Education and Culture DG

Lifelong Learning Programme

Xploit !

Udine partner meeting reflections

For project partners, EACEA contacts and network partners

Xploit Transversal 4 Action 2010-2013
www.Xploit-EU.com

Coordinator October 2010

INTRO

This paper replaces the traditional minutes from a partner meeting. It aims to draw a picture of the project situation and reflect on the different input from the partners during the meeting, as well as to deliver some useful guidelines for the upcoming tasks.

In addition, the paper launches a few new perspectives that emerged during the meeting, and tries to suggest how these new elements might be integrated in the project.

Of course, it also serves as a practical paper summarizing things to do in the next phases and giving an overview of the project situation.

The paper will be a dynamic paper, and will be updated along with incoming input from the partners.

The partner meeting in Udine took place on the 6th and 7th of October 2010.

The paper will be reviewed and commented by the project's QA partners from Hungary and Austria. This review will be included in the paper.

THE XPLOIT COMEBACK

The Udine partner meeting was extremely important to the project due to the reconstruction of the partnership, taking place in spring and summer 2010. This has been described and documented elsewhere [*Xploit Comeback Briefing July 2010*].

The partner meeting was prepared by the production of the *Kick-off Package* delivered to all partners prior to and during the meeting in Udine. This package contains all needed papers to work in the project's first phases.

The coordinator promoted a simplification of the project and partner tasks and this simplification resulted in the documents presented in the *Kick-off Package*.

All documents are accessible on the preliminary webpage: http://www.sosuaarhus-international.com/xploit.htm.

The new Spanish Xploit partners were briefed and prepared through several coordinator visits to Catalonia during and after summer 2010.

The Udine partner meeting presented a highly prepared and well motivated partnership, quite different from the kick-off meeting in Aarhus DK early 2010.

All community partners were well prepared to explain the situation in the communities and to take part in the dialogues on the project activities, and all community partners had been taking useful networking steps in their communities.

Therefore the Udine meeting clearly demonstrated that the partners and the communities are, at different levels, ready to implement the project, and that the project will be able to deliver the expected results, and perhaps even offer results beyond the application.

THE COMMUNITIES

The Udine meeting offered a mutual understanding of the different situations in the 4 implementing communities.

As expected the 4 communities will implement the project according to different conditions and social-cultural situations. Still, the meeting demonstrated that the different approaches all lie within the aims and objectives of the Xploit project, and that the different levels of implementation should be regarded a necessary and even useful diversity inherent to the nature of developing learning communities. A few words about this diversity will offer an impression of the different approaches.

Swansea UK

The Swansea community is by far the most experienced of the 4 Xploit communities, as it has addressed learning and empowerment for disadvantaged citizens for many years. The Swansea project partners will link the Xploit project to the Swansea Learning Partnership platform. It is expected that the Xploit project will benefit strongly from the many earlier and ongoing learning initiatives and cooperation initiatives in Swansea and in Wales in general.

The overall aims of the *Xploit project in Swansea* might be

- To interact with the Swansea Learning Partnership and establish a mutual benefit learning
- To learn from the learning community infrastructures established in Swansea
- To contribute to a systematic and critical approach to learning communities in Swansea
- To offer a European exploitation dimension to the Swansea Learning Partnership
- To document and describe the development of a learning community with a long tradition for addressing learning needs among disadvantaged citizens (An Xploit learning community model)

The Swansea community offers many strong opportunities for the Xploit project, but it should be taken into account that dramatic budget cuts in the educational sector might result in some critical situations along the implementation of the project.

The Xploit idea of providing more learning opportunities with the same resources might be changed into: providing more learning with fewer resources!

Udine IT

The Udine community offers a most interesting case in Xploit: on one hand there are few traditions in the community for addressing learning needs in a systematic way and to interact with European resources, but on the other hand the community is very motivated and prepared to take significant steps to develop itself into a learning community.

The Xploit initiatives are strongly supported by the Mayor of Udine and the city administration in general, and the educational partner is highly qualified to facilitate the implementation of the project.

The Udine community can thus be described as an "ideal community for developing the first and very basic infrastructures and practices of a learning community".

