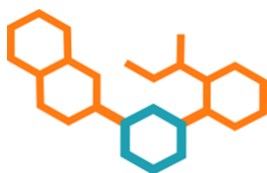




***Recommendations
for developing European cooperation
of the Civil Society Organizations active in the
Lifelong Learning Sector***



Co-funded by
the European Union



INFORMATION NOTE:

Editor: Rafał Dadak; **co-editors:** Agnieszka Dadak, Jerzy Kraus.

© 2024: Foundation of Alternative Educational Initiatives (PL), FHSASB – Folk High School Association Surrounding Budapest (HU), COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI (IT), Rightchallenge – Associação (PT), Husavik Academic Center / Pekkingarnet Pingeyinga (IS)

All rights reserved. This report may be quoted with source reference.

Publisher:

1st edition, January 2024

Picture: View of Porto and Ponte Dom Luis I (author: Rafał Dadak)

The project has been co-funding by the European Union.



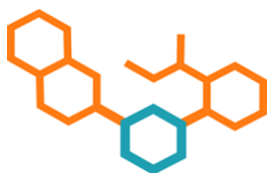
**Co-funded by
the European Union**

This compendium has been developed as the second part/publication of the second intellectual output in the framework of the twenty-eight months old Erasmus Plus development project, January 2022 – May 2024, entitled: “European NETworking as a method for further training and exchange of ideas in the lifelong learning sector.”

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. This publication reflects the views only of the authors, and neither the Polish National Agency of the Erasmus+ programme nor the European Commission can be held responsible for any use which may be made of the information contained therein.



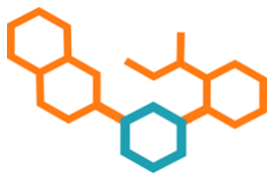
**Co-funded by
the European Union**



Content

Acronyms used in this document	1
Preface	2
I. Introduction	3
1. About the project	3
2. Partner organisations	4
3. Methodology	5
4. Research tools	6
II. Presentation of the current state of knowledge	7
1. Information about a form of law the European Cooperative Society (SCE; in latin: Societas Cooperativa Europaea)	7
2. Summary of research based on the obtained data regarding SCE's.....	11
3. Main conclusions from the research process.....	13
4. Further opportunities to build European cooperation.....	14
5. Strengthening the self-financing of educational activities.....	17
III. Conclusions and Recommendation for developing European Cooperation/ Networking Process	18
IV. Instead of an ending	22
V. Additional Resources - Tips and ideas on how to cope with the most current challenges for adult education	25
1: Ecological and social aspects of Inclusion and Diversity in adult education.	25
2: Digital transformation for better distance and online teaching and learning for adults.	29
3: Environmental awareness of the learners and educators & supporting active democratic participation of the adult Europeans.	34
VI. Annexes	39
1. Template for the SCE interview.....	39
2. Template of the interview with the European networks representatives.	42
3. Collected interviews	45
4. Example of model statutes for a new network of CSOs in the LLL sector	80
VII. Bibliography	85

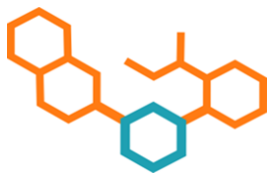




Acronyms used in this document

Acronym	Full Name
BORIS	Beneficial Ownership Registers Interconnection System
CECOP	The European confederation of industrial and service cooperatives
COOP Europe	The Cooperatives Europe is the voice of cooperative enterprises in Europe
CSO	Civil Society Organization
DG/ DG GROW	The Commission is organised into policy departments, known as Directorates-General (DGs), which are responsible for different policy areas./ The Directorate General for Internal Market, Industry, Entrepreneurship and SMEs
EC	European Commission
ECBA	European Cross-Border Associations
EEIG	European Economic Interest Grouping
EU	European Union
EU NET	Title of the project: "EUropean NETworking as a method for further training and exchange of ideas in the lifelong learning sector"
EURICSE	The European Research Institute on Cooperative and Social Enterprises
FIRST Network	This is an international network of civil society organizations operating in the area of adult liberal education (https://first-network.eu/en/)
ICA	International Cooperative Alliance
LLL	Lifelong Learning
NGO	Non-Governmental Organisation
REGULATION	An act of European law published in the Official Journal of the EU (https://eur-lex.europa.eu/homepage.html) or a draft act prepared by EU bodies
SCE	European Cooperative Society – SCE (Societas Cooperativa Europaea in Latin)
SE	The European Company – SE (Societas Europea in Latin)





Preface

The presented Compendium is a collection of information/recommendations/solutions/factors to be considered in the process of building networks or establishing cooperation by Civil Society Organizations (CSOs) operating in the Lifelong Learning sector in the European Union.

The Compendium serves as a knowledge enhancement tool and a way to exchange best practices and experiences at the European level, aimed at strengthening the networking process and leveraging the potential of European CSOs.

The authors hope that the Compendium will create opportunities for applying the presented solutions to determine the structure, form, tasks, and offerings of new networking entities.

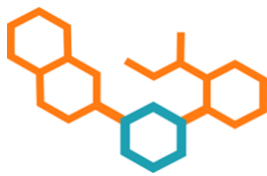
It should be emphasized that for every individual, acquired knowledge is as important as the environment in which they live. In the 21st century, both individuals and organizations that fail to cooperate limit their potential for action. Therefore, it is crucial to explore different forms of organizing this cooperation. Learning about new experiences and best practices complements the toolbox of individuals managing the cooperation process at the organizational level and contemplating the building of new networks.

It is worth noting that the ability to draw from the experiences of others or entities/organizations is a new, significant social competence. This skill also adds value to the process of shaping civic awareness and influences the personal development of individuals.

The Lifelong Learning sector is the most dynamic and diverse educational and social environment in the Member States of the European Union. The networking process has become an essential element in organizing the lives of CSOs in the Lifelong Learning sector. The main task of integration through networking is to develop a common development strategy, conduct promotion, develop management models, and foster the development of the educational and social sector, as well as to represent it externally. Therefore, the Compendium is intended to encourage entities/organizations operating in this sector to collaborate and create new initiatives.

The Compendium also serves as a dissemination tool for the results of the project: "EUropean NETworking as a method for further training and exchange of ideas in the lifelong learning sector", [EU NET]. The project is being implemented from January 2022 to May 2024, and its implementation was co-financed by the European Union under the Erasmus+ Programme for 2021-2027 (KEY ACTION 2: COOPERATION AMONG ORGANISATIONS AND INSTITUTIONS - Cooperation Partnerships).





I. Introduction

1. About the project

The EU NET project is implemented by five partners from the 3rd sector, civil society organisations, working in the field of lifelong learning, adult education from Poland, Italy, Hungary, Portugal and Iceland. All Partners are the members of the FIRST Network¹. Even though all the organisations involved are 3rd sector and working in the field of lifelong learning, they have various profiles and experience – which makes the Partnership composition somehow representative for the adult liberal education sector in Europe.

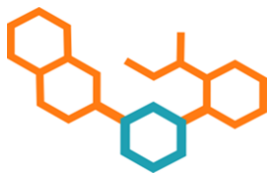
The main challenge the project addresses is lower than possible level of European networking of Civil Society Organisations active in the lifelong learning, adult education sector. The idea of the EU NET is built on the outcomes, conclusions and the Exit Strategy of a 2 – year long Erasmus+ KA 2 project, 2018 – 2020, of five European organisations active in the field of adult education: “First-time international projects realisers support network” (1stTIPPM). The project was concluded in founding the FIRST Network in December 2020. The Mission of the FIRST Network (FN) is strengthening the capacity of civil society organizations and entities active in the adult education sector to operate in the international arena, enhancing innovativeness and the ability to adapt to changes in the modern world.

Analysis preceding founding the FIRST Network disclosed lack of proper/affordable legal and formal solutions supporting networking accessible for the non-profit and/or not-for-profit CSOs. There seem to be a legal gap on the level of European legislation. The procedure of founding and registering European networks is just expensive and complicated. The EU NET also addresses the identified need for more practical examples, more case studies, material for further self-education in the field of European level cooperation and networking of the adult learning CSOs.

The main aim of the EU NET project is to support the European level networking of the Civil Society Organisations active in the lifelong learning sector. The specific goals are: 1. Facilitating European level networking of adult learning Civil Society Organisations through increasing the accessibility of information and applicable knowledge, guidelines and recommendations concerning the European Cooperative Society as a form of EU level networking. 2. Facilitating European cooperation in the adult education sector by delivering practical and reusable resources for the practitioners for self-directed education in the field of European projects

¹ The FIRST Network is an international network of civil society organizations operating in the area of adult liberal education. FIRST Network is the answer to the needs to access to specialists and experts in the international cooperation field to receive guidelines on how to solve specific problems, address challenges. For more information check: [NGOEEIG](#)





initiation, designing, developing and realising. 3. Supporting the resilience of adult learning Civil Society Organisations and their capability to cope with the most current challenges for adult education: Digital transformation, inclusion and diversity in education, environmental awareness of the learners and educators, supporting active democratic activity of adult Europeans. 4. Supporting the development and strengthening of the FIRST Network as a laboratory for developing and testing solutions for the capacity building to operate in the international arena, enhancing innovativeness of the lifelong learning sector and its ability to adapt to changes.

The direct target group of the project include the members, workers, co-workers, volunteers and the adult learners of the non-vocational, adult education organisations, especially the Civil Society Organisations (CSOs) including informal groups, Non-governmental organisations and other non-profit and notfor profit organisations. The indirect target group include wide range of education – related organisations, institutions and decision makers.

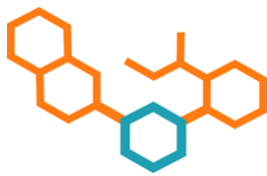
Apart from the following Recommendations, the project team has also developed a Practical Toolkit for the beginners in the field of European project management and networking, working for the civil society organisations, in two parts:

- **Part 1**, related to project planning and designing. The aim of the first part of the Toolkit is to guide you from a project idea to a successful proposal. The Toolkit 1 is available [HERE](#).
- **Part 2**, related to project coordinating, monitoring and evaluating, is aimed to support the successful implementation of the European projects that have been co-funded by the European Union. The Toolkit 2 is available [HERE](#).

2. Partner organisations

- Foundation of Alternative Educational Initiatives, Poland (Applicant and Coordinator), www.fundacjaiae.eu
- Folk High School Association Surrounding Budapest, Hungary, <http://www.bknsz.hu/>
- Cooperativa Sociale COOSS MARCHE ONLUS scpa, Italy, <http://www.cooss.it/it/>
- Rightchallenge – Associação, <https://rightchallenge.org/>
- Husavik Academic Center / Pekkingarnet Pingeyinga, <https://hac.is/>





3. Methodology

Why did we focus on the topic of European Cooperative Society (SCE)?

The analysis preceding the establishment of the "FIRST Network" (European network established in 2020 as part of the project: "First-time international project realisers support network", an European, Erasmus+ Programme supported development project, being realised by five civil society organisations from five European countries: Poland, Italy, Hungary, Denmark and Austria in the period: October 2018 – September 2020) showed that:

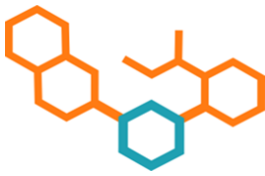
- There is low availability of suitable and affordable legal and formal solutions supporting the creation of networks accessible to non-profit or not-for-profit organizations.
- There is a legal gap at the European level regarding CSO cooperation.
- The procedure for establishing and registering European networks is costly and complicated.
- A particularly little-known and unexplored form of cooperation is the European Cooperative Society (SCE), which seems to be a good opportunity for civil society organizations.
- The lack of current analysis of legal forms for CSO cooperation in Europe results in a lack of information and knowledge, interpretations, guidelines, and recommendations, limiting networking opportunities in the European Union.

Objectives of these Recommendations are:

- Increasing knowledge about the European Cooperative Society (SCE) and its utilization in social and educational activities.
- Identifying challenges and barriers for entities dealing with adult education in the networking and international/European cooperation process.
- Identifying factors influencing the economization process of educational activities.
- Learning about the success factors (best practices) of entities operating in network form.
- Determining areas of support for entities in the adult education sector in planning, initiating, and implementing cooperation.
- Identifying necessary structural, organizational, and legislative challenges to improve and facilitate networks creation.
- Providing recommendations based on feedback from consortium members, European networks, and other stakeholders.

The research methodology combined quantitative and qualitative data collection based on desk research (analysis of available data, including identification of European SCEs) and qualitative data collection through interviews. The main goal of the interviews was to learn about best practices regarding cooperation in the European Union in the innovative form of SCE and in the form of European networks.





Mapping/researching and analyzing existing networks to identify best solutions (researching information sources) were conducted by legal and administrative specialists from FAIE and representatives of partner organizations.

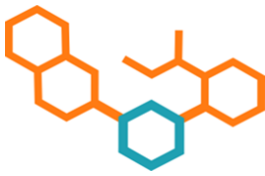
Interviews were conducted with representatives of European networks to learn about the strengths and weaknesses of solutions used by existing networks and to identify best practices.

4. Research tools

The research process included:

- ❖ Identification and collection of data on the functioning of SCEs in the EU Member States.
- ❖ Attempts to identify and contact existing SCEs operating in the education sector.
- ❖ Analysis of relevant databases and legal registers in selected EU Member States.
- ❖ Establishing contacts with European institutions and researchers specializing in researching SCEs' activities in the European Union.
- ❖ Preparing, in cooperation with the project partners, structured interview questions questionnaire to learn the experiences and the recommendations of the existing, European SCEs. (Due to the fact, that the SCEs active in the field of education in the EU turned out to be already inactive and/or in liquidation state, with the contact persons not responding to queries, it turned out impossible to conduct the interviews).
- ❖ Conducting a study visit to a cooperative operating in the European Union, with the networking process being the main theme.
- ❖ Preparing, in cooperation with the project partners, reviewed structured interview questions questionnaire and conducting interviews with representatives of various types of European networks (both the European network's board members and the representatives of the members in five European countries: Poland, Italy, Iceland, Portugal and Hungary).





II. Presentation of the current state of knowledge

1. Information about a form of law the European Cooperative Society (SCE; in latin: Societas Cooperativa Europaea)

As Dr. Małgorzata Lendzion writes (2017), "The boundaries between traditional sectors and the organizations that represent them are blurring. A clear and lasting distinction between entities is becoming increasingly difficult to identify. The emergence, among others, of the idea of CSR - corporate social responsibility, has led to the creation of organizations in the social economy sector that operate at the intersection of various sectors. These organizations are evidence of the diversity in our surrounding reality and the illusory boundaries between sectors. An example is the European Cooperative Society, which is a model entity in the so-called new economy sector. The social economy is increasingly important in improving the quality of life for residents. The hybrid nature of social enterprises arises from their position at the intersection of sectors and the pursuit of both social and economic goals. The result is the inability to make a classic division into non-governmental, public, or commercial entities."

The European Cooperative Society (SCE) is an example of developing transnational and cross-border cooperation within the Member States of the European Union and the European Economic Area.

The European Cooperative Society (SCE) is a legal form that enables the establishment of new partnerships within the cooperation of entities/organizations from the Member States of the European Union. Its interesting feature is the possibility of jointly conducting both social and economic activities within the European Union - activities that support social actions.

SCE's activities are based on the following principles:

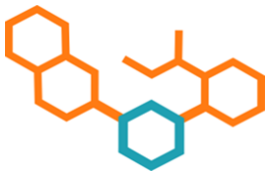
European Union, to contribute to its economic development, provide cooperatives, which are a form of organisation generally recognised in all Member States, with adequate legal instruments capable of facilitating the development of their cross-border activities.

Cooperatives are primarily groups of persons or legal entities with particular operating principles that are different from those of other economic agents. These include the principles of democratic structure and control and the distribution of the profit for an equitable basis.

A European cooperative society (hereinafter referred to as 'SCE') should have as its principal objective the satisfaction of its members' needs and/or the development of their economic and/or social activities, in compliance with the following principles:

— its activities should be conducted for the mutual benefit of the members so that each member benefits from the activities of the SCE in accordance with his/her participation,





- members of the SCE may also include other persons or entities who should be to engage in the activities of the SCE,
- control should be vested equally in members, although weighted voting may be allowed, to reflect each member's contribution to the SCE.

The introduction of a European legal form for cooperatives, based on common principles but taking account of their specific features, enables them to operate outside their own national borders in all or part of the territory of the Community. Regulation relating to SCE, allows the establishment of an SCE by physical persons resident in different Member States or legal entities established under the laws of different Member States.

However, the rules on the involvement of employees in the European cooperative society are laid in a separate legal act.

A cooperative society may be set up within the territory of the Community in the form of a European Cooperative Society (SCE) on the conditions and in the manner laid down in European legal acts and national regulation.

The SCE may be formed as follows: by five or more natural persons resident in at least two Member States or by five or more natural persons and other legal bodies governed by public or private law, formed under the law of a Member State, resident in, or governed by the law of, at least two different Member States.

