread of the virus. 'Social Distancing' and 'Flattening the Curve' became everyday nomenclature as people were asked to 'Stay at Home' during the crisis. As the economy suffered with businesses closing and employees being furloughed from their jobs, the majority of the college population worldwide moved towards a dedicated online delivery to students.

The keynote talk will discuss the short term effect, long term impact, and my personal experience in how universities are addressing the COVID-19 virus:

- *Short Term:* What has been the effect over the past month or two of delivering education totally online? What effect did it have in reassessing how students can attain an education? Parents and students now see how a different way of educational delivery that may actually work with courses online, and they may like it. A student can attain the same degree, at a lower cost, via an online virtual delivery method.
- *Long Term:* Prestigious schools have large endowments while state and government related institutions have legislators who provide financial funding for those schools. But what about those middle tier, private schools, with decreasing enrollment and minimal endowment funds. How do they compete in the future marketplace that warrants more online delivery? And if more courses and programs are offered online, what happens to the physical buildings on campus?
- *A University Experience:* My university moved heavily into an online delivery mode for bachelor programs in 2016. The strategy dramatically, and negatively, impacted some on-campus programs. Then with the COVID-19 virus, all spring courses university wide were migrated to an online delivery for the remainder of the spring 2020 term. In the interim, administrators continue to plan to provide more, if not all, courses online to students for the fall 2020 term.

 [Video presentation](#)

Importance of Feedback on Human Learning and Development: Lessons Learned From a Longitude Case at Two Bangkok Metropolitan Administration Schools

Dr. Kongkiti Phusavat

Kasetsart University, Thailand

Human learning is critical for an organization to achieve high performance. Human learning contributes greatly to the improvement of workforce's quality of work life. It is part of workplace learning which affects productivity, quality and eventually profitability. The focus on human learning has been on the motivation-related issues through financial and non-financial incentives.

Feedback has been receiving more attention recently due to its positive impacts on learning of individuals at work (and at school). The 70-20-10 rule indicates that human learning practically takes place from job experiences, feedback, and formal training respectively. Naturally, reflecting job experiences is dependent on coaching and mentoring, community and engagement, and more importantly feedback. Moreover, according to the Open-loop Learning, how feedback is designed and delivered affect the effectiveness of workplace (and school) learning.

In most cases, the research on human learning view the compatibility of school and workplace in a similar fashion- as what happens at school is often the case at work such as school bullying and workplace harassment. Education Endowment Foundation has found that feedback have the most positive effects on learning with the least cost at school. Effective feedback which includes personal, relevant and specific; actional; constructive; and timely. Feedback, for students' learning and development, should not be limited from teachers but can include external individuals who share the interests in assisting and improving students.

This presentation focuses on the pilot project which began in 2015. This project highlights and demonstrates how underprivileged students could be motivated to learn and develop their academic and employability through better-designed feedback. External individuals and entities such as Joint Foreign Chambers of Commerce in Thailand and Spouses of Head of Mission have worked together with science teachers at two Bangkok Metropolitan Administration schools on improving science education and students' employability which includes communication and teamwork. The initial findings show that feedback (including recognition of student's activity through an opportunity to display and purchase of their products from science experiments, visit by international business communities, and indirect financial support to assist students' experiments) has significantly reinforced human learning and development.

[!\[\]\(eaac180de418db4eae4b4cefebda75e8_img.jpg\) Video presentation](#)

COVID-19 the Untapped Solutions

Dr. Mohamed Buheji and Dr. Dunya Ahmed

University of Bahrain, Bahrain and Founders of the International Inspiration Economy Project

COVID-19 is a pandemic that brought lots of challenges and shed light on many strengths and weaknesses, but also brought along many opportunities and future possibilities. This human health crisis carries within it 'untapped solutions' that could be the door for a new socio-economic mindset that might make us rethink, redefine and reframe how we solve and address similar coming problems and challenges in the future.

This keynote paper would focus on how much we could benefit as educators, researchers and as post-COVID-19 survivors from exploiting all the untapped opportunities for the betterment of the meaning of what we do and the purpose of our life.