The overall aims of the *Xploit project in Udine* might be
  - To create new infrastructures of communication and cooperation between important lifelong learning stakeholders in the community
  - To establish a systematic and sustainable European dimension in the Municipality of Udine and in the community at large
  - To address lifelong learning needs among different groups of citizens in a systematic and creative way
  - To learn from the project's networking and interaction with learning communities outside the partnership
  - To qualify community resources to conduct systematic lifelong learning and European approaches in the community
  - To document and describe the development of a learning community characterized by few traditions in this field, but a lot of support and motivation (An Xploit learning community model)

Iasi RO

Learning communities are not on the agenda in Iasi in Romania.

The Xploit project cannot expect a lot of spontaneous support and interest from stakeholders in Iasi. The point of departure is thus very different from the other communities in Xploit.

This might lead to regarding the Iasi community as a secondary community in Xploit, as the community is not expected to be able to implement the project at the same level as the other communities. This would, though, be a big mistake. On the contrary the Iasi community, and the experience produced along the project, is extremely important, as it represents a very large part of Europe: communities in which lifelong learning for disadvantaged citizens are not at all on the agenda.

The Romanian project partners will have to work hard to promote the ideas of learning communities in Iasi. As will the project in general. But every experience gained in this field is valuable to the project and to the Xploit aims and objectives: *how can communities at different levels take the first steps to become a learning community?*

The overall aims of the *Xploit project in Iasi* should, then, be formulated differently:
  - To promote the idea of learning communities among key stakeholders in Iasi
  - To take the first steps to create new infrastructures of communication in the community, addressing lifelong learning for disadvantaged citizens
  - To describe lifelong learning needs among different groups of citizens in a systematic way
  - To motivate community stakeholders to participate in activities that will produce awareness of the Xploit mission
  - To focus, if possible, on well-defined sub-communities interested in interacting with the project and perhaps in implementing project elements
  - The produce material demonstrating the benefits of learning communities to different groups of stakeholders, including public authorities, and thus

maybe to take the first steps to formulate community visions for lifelong learning
- ❯ To document and describe the development of a learning community characterized by basic communication and cooperation needs (An Xploit learning community model)

Salt/Catalonia ES
The Salt/Catalonia community is new in Xploit and presents a most interesting opportunity for both the community and the project.
We write "Salt/Catalonia" as it became clear already during the summer preparations that there are very many positive dissemination and exploitation opportunities throughout for the Xploit work in Salt. Many organisations and communities have stated a strong interest in interacting with the initiatives in Salt, learning from them, dialoguing with them and perhaps even implementing them.
At the same time, a number of other lifelong learning initiatives in Catalonia will be directly linked to the Xploit implementation.
Salt is sometimes called a *Laboratory of Inclusion*. The community is facing many challenges in the future in relation to integration, learning and empowerment.
Salt therefore represents in Xploit a small community with all kinds of lifelong learning challenges, with few resources, with open interests among many stakeholders, including the Mayor of Salt (and other public authorities in Catalonia), but also with serious and urgent economic and social problems.
Salt is therefore the community in Xploit that most urgently needs to implement the Xploit initiatives and to directly benefit from the project resources.
One of the strongest resources in Salt is the great network opportunities that will be explored in the first phases of the project.
The overall aims of the *Xploit project in Salt/Catalonia* might be formulated like this:
- ❯ To create new infrastructures of communication and cooperation between important lifelong learning stakeholders in the community
- ❯ To establish a systematic and sustainable European dimension in the Municipality of Salt and in collaborating communities
- ❯ To address lifelong learning needs among different groups of citizens in a systematic and creative way, and to focus on groups of citizens with the most urgent needs
- ❯ To exploit the great networking and exploitation opportunities in Catalonia, taking the Salt initiatives to other communities, for example Roses and Santa Coloma
- ❯ To learn from the project's networking and interaction with learning communities outside the partnership
- ❯ To qualify community resources to conduct systematic lifelong learning and European approaches in the community
- ❯ To document and describe the development of a learning community characterized by strong and urgent needs, few resources, but a lot of open interest and motivation (An Xploit learning community model)

These brief descriptions simply aim to establish a clear understanding in Xploit as to the existence of very different levels of implementation, based on very different points of departure, and also to point to the fact that the Xploit final output should mirror this reality and offer a number of different learning communities' pathways for different cities.
The description of the communities will be highly qualified by the Community Profiles to be produced in autumn 2010 and to be further elaborated along them project.

XPLOIT AT A GLANCE: THE *PARENTING* EXAMPLE

The partners have discussed the understanding of the Xploit project on many occasions and the coordinator has provided a number of papers, interpreting the projects as well as its operationalization.