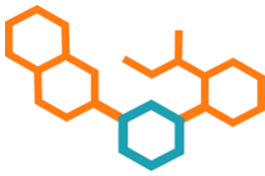
A Member State may provide that a legal body the head office of which is not in the Community may participate in the formation of an SCE provided that legal body is formed under the law of a Member State, has its registered office in that Member State and has a real and continuous link with a Member State's economy.

The capital of an SCE shall be expressed in the national currency. An SCE whose registered office is outside the Euro-area may also express its capital in euro. The capital shall not be less than EUR 30 000. 25% of the capital should be contributed immediately, while the balance shall be paid within five years unless the statutes provide for a shorter period.

The statutes of an SCE shall mean both the instrument of incorporation and the statutes of the SCE. The founder members shall draw up the statutes of the SCE in accordance with the provisions for the formation of cooperative societies laid down by the law of the Member State in which the SCE has its registered office. The statutes shall be in writing and signed by the founder members.

If you would like to establish an SCE, the statutes of the SCE shall include at least:





- The name of the SCE, preceded or followed by the abbreviation ‘SCE’ and, where appropriate, the word ‘limited’,
- a statement of the objectives,
- the names of the natural persons and the names of the entities which are founder members of the SCE, indicating their objects and registered offices in the latter case,
- the address of the SCE's registered office,
- the conditions and procedures for the admission, expulsion and resignation of members,
- the rights and obligations of members, and the different categories of members, if any, and the rights and obligations of members in each category,
- the amount of the capital, and an indication that the capital is variable,
- specific rules concerning the amount to be allocated from the surplus,
- the powers and responsibilities of the members of each of the governing organs,
- provisions governing the appointment and removal of the members of the governing organs,
- the majority and quorum requirements,
- the duration of the existence of the society, where this is of limited duration.

The registered office of an SCE shall be located within the EU Members Country, in the same Member State as its head office. It should be emphasised that the registered office of an SCE may be transferred to another Member State and such transfer shall not result in the winding-up of the SCE or in the creation of a new legal person.

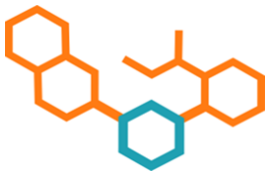
If national law provides for specific rules and/or restrictions related to the nature of business carried out by an SCE, or for forms of control by a supervisory authority, that law shall apply in full to the SCE.

Every SCE shall be registered in the Member State in which it has its registered office in a register designated by the law of that Member State in accordance with the law applicable to public limited-liability companies. The SCE shall acquire legal personality on the day of its registration in the Member State in which it has its registered office, in the register designated by that State. When the registration process is complete, the notice of an SCE's registration and of the deletion of such a registration shall be published in the Official Journal of the European Union.

The acquisition of membership of an SCE shall be subject to the approval of the management or administrative organ. Candidates refused membership may appeal to the general meeting held following the application for membership. Unless the statutes provide otherwise, membership of an SCE may be acquired by natural persons or legal bodies, but the statutes may make admission subject to other conditions. Whereas membership shall be lost:

- Upon resignation,



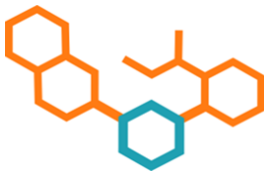


- upon expulsion, where the member commits a serious breach of his/ her obligations or acts contrary to the interests of the SCE,
- where authorised by the statutes, upon the transfer of all shares held to a member or a natural person or legal entity which has acquired membership,
- upon winding-up in the case of a member that is not a natural person,
- upon bankruptcy,
- upon death,
- in any other situation provided for in the statutes or in the legislation on cooperatives of the Member State in which the SCE has its registered office.

In structure SCE generally we have: a general meeting and either a supervisory organ and a management organ (two-tier system) or an administrative organ (one-tier system) depending on the form adopted in the statutes. Each member of an SCE shall have one vote, regardless of the number of shares he holds. If the law of the Member State in which the SCE has its registered office permits so, the statutes may provide for a member to have other number of votes determined. A general meeting shall act by majority of the votes validly cast by the members present or represented and the statutes shall lay down the quorum and majority requirements which are to apply to general meetings.

Members of SCE organs shall be appointed for a period laid down in the statutes not exceeding six years and they may be re-appointed once or more than once for the period determined. Acts performed by an SCE's organs shall bind the SCE vis-à-vis third parties, even where the acts in question are not in accordance with the objects of the SCE, providing they do not exceed the powers conferred on them by the law of the Member State in which the SCE has its registered office or which that law allows to be conferred on them. It is important to remember that members of management, supervisory and administrative organs shall be liable, in accordance with the provisions applicable to cooperatives in the Member State in which the SCE's registered office is situated, for loss or damage sustained by the SCE following any breach on their part of the legal, statutory or other obligations inherent in their duties. After they have ceased to hold office by the members in SCE's organs, not to divulge any information which they have concerning the SCE the disclosure of which might be prejudicial to the cooperative's interests or those of its members, except where such disclosure is required or permitted under national law provisions applicable to cooperatives or companies or is in the public interest.





2. Summary of research based on the obtained data regarding SCE's

Regulation (EC) No 1435/2003 of 22 July 2003 on the Statute for a European Cooperative Society (SCE). The document sets out the main principles for the creation, structure and operation of an SCE at European Union level.

The researching on the current situation regarding the operation of the European Cooperative Society (SCE - Societas Cooperativa Europaea) in the European Union Member States began in October/November 2022.

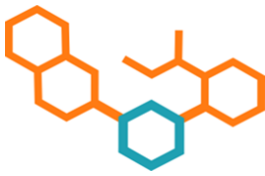
A comprehensive analysis of available sources, publications, and websites concerning the creation, structure, and functioning of the European Cooperative Society within the European Union was conducted. The main objective was to identify SCEs operating in the education sector or social activities. In the first stage, searches were conducted at the level of countries where members of the project consortium operate. In the second stage, in the remaining (selected) EU Member States.

The analyses of SCE activities led to the conclusion that, after 20 years since the introduction of the legal form of SCE into European law in 2003, there has been a significant reduction in the number of existing SCEs. During the analysis process, a serious problem was encountered in identifying these entities. Therefore, assistance and additional information were sought from European institutions. Contacts were made, among others, with the Representation of the European Commission in Poland, discussions were held with Europe Direct points, contacts among partner organizations were utilized, inquiries were made to the European Commission - DG GROW - Internal Market, Industry, Entrepreneurship and SMEs, analyses of websites of various networks operating in the cooperative sector and published reports were conducted (e.g., ICA - International Co-operatives Alliance and CECOP).

A major obstacle is the lack of information from the EU Eur-lex system. Information on the establishment and deletion of SCEs in Member States should be published in the Official Journal of the EU. The obligation to publish information arises from Article 13 of Regulation (EC) No 1435/2003 of 22 July 2003 on the Statute for a European Cooperative Society (SCE). Unfortunately, the Eur-lex system does not have this data. No response was received to inquiries regarding the lack of data and where they are published in the system.

All European institutions emphasize the need to review the European Commission's 2012 report on the application of Regulation (EC) No 1435/2003. They consider this report from 12 years ago (with data for the report being over 13 years old) to be the most recent. It was also informed that there have been no other reports worked on in the European Union in the last 12 years.





We also searched for data in business registers in selected European countries. In the data search process, we used information from the European portal "justice.eu". The project team also tried to obtain data by the Transparency Register EU and Beneficial Ownership Registers Interconnection System (BORIS). Unfortunately, the analysis must have been performed separately for each country because: „On 22 November 2022, the Court of Justice delivered its judgment in joined cases WM (C-37/20) and Sovim SA (C-601/20) versus Luxembourg Business Registers and invalidated the requirement introduced by Directive 2018/843 amending Directive 2015/849 that Member States must make information on the beneficial ownership of legal persons held in central Registers accessible in all cases to any member of the general public. The Court considered that such indiscriminate public access was neither strictly necessary to prevent money laundering and terrorist financing, nor proportionate and could therefore not justify a serious interference with fundamental rights, namely the right to respect for private life and to the protection of personal data enshrined in Articles 7 and 8 of the Charter.

As a consequence of this judgment, the beneficial ownership registers interconnection system (BORIS) currently cannot provide public access to the information held in the national beneficial ownership registers. While the Commission will continue to work on the implementation of access for competent authorities and obliged entities, the legal and technical possibilities for implementing public access based on legitimate interest will also be assessed.”

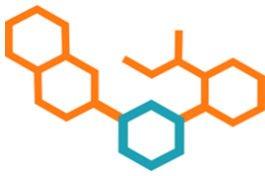
The analysis covered: Poland, Hungary, Italy, Portugal, Iceland, France, Czech Republic, Slovakia, Spain, Sweden, Finland, Germany, Austria, and Romania. A list of SCEs from 2018 was also found, prepared by Libertas – Europäisches Institut GmbH.

In this way, data on several SCEs were obtained, with which members of the project consortium attempted to establish contact - with the aim of conducting interviews. Therefore, the project team prepared an interview questionnaire regarding the activities of SCEs (see the Attachment 1).

Unfortunately, all SCEs we attempted to contact turned out not longer exist. The project team also tried to contact an additional entity in the education sector in Spain, which declared itself to be an SCE - unfortunately, there was no response.

During the research on SCEs, the project team also contacted think-tank institutions. Their activities focus, among others, on analyzing the cooperative sector in Europe. These included, for example, Euricse, COOP, Cooperative Research Institute in the National Cooperative Council. An interview was also conducted with a member of COOP Europe. An analysis of scientific work authored by Dr. Małgorzata Lendzion from Jagiellonian University was also carried out. The project team was surprised by the lack of information about SCEs in the "World Cooperative Monitor 2022" report. Therefore, the project team attempted to contact





one of the co-authors of the report. This resulted in obtaining information about a new initiative of the European Commission concerning European Cross-Border Association.

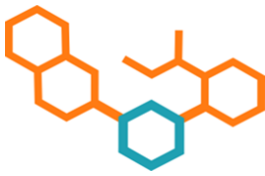
Therefore, the decision was made to, instead, conduct interviews with representatives of several European networks in the education sector. The aim was to prepare recommendations regarding the creation and operation of international networks. The project team prepared an interview questionnaire again.

3. Main conclusions from the research process

Based on the data obtained in the research process regarding SCE, we have identified the following barriers concerning the situation of SCEs in the European Union Member States:

- Low awareness of the existence of the legal form of SCE among organizations in the lifelong learning sector, as well as among European networks connecting cooperatives.
- Complicated procedures for establishing SCEs and high establishment costs; significant differences in legislation among EU Member States in areas not regulated by EU law; differences also exist at the regional level.
- Until 2024, the European Union authorities did not take into account the demands submitted by cooperative organizations from many European countries; the European Commission announced a change but did not implement it.
- Uncertainty regarding the legal regulations to be applied during SCE activities.
- Cooperative activity in Europe is directed towards sectors other than the education sector; the SCE form is treated like other forms of economic activity; social requirements are not considered.
- Complex regulations regarding employees in SCEs, which increase costs and make managing SCEs difficult, as well as a significant problem with worker mobility in the European labour market in international structured entities.
- Failure to fulfil the obligation by the Publication Office of the European Union – failure to announce in the Official Journal of the EU information about registered and liquidated SCEs.
- Lack of current statistical data regarding SCEs in the European Union.





- Difficulty in accessing information about SCEs at the level of EU Member States through business registers or hindered access due to fees for obtaining information; also, the legal form of SCE is not separately identified in the registers (often combined with other cooperatives or companies).
- Low interest in the functioning of SCEs after 2011 from the European Union structures.
- Failure to perceive SCEs as an opportunity for conducting social, educational, and economic activities (which support social actions) by entities in the education sector.
- Irregularities related to creating SCEs solely for "selling" them to other entities in the European Union.

Representatives of the cooperative community in Europe believe that European Union policy stems more from the fundamental equality of all entities in the internal European market than from genuine aspirations for SCE development.

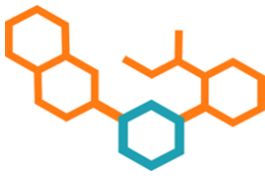
SCE can be seen as an "orphan" of the European legal system, despite its advantages: it gives a European image to entities operating as SCEs; it creates cross-border networking within the European Union; it allows for participation in the European cooperative movement; it enables cost optimization on an international level; it facilitates the exchange of experiences and best practices among entities operating as SCEs; it enables mutual benefits from SCE activities for all individuals/entities involved; SCE can be treated as a "social group" where each member has their tasks and functions, and management principles are self-governing and democratic.

4. Further opportunities to build European cooperation

During our research on the European Cooperative Society (SCE), we received information about a new initiative by the European Commission concerning the possibility of cooperation and actions at the European level. The purpose of the new initiative is to harmonise common minimum standards for NGOs and to improve the functioning of the internal market of non-profit associations by laying down measures coordinating the conditions for establishing and operating European Cross-Border Associations (ECBAs), with the aim of facilitating the effective exercise of freedom of movement of non-profit associations operating in the internal market.

In connection with the Directive of the European Parliament and the Council regulating the functioning of ECBA in the European Union, each European Union Member State will be obliged to adopt national regulations.





Under the proposal, ECBA will be a membership-based legal entity, constituted by means of voluntary agreement by natural persons that are Union citizens or legally resident in the EU or legal entities with a non-profit purpose legally established in the Union, with the exception of:

- (a) Trade unions, political parties, religious organisations and associations of such entities;
- (b) persons who have been convicted of offences of money laundering, associated predicate offences, or terrorist financing;
- (c) persons who are subject to measures that prohibit their activity in a Member State in connection with money laundering, associated predicate offences, or terrorist financing.

A minimum of 3 founding members will be able to establish the ECBA. Also, during the operation of the ECBA, the number of members will not be allowed to be less than 3. The Member States of the European Union will have to ensure that the ECBA can be registered online. The registration process will have to be completed within 30 days of the submission of all required documents. In addition Member State will be obliged to the competent authorities issue the ECBA certificate, both digitally and in paper form within 5 days from the registration of an ECBA and this certificate will be recognised as evidence of the registration of the ECBA. The competent authority of the home Member State notifies, without delay, the competent authorities of all the other Member States of any new registration of an ECBA.

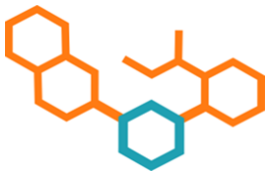
The basic principle of operating as ECBA will be to ensure that any profits shall be used exclusively for the pursuit of its objectives, as described in its statutes, without any distribution among its members.

The ECBA will be obliged to possess in its statute the objective to carry out activities in at least two Member States and have founding members with links to at least two Member States, either based on citizenship or legal residence in the case of natural persons, or based on the location of their registered office in the case of legal entities.

ECBA will have legal personality and full legal capacity to operate. Each Member State of the European Union will be obliged to recognise any ECBA that is registered in another Member State of the European Union.

An ECBA has the right to conclude contracts and perform legal acts, be a party to legal proceedings, own movable and immovable property, carry out economic activities, employ staff, receive, solicit and dispose of donations and other funds of any kind from any lawful source, participate in public tenders, and apply for public funding.





The Statute of an ECBA will have to include the following information:

- (a) The name of the ECBA;
- (b) a detailed description of its objectives and a statement of its non-profit purpose;
- (c) the names and addresses of the founding members, where they are natural persons, and the names of the legal representatives and registered office of the founding members, where they are legal entities;
- (d) where a founding member is a legal entity, a detailed description of its statutes and a detailed description of its non-profit purpose;
- (e) the address of the ECBA's registered office;
- (f) the assets of the ECBA at the time of its registration;
- (g) the conditions and procedures for the admission, exclusion and resignation of members;
- (h) the rights and obligations of members;
- (i) provisions governing composition, functioning, powers and responsibilities of the decision-making body and the executive body;
- (j) provisions governing appointment, removal, powers and responsibilities of the members of the executive body;
- (k) the majority and quorum requirements applicable to the decision-making body;
- (l) the procedure to amend the statutes;
- (m) the duration of the existence of the ECBA, where it is of a limited duration;
- (n) the method of disposition of the ECBA's assets in the event of dissolution.

There will be two types of body in the ECBA structure: a decision-making body and an executive body - which will have to consist of a minimum of three people.

In the ECBAs governance process, each member will have one vote. Also, members of an ECBA will not be personally liable for acts or omissions of the ECBA, but will be subject to effective forms of review by the courts.

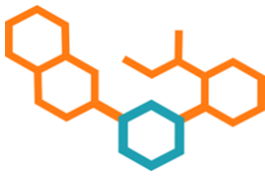
Every an ECBA will have the right to transfer its registered office from one Member State to another.

For matters not regulated by the Directive, each Member State of the European Union will have to ensure that the national rules applicable to the most similar non-profit association in national law apply to ECBAs.