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Editors' Panel

Panel Chair: Dr. Zbigniew Pastuszak

Maria Curie Skłodowska University, Poland

Panel Co-Chair: Dr. Kongkiti Phusavat

Kasetsart University, Thailand

Panelists

Dr. Sarah Younie, De Montfort University, United Kingdom

Dr. Christina Preston, De Montfort University, United Kingdom

Technology, Pedagogy & Education (SCI/SSCI)

Dr. Alex Koohang, Middle Georgia State University, USA

Dr. Jerreta Horn Nord, Oklahoma State University, USA

Journal of Computer Information Systems (SCI/SSCI)

Dr. Kongkiti Phusavat, Kasetsart University, Thailand

International Journal of Innovation and Learning (Scopus)

Dr. Nada Trunk Širca, International School for Social and Business Studies, Slovenia

Human Systems Management (Scopus)

Dr. Zbigniew Pastuszak, Maria Curie Skłodowska University, Poland

International Journal of Value Chain Management and International Journal of Management and Enterprise Development (Scopus)

Dr. Vesna Skrbinjek, International School for Social and Business Studies, Slovenia

Dr. Dušan Lesjak, International School for Social and Business Studies, Slovenia

International Journal of Management in Education (Scopus)

Presentation of other publishing opportunities:

Dr. Kristijan Breznik, International School for Social and Business Studies,
Slovenia International Journal of Management, Knowledge and Learning

Dr. Haruthai Numprasertchai, Kasetsart University, Thailand
International Journal of Business Development and Research

Dr. Anca Draghici, Politehnica University of Timisoara, Romania
Scientific Bulletin of the Politehnica University of Timisoara

Dr. Valerij Dermol, International School for Social and Business Studies, Slovenia
ToKnowPress International Academic Publisher

 [Video presentation](#)

Education Post-Covid-19: Expanding Horizons of Teaching and Learning

Forum Chair: Dr. Anca Draghici

Politehnica University of Timisoara, Romania

Forum Co-chair: Dr. Nada Trunk Širca

International School for Social and Business Studies, Slovenia

Forum Members

Dr. Ronny Adhikarya, formerly worked for World Bank and United Nations as FAO Representative, USA

Dr. Michele Corleto, Pegaso Online University, Italy

Dr. Susana de Juana Espinosa, University of Alicante, Spain

Dr. Valerij Dermol, International School for Social and Business Studies, Slovenia

Dr. Gabriela Fistis, Director denkstatt Romania, Romania

Dr. Larisa Ivascu, Politehnica University of Timisoara, Romania

Dr. Veli Kreci, South East European University, North Macedonia

Dr. Claude Meier, HWZ University of Applied Sciences Zurich, Switzerland

Dr. Luigia Melillo, Pegaso International, Malta

Dr. Beata Mrugalska, Poznan Technical University, Poland

Dr. Matti Muhos, University of Oulu, Finland

[!\[\]\(37baff4e7b064d7b661cee21a346388a_img.jpg\) Video presentation](#)

Presentations

Understanding the Consumers' Personal Characteristics As the Starting Point for Targeted Marketing

Tina Vukasović

[▷ Presentation](#)

Filming and Viewing with Time Delay in Physical Education

Tomaž Tramšek

[▷ Presentation](#)

Accountability in AI as Global Issue

Elisabetta Azzali

[▷ Presentation](#)

Robots as Job Killers, the End of Work Myth: A Case Study from Slovakia

Michal Beno

[▷ Presentation](#)

Crowdsourcing-Based Business Model in Online Customer Service: A Case Study of Smilee

Jukka Majava, Kaisa Hyvärinen

[▷ Presentation](#)

The Help of Modern Technology and Applications for the Better Quality of Lessons and Greater Students' Motivation

Boštjan Lampret

[▷ Presentation](#)

Human Resources Assignment in R&D Departments from Automotive Industry

Marius Gal and Vasile Claudiu Kifor

[▷ Presentation](#)

Right to Education: Practical Legal Education in Kosovo and Montenegro

Sabih Shala

[▷ Presentation](#)

Assessing American Presidential Candidates Using Principles of Ontological Engineering, Word Sense Disambiguation, and Data Envelope Analysis

James Rodger, Abdullah Murrar, Pankaj Chaudhary, Brandon Foley, Marouane Balmakhtar, and Justin Piper

[▷ Presentation](#)

Success Factors of Mega-Projects Implemented by Special Purpose Vehicles (SPVs)

Jan Chadał

[▷ Presentation](#)

Stakeholder Management in Risk Management: Considerations on the ISO 31000 Standard

Corina Dufour and Anca Draghici

[▷ Presentation](#)