But at the Udine meeting the Swansea partners managed to explain the entire project in a very clear way, which was not planned or scheduled, but popped up spontaneously at the meeting.

We were discussing what we meant by European resources and the Swansea partner offered to give an example of a European resources they were involved in producing and that has been used in practice in Swansea: the Grundtvig Parenting project: http://www.parenting-eu.com/.

Many partners were immediately paying much attention to this web resource for migrants entering the Swansea community, as it obviously looked quite useful and apparently met needs identified in many communities.

So, within 15 minutes the entire Xploit mission was demonstrated through this exchange of awareness of available and useful European resources.

The case demonstrated:
> how to identify and describe a (migrant) need
> how to address the need trough a European project
> how to raise awareness of the resource in other communities
> how to capture the resource and use it, or be inspired by it
> how to meet similar needs in other communities with resources already available.

But the case also raised a line of questions that help explain the rationale of the Xploit project:
> Is the identification and capturing of European resources a practice in your community? (Answer: "No...")
> Who are qualified to do this in the community? (Answer: "Nobody, really...")
> Is there a platform of communication to be used for such exploitation in your community? (Answer: "No...")
> To what extend can such an exploitation only function on the basis of a Community Profile? (Answer: "So, without the Community Profile, such activities do not make sense...")
> What kind of human resources are responsible for such exploitations in your community? (Answer: "Nobody...")
> Is such a case linked to e general and ongoing interest in lifelong learning resources and European cooperation in your community? (Answer: "No, perhaps at theoretical level, but not in practice...")
> Do you use such a case to contribute to the development of learning community practices? (Answer: "No, not yet...")

The Swansea example clearly demonstrated the need for the different Xploit activities, if the community would like to practice such exploitation activities in a systematic way...

THE KEY WORK TASKS IN PHASE 1 AND 2

The coordinator's simplification efforts in summer 2010 of the project resulted in a clear focus on:
> The first two phases of the project
> The development of Xploit teams and networks in the 4 communities

As a consequence the Udine meeting was very much focused on the key activities in the first two project phases, based on project papers from the coordinator:

Production of the Community Profile
The Community Profile will help the communities and the project to understand the situation in the community as to disadvantaged citizens, changing labour markets,

community resources, different forms of learning needs, etc. The identification and capturing of European lifelong learning resources in the project's action phases will be based on this profile. The profile will be further elaborated and updated through the project lifetime.

In line with the description above of the different ways of addressing a learning community, the partner communities are free to and expected to work with this Profile in different ways, focusing on elements within their own pathways.

The Profiles will be dynamic tools. The first community drafts will be delivered on the 1st of December. They will be evaluated and commented by the coordinator and the QA partners and returned to the communities in December.

The communities will, then, elaborate on the Profiles and send them to the coordinator on the 1st of February 2011.

The Profiles will be reviewed and further developed on 3 occasions through the project duration: in the 2 time-out phases and in connection with the final evaluation.

The first versions will be extensively discussed at the Girona partner meeting early April 2011 and will be a strong resource for the development of the Lifelong Learning Guides training sessions following the partner meeting in Girona.

Establishment of the community Xploit networks

The community partners are expected to invite a number of local stakeholders, including the public authorities, to assist the production of the Profiles and use this collaboration to establish the local Xploit networks. The Xploit networks should be used throughout the project for identifying, capturing and exploiting useful European resources. The local Xploit networks are also expected to support the establishment of a strong European dimension in the communities.

Training of the Lifelong Learning Guides

The Xploit application describes training and inspiration of local human resources to carry out the many Xploit tasks in the communities.

The coordinator suggested prior to the Udine meeting to put a stronger focus on this project element and to establish a number of training and inspiration sessions throughout the project, and even to give the participating resources the name Lifelong Learning Guides.

This initiative is further described in the paper on Lifelong Learning Guides produced for the Udine meeting.

This initiative was discussed in Udine. The community partners had different interests and opinions as to this Guide training, some were worried about the contracting of resources; others were not convinced that this activity would be useful to the community.

Most partners were, though, interested in the initiative and some partners expressed a strong need for such qualifications in the community.

All partners agreed that it would be a challenge, and perhaps even difficult, to solve the formal contracting or to find already contracted resources available to such new initiatives.

The coordinator stressed that the idea was to allow flexible solutions to all this in the different communities.