The Member States of the European Union will have two years to adopt national provisions and notify the European Commission of the national legal provisions adopted regarding ECBA.

In January 2024, the European Parliament started work on the ECBAs initiative.





Within Parliament, the proposal is being dealt with by the Committee on Legal Affairs (JURI) (rapporteur: Sergey Lagodinsky, Greens/EFA, Germany), and the Committee on Internal Market and Consumer Protection (IMCO).

In the meantime, three national parliaments have performed subsidiarity and proportionality checks of the proposal. Two of them, the Portuguese and Italian ones, approved the proposal, but the Czech Senate has submitted an opinion to the effect that the proposal exceeds EU competences and in its view, it should not be adopted (the Senate "calls upon the [Czech] Government not to support the Proposal").

In its opinion of 17 January 2024, the European Economic and Social Committee (EESC) welcomed the proposal and advised the co-legislators to move swiftly towards its adoption, recognising the difficulties faced by non-profit organisations operating across Member State borders.

On 13 March 2024, during its plenary session, Parliament adopted its first reading position on the proposal, based on the JURI report, while the Council is yet to start examining the proposal.

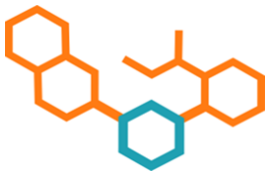
The authors of the compendium hope that the ECBA regulations will be adopted as soon as possible, and all stakeholders in the European Union will be able to benefit from solutions specially designed for cross-border purposes. ECBA should reduce the legal and administrative burdens associated with recognizing and establishing non-profit associations operating in another Member State of the European Union.

5. Strengthening the self-financing of educational activities

Here are a few ideas for increasing revenue and self-financing activities for the European networks and their development. These recommendations were developed on the basis of interviews:

- Offering paid workshops and courses by the network.
- Introducing membership fees for the network in its statute.
- Providing paid advisory services/expertise to external entities.





- Generating income from non-standard projects, such as custom production or service provision.
- Charging fees for organized workshops/events.
- Establishing a donation system.
- Collaborative Projects: Collaborating with external partners for funding, ex. companies may provide financial support or sponsoring specific projects within the network or private funding may come from various sources, including: individuals, philanthropic organizations, or businesses may make donations to support the activities and mission of network.
- Online crowdfunding campaigns, which represent a modern way to engage the local and international community in supporting specific educational projects.
- Conducting non-profit business activities at the European level in the form of a European Company (SE) or European Economic Interest Grouping (EEIG).

Such actions contribute to the economic stability of the network and support its mission, development, and innovation, increasing the level of cross-sectoral cooperation.

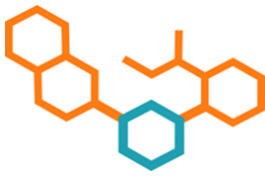
Self-financing educational activities by CSOs from the Lifelong Learning sector in the European Union become a significant aspect of their operations. Optimal utilization of available funding opportunities and sources, strategic partnerships, and a flexible approach to self-financing can help organizations increase their impact in the field of education. It is important to continuously monitor the changing financial landscape and adjust strategies to meet challenges and continue to deliver valuable education to communities at both local and European levels.

III. Conclusions and Recommendation for developing European Cooperation/ Networking Process

The final recommendations have been developed based on the analysis of interviews conducted by the members of the project consortium and the experiences of member organizations of the European FIRST Network.

The proposed list of recommendations is not exhaustive, as there is always the possibility of formulating additional demands. None of the recommendations are final. All demands intersect and complement each other. The purpose of the list of recommendations is to



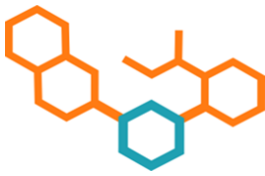


highlight the most important elements that should be considered in the process of building cooperation between CSOs in the European Union member states. An additional task of the recommendations is to provoke reflection among individuals managing European CSO networks, with the aim of improving the operation of existing networks.

The recommendations are as follows:

1. Good communication between network members and network management. Implementation of an Intranet solution in the communication process.
2. Establishing a professional coordinating centre for the network at the European level is essential.
3. The network should have dedicated staff, especially administrative personnel.
4. A team of involved individuals should assist in solving various types of problems/issues in organizations that comprise the network.
5. The network should have a developed plan and rules for enhancing the competencies of the team working in the network, necessary for the implementation of international projects. The effectiveness of the network's operation requires retaining "talents" in the team of employees.
6. Each network should have a well-formulated goal of its activity; all network members should agree on it. "Fundamental questions should be answered: what do we really want?; why are we doing this?; what is our mission?" The network should specify its areas of specialization. Networks operate in a competitive environment, so standing out from other networks/organizations can be a challenge. Also, the level of trust among network members affects the shape of common goals. Defining a common goal/mission is possible when we try to understand the perspective of the other person/organization. The primary goal for the network creation process should be to increase the level of engagement and interaction among network members.
7. It is also necessary to create a list of products and services for network members to want to be a part of it. Network members must see the benefits of cooperation in the form of a network. A thorough understanding of the needs of network members and the target groups for which the network operates is the basis for shaping the offer.
8. Network members must have access to knowledge, best practices, networking opportunities, and the possibility of exchanging experiences possessed by individual network members. This builds and increases the level of motivation for further action.

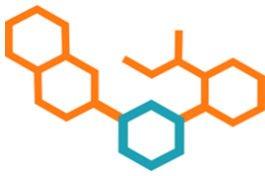




The network should create a multi-faceted offer for network members (based on their needs) and external recipients. An attractive offer affects the level of network visibility and builds the network's "brand" – it is worth using tools from the business sector to build an image. Workshops, educational sessions, lectures, and networking help maintain the engagement of network members and ensure higher quality of operation. Mutual assistance among network members in organizing various events is also a prerequisite for good cooperation.

9. When cooperating within the network, we need to consider the generational changes of individuals involved in network activities. Each network should develop rules for: staff exchange, training of new individuals, and transferring knowledge and experiences by individuals who cease to work for the network. Therefore, actively collecting feedback during all meetings/events organized by the network is very important. Feedback is the basis for business development.
10. There should be a constant effort to improve the level of professionalism in network operations. "The network is as strong as its members."
11. It is essential to apply and improve the use of social media in the activities carried out by network members.
12. The network must establish a system of connections with other institutions (public administration, business, research centres) and other stakeholders (local community leaders, informal resident groups, local action groups, other networks, organizations operating in the same sector).
13. The network should take actions that strengthen the recognition of civil society organizations at the local/regional/national, and European levels.
14. It is also essential to raise awareness among decision-makers at the local/regional/national, and European levels regarding the key issues that constitute the mission for the network.
15. Due to the development of digital technologies, every network should conduct an analysis regarding the use of "artificial intelligence" in its activities; in internal and external communication processes and network management.
16. Network activities should not be treated as one-time actions. Actions should be carried out regularly. A budget should be planned for permanent staff, statutory activities,

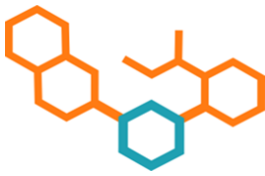




investments, promotions, and travel (direct contact is a factor in building the network's image and establishing trust with beneficiaries and stakeholders).

17. Every network member should have the opportunity to actively propose initiatives that the network can implement. Methods of communication within the network should be tailored to the categories of members.
18. Every network member should have an impact and actively participate in the network management process. Democratic principles of cooperation and opinion exchange should be applied in the management process. However, after a decision is made, all network structures should focus on the decision implementation process.
19. Bureaucratic practices that hinder effective decision-making and reduce the speed of response to changes in the network's environment (social, legal, economic) should be avoided.
20. Understanding the cultural and linguistic diversity in Europe and the need to preserve it is essential in the process of cooperation, building, and operating networks at the European level. In building relationships within the network, a significant factor is the level of trust. Showing interest in each other and sharing life experiences or passions allows for a freer flow of knowledge and professional experiences. In multi-generational teams, collaboration allows for the preservation of knowledge and life experiences, from which new team members can benefit.
21. Applying the Co-creation principle in network activities. It is a process of seeking a new way to implement cooperation. In this process, we search for new relationships, new ideas, a serious approach to the other side - the partner. We not only take but also give. The co-creation process prevents fragmentation and loss of knowledge/experience but also strengthens the sense of solidarity and allows for joint decision-making and acceptance. Language is an important factor; it can hinder our understanding. It's not enough to speak; we must know that the other party understands our message.
22. Every network should conduct interdisciplinary activities. Interdisciplinarity: stimulates creativity, builds valuable resources, influences the development of the democratic system, unleashes innovation, and creates new forms of participation.
23. It is essential to understand that the people working in member organizations are the ones who best know the needs of local communities.





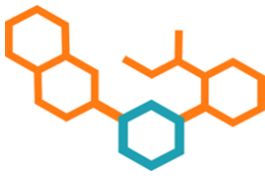
24. Collaboration within the network is facilitated when individual network members operate based on a similar management structure.
25. Conducting lobbying activities is an essential element of network collaboration. Lobbying is a normal phenomenon if it has a defined structure and form and is carried out in accordance with the law. Regular meetings of representatives of adult education organizations with parliamentarians or government members or representatives of EU bodies should not surprise anyone. A successful networking process influences the strength of impact on decision-making structures, not just the lobbying process. We will not increase interest in lifelong learning among adults if we do not jointly communicate a common message. The lobbying process should be based on credible analyses and developed strategies. A good idea to increase the level of promotion and influence of the network is to organize an external "social movement" for the mission that the network is pursuing. Also, creating a common "interface" and developing paths of cooperation between CSOs and decision-making and socio-economic centres are essential conditions for increasing influence.
26. Limited financial resources are a significant obstacle to starting or continuing network and civil society organization activities in the lifelong learning sector. Therefore, the network should create one or more "products for sale." Investment opportunities should also be considered - assessing the level of risk and engagement in investment. Network flexibility requires continuous adjustment of the offer to changing external conditions. The method of financing activities affects the network's operational capabilities. Becoming independent of public sources is a challenge. Therefore, you can start by introducing membership fees in the network's statute. In the next step, consider conducting business activities where profits will fund statutory network activities.
27. Each network should define rules for accepting new member organizations.

IV. Instead of an ending

What should be done to ensure that activities related to building stronger cooperation between European entities/organizations from the lifelong learning sector are effective? What to do to increase the level of integration of all participants in the networking process? Here are some tips on how to achieve this, based on the knowledge of all partner organizations that participated in the project and the experience of the FIRST Network members.

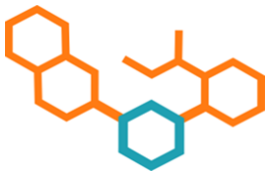
The "success factors" are:





- ✓ Voluntary participation in networks - enhances operational efficiency.
- ✓ Strong involvement of teams from partner organizations, their volunteers, and individuals interested in and supportive of the activities of a given organization/new network.
- ✓ Good cooperation with key local stakeholders (e.g., local authorities, entrepreneurs, local residents, leaders of local/subregional/regional communities, media representatives, etc.).
- ✓ Based on the long-term, consistent work of various people from different fields - interdisciplinary approach, which ensures that actions/events organized by the new network are well-grounded and sustainable - they create new opportunities for integrating various stakeholders around the network's goals.
- ✓ Involvement of organizations/entities/individuals representing different age groups interested in specific topics; this creates space for various forms of expression and diversity of actions by new networks.
- ✓ Ensuring full acceptance and an open atmosphere of cooperation by the team responsible for the ongoing activities of the new network; considering the opinions of all team members before making decisions.
- ✓ Consistent implementation of final decisions once made.
- ✓ Planning activities by new networks in a way that takes into account the dynamic change of factors: social, economic, demographic, geographic, and ecological.
- ✓ Considering in network activities the aspect of enhancing the "quality of life" of end beneficiaries.
- ✓ Taking action through the use of "co-creation" methodologies.
- ✓ As CSOs operating in the lifelong learning sector, we should remember to incorporate the element of cultural awareness and expression into cooperation processes and the educational process. This is one of the eight key competencies that constitute a combination of knowledge, skills, and attitudes considered essential for self-realization and personal development, active citizenship, social integration, and employment needs. Essential knowledge, skills, and attitudes should be linked to knowledge of local

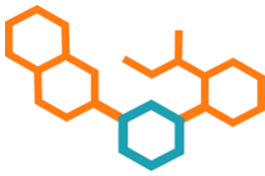




and European cultural heritage awareness. The element of cultural expression is essential for developing creative skills and can contribute to the creation of innovative ideas, deepening social integration, strengthening the sense of European identity, increasing levels of respect, openness to others, and trust. These factors are essential for engaging in cooperation with others.

- ✓ Give Yourself Time to Understand the Network: Take the time to get to know the network and its active members. Understand the dynamics, goals, and values of the network before actively participating. Avoid Being a Silent Member: Actively engage in discussions and activities. Don't hesitate to ask questions and seek clarification.
- ✓ There is a challenge in allocating sufficient time for interactions/ activities.
- ✓ Engage in a collaborative environment with other members, fostering cross-disciplinary projects and knowledge sharing.
- ✓ Adhering to these guidelines can help transform existing barriers into "bridges" - building new connections and a higher level of trust among citizens of the European Union, united in their diversity.





V. Additional Resources - Tips and ideas on how to cope with the most current challenges for adult education

We invite you to find out more knowledge in the thematic recommendations based on the case studies below:

1: Ecological and social aspects of Inclusion and Diversity in adult education.

Project title:

“Teaching landscape management based on ecological approach and self-sustainability in rural communities”.

The aim(s) of the project:

Preparing the participants for sustainable farming and the related lifestyle.

Promoting the spread of small-scale (home-based) farming with an ecological approach.

The organization of people living in or moving to a village into a community based on common values and interdependence (similar way of thinking, lifestyle and farming).

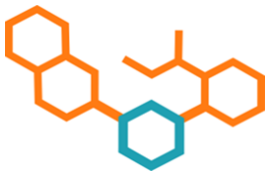
The increase in the diversity of the inhabited landscapes of the participants, the regeneration of their mosaic structure.

The state of play:

During the socialist period in Hungary, the traditional farming of villages was replaced by the large-scale farming called “cooperatives”, and the traditional farming culture continued to barely survive in the backyard farming. After the change of regime, the concentration of agricultural land and large-scale industrial farming withered not only the traditional culture of farming, but also farming itself for the majority of the population. At the same time, more and more people realize that the basis and security of the village population's livelihood can be created through small-scale (home-based) farming. The sustainability of small-scale farming depends on three basic conditions:

1. Farming is primarily self-sustainable (which does not exclude market sales).
2. The ecological approach prevails in the farming method.
3. An intact small garden and landscape water system is essential for effective management (if it is not intact, then it needs restoration).





Since the transmission of traditional farming knowledge from generation to generation has been interrupted; since new aspects have appeared (deteriorated ecological and water condition of the landscapes, agricultural land concentration, unfavorable support system, new ecological way of thinking, urban people moving to villages, etc.); and since the way of life and thinking of the population has changed; in order to ensure the viability of villages and village families, it became necessary to train the villagers who wanted to farm.

Elements of the training:

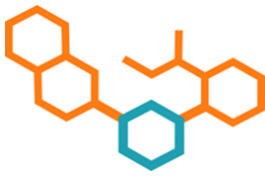
- a) Exercises carried out in the participants' own garden. Those who do not yet have a garden will join those, who already have one. (Half hours)
- b) Theoretical presentations and discussions. (Half hours)
- c) 1-3 day study trips to at least 3 locations. (overtime.)
- d) The theme consists of three main blocks:
 - the full range of cultivation knowledge
 - knowledge of water affairs
 - self—sustainability, lifestyle, sales

Training methodology:

The most delicate part of the training is the methodology, which corresponds to the following aspects:

- Not only one-sided transfer of knowledge (from the expert to the public), but also transfer of knowledge between the participants. (Every participant knows something that is worth learning from him/her.)
- Each topic begins with on-site experience. Experiences are processed and supplemented in the theoretical part.
- The local training is complemented by organized study trips to well-functioning farms and the processing of their experiences.
- Part of the training is the follow-up of the participants' own cultivation and the on-site counseling
- The training ends with an exam, the basis of which is the results achieved in the participants' own home farm.





- The training lasts one year, divided into four seasons. All topics are adapted to the current affairs of the seasons.

Participants:

The villagers, the part of the "determined" city dwellers who have moved to the village or are planning to move out, are already engaged in household farming at some level, or any of its elements.

For example, he keeps poultry, pigs or rabbits; has a vegetable garden, takes care of fruit trees, grows or collects herbs, etc. (It is not worth the effort to get others to join the training.)

Participants came from different financial and social environment.

Training time:

One year, two days in a month, 8 hours a day, so a total of 192 hours.

The experiences of the trainings

a) The participants are interested, but most of them do not apply what they have learned in their everyday life. Therefore, it is necessary that the participants have already started their farming before the training.

b) They are left alone with their questions that arise after the training. Post-training counseling is required.