Social Networking for Scientists: ResearchGate Metrics of Scientists from Various Branches of Science: A Comparative Analysis

Łukasz Wiecheteł

[▷ Presentation](#)

Determinants of Decisions on Locating Investment in Lublin, Poland

Krzysztof Raganowicz

[▷ Presentation](#)

Inventory Management in a Corporation Context

Juha Lukkarinen and Jukka Mäjava

[▷ Presentation](#)

Experimental Project: Using Reading Strategies to Promote Reading Motivation

Cvetka Dietner Krajnc

[▷ Presentation](#)

Experimental-Cooperative Learning, Active Method of Teaching in 5th Grade

Sara Glavič

[▷ Presentation](#)

How Can Older Students Contribute to the Inclusion of Novice Students in the Community?

Tatjana Mali

[▷ Presentation](#)

Experience Economy in the Context of Sustainable Development

Monika Klein, Monika Spychaliska-Wojtkiewicz

[▷ Presentation](#)

Safe and Stimulating Learning Environment

Marija Lah

[▷ Presentation](#)

Comparing Elephants and Bananas in Educational Achievements

Tihomira Trifonova

[▷ Presentation](#)

A Collaboration of School and Kindergarten with the Environment

Anja Milošić Šalamun

[▷ Presentation](#)

Artificial Intelligence and Big Data in the Healthcare Sector

Gino Fontana

[▷ Presentation](#)

Biases of a Seasoned Teacher: A Confession

Igor Rižnar

[▷ Presentation](#)

The Role of Internal CEO Communication in a Digitalized Work Environment

Claude Meier and Andreas Jäggi

[▷ Presentation](#)

Marketing Mix Model for Marketing of Medical Devices through Public Procurement

Tina Vukasović and Anita Sluga

[▷ Presentation](#)

Active Childhood/Physical Exercise and Its Effect on the Development of Child's Ability

Jasmina Nina Pungartnik

[▷ Presentation](#)

Human Learning: Case from Underprivileged Students in Science Education

Bordin Rassameethes, Sasivimol Meeampol, Suparerk Sooksmarn, and Kongkiti Phusavat

[▷ Presentation](#)

The Nonlinear Relationship Between Firm Size and Growth in the Automotive Industry from Timis Region from Romania

Claudiu Albulescu, Matei Tamasila, and Ilie Taucean

[▷ Presentation](#)

Corporate Brand Image and Customer Satisfaction on Loyalty

Bistra Vassileva and Tsvetelina Dimitrova

[▷ Presentation](#)

Social Media Security and Privacy Concerns: Risk Awareness and Trust

Jeretta Horn Nord, Joanna Palisziewicz, and Alex Koohang

[▷ Presentation](#)

How to Make School Learning Fun and Simple For Pupils with Deficits in Specific Areas of Learning

Sabina Krajnc Dular

[▷ Presentation](#)

How Legitimate Is Legal Metrology Today? The Case of Electronic Meters

Maurizio Recca, Marzia Tasca, Giovanni Di Martino, Lidia Nazzaro, Licia Agostino, and Vania Coppolino

[▷ Presentation](#)

Tax Treatment of The Trust in Malta

Carmelo Grillo

[▷ Presentation](#)

Analysis of Intended and Non-Intended Use of Public Funds

Mateja Gorenc

[▷ Presentation](#)

Microsatellite Services and Africa: The New 'Space' Challenge for Institutional and Private Investors

Giacomo Primo Sciortino, Roberto Fotia, and Kwaku Sumah

[▷ Presentation](#)

Conceptual Knowledge Sharing Model to Support Organizational Performance Development

Diana Robescu, Dana Fatol, Viorica Baesu, and Anca Draghici

[▷ Presentation](#)

Exploring Cyber Security Awareness Through Lego Serious Play

Petra Maria Asprion, Bettina Schneider, Pascal Moriggl, and Frank Grimberg

[▷ Presentation](#)

Focus Matera 2019

Francesco Pascuzzo

[▷ Presentation](#)

Opening an Onsite Day Care

Tanja Klemenšek Rakun

[▷ Presentation](#)

(Self)evaluation As a Tool Authorizing Teachers in Working with Students

Alenka Potočnik Zadrgal and Klavdija Stropnik

[▷ Presentation](#)

Developmental and Technological Restructuring for the Implementation of Competitive Business Models

