



# CAPITALIZATION STRATEGY



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CLUSTER is implemented in 7 Mediterranean Countries; Spain, Italy, Cyprus, France, Jordan, Palestine, Tunisia. Where the below are the project partners in each country.

★ **Lead beneficiary; The European Institute of the Mediterranean Spain, Cataluña.**

- Partner 1, ARCÉS Association, Italy, Sicilia
- Partner 2, Cyprus Chamber of Commerce and Industry, Cyprus
- Partner 3, CDE Petra Patrimonia, France, Provence-Alpes-Côte d'Azur
- Partner 4, National Agriculture Research Center, Jordan
- Partner 5, Business Development Center, Jordan, Amman
- Partner 6, Business Women Forum, Palestine
- Partner 7, General Agency for Regional Development, Tunisia

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# 1. INTRODUCTION

## A. Background of the project

The 'CLUSTER – Advancing Youth and Women Social Inclusion in the Mediterranean' project tackles several **Sustainable Development Goals (SDGs)**, in particular, the 4<sup>th</sup> goal to **Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**. The CLUSTER project aims to create a **supportive environment for youth/women employment** schemes, by equipping NEETs (Not in Education, Employment, or Training), in particular women, between 18-30 years of age, with employability skills in **four Sustainable Economy sectors (Blue Economy, Circular Economy, Green Economy and Sustainable Agriculture)**, promoting long-lasting partnerships between Technical and Vocational Education and Training (TVET) institutions and the private sector, and raising awareness of public authorities and policy.

**The objectives of the CLUSTER project are the following:**

- To facilitate access to the labour market for NEETS**, in particular women, through targeted online and on-site training courses and coaching and tutoring actions, based on innovative model(s) of intervention, developed following needs assessment and combining successful practices and experiences.
- To encourage partnerships** between TVET Institutions, SMEs and professional sector stakeholders operating in the Sustainable Economy sectors through local, regional and cross-border exchange, networking and best practice sharing initiatives.
- To engage public institutions and policy makers** in providing a supportive environment and implementing youth/women employment schemes, through Action Plans, policy-oriented regional reports and advocacy sessions at regional and EUROMED cross-border level.

**The CLUSTER project is targeting the following groups:**

- 1925 young NEETs, in particular women
- 140 teachers and trainers from TVET institutions
- 140 representatives of private sector, in particular local SMEs in the Sustainable Economy sectors
- 180 public authorities and policy-makers

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The project aims to promote a more sustainable development model through the promotion of work in the Mediterranean and in NEET youth inclusion strategies. **In particular, the CLUSTER project focuses on 4 pillars: the Green Economy, the Blue Economy, the Circular Economy, and Sustainable Agriculture.** The four areas of development, along with their technological trajectories will be explored in the following paragraphs. In particular, the shift from a traditional economy to a more sustainable economy, in terms of environmental, social and economic impacts, entails a process of transformation both in terms of training and implementation of certain skills-sets, in which the trained resource at work assumes a fundamental and strategic position.

With this in mind, it is useful to rethink the paradigm of change in the world of work. A paradigm in which education, training and sustainability intersect. These give rise to new ways of understanding training recourses.

## B. Needs of a capitalization plan

**The capitalization plan**, rather than being an accurate planning of the actions to be implemented by the project partners, **is a shared method by which to create the conditions to strengthen and make structural the effects of the project on the areas involved.**

In order to fulfil the objectives of CLUSTER, there will be a dissemination of the knowledge and results generated by the project in as many Mediterranean countries as possible, thus making them more accessible to key sector stakeholders (in particular public authorities and policy makers) operating at local, regional, national and Euro-Mediterranean level and supporting policy-oriented innovations through the design of regional and cross-border Action Plans. In the COVID-19 crisis context, **capitalization activities can play an essential role to relaunch the Mediterranean basin through the promotion of successful practices and results of previously funded projects.**

In order to attain this goal, CLUSTER activities have been carefully designed by re-imagining different paths for sustainable development after-emergency scenarios and are COVID-oriented. Capitalization activities will take into account the solutions coming from the Managing Authority of the Program and the funded projects. ICT based solutions (e.g. shared platform) will play a strategic role to rethink access to knowledge and people promoting the re-use of results, as well as to build and to reinforce clusters at national and regional levels.