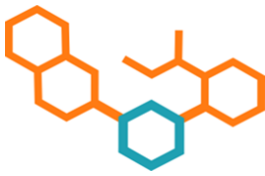
c) In the absence of sufficient practice, the participants find it difficult to understand the theory, and it is even more difficult to apply it in practice. All topics must be started with practical experience.

d) The approach, the general connections only capture the interest of the participants if it is linked to a specific practice. For example, regenerative soil knowledge must be connected with specific soil cultivation and observations; biological succession must be built on field observations, etc.

e) If the participants are left alone after the training, their activity will decrease significantly. Useful e.g. organize a garden club or regular further training.

f) Villagers and those moving in from the city find it difficult to connect with each other. A training helps to build relationships and cooperation. The benefit of the training is not only reflected in the growth of knowledge, but also in the building of relationships, cooperation, and the organization of communities, even partnerships and friendships can be formed.





g) The study trips encourage the participants, and the almost immediate utilization of what they see is typical. Study trips are therefore an important part of the training.

Information about the project:

Project title: “Teaching landscape management based on ecological approach and self-sustainability in rural communities”.

Duration of the project: One year - 192 hours

Co-financing: Agriculture and Rural Development Operative Program

Project coordinator (name of the organization): Tamas Lantos

Involved countries: Countries of Carpathian basin: Hungary, Romania, Croatia, Serbia, Slovakia

Webpage of the project: none.

Contact person:

Tamas Lantos

Ormánság Foundation

+36 20 347 2686

Please also read the related EPALE article: [“Ecological and social aspects of Inclusion and Diversity in adult education”](#).

Note:

This case study is included in the Part II of the practical Toolkit for the beginners in the field of European project management and networking:

Part II. **“Toolkit on European project managing, monitoring & evaluating”**.

Toolkit 2 is aimed to support the successful implementation of the European projects that have been co-funded by the European Union.

The online, interactive form of the Toolkit 1 may be found [HERE](#).

The PDF, for download version of the Toolkit 1 is available [HERE](#).

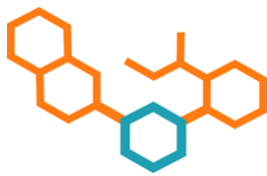
Part I of the Toolkit is the **“Toolkit on European project planning & designing”**.

The aim of the first part of the Toolkit is to guide you from a project idea to a successful proposal.

The online, interactive form of the Toolkit 2 may be found [HERE](#).

The PDF, for download version of the Toolkit 2 is available [HERE](#).





2: Digital transformation for better distance and online teaching and learning for adults.

Project title: “Teaching landscape management based on ecological approach and self-sustainability in rural communities”.

About the project.

The aim was to offer a new method of learning Icelandic for immigrants, where music is used as a teaching tool in distance learning. Also, to teach Icelandic through the Icelandic singing heritage and at the same time improve students' cultural literacy of Icelandic culture and boost self-confidence. The program was designed based on the lower levels of the European language framework.

The project aimed to offer diverse teaching methods in distance learning and to give students the opportunity to be active participants in their language learning in an innovative way through music.

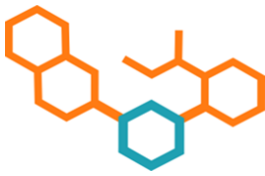
The idea

Thráinn Árni Baldvinsson, music- and primary school teacher and founder of Tónholt's music school, worked with Húsavík academic center in this project. He has worked on intertwining Icelandic and music lessons for children and at the same time promoting them in play and work. In working on that project, the benefits of close collaboration between music and Icelandic teachers became clear. Students who even refused to tackle more complex tasks were immersed in working on complex song lyrics, fearless and full of confidence. In multicultural teaching, where new students of foreign origin have to be taught a lot of material in Icelandic, this project was a welcome break and offered a lighter approach to Icelandic teaching.

The Icelandic Music through singing project is about adapting the good experience and knowledge gained from teaching with children of foreign origin to teaching Icelandic with adults.

The program was designed in two ways. First, the students met the music teacher and go over predetermined, specially selected songs, which are suitable for the students where they are in their Icelandic studies. After that, the group came back together with an Icelandic teacher who went over the lyrics, translations and interpretation. This method gives students the opportunity to study Icelandic in creative situations, and teachers get the opportunity to support their Icelandic studies and boost their confidence. General vocabulary is considered, but also based on each person's field of interest and field of work so that the participants can get the most out of the program.





In traditional Icelandic teaching, the teacher has to deliver a lot of material to the students in a relatively short time, so this method could be a change for traditional teaching and at the same time offer teaching with a new and fun approach. It is also a benefit that students get to know Icelandic cultural heritage through music at the same time as they learn the language.

Arrangement of teaching

Since it was an experimental lesson, we put together two groups of 5 people. The group met twice a week, two hours at a time for 5 weeks and the lessons begun with a one-hour music lesson with a music teacher who taught the students predetermined songs. In the second hour, an Icelandic teacher was with the group and went over the lyrics of the songs they were learning and connected them to Icelandic culture.

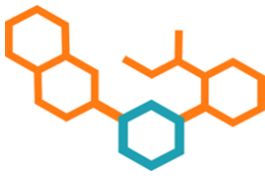
All students had a Ukulele which was a loan, and they could use throughout the course. We used Zoom, and students were required to be in good privacy and to have the camera and microphone turned on.

A few things after experimental teaching

Icelandic lessons:

- It is important to start with a short introduction where everyone introduces themselves and what they are doing to shake up the group.
- It is best that the teaching takes place 2-3 times a week.
- It is important that the students are at a similar stage in their Icelandic studies, e.g. It's not good that fluent Icelandic students are with beginners who have yet to learn the basics.
- The course is still suitable for students of all levels who want a more varied curriculum and a different approach. But then it is necessary that the level of ability is similar within the group.
- In the case of beginners, it is necessary to start by teaching basic things, such as name, home, alphabet, numbers, age, occupation, names of days, weeks and months, colors and words related to music - but the content also depends on which music is taken on a case-by-case basis and depending on the students' different ability levels, how deep they go into the lyrics.
- Perhaps it would be good to aim for the students to have completed level 1 of Icelandic courses before they attend the course, so that the basics are already there. Because when the students are more advanced, you can go deeper into the texts and include the grammar, e.g. find nouns, verbs or adjectives in the text or find similarities





between Icelandic words and words in the students' language. It is also easier to learn words related to music, e.g. sound, instrument, tunes, concert, music, playing, player, playing, song, poem, etc.

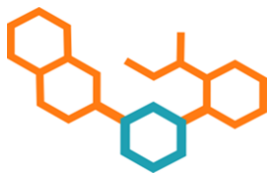
- Maybe it would be easier if the students were given the songs and lyrics before class. So they could listen and read the texts before they come to class.
- The main benefit of this course is that students get more varied and fun teaching methods, in order to increase their interest in learning the subject.

The music lesson:

- This teaching method has already proven itself when children are being taught Icelandic through music. Now we believe we have demonstrated that it works very well with adult students as well.
- The students actively participated and immediately mastered the instrument. Some had never touched a ukulele and were very surprised when they saw how well things went right from the start. Some had never tried playing an instrument.
- Distance learning has its advantages, and there the teaching was possibly a little more concise than if we were in the classroom.
- Distance learning students also made use of videos from YouTube, provided by the teacher, which covered the course material in detail and the students could view the course material when it suited them.
- The sessions were a bit too long and it is recommended to shorten them to 30-40 minutes. It is a big commitment to sit for two hours at a time in a course like this via Zoom meeting, and the schedule might need to be revised a bit.
- It might also have been better to start with the Icelandic lessons and end with the music, at least, try it. You could also try swissing it back and forth.

All the students were encouraged to be active in their own learning and show independence. They were helped to learn songs of their choice, Icelandic and also foreign, but one of the goals of the course was that the students would be self-sufficient and could continue to use both the instrument learning and the Icelandic language for their own benefit and pleasure. Songs with foreign lyrics were examined to break up the teaching.





Conclusions

What went well:

- This new approach to teaching Icelandic worked well. The students gained a better understanding of Icelandic and at the same time learned to play the Ukulele.
- The students really enjoyed this course and have shown interest in continuing their studies.
- The quality of the course was very similar to “regular teaching methods.”

What can be improved:

- The classes, especially in music, were too long. An hour is too long. Had to shorten to 30-40 min.
- It is possible to change the arrangement, starting with the Icelandic lessons and then moving on to music. Then the students have gone over the text and maybe get a better feel for the song and lyrics.

Information about the project:

Project title: “Teaching landscape management based on ecological approach and self-sustainability in rural communities”.

Duration of the project: The project started in June 2022 and will end in July 2023.

Co-financing: The project is financed by The Education and Training Service Center (Fræðslumiðstöð Atvinnulífsins).

Project coordinator (name of the organization): Husavik Academic Center (Þekkingarnet Þingeyinga).

Involved countries: Iceland

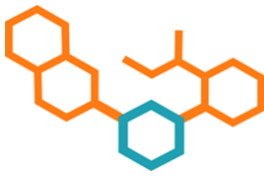
Webpage of the project: The project has no webpage

Contact person:

Hilmar Valur Gunnarsson

hilmar@hac.is





Please also read the related EPALE article: [“Harmonizing Learning: How Music Revolutionizes Icelandic Language Education for Foreigner”](#)

Note:

This case study is included in the Part II of the practical Toolkit for the beginners in the field of European project management and networking:

Part II. **“Toolkit on European project managing, monitoring & evaluating”.**

Toolkit 2 is aimed to support the successful implementation of the European projects that have been co-funded by the European Union.

The online, interactive form of the Toolkit 1 may be found [HERE](#).

The PDF, for download version of the Toolkit 1 is available [HERE](#).

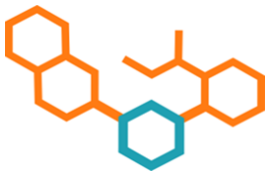
Part I of the Toolkit is the **“Toolkit on European project planning & designing”.**

The aim of the first part of the Toolkit is to guide you from a project idea to a successful proposal.

The online, interactive form of the Toolkit 2 may be found [HERE](#).

The PDF, for download version of the Toolkit 2 is available [HERE](#).





3: Environmental awareness of the learners and educators & supporting active democratic participation of the adult Europeans.

Project title:

“Advocate4Environment”

The aim(s) of the project:

The Advocate4Environment project aimed to promote young adults’ (18 – 30 years old) participation in voluntary work and advocacy on environmental issues. The project achieved its aim through the development of learning materials that (a) give an insight into the history of environmental advocacy and (b) provide young adults and youth workers with sources of inspiration and tools to develop new forms of advocacy.

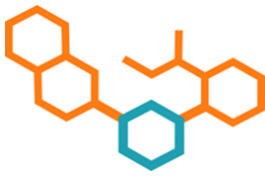
The Advocate4Environment project proposed an innovative and engaging framework to raise awareness of environmental challenges - particularly among the youngest sectors of society. Through education on environmental protection and sustainable development, the project promoted young people's civic engagement in these issues through responsible advocacy.

While the initial focus of the project was on young adults who want to become environmental advocates, the partners have developed resources with multiple benefits for anyone who wants to develop an advocacy mindset with social impact. Beyond the immediate outcomes of the project, the partnership sought to develop key competences in young people that can be expanded beyond the immediate topic of environmental advocacy. By empowering young people and giving them the tools to become active advocates, they also equipped them with the skills to create and disseminate their creations through effective communications.

Main objectives:

- Promote participation of young people in environmental protection through advocacy.
- Make young people aware and create a common understanding in the protection of the environment and its related problems and to acquire the knowledge, skills, attitudes, and motivation to work individually and collectively to find solutions to current problems and to prevent those which may arise in the future.
- Promote social mobilization to develop alternative responses to global environmental problems.
- Train youth workers to develop their skills in environmental education, preparation, and monitoring of advocacy campaigns, as well as the development of leadership skills among young people.





Elements of the training:

The themes proposed for the training were the following:

- (1) The power of advocacy to build the next-generation leaders.
- (2) Example-driven leadership for youth: what's your role?
- (3) Why to start a campaign?
- (4) How to create an advocacy strategy?
- (5) Web advocacy.
- (6) Communication and outreach: how to effectively spread the message.
- (7) Risk assessment.
- (8) Evaluation and monitoring.
- (9) The power of partnerships.

Training methodology:

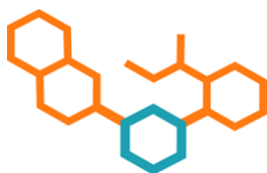
The training focussed on the curriculum, which contains fifteen modules divided into two units: advocacy and environmental protection. The two units were written in a way that allowed the modules to correlate with each other and create a meaningful, practice-based curriculum.

Each module consisted of a theoretical part and a practical part, with additional material to be read optionally. The practical part was implemented in the training through teamwork and individual practice.

The curriculum was designed to highlight some of the skills, knowledge and attitudes that are highly needed to become a successful environmental champion. By the end of the programme, trainees have acquired the knowledge, skills and attitudes they need to work as defenders. Through this dynamic course, the trainee has gained a variety of experiences and a basic understanding of the environment, the issues surrounding it and the importance of advocacy.

The training was conducted in such a way as to acquire the necessary skills to identify, resolve and advocate for environmental issues. Finally, the highlighted attitudes helped the trainees to acquire a set of values and feelings of concern for the environment and the motivation to actively participate in the protection and defence of the environment.





The learning outcome of each module was obtained through the combination of theoretical and practical parts. The assessment of the learning outcomes was measured through practical examples, case studies, and group work.

Participants:

There were two groups of participants in the project:

1. Young adults who want to become activists, young volunteers.
2. Youth workers, volunteer managers, educators, and NGO staff.

Host Organisation:

Rightchallenge - Associação (E10005770 - Portugal)

Dates of the training:

28th of February 2nd and 3rd of March 2022

Number of people present:

15 people present on site and online.

Conclusions of the project:

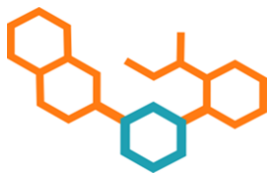
The project succeeded in raising environmental awareness among young adults by providing educational resources, workshops, and engagement opportunities. Participants gained a deeper understanding of environmental challenges and the importance of sustainable practices. In addition, the project emphasised the importance of democratic participation in addressing environmental issues. Through advocacy efforts and engagement with policy makers, participants learnt how their voices and actions can influence decision-making processes.

The collaboration with NGOs, community organisations and other stakeholders was vital to achieving the project's objectives. Partnerships facilitated knowledge sharing, resource sharing and greater effectiveness in promoting environmental awareness and democratic participation.

Lessons learnt:

Both the young adults and the youth workers may have different levels of environmental knowledge and engagement. It was therefore crucial to tailor initiatives to meet the diverse needs and interests of all participants.





The youth workers primarily aimed to encourage younger people to take practical steps that would foster a sense of empowerment and ownership, as well as help them make sustainable lifestyle choices. For both the youth workers and the young adults, the project training allowed individuals to continue to contribute directly to environmental conservation efforts.

Recommendations for future initiatives:

The training carried out by the project in Portugal had the major objective of promoting intergenerational engagement:

- Promote intergenerational collaboration and learning by facilitating interactions between the youth workers and the young adults. Encourage the exchange of knowledge, skills, and experiences to enhance environmental awareness and democratic participation across age groups.
- Capitalise on the power of digital platforms to deliver engaging and interactive content. The project developed user-friendly materials, online courses and multiplier events that provided adults with convenient access to information, tools, and networking opportunities.
- Encouraging global collaboration and knowledge sharing on environmental awareness and democratic participation. The project established networks that linked individuals, organisations, and initiatives from different regions, allowing for the exchange of best practices and innovative approaches.
- Establish long-term engagement strategies to ensure sustained participation and continued environmental awareness. The project developed mentoring programmes, coaching opportunities, and online communities to promote ongoing learning, collaboration, and support.

By implementing these recommendations, the project can increase future initiatives and environmental awareness, democratic participation and collective action among the young adults and the youth workers. These efforts were very important for building a more sustainable and participatory society, centred on solving environmental challenges.

Information about the project

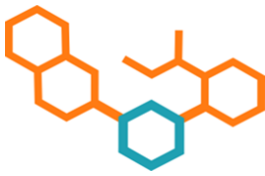
Project title: “Advocate4Environment”.

Duration of the project: 24 months

Co-financing: Erasmus+ - Cooperation partnerships in youth

Project coordinator (name of the organization): VEJLE KOMMUNE– Denmark





Involved countries: Portugal, Slovenia, Sweden, Ireland

Webpage of the project: <https://advocate4environment.vejle.dk/>

Please also read the related EPALE article: [“Environmental awareness of the learners and educators & supporting active democratic participation of the adult Europeans”](#).