Drago Dubrovski

[▷ Presentation](#)

Work-Life Balance between Conciliatory Suggestions and Family (Dis)balances

Salvatore Puccia and Veronica Caporrino

[▷ Presentation](#)

Practices of Knowledge Management in Digital Age, a Case Study of Switzerland and Northern Italy

Antonio Bassi, Daniele Beltrami, Raffaele Bueti, Christian Caprara, Paola Colferai, Francesca Morandi, Simone Ricciardi, Ardian Rusiti, and Lorenzo Sampietro

[▷ Presentation](#)

The Effect of Knowledge Sharing on Organization Performance of LAO PDR's Ministry of Public Health

Yuraporn Sudharatna, Pittawat Ueasangkomsate, and Bountham Phengsysana

[▷ Presentation](#)

Empowerment and Success Using Social Technologies: A Gender Perspective

Susana de Juana-Espinosa, and Ana Rosser-Liminana

[▷ Presentation](#)

SWOT Analysis and Strategic Planning Techniques for the School Inclusion of Immigrant and Roma Children: The Case of Spain

Ana Rosser-Liminana and Susana de Juana-Espinosa

[▷ Presentation](#)

Analysis of E-learning Customer Data Using Data Mining Techniques

Kuo-Ping Lin, Yu-Ming Lu, Chih-Hung Jen, and Ming-Jyun Chiang

[▷ Presentation](#)

A Novel Intuitionistic Fuzzy P-Graph for Optimal Synthesis of Cogeneration System

Ping-Teng Chang, Miao-Tzu Chen, Kuo-Ping Lin, and Chien-Chih Wang

[▷ Presentation](#)

Isometric Projection – Outside Classroom

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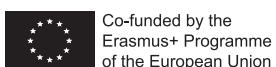
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Co-funded by the
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Feedback: An Introduction of the Practice of Feedback to Enhance Learning through Arts

Programme: Erasmus+, KA2 – Strategic Partnerships for Adult Education

Project number: 2017-1-PT01-KA204-035962

Project duration: 1 September 2017–31 August 2020

Project countries: Portugal, Italy, United Kingdom, Slovenia

Scope of the project: Feedback is an international project, supported by the European Commission under the Erasmus+ programme, and aims to set the foundations to define a clearer model of feedback to enhance learning and therefore act as leverage for the design of new learning programmes.

Project goals: The main goal of the project is to create innovative digital learning resources about the practice of Feedback as a crucial part of the learning cycle, supported by an arts-based learning approach and deployed through different methods and techniques.

Key activities in the project:

- Research about the practice of feedback applied to education;
- Design the model of feedback to enhance learning;
- Develop a learning framework for the use of arts-based learning resources;
- Set a digital learning environment;
- Design and deploy Feedback open educational resources through arts-based learning;
- Organize a training for trainers course;
- Organize pilot online training for managers, HR professionals, educators and trainers.

Target groups: Teachers, trainers, university lecturers, HR professionals and anyone interested in creating exciting new approaches to enhance the feedback experience.

Website: <http://www.thefeedbackproject.eu>

Facebook: <https://www.facebook.com/thefeedbackproject>



Co-funded by the
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of the European Union

Civil Society for Social Inclusion of Unaccompanied Minors in Transition to Adulthood: Learning Communities for Shaping Transition Interfaces (CiSoTRA)

Programme: Erasmus+, KA3 Social inclusion through education, training, and youth

Project number: 592154-EPP-1-2017-1-SI-EPPKA3-IPI-SOC-IN

Agreement number: 2017-2920/001-001

Project duration: 31 December 2017–31 December 2020

Project countries: Slovenia, Germany, Greece, Italy, Turkey

Project aims: The aim of the project CiSoTRA is to develop and implement an innovative methodology to foster social inclusion (including inclusion through education) of unaccompanied minor migrants in transition to early adulthood through holistic support networks, which would facilitate the transition from the youth support and education system to the adult education and employment system.

The project aims to be achieved through:

- Identification of current good practices, based on mapping various pathways for migrants from arrival to 'end' (integration in the country - further education or/and labour market, a transition to a country of origin or another one) and identification of gaps, shortcomings, gaps, and traps on that pathway.
- Personal capacity building of key professionals (professionals from educational institutions, labour market, social care, authorities) – identification of needs and required competences for productive work in the field.
- Identification of needs of unaccompanied minors and young adults (needs analysis through workshops including empowerment activities).
- Institutional capacity building. Improved cooperation of institutions/organizations in the region/country. To contribute to this improvement, a model for better social inclusion will be prepared.