The coordinator also pointed out that an initial investment in such training and such resources might very well offer strong return on investments to the community, as the communities would be qualified to attract resources and funding highly useful to the communities and the citizens.

The partner meeting agreed that the community partners should be allowed to discuss the initiative further, to reflect on their interest and to give input in this to the coordinator on the 1st of November.

The coordinator will review the partner input on the Lifelong Learning Guides in November and propose one or more solutions.

If the partner response is positive, a small team will be established among the community partners to develop the training plans and the needed material.

All papers available on: http://www.sosuaarhus-international.com/xploit.htm

EARLY NETWORKING AND DISSEMINATION INITIATIVES

The Xploit project has a double task as to networking: the in-project networking to support the implementation of the project, and the strategic networking building up a strong European group of projects to submit a network application early 2012 or 2013.

It was foreseen that the networking tasks should be carried out later in the project, which is quite natural, but many strong networking opportunities have been offered the project already in the initial phases.

Local networking

Especially in Spain and Italy new networking opportunities have been developed early in the process and in these countries a lot of awareness about the Xploit project and learning communities will be raised.

In the UK the partners are already involved in strong partnerships, whereas the Romanian partner will now take the first steps to identify possibly interested stakeholders in Iasi.

In general the networking opportunities in the communities are excellent.

European networking

The Xploit project will be disseminated across Europe on many conference and project meeting occasions, and the coordinator already receives quite a lot of spontaneous interest in the project, as the idea of learning communities is becoming more and more interesting to many communities.

The learning city of Modi'in from Israel, which is officially appointed Learning City by the Israeli authorities, was invited to participate in the Xploit meetings in Udine and offered great inspiration and dialogue opportunities to the project partners.

The Modi'in partner can offer the Xploit project a most useful mirror as to the meaning and activities of a Learning City throughout the entire project duration.

At the Udine meeting it was agreed that a small Xploit team will visit Modi'in in May 2011 and establish a number of learning dialogues with relevant stakeholders in Modi'in and Israel.

It should be noted that the Xploit project and the Learning City of Modi'in are strongly supported from the highest levels in the communities. This was not foreseen in the application and it significantly enhances the project's success odds.

Strategic networking

The coordinator was invited to the LeCiM conference in Parma in autumn 2010 to represent the Xploit project, as these projects are both funded under the same action and addresses a number of topics of common interest.

http://lecim.ciofs-fp.org/default.asp?p=news&show=detail&key=9

Thus the LeCiM coordinator from Rome was invited to the Udine partner meeting and presented the aims and objectives of the LeCiM project.

It is agreed that the projects will collaborate on different occasions and exchange material and results.

Xploit partners have applied for a LeCiM study visit to be able to study how key LeCiM cities implement best migrant inclusion practices. If granted, the Xploit partners will produce material from these study visits and ensure that the material will be integrated in the Xploit debates on learning communities.

Both the Xploit and the LeCiM projects are interested in a dialogue on the development of a strategic network following the two projects.

In conclusion, the Xploit networking opportunities are at all levels excellent.

WEB AND MEDIA INITIATIVES

Xploit is going to deliver best practice models and multimedia documentation on how to become a learning community be interacting with European lifelong learning resources.

The final Xploit outcomes will not be limited to papers and text reports, but will be presented in the form of an integrated website combining a number of media: texts, photo series, video interviews and narrative videos, along with quality assured and guided links to relevant material produced outside the project.

Due to the nature of the project, describing development and processes, this means that the project will produce raw materials on all possible occasions.

In Udine a number of video interviews and joint debate videos were produced by the project's media team, sosuMedia.

All produced material will, in edited form, be placed on the project's website to be launched on the 1st of December.

At the same time, all the material will be re-worked at the end of the project to be elements in the final outcomes.

The project's media work will be carried out at 3 levels:

- The official website offering a wide range of materials in different media, including material from the project's networking partners
- Local sections included in this website offering materials for the community partners in their own languages, and produced by community resources
- An open web platform to which the community partners can upload all sorts of material and comment on the different materials.

The coordinator has appointed a special journalistic resource to facilitate the links between the local communities and the project's website to ensure strong community contributions to the website.

The community partners have been strongly encouraged to include media resources in their local networks and invite them (young students, for example) to produce media documentation from the community activities.

At the Udine meeting the partners discussed to what extend the web material should be in all community languages.

As stated in the application the website will be in English, but key outcomes will be translated to all community languages.