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To this end, the **CLUSTER Consortium will collaborate in the identification of tools to use and transfer to other actors and project regions the project's key outputs, namely:**

- I. The new model of intervention related to fostering marketable skills among NEETs, in particular women (including trainings, e-platform, coaching sessions)
- II. The trainee-oriented, TVET-oriented and private sector-oriented catalogues
- III. The regional and cross-border action plans with policy recommendations

### C. Target Audiences

We can consider potential stakeholders of the project to be all the people, groups and organisations interested and involved in the CLUSTER project in various capacities, level of interest and power of change and intervention. In the context of the communication strategy this means giving value to all internal and external actors by considering them as specific target groups and highlighting the balance that must be generated in the development of the process, analysis and implementation of communication activities.

On the one hand, the **internal system of project's stakeholders** is made up of the project consortium. On the other hand, **external stakeholders** could be listed as follows:

- a) **Young NEETs and Women:** 1925 young people, in particular women, between 18-30 years of age, in the partner regions of the project (Spain, France, Italy, Cyprus, Jordan, Palestine, Tunisia).
  - i. Needs: improve access to the labour market.
  - ii. CLUSTER approach: on-site and online skills-oriented trainings, sub-granting traineeship scheme, coaching and tutoring (WP4).
- b) **TVET Institutions:** 140 teachers and trainers from TVET institutions established in project targeted regions.
  - i. Needs: increase understanding of market needs and socio professional sectors and tailored training capacities.
  - ii. CLUSTER approach: TVET-oriented catalogues, information events, networking events and interchange scheme (WP5).
- c) **Private Sector, in particular local SMEs in the Sustainable Economy sectors:** 140 representatives of the private sector (Blue Economy, Circular Economy, Green Economy, Sustainable Agriculture).
  - i. Needs: workforce with technical and employability skills.

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- ii. CLUSTER approach: networking events, interchange scheme (WP5), traineeship scheme benefiting directly 70 companies.
- d) **Public authorities and policy-makers** in targeted project countries: 180 public authorities and policy makers in targeted project countries.
- i. Needs: tackle youth and women unemployment, create alliances with the private sector to increase impact.
  - ii. CLUSTER approach: policy-oriented actions plans to foster an integrated supportive environment for youth/women employment schemes.
- e) **General public** including other ENI CBC Med projects.

## 2. METHODOLOGY, ORGANIZATION AND PLANNING

### A. Methodology

This Capitalization Strategy builds not only on the CLUSTER project concept, results, outputs and tools, but also knowledge and experience gained during its implementation, as well as interests expressed by many audiences addressed through dissemination activities on LOCAL and national levels, as well as expert and on international levels through the CLUSTER Network.

#### CLUSTER capitalises on the results of the following projects:

- **HELIOS:** Enhancing the social Inclusion of NEETS
- **RESMYLE:** Rethinking employment and social integration of young Mediterranean people through sustainable development
- **EGREJOB:** Euro-Mediterranean Green Jobs
- **Maharat Med:** Developing Youth Employability & Entrepreneurial Skills
- **BlueSkills:** Blue Jobs and Responsible Growth in the Mediterranean

Likewise, through the capitalization plan, the aim is to find other projects in all 7 countries that can capitalise on CLUSTER's results.

The CLUSTER partnership recognized the following **four paths for capitalization** on CLUSTER project:

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1. To ensure implementation and evolution of the CLUSTER concept in **CLUSTER cities**.
2. To ensure visibility and promote transferability of the CLUSTER concept within **CLUSTER countries**.
3. To ensure visibility and promote transferability of the CLUSTER concept **across the Mediterranean**.
4. To promote evolution, transfer, up-scaling and main-streaming on the **international level**.

As evident, they address different target groups at different geographical, operational and political levels and allow for the CLUSTER concept to evolve in different directions. This is important, as different approaches and types of capitalization may be used in individual CLUSTER path– in line with their own ambitions, as well as their competences and capacities.

The capitalization plan will accompany the project partners in activating the change processes at the local level, which are necessary to integrate and make the results structural in local communities. Therefore, its drafting will follow the activities and will be subject to modifications based on the feedback provided by partners after the implementation of opportunities for sharing and involvement in the project at the local level.

For an effective communication flow especially at the local level, the Project Communication Manager proposes an active collaboration of all partners for the creation of a Stakeholders Database in which information and targeted messages can be addressed. Partners' Communication Officers will be invited to report for each category of external stakeholders the approved minimum number of contacts. The approval of the database proposal and any minimum numbers of stakeholders per category will be discussed and shared with all partners before the start of the project activities calendar.

**It also worth to also point out three points to consider from the perspective of effective capitalization of results:**

## 1) Evidence of success

Each partner should require to clearly indicate and explain why each selected best practice can be considered as a successful experience. They should also prove the achievements of the output(s) previously implemented by including project indicators, mentioning if these matched or not their expectations.