Envisaged impact:

- Improved knowledge and skills of professionals who work with unaccompanied minor migrants and unaccompanied young adult migrants; allow stakeholders to be more aware of what kind of skills and expertise professionals need, and where improvements are needed to ensure better work by professionals with target groups.
- Better capacity of schools and other institutions that work with unaccompanied minor migrants and unaccompanied young adult migrants.
- Through workshops, unaccompanied minor migrants and unaccompanied young adult migrants will be better empowered, and professionals and other stakeholders will be more aware of their needs.
- Substantive material will be produced by the project and available in e-classrooms.
- The most demanding issues regarding social inclusion of unaccompanied minor migrants and unaccompanied young adult migrants will be exposed via national seminars.
- An initial study will give insights on the current situations of each country and on how further policies in the area should be developed.

- A ‘model’ for better social inclusion will be prepared. Such a model could contribute to a better operation of organisations dealing with minor migrants and young adult migrants: on the one hand, by working more efficiently and avoiding overlaps in their work, and, on the other hand, by filling possible gaps with the view to cover all essential needs of target groups and to ensure a better transition to early adulthood.
- Policy makers will have more information on how to develop further policies in the area.
- Results of the project will be published to allow for future research in the area.

Website: <https://cisotra.eu/>



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities



Co-funded by the
Erasmus+ Programme
of the European Union

Inclusion of Roma and Migrants in Schools: Trainings, Open Discussions and Youth Volunteering Activities (RoMigSc)

Programme: Erasmus+, KA3 Social inclusion through education, training, and youth

Project number: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN

Agreement number: 2016-2709/001-001

Project duration: 31 December 2016–31 December 2019

Project countries: Slovenia, Germany, Spain, North Macedonia, Italy, Turkey

Education is crucial for successful integration. Although diversity is an opportunity to make schools more inclusive, creative and open-minded, inequality in education is the highest among Roma and migrant children. Migrant and Roma often face discrimination and xenophobia. For instance, the educational achievements of these groups are in general poorer, they are more likely to drop out from compulsory education, leading to higher risks of social marginalization, to a failure to integrate, and, ultimately, to poverty, which has long-term adverse effects on the social development and economic growth of the host country. The main aim of this project is thus to support better integration of Roma and migrant children in education through various activities.

The engagement of youth in volunteering is also fostered in the project.

Volunteering plays a significant role in the youth's social inclusion. It allows them to engage as citizens, as well as to gain experience, which can enhance their employment opportunities. However, volunteering needs to be recognized as a form of non-formal learning.

The project RoMigSc ended in December 2019. Main policy recommendations on Local, National and EU level are available in the Newsletter 7. We also invite you to visit our E-platform, where you can access different materials (texts, quizzes, videos) from the area of inclusion in schools, intercultural competencies and social responsibility. E-platform has open access, but to access the materials, visitors shall

register first. We also inform you that public documents of the project are available on the Resources page.

Website: <https://romigsc.eu/>



Co-funded by the
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Jovital: Jordan Opportunity for Virtual Innovative Teaching and Learning

Programme: Erasmus+, KA2 – Capacity Building in the Field of Higher Education

Project number: 586468-EPP-1-2017-1-DE-EPPKA2-CBHE-JP

Agreement number: 2017-3642/001-001

Project duration: 15 October 2017–14 October 2020 *Coordinating institution:*

Technische Universität Dresden (TUD), Germany

The Jovital project wants to add a significant value to the teaching process in Jordan by empowering academic staff with contemporary teaching competencies. A comprehensive capacity building programme will be implemented to facilitate intensive know-how transfer among the consortium members to address the problems of outdated instructor-centred frontal teaching methods, limited physical academic mobility, and ineffective use of ICT in formal higher education in Jordan.

Jovital offers HEIs in Jordan a chance to explore, implement, and disseminate state of the art academic practices to enhance teaching quality and improve learning outcomes for individuals studying both within and beyond the institution.

Wider objective: The overall objective of Jovital is to improve quality of teaching in Jordanian Higher Education Institutions by introducing innovative collaborative tools and methodologies and fostering academic international exchange.