Note:

This case study is included in the Part II of the practical Toolkit for the beginners in the field of European project management and networking:

Part II. **“Toolkit on European project managing, monitoring & evaluating”**.

Toolkit 2 is aimed to support the successful implementation of the European projects that have been co-funded by the European Union.

The online, interactive form of the Toolkit 1 may be found [HERE](#).

The PDF, for download version of the Toolkit 1 is available [HERE](#).

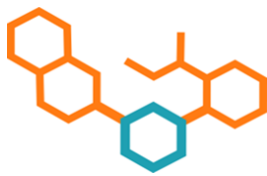
Part I of the Toolkit is the **“Toolkit on European project planning & designing”**.

The aim of the first part of the Toolkit is to guide you from a project idea to a successful proposal.

The online, interactive form of the Toolkit 2 may be found [HERE](#).

The PDF, for download version of the Toolkit 2 is available [HERE](#).





VI. Annexes

1. Template for the SCE interview

This questionnaire is part of the research carried out as part of the project: "EUropean NETworking as a method for further training and exchange of ideas in the lifelong learning sector" [EU NET]". The main objective of the EU NET initiative is to support networking at European level in the sector of civil society organizations active in the field of lifelong learning.

In the frame of the EU NET project the European Cooperative Society (SCE) form of activities and cooperation are being analysed, with the purpose of increasing the level of knowledge on the use of SCE in social and educational activities.

In more detail, the purpose of this research is:

- Identification of challenges and barriers for adult education entities in the field of networking and international cooperation in the form of SCE,
- identification of the factors influencing the process of economization of educational activities,
- learning the success factors (good practices) of entities operating in the form of SCE,
- determining the areas of necessary support of entities from the adult education sector in planning, establishing and realising cooperation in the form of SCE,
- identifying the necessary structural, organizational and legislative challenges to improve and facilitate the networking and collaboration process in the form of SCE.

Project implementation period: February 2022 - May 2023.

For more information, visit the website: www.first-network.eu

Questions:

1. Name of the organization/institution/ European Cooperative Society (SCE):

.....

2. The country of registration of the SCE/ cooperative:

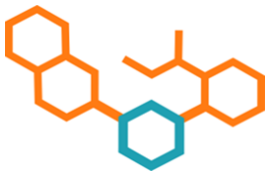
.....

3. Webpage/social media page(s) of the European Cooperative Society (SCE)/ cooperative

.....

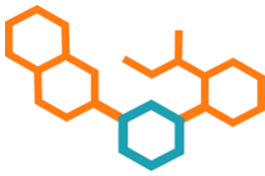
4. What is the main area of activity of the European Cooperative Society (SCE)/cooperative you represent? (education, business, culture)





-
5. Who are the members of the SCE/cooperative you represent?
.....
 6. How many people work for / collaborate with the SCE/cooperative you represent?
.....
 7. How are the activities of the SCE/cooperative being financed? What are the main revenue sources of the SCE?
.....
 8. In your opinion/From your experience: what are the benefits of operating in the form of SCE/cooperative? (e.g. formal, legal, financial, organizational factors, etc.)?
.....
 9. From your experience, what factors negatively affect operations in the form of SCE/cooperative?
.....
 10. In your opinion/from your experience: The current legal regulations facilitate/hinder the establishment/running of an SCE/cooperative?
.....
 11. What tips/advice would you consider important when establishing an SCE/cooperative.
.....
 12. What tips/advice would you consider important when running an SCE/cooperative.
.....
 13. Could you please give some examples of the problems you faced during establishing SCE/cooperative?
.....
 14. Could you please give some examples of the problems you faced running SCE/cooperative?
.....
 15. What do you think about using the SCE/cooperative form to run social, educational or scientific activities?
.....
 16. From your experience: What are the development barriers for an SCE/cooperative (EU level)?
.....





.....

17. From your experience: What are the development barriers for an SCE/cooperative (national level)?

.....

18. What do you think are the most important challenges for entities operating as SCEs/ cooperatives:

.....

19. Could you point out the advantages of carrying out common activities as an SCE (European Cooperative Society)/cooperative compared to other legal forms such as an association, foundation or just doing business as a company or entrepreneur?

.....

20. What are the main success factors for an SCE/cooperative?

.....

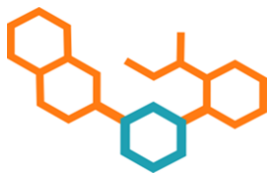
21. Are the non-profit/social activities part of the activities of the SCE/cooperative you represent? If the answer is yes, what are these activities? Please name them shortly.

.....

22. Do you think that SCE/cooperative should be promoted as one of the forms of strengthening European cooperation? If your answer is "yes" - why? If your answer is "no" - why?

.....





2. Template of the interview with the European networks representatives.

PR2: Delivered Recommendations for European Networking of the Civil Society Organizations active in the Lifelong Learning Sector

1. Details of the person interviewed; representant of:

- governing body of the network
- member of the network

a/ Name:

b/ What is the name of the organization do you represent?

.....

c/country:

d/ legal form:

e/ sector/activity/mission:

2. European network/ organization data you are member or representative of the management board:

a/ Name:

b/ country of headquarters of the network:

c/ Legal form of the network:

d/ Does the network have legal personality and is officially registered? Or does it operate informally on the basis of an agreement between network members?

.....

d/ Sector/ object of activity: It is a community for sharing knowledge and technical processes.

.....

e/ How many members does the network have?

f/ How many countries are members of the network from?

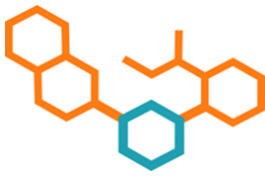
3. Brief description of the network structure; organs:

.....

4. Why did your organization decide to become a member/ established of this European Network?

.....





4.1. Did you play an active role in founding/organizing the network or have you just joined the existing network?

.....

4.2. If the answer was “I had an active role/founded the network”: What was the motivation to found/organize the network? What are the most important experiences (positive/negative/recommendations)?

.....

5. How long have you been a member?

6. What are the benefits you receive as the European network member or (and) as a governing body?

.....

7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

.....

8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

.....

9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

.....

10. How does your European network activate its members for action?

.....

11. How often are network meetings organized, how are they financed?

.....

12. What does the network offer:

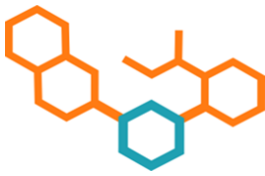
a/ for member organizations:

.....

b/ for external stakeholders:

.....





13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones?

.....

14. Sources of funding for network activities:

a/ public funds - YES/NO

.....

b/ private funding - YES/NO; if YES - what kind:

.....

c/ grants - YES/NO; if YES - national/European/international?

.....

d/ others - please write - which ones?

.....

15. In your opinion, does European level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?

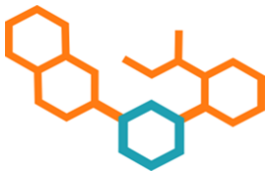
a/ If the answer is “yes” - in what way? Could you please give any example?

.....

b/ If the answer is “no” - why? What would need to change to obtain this positive effect?

.....





3. Collected interviews

Number 1:

Q1. Details of the person interviewed; representant of:

- governing body of the network
- member of the network

a/ Name: *Dominika Zaręba*

b/ What is the name of the organization do you represent? *Greenways Poland Association*

c/country: *Poland*

d/ legal form: *Association, NGO*

e/ sector/activity/mission:

The aim of the Association is to promote, support and undertake actions which contribute to:

- *Developing and extending the fundamental principles of Greenways, including sustainable tourism, and in particular ecotourism and heritage tourism,*
- *Protecting the environment and preserving the natural and cultural heritage in keeping with the principles of sustainable development,*
- *Supporting local entrepreneurship - especially in rural and post-industrial areas - in the realm of tourist and downstream services, including sport and environmentally friendly recreation,*
- *Development of sustainable transport, especially non-motorized forms of transport i.e. bicycle paths, walkways, waterways, horseback trails etc.,*
- *Capacity building support for local organizations and communities from other countries on sustainable development and environmentally-friendly tourism,*
- *Sustainable growth of rural areas,*
- *Environmental education.*

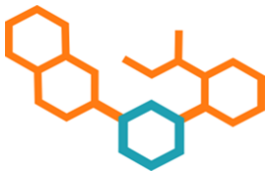
Q2. European network/ organization data you are member or representative of the management board:

a/ Name: *European Greenways Association*

b/ country of headquarters of the network: *Belgium (legal), Spain (office)*

c/ Legal form of the network: *Association*





d/ Does the network have legal personality and is officially registered? Or does it operate informally on the basis of an agreement between network members?

Officially registered network of organizations, municipalities etc. implementing greenways in Europe.

e/ Sector/ object of activity: *mobility, sustainable tourism, non-motorized transport, heritage protection*

f/ How many members does the network have?

App. 50, see: <https://www.aevv-egwa.org/egwa/members-2/>

g/ how many countries are members of the network from?

App 16, see: <https://www.aevv-egwa.org/egwa/members-2/>

Q3. Brief description of the network structure; organs:

Organ: EGWA Executive Committee, consisting of the President, General Secretary, 2 Deputy Presidents, 5 Executive Community Members

4 types of membership: <https://www.aevv-egwa.org/egwa/join-egwa/>

Q4. Why did your organization decide to become a member/ established of this European Network?

- *Exchange of know-how and experiences on Greenways*
- *Participation in various EGWA events, projects, conferences*

Q5. How long are you the members or (and) manage this network?

Since 2015.

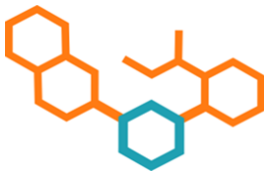
Q6. What are the benefits you receive as the European network member or (and) as a governing body?

We receive news, exchange information and know how, participate in the Greenways Award and European Greenways Conferences, etc.

Q7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

- *Fundraising for joint projects and funding for participation in the EGWA events/ meetings/ conferences*
- *Promotion and public relations on European Greenways*





Q8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

- *Difficulty to finance membership fee and participation in European events*
- *Lack of European funds for sustainable tourism and heritage issues*

Q9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

It is very important to define precisely the aims of the network in order to attract the relevant members and applying to their needs.

Q10. How does your European network activate its members for action?

Newsletters, possibility to join the project, conferences, award.

Q11. How often are network meetings organized, how are they financed?

Online meetings (1-2 per year), European Conferences (every second year), meetings on the occasion of joint projects.

Meetings are financed from joint projects or own resources of members.

Q12. What does the network offer:

a/ for member organizations: *promotion, know how exchange, networking*

b/ for external stakeholders: *popularization of the Greenways concept in Europe, including promotion of sustainable, non-motorised transport, ecotourism and heritage interpretation, community involvement.*

Q13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones?

Q14. Sources of funding for network activities:

a/ public funds - YES/NO

b/ private funding - YES/NO; if YES - what kind: *conference partner/founder*

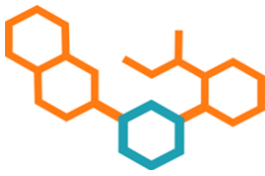
c/ grants - YES/NO; if YES - national/European/international?

d/ others - please write - which ones?

Membership fees

Q15. In your opinion, does European level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?





a/ If the answer is “yes” - in what way? Could you please give any example?

Yes. Greenways support social inclusion and community participation at the local, regional and cross-border level.

Greenways...

•**Improve** communications and non-motorised itineraries in Europe: hundreds of kilometers running through European countries are available for pedestrians, cyclists, equestrians and mobility impaired people.

•**Promote** healthier and more balanced ways of life and transport reducing the congestion and the pollution of cities.

•**Promote** rural development, active tourism and local employment.

•**Encourage** a more human and closer relationship among citizens.

•**Bring** Europeans closer to both their natural and cultural environment.

b/ If the answer is “no” - why?

What would need to change to obtain this positive effect?

Number 2:

Q1. Details of the person interviewed; representant of:

- governing body of the network
- member of the network

a/ Name: *Krisztina Budai*

b/ What is the name of the organization do you represent?

Zöldutak Módszertani Egyesület/ Green-ways Methodological Association

c/country: *Hungary*

d/ legal form: *NGO*

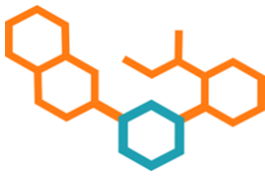
e/ sector/activity/mission: *rural development / sustainable tourism*

Q2. European network/ organization data you are member or representative of the management board:

a/ Name: *European Greenways Association*

b/ country of headquarters of the network: *SPAIN*





c/ Legal form of the network: *Association*

d/ Does the network have legal personality and is officially registered? Or does it operate informally on the basis of an agreement between network members?

The EGWA has legal personality.

e/ Sector/ object of activity: *sustainable transportation, active tourism*

f/ How many members does the network have? *50*

g/ how many countries are members of the network from? *16*

Q3. Brief description of the network structure; organs:

The European Greenways Association counts on the support of about fifty members from sixteen countries and works to extend the partner's network all around Europe, to better promote greenways. The members are very diverse, coming from the private, public and non-profit sectors. They include government administrations at national, regional and local level; greenway managers and promoters; public transport companies; environmental and cultural associations and foundations, as well as private companies.

Q4. Why did your organization decide to become a member/ established of this European Network?

Since Greenways is an international program (movement), it was important for our association to be in active contact with other organizations dealing with this topic.

Q5. How long are you the members or (and) manage this network?

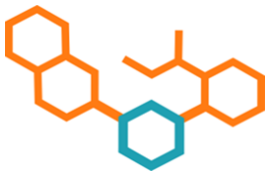
Our association has been a member of the network since 2016.

Q6. What are the benefits you receive as the European network member or (and) as a governing body?

EGWA offers for its members:

- Dissemination of activities and projects among all its members as well as outside the association;
- Exchange of ideas and experiences;
- Participation in projects and European events;
- Promotion of the partners' greenways to an international audience





Q7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

Due to project financing, our NGO does not have a stable economic background. Therefore, participation in international meetings or even participation in a joint project depends on the actual financial situation.

Q8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

.....

Q9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

Being part of a European civic network is very useful and exciting. In EGWA we share a common method of Greenway development, although each country has its own specialties.

Q10. How does your European network activate its members for action?

Being a member of EGWA means an opportunity to participate in high-quality international projects. In addition, the European Greeways Award is also a good tool for motivating partner countries. 2023 was the 11th time that the European greenways development community celebrated the best greenways (Established in 2003, the biennial European Greenways Award is presented to greenway projects that stand out for their excellence and demonstration of best practice. The objective is to promote examples of best practices and to support their replication for other greenways all over Europe).

Q11. How often are network meetings organized, how are they financed?

It depends on the ongoing projects.

Q12. What does the network offer:

a/ for member organizations:

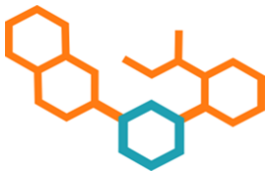
EGWA offers for it's members:

- *Dissemination of activities and projects among all its members as well as outside the association;*
- *Exchange of ideas and experiences;*
- *Participation in projects and European events;*
- *Promotion of the partners' greenways to an international audience*

b/ for external stakeholders:

Through the implemented projects of the European Greenway Association, it provides a variety of services and information to external stakeholders. For example, within the framework of the





NAVIKI project, the international partnership developed a route planning application focusing on cycling.

Several realized projects dealt with the promotion and making European greenways better known. Methodological and tourism publications were also prepared.

Q13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones?

.....

Q14. Sources of funding for network activities:

a/ public funds - YES/NO

b/ private funding - YES/NO; if YES - what kind:

c/ grants - YES/NO; if YES - national/European/international?

d/ others - please write - which ones?

.....

Q15. In your opinion, does European level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?

a/ If the answer is “yes” - in what way? Could you please give any example?

Cooperation at the European level and projects based on a common methodology but connecting local developments in different countries contribute to the strengthening of social participation. International meetings and joint tasks and work provide an opportunity to get to know people socialized in different cultures and strengthen acceptance and flexibility.

b/ If the answer is “no” - why? What would need to change to obtain this positive effect?

.....

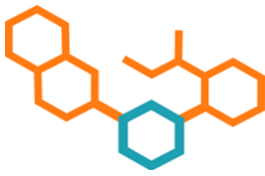
Number 3:

Network Name: Eurodesk

Interview with the Chairman of the National Office of Eurodesk Poland.

Legal Form: European Association registered in Belgium. Eurodesk operates at four levels – European, national, regional, and local. The coordinator at the European level is the Eurodesk Brussels office in Brussels. Eurodesk operates in 37 European countries. It includes organizations and institutions working with youth, dealing with European and/or youth





information. Eurodesk consists of over 3000 organizations, including nearly 60 in the Eurodesk Poland network (regional and local points as well as Ambassadors). At both the European and national levels, institutions may change, but their number remains similar on the network scale. The level of activity of individual national offices and organizations at the country level is diverse and depends on the level of funding.