Furthermore the English website will, from the opening page, be equipped with a guide in the community languages to material available on the website in these languages.

One of the innovative initiatives, going beyond the application, will be to include the Lifelong Learning Guides from the 4 communities, during the training sessions and beyond, in the production of materials in different media for their own training!

Thus only few materials will be prepared for the training sessions, of which the first one will take place in Girona or Salt early May 2012.

The coordinator intends to avoid traditional teaching during the sessions and instead involve the Guides in producing highly relevant material directly linked to their community tasks.

The produced material, during and after the training sessions, will be used as materials for the second training events, to which also resources outside the project partnership will be invited, for example from some of the LeCiM cities and from Modi'in in Israel.

The Xploit project aims to be a very visual and story-telling project, and even to be a role model for other European projects.

NEW PERSPECTIVES

Xploit is a learning project, not only a project about learning.

And Xploit is part of many creative and innovative environments, offering new ideas and new perspectives to the project initiatives.

Thus the project must be able to follow new pathways, whenever relevant, without diverging from the key aims and objectives.

The excellent networking opportunities will definitely add to the dynamics of the project.

Two new perspectives emerged during the Udine meeting and they deserve to be briefly mentioned here.

We might ask: what is the status of such new perspectives? Should they be implemented in the project?

Not necessarily. New perspectives are elements to be aware of, to take into consideration when possible. Some partners might work more with such new perspectives than others.

Private sector and the social sector

The coordinator encouraged the communities to take the private sector and the social sector into consideration when addressing the Community Profile and when establishing the local networks.

Learning and learning needs are not at specifically linked to educational institutions and public authorities, but relevant to all sectors and all work and life dimensions.

A learning community has strong cross-over and joint activities and communication channels between different sectors and levels.

Entrepreneurship

This topic was not directly addressed at the meeting, but was discussed informally among some of the partners.

The background is that it is doubtful whether the communities can expect emerging markets to offer employment to migrants and unemployed people, and especially the many young people not included in education or labour market should be offered new opportunities.

Therefore the European Commission strongly recommends to focus much more on entrepreneurship and creativity (*Europe 2020*).

This has a direct impact on the community work in Xploit. When producing and reviewing the Community Profiles, the partners should be aware of identifying special and un-explored skills and talents, especially among young people, that might be turned into services or products in the community and beyond.

For some young people working on their own interests and talents might be more relevant than going back to the classroom, from which they dropped out.

When establishing and facilitating the local networks, we should pay attention to resources that might help promoting and training entrepreneurship.

And, then training our Guides we should enable them to look beyond the traditional educational and public sectors and to work with solutions involving creative talents and private corporations as well as social services.

The Computer Clubhouse for young migrants in Salt/Catalonia might serve as an example.

NEW PROJECT INITIATIVES WITH XPLOIT RELEVANCE

During the Udine meeting we were able to see the project's exploitation mission in a more flexible way.

Xploit is about identifying learning needs among disadvantaged citizens and trying to contribute to meeting these needs by capturing European learning resources in a systematic way, establishing new communication and cooperation infrastructures on the flight.

But we might not be able to meet some of the needs and interests (or even: visions) by capturing and exploiting European resources. In that case Xploit should encourage the communities to *create* resources. This could for instance be done by developing local or European learning projects in collaboration with other Xploit partners or with partners outside the partnership.

Therefore a number of new European application initiatives targeting the early 2011 Call were debated at the Udine meeting, inviting the communities to reflect on

to which extend these initiatives would be relevant to their needs and interest profiles.

This creation of resources should be an ongoing activity in Xploit as it is in a learning community.

XPLOIT QA

The Udine meeting offered further insight into the project and the situation in the communities. As we are approaching a more complete understanding of the implementation of the project, we need to produce quality assurance tools reflecting this progress.

The QA tools should also reflect the simplification of the project, as the project is not in need of detailed academic quality assurance, but have a strong need to measure to what extend the expected qualities and outputs are reached. Thus a limited number of super indicators are presented below, each of them with a clear profile and a clear aim.

Therefore the coordinator invites our QA partners to produce a draft for the Xploit quality assurance tool, based on and reflecting on the following key indicators.