Specific objectives:

- Qualification of academic staff at Jordanian Higher Education Institutions on modern pedagogical and didactical methodologies for innovative virtual teaching and learning settings.
- Support Jordanian Higher Education Institutions in adopting and implementing effective ICT-based internationalisation at home activities and integrate Jordanian HEIs in a global network for Virtual Mobility.
- Open up higher education in Jordan to integrate disadvantaged groups including women, rural areas inhabitants, and refugees in inclusive virtual classroom settings.

Expected results:

- Didactical design patterns of technology-enhanced collaborative learning scenarios for teaching staff in Jordanian higher educational institutions.
- Educational case studies with local practical relevance for problem-based group work in the virtual classroom.

- Best practices for Internationalisation at Home strategies development and implementation;
- Awareness raising events of modern educational technologies in different cities in Jordan.

Impact: Supporting Jordanian HEIs in designing and implementing effective ICT-based internationalisation at home activities and integrating them in a global network for 'Virtual Mobility'.

Website: <https://jovital.eu/>



Co-funded by the
Erasmus+ Programme
of the European Union

TeachSuS: Teaching and Educating for Sustainability

Programme: Erasmus+, KA2 – Strategic Partnerships

Project number: 2018-1-RO01-KA204-049253

Project duration: 1 December 2018–30 November 2020

Coordinating institution: Polytechnic University of Timisoara (UPZ), Romania

Project objectives: The general objective of the project is to create a common new non-formal education structure for sustainability in order to enable institutions and organizations involved in education and adult training/professional development from all over Europe to plan learning experiences that empower their students/beneficiaries to develop and evaluate alternative visions of a sustainable future and to work creatively with major stakeholders from economic sector in order to assure the practical link between education for sustainability and real economy/community needs.

Specific objectives:

- A new learning methodology for sustainability, developed through cooperation and exchange of practice between teachers/trainers and staff responsible for support services at different educational levels, in that way that suite the most for the market necessity, made available as open/digital resource.
- A new course, and accompanying learning materials and tools for adult learners created, that will bring more insights for those which train sustainability or only specific concepts thought their education series, translated in partners and English languages for broad dissemination; >60 students trained online in the project period.
- Flexible digital resource created, which could add value to any type of training methods within universities or high schools which should integrate topics about sustainability.
- Capacity of project partners to address education for sustainability increased through train of trainer's common session, with 20 beneficiaries.

- A network of three Excellence Sustainability Centers created in Romania, Hungary and Portugal, where coaching methods and tools for adult learners will be brought into a suitable place for the non-formal education by experts coming from private companies to coach, tutor other trainers from other institutions/organization.
- More than 15000 persons informed using broad dissemination of project vision/objectives and future results assured at local, national and European level through different media (web-based, conferences, interviews, social Medias, events etc.).
- More than 20 company representatives involved in the first Sustainability Excellence Centre workshop/country.

The project TeachSUS (2018-1-RO01-KA204-049253) has been funded with support from the European Commission, Erasmus+ KA2 action. This material reflects the views of the author – the TeachSUS consortium – and the Commission cannot be held responsible for any use which may be made of the information contained therein

Website: <https://www.teachsus.eu/>



Co-funded by the
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Virtual Albanian European Universities Exchange (VALEU-X)

Programme: Erasmus+, KA2 – Capacity Building in the Field of Higher Education

Project number: 610360-EPP-1-2019-1-DEEPKA2-CBHE-JP

Project duration: 15 January 2020–14 January 2022

Coordinating institution: Technische Universitaet Dresden (TUD), Germany

VALEU-X supports the internationalisation of Albanian universities by introducing Virtual Blended Mobility as an internationalisation at home instrument.

VALEU-X offers Higher Education Institutions (HEIs) in Albania a chance to explore, implement, and disseminate Internationalisation at Home practices to increase their students' and staff exposure to a European and international academic, economic, and societal context. A comprehensive capacity building programme will be developed and implemented to facilitate intensive know-how transfer between the consortium members to address the problems of limited physical academic mobility, limited international perspective in university teaching modules, gap between learning outcomes and job market needs, and ineffective use of ICT in formal higher education in Albanian HEIs.

VALEU-X aims at:

- Introducing and promoting learner-centered teaching and learning methodologies;
- Modernising teaching practices in Albanian HEIs with innovative technologies;
- Augmenting internationalisation at home with 'Virtual Mobility.'

Website: www.valeu-x.eu

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