The main motivation for the creation of the Eurodesk network was the most effective way to reach as many recipients as possible with information. The network is also motivated to operate in small towns, where it is much more challenging to obtain knowledge about new opportunities for youth (in Erasmus+, individuals up to 30 years old). The European network can do this more efficiently and enables the exchange of information at the lowest level of operation. Nothing can replace activities organized by local entities (members of the Eurodesk network).

As for the benefits received as a member of the network and the managing body of the national level, they include: training, informational meetings, support in disseminating activities organized by network members, exchange of best practices, internal communication network (intranet) – new contacts.

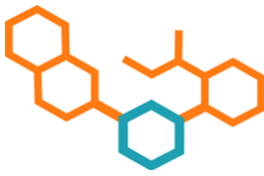
Challenges and barriers:

Further expanding the network, activating network members, improving the use of social media in the activities of network members (e.g., TIKTOK), strengthening the organizations within the network - institutional support, enhancing the recognition of civil society organizations at the European level, and the contribution of Eurodesk to building new opportunities for young people in Europe. The development of the network is influenced by the way its activities are funded and the turnover of people involved in network activities. Building greater awareness among decision-makers at the local, national, and European levels is also a challenge. The future will involve the application of artificial intelligence in communication and network management.

Recommendations for newly created networks:

The most important thing is good communication between members and the network management (it is essential to establish a professional coordinating center for the network at the European level), a well-formulated goal shared by the members. "Fundamental questions must be answered: what do we really want?; why are we doing this?; what is our mission?" It is also necessary to create products and services for network members to want to be a part of it. Member organizations in the network must also have access to knowledge/best practices/networks/ opportunities for experience exchange – then their motivation to act increases. In planning the network's development, it is essential to consider the generational change of people involved in its activities and strive for professionalization. "The network is only as strong as its members."





Network Offer:

Informing, conducting Eurolectures, workshops, and games about work, studies, volunteering, funds, active citizenship, and opportunities for youth in Europe. The network also promotes the activity of young people and releasing its publications. The network develops or supports the process of building strategies (mainly at the European level), action plans, and conducts lobbying activities for the development of opportunities for young people in Europe.

Funding - Public funds: *Erasmus+ program (60%) and national funds (40%). At the European level, Eurodesk Brussels must also secure 5% own contribution. Therefore, the network's activities should also consider a business approach – to the necessary extent.*

Number 4:

Q1. Details of the person interviewed; representant of:

- governing body of the network
- member of the network

a/ Name: *Soffía Gísladóttir*

b/ What is the name of the organization do you represent?

The Directorate of Labour - Vinnumálastofnun

c/country: *Iceland*

d/ legal form: *Public*

e/ sector/activity/mission: *Labour market*

Q2. European network/ organization data you are member or representative of the management board:

a/ Name: *The Member State Working Group of ESCO*

b/ country of headquarters of the network: *Belgium*

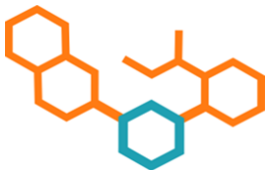
c/ Legal form of the network: *European Commission Project*

d/ Does the network have legal personality and is officially registered? Or does it operate informally on the basis of an agreement between network members?

Legal personality

e/ Sector/ object of activity: *Labour Market and Education*





f/ How many members does the network have? Ca. 70-80

g/ How many countries are members of the network from? 31

Q3. Brief description of the network structure; organs:

ESCO (European Skills, Competences, Qualifications and Occupations) is the European multilingual classification of Skills, Competences and Occupations.

*ESCO works as a **dictionary**, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training. Those concepts and the relationships between them can be understood by electronic systems, which allows different online platforms to use ESCO for services like matching jobseekers to jobs based on their skills, suggesting trainings to people who want to reskill or upskill etc.*

*ESCO provides descriptions of **3008 occupations and 13.890 skills** linked to these occupations, translated into 28 languages (all official EU languages plus Icelandic, Norwegian, Ukrainian, and Arabic).*

*The aim of ESCO is to **support job mobility across Europe and therefore a more integrated and efficient labour market**, by offering a “common language” on occupations and skills that can be used by different stakeholders on employment and education and training topics.*

ESCO is a European Commission project, run by Directorate General Employment, Social Affairs and Inclusion (DG EMPL). It is available in an online portal and can be consulted free of charge. Its first full version (ESCO v1) was published on the 28th of July 2017.

Q4. Why did your organization decide to become a member/ established of this European Network?

The Directorate of Labour in Iceland was officially offered to have two seats as observers in the Member State Working Group of ESCO early in 2016 and they accepted the offer by appointing me and another colleague for the role. This was considered to be important as Iceland benefits from all European cooperation and this has particularly been successful as Iceland was one of the first states to implement ESCO into their official system of the Directorate of Labour.

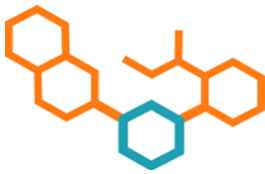
Q4.1. Did you play an active role in founding/organizing the network or have you just joined the existing network?

I just joined the network.

Q4.2. If the answer was “I had an active role/founded the network”: What was the motivation to found/organize the network? What are the most important experiences (positive/negative/recommendations)?

N/A





Q5. How long have you been a member?

Since April 2016

Q6. What are the benefits you receive as the European network member or (and) as a governing body?

To have an active voice in the development of ESCO.

Q7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

I cannot recall any challenges.

Q8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

No barriers.

Q9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

It is good to have some in person meetings and some online meetings. Hybrid meetings should be avoided.

Q10. How does your European network activate its members for action?

By inviting them to have a voice in different matters, either by attending meetings or by writing recommendations. Members are regularly invited to give presentations during meetings.

Q11. How often are network meetings organized, how are they financed?

Twice a year there are in person meetings and the Commission pays for the travel. Organizations pay for the accommodation if necessary (like for Iceland). Four times a year there are online meetings.

Q12. What does the network offer:

a/ for member organizations: *Communication and debate considering the development of ESCO.*

b/ for external stakeholders: *N/A*

Q13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones?

N/A





Q14. Sources of funding for network activities:

a/ public funds - YES

b/ private funding - YES/NO; if YES - what kind: N/A

c/ grants – YES - European

d/ others - please write - which ones?

N/A

Q15. In your opinion, does European level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?

a/ If the answer is “yes” - in what way? Could you please give any example?

Yes, the ESCO project it supports labour mobility through the EURES mobility portal and makes it easier for jobseekers all around Europe and for refugees to search for jobs with correct information as the ESCO platform is translated into 28 languages, all official EU languages plus Icelandic, Norwegian, Ukrainian and Arabic.

b/ If the answer is “no” - why? What would need to change to obtain this positive effect?

N/A

Summary

Benefits:

- *To have an active voice in the development of ESCO*
- *Opportunity to have an active voice during meetings*

Challenges:

- *cannot recall any challenges.*

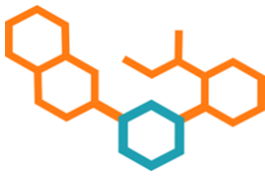
Recommendations For newly created networks:

- *Hybrid meetings should be avoided.*

Strength of the network:

- *Jobseekers all around Europe and for refugees get correct information as the ESCO platform is translated into 28 languages.*





Number 5:

Q1. Details of the person interviewed; representant of:

- governing body of the network
- member of the network

a/ Name: *Stefán Pétur Sólveigarson*

b/ What is the name of the organization do you represent?

FabLab Húsavík and Húsavík Innovation Center.

c/country: *Iceland*

d/ legal form: *Non profit*

e/ sector/activity/mission: *Innovation*

Q2. European network/ organization data you are member or representative of the management board:

a/ Name: *Fablab Network*

b/ country of headquarters of the network:

c/ Legal form of the network: *Fablab Network* <https://live.fablabs.io/>

d/ Does the network have legal personality and is officially registered? Or does it operate informally on the basis of an agreement between network members?

Yes, is officially registered.

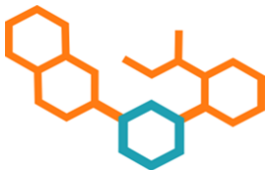
e/ Sector/ object of activity: *It is a community for sharing knowledge and technical processes.*

f/ How many members does the network have? *2000*

g/ how many countries are members of the network from? *149*

Q3. Brief description of the network structure; organs: *The Fab Lab Network is an open, creative community of fabricators, artists, scientists, engineers, educators, students, amateurs, professionals, of all ages. From community based labs to advanced research centers, Fab Labs share the goal of democratizing access to the tools for technical invention. This platform started as part of the Fabxlive Event to engage and interact during the online conference, but due to its success, we have opened up the opportunity for all the member of the Fab Lab Network to be able to connect, create, and interact in a more direct way with all.*





Q4. Why did your organization decide to become a member/ established of this European Network?

All Fablabs in Iceland are members. If we want to be called a Fablab we need to register.

Q4.1. Did you play an active role in founding/organizing the network or have you just joined the existing network? NO

Q4.2. If the answer was “I had an active role/founded the network”: What was the motivation to found/organize the network? What are the most important experiences (positive/negative/recommendations)?

Q5. How long have you been a member?

We joined two years ago.

Q6. What are the benefits you receive as the European network member or (and) as a governing body?

Our FabLab Network platform will allow us to share, contribute, promote and interact with each other everywhere we go. We get expertise knowledge from connecting with other members through live chats, participate in different groups, create events/activities/workshops.

Q7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

We are small with few staff members, and we would like to have more time to interact with other members and participate in activities and conferences.

Q8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

Can't think of anything.

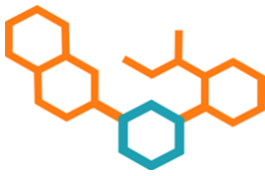
Q9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

Give yourself time to get to know the network and the active members. Don't be the silent member, ask questions.

Q10. How does your European network activate its members for action?

The Fab Lab Network activates its members for action through a combination of community engagement, education, and collaboration. The members have a lot of opportunities to be active in this network. For example the Fablab Academy.





Q11. How often are network meetings organized, how are they financed?

Once a year they organize a conference and members pay for the tickets. Some smaller events are also organized and for example online events are free. The Academy is We have people and companies' contributions to help with the costs.

Q12. What does the network offer:

a/ for member organizations:

Members gain access to state-of-the-art digital fabrication tools, fostering innovation and prototyping capabilities. Engage in a collaborative environment with other members, fostering cross-disciplinary projects and knowledge sharing. Access to educational programs and workshops to enhance skills in digital fabrication and related technologies. Connect with a global community, facilitating the exchange of ideas, best practices, and potential collaborations. Participate in events and challenges to showcase work, receive feedback, and contribute to the vibrant Fab Lab community.

b/ for external stakeholders:

The Fab Lab Network offers several benefits and opportunities for external stakeholders, extending beyond its core membership. These external stakeholders may include individuals, businesses, educational institutions, and the broader community. For example: External stakeholders, such as local businesses or entrepreneurs, may gain access to state-of-the-art digital fabrication tools and technologies available in Fab Labs. This allows them to prototype and manufacture products without the need for significant upfront investments in expensive equipment. The network may offer educational programs and workshops for external stakeholders, providing training in digital fabrication and related technologies. I could go on and on, talking about Innovation and Entrepreneurial Support.

Q13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones?

Yes, the Fab Lab Network can involve economic activities, including:

Training Programs: Offering paid workshops and courses.

Membership Fees: Charging fees for lab access.

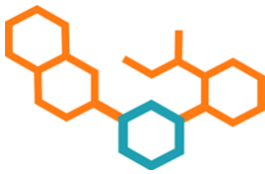
Consulting Services: Providing expertise for a fee.

Prototyping Services: Offering paid assistance for prototype development.

Custom Fabrication: Generating revenue from custom projects.

Events and Workshops: Charging fees for event participation.





Collaborative Projects: Collaborating with external partners for funding.

These activities contribute to the economic sustainability of Fab Labs while supporting their mission of innovation and collaboration.

Q14. Sources of funding for network activities:

a/ public funds - YES/NO

Public funds: It is possible for the Fab Lab Network to receive funding from public sources. This could include grants, subsidies, or support from government agencies, educational institutions, or research foundations.

b/ private funding - YES/NO; if YES - what kind:

Private funding: Yes, the Fab Lab Network can also receive private funding. Private funding may come from various sources, including: Companies may provide financial support or sponsor specific projects within the Fab Lab Network. Individuals, philanthropic organizations, or businesses may make donations to support the activities and mission of the Fab Lab Network. While also a form of revenue, membership fees from individuals or organizations can be considered a form of private funding. The combination of public and private funding helps ensure the sustainability and growth of the Fab Lab Network.

c/ grants - YES/NO; if YES - national/European/international?

Yes, grants are a significant source of funding for the Fab Lab Network. Grants can come from various sources, including government agencies, foundations, non-profit organizations, and private institutions. Grants play a crucial role in enabling Fab Labs to undertake specific projects, expand their capabilities, and contribute to the advancement of technology and innovation in their communities.

d/ others - please write - which ones?

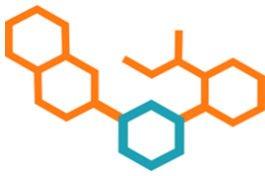
Q15. In your opinion, does European level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?

a/ If the answer is “yes” - in what way? Could you please give any example?

Yes, it is crucial for process and support.

b/ If the answer is “no” - why? What would need to change to obtain this positive effect?

.....



Summary:

Challenges and barriers:

Limited Staff and Time: Being a small organization, there is a challenge in allocating sufficient time for interactions, activities, and conferences within the Fab Lab Network. No specific barriers were mentioned during the interview, indicating a relatively smooth operation within the network.

Recommendations for newly created networks:

Give Yourself Time to Understand the Network: Take the time to get to know the network and its active members. Understand the dynamics, goals, and values of the network before actively participating. Avoid Being a Silent Member: Actively engage in discussions and activities. Don't hesitate to ask questions and seek clarification.

The Network Offer:

For Member Organizations:

Access to state-of-the-art digital fabrication tools, fostering innovation and prototyping capabilities.

Engagement in a collaborative environment with other members, encouraging cross-disciplinary projects and knowledge sharing.

Access to educational programs and workshops to enhance skills in digital fabrication and related technologies.

Connection with a global community, facilitating the exchange of ideas, best practices, and potential collaborations.

Participation in events and challenges to showcase work, receive feedback, and contribute to the vibrant Fab Lab community.

For External Stakeholders:

Access to cutting-edge digital fabrication tools and technologies available in Fab Labs.

Participation in educational programs and workshops, providing training in digital fabrication and related technologies.

Opportunities for innovation and entrepreneurial support.

Engagement in collaborative projects with Fab Lab Network members.

Access to a network that fosters creativity, learning, and community development.





Funding:

Funding for the Fab Lab Network comes from various sources, including:

- *Public Funds: Possible support from government agencies, educational institutions, or research foundations in the form of grants, subsidies, or financial assistance.*
- *Private Funding: Contributions from businesses, individuals, or philanthropic organizations, which may include sponsorships, donations, or membership fees.*
- *Grants:*

Significant funding from grants provided by government agencies, foundations, non-profit organizations, and private institutions, supporting specific projects and initiatives.

Number 6:

Q1. Details of the person interviewed; representant of:

- governing body of the network

a/ Name: *Mara Morici*

b/ What is the name of the organization do you represent? *COOSS*

c/country: *Italy*

d/ legal form: *Social Cooperative - Not for Profit*

e/ sector/activity/mission: *Third Sector*

Q2. European network/ organization data you are member or representative of the management board:

a/ Name: *ENALMH EUROPEAN NETWORK OF ACTIVE LIVING FOR MENTAL HEALTH -*
<https://enalmh.eu/index.php/en/>

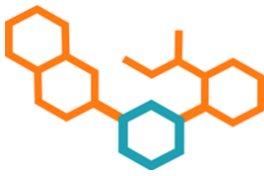
b/ country of headquarters of the network: *Brussels, Belgium*

c/ Legal form of the network: *ENALMH operates under the Belgian Law with the legal form of an international not for profit Association (AISBL).*

d/ Does the network have legal personality and is it officially registered? Or does it operate informally on the basis of an agreement between network members?

Yes, the Network has a legal personality, it is officially registered.





e/ Sector/ object of activity: Mental Health/Sport & Physical Exercise – the interesting aspect is that there is the multi-disciplinarity of the members

- *Development of policies and tools*
- *Public awareness and advocacy*
- *Support of its members*

Activities:

Enrichment of the therapeutic procedures

Combating stigma

Emerging of Sport and Physical Exercise as a fundamental parameter to the prevention of mental health problems

Advocacy for the rights of patients

Support and realization of sports and physical activities for Mental Health at EU level

Contribution to research and educative processes

Development and promotion of policies

Wider cooperation with other related organizations.

f/ How many members does the network have? *Up to 2020 it counted 18 members with presence in 12 countries (BE, IT, UK, SP, GR, CZ, PT, IE, HR, LI, SI & TR). At now, 12 members from 5 countries.*

g/ how many countries are members of the network from?