The QA partners are invited to

- Further develop the proposed key indicators
- Develop a line of sub-indicators at operational level
- Propose procedures for the implementation of the QA tool
- Suggest other means of quality assurance, perhaps in connection with future partner activities, or by inviting partners to take part in critical inquiries

The QA partners are expected to present a draft by the end of 2010. Then a dialogue with the coordinator will follow, and the first version of hte QA tool is expected to be launched early spring 2011 and put into operation at the transnational meeting and training in Salt/Catalonia early May 2011.

The QA tool is expected to be reviewed and adjusted during the two time-out phases.

The coordinator proposes the following super indicators, representing also different dimensions in the project:

1.
To what extend is the topics of a learning community discussed in a way that it is practically useful to the communities?

2.
To what extend are the project aims and activities made understandable to the communities to enable them to implement the project with quality?

3.
To what extend does the project implementation take into account the community reality?

4.
To what extend is the project driven by a) the coordinator, b) the partnership?

5.
To what extend and with what results is the project able to include the political partners in the activities?

6.
To what extend is the project capable of working with and offer progression to each community at its own level and on its own conditions?

7.
To what extend does the project progress in a clear and coherent way?

8.
To what extend is the training of the Guides relevant and useful to the communities?

9.
To what extend is the project supporting the sustainability of the established community resources and communication channels?

10.
To what extend are the communities able to implement the project locally and produce impact?

11.
To what extend are the communities able to create and involve the needed networks in their communities?

12.
To what extend and with what impact is the project establishing the needed in-project and strategic European networks?

13.
To what extend is the project's media work innovative?

14.
To what extend is the project's media production practically useful to the partners?

15.
To what extend is the coordinator able to involve the communities actively in media production and documentation?

16.
To what extend are the communities benefitting from the web based open workspace?

17.
To what extend is the project able to reflect on changes and obstacles and to adjust the project progression to such changes?

18.
To what extend is the coordinator able to ensure solid information to and communication with the project partners?

19.
To what extend is the coordinator able to support the local communities and with what results?

20.
To what extend is the project's quality assurance able to identify, capture and put into discussion weaknesses in the project implementation?

The QA partners are expected to, if needed, group these super indicators and to provide between 2 and 5 operational sub-indicators per super indicator – and to suggest super indicators for work fields not covered by the presented indicators. The QA partners are also expected to suggest ways of implementing the QA tool in the project.

XPLOIT CALENDAR

1st of November
Deadline for comments on the training of Lifelong Learning Guides
(interest, resources, involvement)
Deadline for comments on the *Udine Partner Meeting Reflections* paper
1st of December
Deadline for first community versions of the Profiles
1st of January
Deadline for coordinator and QA partner response to Community Profiles
Deadline for QA partners' QA tool draft
1st of February
Deadline for first full version of the Community Profiles
Early May 2011
Partner meeting in Salt/Catalonia + Lifelong Learning Guides Training + Xploit workshop Catalonia

IN CONCLUSION: MILESTONE SWOT UDINE

A brief SWOT should be delivered after each transnational activity or event in the project. The SWOT below might be called: *this is how it looks from the Udine meeting perspective*. The SWOT might change throughout the project.

STRENGTHS
Simplified project
Dedicated and skilled partners
Political support in some communities
Strong documentation
Interest in the communities increasing
Strong local and international network opportunities
Very experienced UK partner and QA partners
Strong personal project resources in all communities

WEAKNESSES
Project difficult to implement (meta-project)
Very different situations and opportunities and resources in the community
Few resources for complicated tasks
Few traditions for learning communities
Project sensible to political and economic changes in the communities
Private sectors and social sectors not involved directly

OPPORTUNITIES
Real opportunity to take important learning community and European cooperation steps in some of the communities
Opportunity to develop new competences in the communities
Possible to make a first step breakthrough in Romania
Great synergy opportunities in Catalonia with other projects and initiatives
Excellent cooperation opportunities with many different people outside the project
Excellent opportunities for media based and innovative documentation
Realistic opportunity to produce useful output and to develop a strategic follow-up

Project might lead to the development of new project initiatives, based on identified community needs

THREATS
Too much rhetoric, too little action
Missing balance between coordinator and partner involvement
Implementation gaps might appear in some communities
Difficult to document the progression
Lack of sustainability
Problematic balance between local and transnational activities
Lack of resources for ambitious plans

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Special thanks to the Mayor of Udine for his great support and strong visions.

Thanks a lot to our colleagues from LeCiM and Modi'in:
- you really provided fresh and useful inspiration to Xploit.

Aarhus DK
October 2010,

Jan Gejel