Before COVID-19 pandemic 12 – now, 5 countries.

Q3. Brief description of the network structure; organs:

General Assembly

It consist of all its members.

The General Assembly is the highest decision-making body of the association

The General Assembly has the exclusive competence for:

- amendment / modification of the statutes

- election and dismissal of the members of the Managing Board – this includes:

- *appointment and dismissal of the Secretary General upon recommendation of the Managing Board*





- *appointment and dismissal of other members of the Managing Board*

Managing Board

The Managing Board has all powers of management and administration, subject to the powers of the General Assembly.

The association shall be administered by a Managing Board consisting of (maximum) seven (7) members, from at least five (5) different member-organizations, including the Chair, the Vice President, the Treasurer and the Secretary, plus two (2) substitute members.

The Chair, Vice President, Treasurer and the Secretary of the Managing Board shall be appointed by the Managing Board for a term of three (3) years with the possibility of re-election for two further terms of each 3 years.

Secretary General – *it is a stable network staff, paid by the network, with a variable term depending on the financing available*

The Secretary General was appointed by the General Assembly upon a proposal of the Managing Board.

In addition to the day-to-day management comprising the organization and administration of the registered office and its staff, the Secretary General shall be responsible for current affairs and the general coordination of the activities of the association.

The Secretary General shall present a report, preapproved by the Managing Board, to the General Assembly on these matters.

Q4. Why did your organization decide to become a member / established of this European Network?

It was one of the Output of an EU project with these objectives.

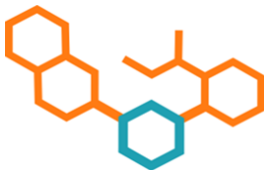
It is a much appreciated initiative by COOSS services because it confirms and improves the validity of ongoing activities with SPORT and disability – it gives the possibility to take part in interesting initiatives abroad.

Q4.1. Did you play an active role in founding/organizing the network or have you just joined the existing network? Yes.

Q4.2. If the answer was “I had an active role/founded the network”: What was the motivation to found/organize the network? What are the most important experiences (positive/negative/recommendations)?

See 4. Good starting, then problems with COVID and withdrawal of some members --> less availability of fund (less fees) --> not possible to have stable team --> less activities.





Q5. How long are you the members or (and) manage this network?

Funded in 2018

Q6. What are the benefits you receive as the European network member or (and) as a governing body?

Boarding: contact for projects – to be a member of the board allows us to “decide” about main topics and directions/decisions - Facilitated access to network opportunities (e.g. participation proposals you can choose first whether or not to participate and on which role).

Q7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

COVID-19 and related crisis of single organizations: the Network became not the main interest, so they decided to withdrawal for save money.

Q8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

Lack of funds - economic sustainability to ensure a stable staff that coordinates, organizes and enables active participation in network initiatives.

Q9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

Do not make it as a spot activity, but an ordinary activity of the organization to be budgeted for - Plan activities, investment (e.g. a stable staff, a team working on networks, travel budget).

Q10. How does your European network activate its members for action?

General Assembly; Approval of annual plan; Individual members proposing initiatives

Q11. How often are network meetings organized, how are they financed?

- *Governing Board every three to four months*
- *Almost daily communication between board members*
- *General meeting in presence*

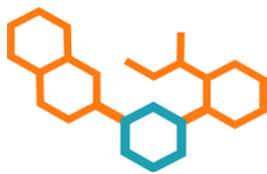
Partly financed by the fee.

Potential new members invited at their own expense.

Q12. What does the network offer:

a/ for member organizations: *See benefits + financing of certain activities of participation in the Network (e.g. Annual General Assembly)*





b/ for external stakeholders: *Dissemination – possibility to join/design new project together – community of good practices in the topic of mental health/sport - events (important aspect for the communities)*

Q13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones?

No.

Q14. Sources of funding for network activities:

a/ public funds - YES/NO

b/ private funding - YES/NO; if YES - what kind:

c/ grants - YES/NO; if YES - national/European/international?

d/ others - please write - which ones?

Operational Grants and Annual fee of participants – before COVID the fee was from 100 to 500€ per association (according to size and financial capacity) - now 100€ for all

Q15. In your opinion, does European level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?

a/ If the answer is “yes” - in what way? Could you please give any example?

Contacts with European Commission DGs.

Conduction of “Recommendations for EU Guidelines for the Sport / PE / PA for MH” (www.almh-platform.eu/) Development of an “Interactive Platform for the Sport / PE / PA for MH” (www.almh-platform.eu/) Development of training modules for PE professionals (ASAL project www.asalproject.eu) Sponsored communication exposure to the Handball EURO 2020.

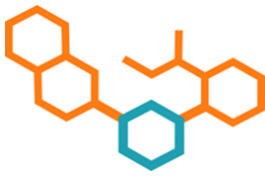
Activation of the individuals.

b/ If the answer is “no” - why? What would need to change to obtain this positive effect?

.....

SUMMARY OF THE INTERVIEW

- *Representant of governing body of the network*
- *ENALMH EUROPEAN NETWORK OF ACTIVE LIVING FOR MENTAL HEALTH - <https://enalmh.eu/index.php/en>*



Benefits:

To be a Boarding Member:

- *Direct contact for projects*
- *to be a member of the board allows us to “decide” about main topics and directions/decisions*
- *Facilitated access to network opportunities (e.g. participation proposals you can choose first whether or not to participate and on which role)*
- *Financing of some ordinary activities*

For external stakeholders:

- *Dissemination*
- *possibility to join/design new project together*
- *community of good practices in the topic of mental health/sport - events (important aspect for the communities).*

Challenges and barriers:

- *COVID and withdrawal of some members due to internal crisis --> less availability of fund (less fees) --> not possible to have stable team --> less activities*

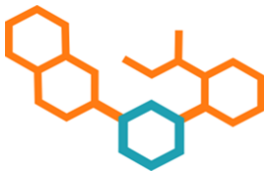
Recommendations for newly created networks:

- *Do not make the Network as a spot activity, but an ordinary activity of the organization to be budgeted for*
- *Plan activities, investment (e.g. a stable staff, a team working on networks, travel budget).*

Strengths of the Network:

- *multidisciplinary of member organizations*
- *the person in charge to work stably in the network to ensure continuity, communication and proactivity*
- *before COVID, the availability of budget that allowed both to pay for a stable figure and, for network members, to attend events in person.*





Number 7:

Q1. Details of the person interviewed; representant of:

- member of the network

a/ Name: Francesca Cesaroni

b/ What is the name of the organization do you represent? COOSS

c/country: Italy

d/ legal form: Social Cooperative - Not for Profit

e/ sector/activity/mission: Third Sector

Q2. European network/ organization data you are member or representative of the management board:

a/ Name: YES Forum – Empowering young people - <https://www.yes-forum.eu/>

b/ country of headquarters of the network: Stuttgart, Germany

c/ Legal form of the network: EEIG – European economic Interest Group

d/ Does the network have legal personality and is it officially registered? Or does it operate informally on the basis of an agreement between network members?

Yes, the Network has a legal personality, it is officially registered.

e/ Sector/ object of activity: *Young people and everything that can facilitate their integration in society.*

Mission: to improve the life chances of vulnerable young people.

f/ How many members does the network have? 41 members

g/ how many countries are members of the network from? 20 countries; Before COVID-19 pandemic 12 – now, 5 countries.

Q3. Brief description of the network structure; organs: Its organs are:

General Assembly

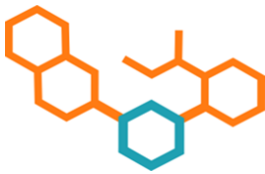
Composed of all its members, the GA is the highest decision-making body of the Network. The Network, in fact, is directly driven by the members.

It meets once a year

Management Board with a Managing Director

Elected by the GA





Secretariat

For coordination and communication activities.

It manages:

Organization of activities

Sharing of activities and opportunities

Information and communication role

Catalyst of members and individual needs/objectives.

Q4. Why did your organization decide to become a member / established of this European Network?

YES FORUM was partner of another common project and, after this experience, invited COOSS joining it as an associate member.

Q4.1. Did you play an active role in founding/organizing the network or have you just joined the existing network?

No, COOSS just joined it.

Q4.2. If the answer was “I had an active role/founded the network”: What was the motivation to found/organize the network? What are the most important experiences (positive/negative/recommendations)?

.....

Q5. How long are you the members or (and) manage this network?

Since 2011

Q6. What are the benefits you receive as the European network member or (and) as a governing body?

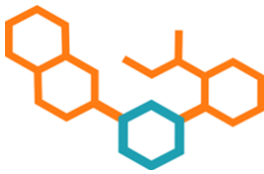
Member: to have many contacts in presence – networking - participation to interesting events.

They hold meetings with partners to promote co-design. Thematic partnerships involving young people can be established at these meetings. Creates real opportunities for collaboration to apply for European calls for proposals.

Q7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

As associated member, we don't have a very active role in governances issues.





Q8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

Lack of dedicated staff, particularly administrative staff, within member organizations.

Lack of money to take part in events (because only associate member).

The members have all networking events paid for by the Network.

Q9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

To foresee a person/staff devoted to the Network.

To promote a strictly relationship between EU network and the directorates and departments of the European Commission (lobby).

Q10. How does your European network activate its members for action?

Yearly GA;

Yearly Networking events.

Project Planning events: where they define activities and objectives for the next year;

Youth Week; ...

Q11. How often are network meetings organized, how are they financed?

Each activity, at least once a year.

Events are paid for partly from the Network and partly it's a self-investment.

To be a member you must pay an annual fee of 1000€, that is used for paying GA events, the secretariat activities, organizing main events, etc.

Q12. What does the network offer:

a/ for member organizations: *wide range of potential partners/opportunities*

b/ for external stakeholders: *repository of good practices, info on youth sector*

Q13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones? NO.; NO.

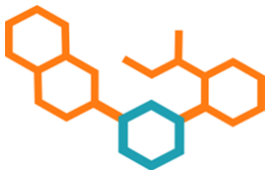
Q14. Sources of funding for network activities:

a/ public funds - YES/NO

b/ private funding - YES/NO; if YES - what kind:

c/ grants - YES/NO; if YES - national/European/international?





d/ others - please write - which ones?

Operational Grants and Annual fee of participants (1000€ per association per year).

Q15. In your opinion, does European level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?

a/ If the answer is “yes” - in what way? Could you please give any examples?

The network is strongly supported by the European Commission.

Importance of the political dimension of the decision-making process of the Network in EU contest: they influence the recommendations of policy makers.

Through the network there is the possibility to interact at decision-making tables.

b/ If the answer is “no” - why? What would need to change to obtain this positive effect?

.....

SUMMARY OF THE INTERVIEW

- *Member of the network*
- *YES Forum – Empowering young people - <https://www.yes-forum.eu/>*

Benefits:

To be a member:

- *many contacts in presence*
- *Networking*
- *participation to many interesting events*
- *Events are paid partly from the Network*
- *They hold meetings with partners to promote co-design*
- *Thematic partnerships involving young people can be established at these meetings*
- *Creates real opportunities for collaboration (ie. to apply for EU call)*

Challenges and barriers:

- *If you’re only a member you cannot enter actively in decision making process*
- *Not to have devoted staff within COOSS working for the Network (i.e. 8 hours/months paid to work only for that).*





Recommendations for newly created networks:

- *To foresee a person/staff devoted to the Network both in the Network (i.e. Secretariat) and in the single organizations.*
- *An internal budget (an annual fee)*
- *To promote a strictly relationship between EU network and the directorates and departments of the European Commission (lobby)*

Strengths of the Network:

The network is strongly supported by the European Commission

--> Importance of the political dimension of the decision-making process of the Network in EU contest: they influence the recommendations of policy makers.

Number 8:

Q1. Details of the person interviewed; representant of:

- governing body of the network

- member of the network

a/ Name: *Marta Rodrigues*

b/ What is the name of the organization do you represent?

IEEE

c/country: *Portugal*

d/ legal form: *Student Branch*

e/ sector/activity/mission: *IEEE, an organization dedicated to advancing innovation and technological excellence for the benefit of humanity, is the world's largest technical professional society.*

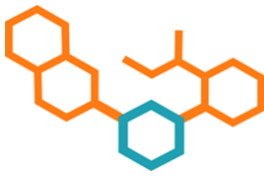
Q2. European network/ organization data you are member or representative of the management board:

a/ Name: *Marta Rodrigues*

b/ country of headquarters of the network: *Europe*

c/ Legal form of the network: *pronounced "Eye-triple-E," stands for the Institute of Electrical and Electronics Engineers.*





d/ Does the network have legal personality and is officially registered? Or does it operate informally on the basis of an agreement between network members?

Yes, is officially registered.

e/ Sector/ object of activity: *Advancing Technology for Humanity*

f/ How many members does the network have? *In Portugal, 72 members.*

g/ how many countries are members of the network from? *It's an international network, so it has members from all over the world.*

Q3. Brief description of the network structure; organs:

The IEEE (Institute of Electrical and Electronics Engineers) is an international professional organization dedicated to advancing technology in various fields, especially electrical engineering, electronics, computer science, and telecommunications. The network structure of IEEE includes a series of bodies, committees, and subdivisions that play specific roles in fulfilling the organization's mission. Below is a brief description of the IEEE Organs:

Board of Directors: *The Board of Directors is responsible for making strategic decisions and providing overall guidance to IEEE. It is composed of members elected by the organization's members.*

Technical Activities Board (TAB): *This board oversees the technical activities of IEEE, ensuring technical excellence and promoting the development of standards.*

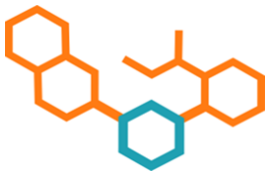
Publication Services and Products Board (PSPB): *PSPB oversees IEEE's publication activities, ensuring the quality and integrity of technical and scientific publications.*

Standards Association Board (SAB): *Responsible for the development and maintenance of technical standards, SAB works to ensure interoperability and compliance in fields covered by IEEE.*

Regions and Sections: *IEEE is organized into geographic regions covering the entire world. Each region is subdivided into local sections, which are basic operational units.*

Technical Societies and Councils: *IEEE has various technical societies focusing on specific areas such as computing, communications, energy, and more. Each technical society has its objectives and activities.*





Committees and Working Groups: *There are several committees and working groups within IEEE that focus on specific issues, such as ethics, education, and professional development, among others.*

Q4. Why did your organization decide to become a member/ established of this European Network?

They consider it very important to be part of this organisation for the development of science at their university, and the excellent opportunity to share knowledge in this area with other members and countries.

Q5. How long are you the members or (and) manage this network?

Marta has been a member for almost 3 years.

Q6. What are the benefits you receive as the European network member or (and) as a governing body?

Networking Opportunities: *Access to a vast network of professionals, researchers, and experts in the fields of electrical engineering, electronics, and related areas within the European region.*

Knowledge Sharing: *Participation in conferences, workshops, and technical events organized by IEEE, providing opportunities to learn about the latest advancements and trends in technology.*

Access to Resources: *IEEE offers a range of resources, including publications, standards, and educational materials, which members can access to stay updated on industry developments.*

Professional Development: *Opportunities for professional growth through educational programs, certifications, and career development resources provided by IEEE.*

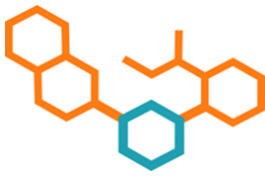
Collaboration and Collaboration: *The chance to collaborate on research projects, contribute to technical committees, and engage in collaborative initiatives with other members.*

Benefits for IEEE Governing Bodies:

Strategic Decision-Making: *Involvement in the decision-making process for the organization's strategic direction and initiatives.*

Leadership Opportunities: *Opportunities to take on leadership roles within the organization, contributing to the development and execution of IEEE's mission.*





Influence on Policies and Standards: *The ability to influence the development of policies, standards, and technical activities within IEEE, shaping the direction of the organization.*

Global Impact: *The chance to contribute to the global impact of IEEE by representing the interests of the European region and collaborating with other regions.*

Recognition and Visibility: *Recognition as a leader in the field, with increased visibility and influence in the professional community.*

Q7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

Managing financial resources effectively to support network activities, events, and initiatives without compromising the organization's financial sustainability.

Q8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

The cost and logistics of organising face-to-face meetings and events is an obstacle.

Q9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

The IEEE at Uminho and other regional organisations communicate well and help each other organise important science events (e.g. engineering Olympiads).

Avoid bureaucratic practices that hinder efficient decision-making and responsiveness.

Q10. How does your European network activate its members for action?

They give the members problems in science to be solved, and they need to find better solutions for the challenge.

Q11. How often are network meetings organized, and how are they financed?

Due to a lack of financial support, only one conference a year is organised for all members.

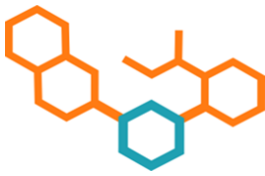
Q12. What does the network offer:

a/ for member organizations: *knowledge and contacts in the science field.*

b/ for external stakeholders: *provide science progress for free and help them to create new ways of using science.*

Q13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones? No.





Q14. Sources of funding for network activities:

a/ public funds - NO

b/ private funding – Yes. Every member pays a membership fee.

c/ grants - NO

Q15. In your opinion, does European-level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?

a/ If the answer is “yes” - in what way? Could you please give an example?

Yes, it's extremely important for the sharing of knowledge and the development of science itself. Being interconnected helps us to understand difficulties/challenges on a more global level and to find more comprehensive solutions.

Number 9:

Q1. Details of the person interviewed; representant of:

- governing body of the network

- member of the network

a/ Name: Nelson Martins

b/ What is the name of the organization do you represent? EPIC junior

c/country: Portugal

d/ legal form: Student Branch

e/ sector/activity/mission: EPIC Junior is a non-profit junior company formed exclusively by students attending courses at the School of Engineering at the University of Minho.

Q2. European network/ organization data you are a member or representative of the management board:

a/ Name: Nelson Martins

b/ country of headquarters of the network: Portugal

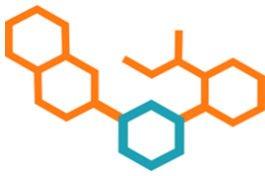
c/ Legal form of the network: EPIC Júnior

d/ Does the network have a legal personality and is officially registered? Or does it operate informally based on an agreement between network members?

Yes, is officially registered and operates on an informal basis.

e/ Sector/ object of activity: Consultancy and Technological Development





f/ How many members does the network have? *49 members.*

g/ How many countries are members of the network from?

Portugal. There are more EPIC juniors all over Europe, but all of them are independent financially.

Q3. Brief description of the network structure; and organs:

There is a president, two external vice-presidents and two internal vice-presidents. And the department directors. As it's a junior company, it also has various work subdivisions, such as marketing, HR, and the finance department.

Q4. Why did your organization decide to become a member/ established of this European Network?

The benefits are to encourage students to expand their projects and to accompany the exponential growth of one of the largest youth association platforms in Europe.

Q5. How long are you the members or (and) manage this network?

Nelson has been a member for almost 6 years.

Q6. What are the benefits you receive as a European network member or (and) as a governing body?

In general, being part of a network of junior companies can offer several advantages, including:

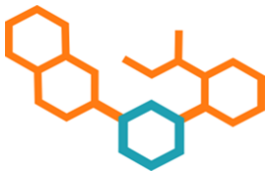
Networking Opportunities: Membership in a European network of junior companies provides opportunities to connect with other similar organizations, share experiences, and establish collaborative relationships.

Knowledge Sharing: Junior companies often benefit from the exchange of knowledge and best practices within the network. This can lead to improvements in organizational structure, project management, and service delivery.

Access to Resources: Membership in a network may provide access to shared resources, such as training materials, templates, and tools that can enhance the capabilities of junior companies.

Visibility and Credibility: Being part of a recognized network can enhance the visibility and credibility of a junior company. This can be advantageous when seeking projects, partnerships, or engagements with clients.





Collaborative Projects: Networks may facilitate collaborative projects or initiatives among member organizations, providing opportunities for joint ventures and shared endeavors.

Representation: If the network has a governing body, being part of that body can offer the chance to actively participate in decision-making processes, contribute to the development of network policies, and represent the interests of the junior company.

Q7. List some of the most important challenges you have faced in your network activities as a governing body/member of the European network:

Junior companies often operate in competitive environments, and standing out among other organizations, especially in a network, can be challenging.

Q8. List some of the most important barriers you have faced in your activity as a governing body/member of the European network:

Limited financial resources are a significant obstacle to starting or maintaining activities, investing in projects, or expanding operations.

Q9. List some recommendations/good practices for those who would like to set up a European network; what should they avoid?

Creating workshops and "movements" such as learning sessions, lectures and networking helps to maintain focus and ensure that we deliver the best quality in the final product. Lack of effective promotion and talent retention.

Q10. How does your European network activate its members for action?

Through job fairs and innovative projects.

Q11. How often are network meetings organized, and how are they financed?

They organise at a European level 3 annual events.

Q12. What does the network offer:

a/ for member organizations: *share knowledge and contacts.*

b/ for external stakeholders: *Provide a good service with low investment.*

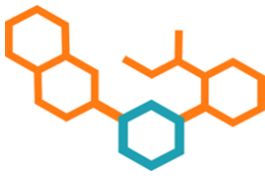
Q13. Does the network have economic/remunerated activities - YES/NO; if YES - which ones?

Yes.

Q14. Sources of funding for network activities:

a/ public funds - NO





b/ private funding – *Yes. Companies that hire their service*

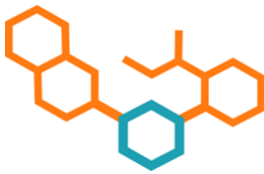
c/ grants - *NO*

Q15. In your opinion, does European-level cooperation and networking support /contribute to increasing the general level of social inclusion and civic participation on the EU level?

a/ If the answer is “yes” - in what way? Could you please give an example?

Firstly, I think it's an essential pillar in the education of young people. It has a great European impact because sharing knowledge opens up horizons. It promotes a critical spirit.





4. Example of model statutes for a new network of CSOs in the LLL sector

Statute

(Name of new Network)

(date of Statute)

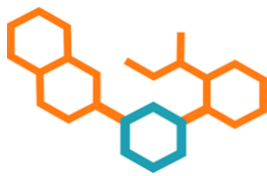
Art 1.

The statute defines the principles of operation of the Network - "*(Name of new Network)*", the short name of which is the "*(Short Name of new Network if there is)*".

Art 2. Mission, Goals and Activities

1. The Mission of the *(Name of the new Network)* is:
.....
2. The goals of the FIRST Network are: *(example)*
 - a) Providing support for the
 - b) Facilitating the acquisition of skills, competences and expert knowledge, exchange of experiences and testing innovations.
 - c) Increasing the number and quality of cooperation activities at the European level and intensifying international cooperation in the field of
.....
 - d) Strengthening the cooperation between the existing networks in order to strengthen the organizational and financial structure and capacity of the *(Name of new Network)* and its' members.
3. The *(Name of new Network)* activities include:
 - a) Exchange of experiences.
 - b) Organization of symposia, meetings and lectures, workshops with theoreticians and practitioners.
 - c) Organisation and promotion of multilingual events and issuing publications.
 - d) Creation and supporting website(s)/ internet portal(s) dedicated to the intensification of international cooperation.
 - e) Transfer of knowledge between the members, in various forms.
 - f) Cooperation with across Europe.
 - g) Cooperation with policymakers and other stakeholders.





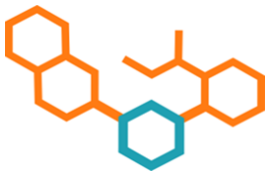
Art 3. The coordination and Board

1. The Coordinator of the *(Name of new Network)* is
2. The office of the *(Name of new Network)* is based in the *(You insert relevant place and country)*.
3. The tasks of the Board of the *(Name of new Network)* are:
 - a) Coordinating the *(Name of new Network)* activities.
 - b) Representing the *(Name of new Network)* outside and acting on the behalf of the *(Name of new Network)*.
 - c) Admitting and excluding the members of the *(Name of new Network)*.
 - d) Preparing the annual reports on the *(Name of new Network)*.
 - e) Adopting resolutions on the matters important for the proper functioning of the *(Name of new Network)*.

Art. 4. The Members and membership

1. A member of the *(Name of new Network)* may be a or any other entity active in the adult education/lifelong learning sector.
2. A candidate for a new member may be admitted if its application for membership is approved by the *(Name of new Network)* Board, after the positive opinion of the Network Council. By submitting the application, a candidate for a new member agrees to comply with the current regulations and the mission and goals of the *(Name of new Network)*, as set out in this Statute.
3. Each member of the *(Name of new Network)* may propose new members for the Network.
4. The *(Name of new Network)* Board may invite any organization it deems appropriate to become a member of the Network.
5. The *(Name of new Network)* Members Responsibilities are:
 - a) Active participation in activities, events and projects implemented by the Network.
 - b) Proposing new areas of activities and events to the Network Council and the *(Name of new Network)* Board.
 - c) Providing information that may support the activities of the Network.





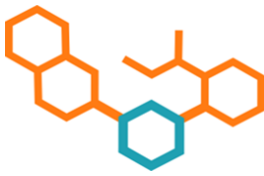
- d) Cooperation with the Network Council.
 - e) Promoting the Network and its activities.
 - f) Supporting the other members of the *(Name of new Network)*.
6. The *(Name of new Network)* Member may resign from the membership in the Network by written declaration upon 14 day notice. Upon the expiry of the termination notice period, the membership in the *(Name of new Network)* shall expire.
7. The *(Name of new Network)* Member may be excluded from the Network in case of:
- a) Defaming the *(Name of new Network)* and/or its Members.
 - b) Violating the interests of the *(Name of new Network)* and/or its Members.
 - c) Undertaking activities contrary to the mission and goals of the *(Name of new Network)*.
 - d) Being the subject of a judgement which has the force of 'res judicata' for fraud, corruption or any other illegal activity.
 - e) Being inactive in the *(Name of new Network)* works.
 - f) Not responding to the contact attempts of the Network Council and/or the *(Name of new Network)* Board for more than 3 months.
8. Decision to exclude a *(Name of new Network)* member (for the reasons defined in art. 4 point 7) is taken by the *(Name of new Network)* Board.

Art. 5 The Network Council

(This article is an example of a network with an additional internal network body where all network members have representation.)

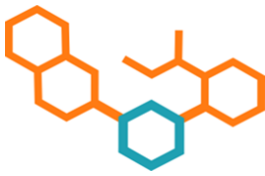
1. Representatives of the member organizations form the Network Council.
2. Each member organization delegates 1 representative to the Network Council.
3. Membership in the Network Council will automatically terminate in the following cases:
 - a) Organization that delegated its representative to the Network Council is excluded for the reasons defined in art. 4 point 7.
 - b) Organization that delegated its representative to the Network Council resigns from the membership in the Network.





- c) Network Council member leaves the organization that delegated him/her; in such a situation, the organization should delegate another representative within 30 days.
 - d) Dismissal of the Network Council member by the delegating organization; in such a situation, the organization should delegate another representative within 30 days.
4. The main tasks of the Network Council are:
- a) Current exchange of information and knowledge on the possibilities of developing the activities of the *(Name of new Network)* and its Members.
 - b) Issuing opinions on initiatives, programs and acts of law in the field of adult education in Europe and in the European Union.
 - c) Establishing the annual work plan of the *(Name of new Network)* (promotional activities, projects, research, analysis, trainings, etc.).
 - d) Planning the areas and scope of the projects and initiatives to be implemented by the *(Name of new Network)*.
 - e) Reviewing potential exclusion(s) of the Network Member(s).
 - f) Issuing opinions on candidates (candidate organization) for new members of the *(Name of new Network)*.
 - g) Participation in the developing and reviewing of the annual report on the *(Name of new Network's)* activities,
 - h) Publishing recommendations for international activities in the adult education sector.
5. The first *(Name of new Network)* Council is formed by the
6. The *(Name of new Network)* Council meets at least twice a year. The notion of “meeting” is used in its broadest meaning, including physical and virtual meetings, as well as teleconferences. The invitation is sent by way of regular mail, fax, e-mail or any other communication means by the representative of the *(Name of new Network)* Board member.
7. The first *(Name of new Network)* Council may adopt any other regulations supporting its functioning at the first *(Name of new Network)* Council Network meeting.
8. The Network Council adopts resolutions by a majority of votes (50% + 1). In the event of an equal number of votes the resolution shall lapse and be submitted to further discussions – and repeated voting. If the repeated voting brings equal number of votes, the final decision is taken by the *(Name of new Network)* Board.





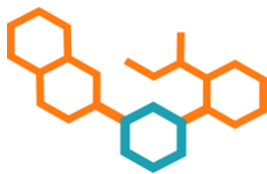
Art. 6 Amendments

1. In the case that this Statute does not cover an urgent matter that needs to be dealt with, the *(Name of new Network)* Board can decide with an executive action but it has the obligation to propose an amendment to the Network statute, as soon as possible.
2. The *(Name of new Networks')* Statute may be amended on the basis of a resolution of the *(Name of new Network)* Board, after a positive opinion of the Network Council expressed by 2/3 of the Network Council.

Art. 7 Entering into force

The *(Name of new Network)* Statue comes into force on the *(You define the date from which the statutes of the new network will apply)*





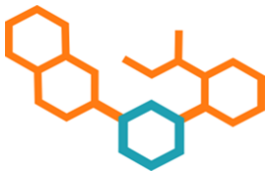
VII. Bibliography

(materials and websites used in the preparation of the Recommendation)

MATERIALS

1. Liste der Europäischen Genossenschaften (SCE = Societas cooperativa europeae)/ List of European Cooperatives (SCE) - Libertas – Europäisches Institut GmbH
2. Exploring the cooperative economy - REPORT 2022 by Euricse
3. Information nr SIB/74/2023/JM from National Cooperative Council in Poland
4. Günther Lorenz - The Implementation of Social Capital Features in Social Auditing Procedures to secure Community Accountability of Social Enterprises in the Third Sector
5. *Leszek Michalczyk* - Spółdzielnia europejska w aspekcie swobody działalności gospodarczej na terenie UE
6. Peter Dickinson and Chris Warhurst, Warwick Institute for Employment Research (IER), Luigi Corvo and Feliciano Iudicone, Fondazione Giacomo Brodolini (FGB), Stavroula Demetriades, Eurofound (2019), Cooperatives and social enterprises: Work and employment in selected countries, Publications Office of the European Union, Luxembourg.
7. European Commission - DG Enterprise & Industry - Consultation on the results of the study on the implementation of the Regulation 1435/2003 on the Statute for a European Cooperative Society (SCE); Response of: European Trade Union Confederation
8. „Nieco inny trzeci sektor –studia przypadków”; Redakcja naukowa: Ewa Bogacz-Wojtanowska Sylwia Wrona; wyd. Towarzystwa Naukowego Współczesnego Zarządzania; Kraków 2017 r.; pkt.7.1 – Małgorzata Lenzion - Podmioty ekonomii społecznej – na pograniczu sektorów
9. Henryk Cioch - Spółdzielnia europejska jako nowy rodzaj spółdzielni szczebla podstawowego - Rejent * rok 16 * nr 12(188), grudzień 2006 r.
10. Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on European cross-border associations (Text with EEA relevance); Brussels, 5.9.2023 COM(2023) 516 final 2023/ 0315 (COD)
<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52023PC0516>
- 11a. COOPERATIVES EUROPE/ EURICSE - European Research Institute on Cooperative and Social Enterprises/ EKAI CENTER - Study on the implementation of the Regulation 1435/2003 on the Statute for European Cooperative Society (SCE) - Contract No SI2.ACPROCE029211200





of 8 October 2009 - Final Study Executive Summary and Part I: Synthesis and comparative report 5 October 2010

11b. COOPERATIVES EUROPE/ EURICSE - European Research Institute on Cooperative and Social Enterprises/ EKAI CENTER - Study on the implementation of the Regulation 1435/2003 on the Statute for European Cooperative Society (SCE) - Contract No SI2.ACPROCE029211200 of 8 October 2009 - Final Study Part II. National Reports 5 October 2010

12. Regulation (EC) No 1435/2003 of 22 July 2003 on the Statute for a European Cooperative Society (SCE) <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32003R1435>

13. European Economic and Social Committee - Recent Evolutions of the Social Economy in the European Union – STUDY - by CIRIEC-International - Centre international de recherches et d'information sur l'économie publique, sociale et cooperative Directors: Jose Luis Monzón & Rafael Chaves CES/CSS/12/2016/23406

14. Report of the discussions of the Cooperative working group "Fostering cooperatives' potential to generate smart growth & jobs" Ref. Ares(2015)2184230 - 26/05/2015

15. Council Directive 2003/72/EC of 22 July 2003 supplementing the Statute for a European Cooperative Society with regard to the involvement of employees <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32003L0072>

WEBSITES

1. Euricse: <https://euricse.eu/en/>

2. COOP Europe: <https://coopseurope.coop/>

3. ICA: <https://ica.coop/>

4. Eur-lex: <https://eur-lex.europa.eu/homepage.html>

5. European portal of justice – E-uopeJustice:

https://e-justice.europa.eu/106/EN/business_registers_in_eu_countries?init=true&member=1

6. BORIS: https://e-justice.europa.eu/38590/EN/beneficial_ownership_registers_interconnection_system_boris

7. CECOP: <https://www.cecop.coop/aboutCecop>