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## 2) Impact on participants

For each output selected, it is also important to highlight what kind of impact the project activities have on the participants or target groups. It is pointless to specify that if the impact on the participants was non-existent or minimal, the output itself cannot be considered as good practice and consequently the Consortium will not replicate it.

## 3) Potential for transferability and replicability

In this section is shown how a good practice previously implemented can be transferred and replicated within the CLUSTER project. It is important to highlight the degree of replicability in order to select the strengths of the output implemented in another project and to better adapt them to the activities to be carried out by the CLUSTER consortium during the project life cycle.

Definitely, for each output it will highlight how the successful experience(s) can be reused and adapted to the project's needs, in order to contribute actively to the Cluster capitalisation strategy.

## B. Overview of the planning

Tasks	Date	Deliverable
1. <b>Kick-off meeting</b> and gathering of information of the project	28 <sup>th</sup> November 2022	● Meeting notes
2. <b>Draft questionnaire</b> and initial methodology and structure of capitalization strategy	9 th December 2022	● Draft questionnaire and an initial methodology and structure of our capitalization strategy to present to the partners during the technical meeting
3. <b>Meeting with partners</b> for gathering input for the capitalization strategy	13th December 2022	● Show draft questionnaire and draft strategy
4. <b>Send questionnaire and first draft</b> capitalization strategy	20th December 2022	● Send draft questionnaire and draft strategy with the first feedback from partners

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5. <b>Collection of feedback</b> of the survey from the Consortium	20 th January 2023	<ul style="list-style-type: none"> <li>Collection of the Answers and capitalization outputs</li> </ul>
6. <b>Final version</b> of the Capitalization strategy	31 March 2023	<ul style="list-style-type: none"> <li>Capitalization strategy document</li> </ul>
7. <b>Plan and implement the capitalization activities</b> in Catalonia together with the IEMed's PMT	Throughout the project lifetime	<ul style="list-style-type: none"> <li>The actions undertaken under this task will be gathered in the progress and interim reports.</li> </ul>

## C. Capitalization activities

### Capitalization Activity 1.1

Defining the objectives and key results of the cooperative action

<b>Short description</b>	<ul style="list-style-type: none"> <li>The objective of this activity is to better understand the opportunities offered by the project and the impact of CLUSTER.</li> <li>To understand how to further enhance its impact Program through the capitalization activities carried out by the partnership.</li> </ul>
<b>Tasks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> First meeting with the Lead Partner and exchange of ideas and good practices.</li> <li><input type="checkbox"/> First meeting with the Consortium and exchange of ideas and good practices.</li> </ul>

### Capitalization Activity 1.2

Scouting gaps, innovation processes and best practices for transferability of results (via e-survey)

<b>Short description</b>	<ul style="list-style-type: none"> <li>A Survey will be conducted and disseminated among the partners in order to better understand the needs and opportunities of individual territories.</li> <li>Activities will cover all 4 development areas.</li> </ul>
<b>Tasks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting with the Consortium in order to scout out gaps, best practices and innovation processes and explain the general methodology</li> <li><input type="checkbox"/> Processing the survey and collecting input for its structure from the consortium</li> <li><input type="checkbox"/> Release of the questionnaire and collection of results</li> </ul>

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### Capitalization Activity 1.3

#### Analysis of survey results and start of capitalization activities

<b>Short description</b>	<ul style="list-style-type: none"><li>• The results of the survey will analysed and incorporated into the strategy</li></ul>
<b>Tasks</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Analysis of results carried forward and selection of activities to be carried forward through a concept map.</li><li><input type="checkbox"/> Sending the concept map with the summary of the survey results</li></ul>

### Capitalization Activity 1.4

#### Territory capitalization implementation activities

<b>Short description</b>	<ul style="list-style-type: none"><li>• CLUSTER partners will be in touch with stakeholders for implementing and infusing synergies with projects within each territory</li></ul>
<b>Tasks</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Contact and integration of stakeholders involved in capitalization activities in individual countries by CLUSTER partners.</li><li><input type="checkbox"/> Production of a report of the activities carried out for each country.</li></ul>

### Capitalization Activity 1.5

#### Reporting activities carried out according to the capitalization plan

<b>Short description</b>	<ul style="list-style-type: none"><li>• A report will be sent to the lead partner about the activities carried out during the implementation of the capitalization strategy in order to encapsulate all the main outputs of the project in an overall document.</li></ul>
<b>Tasks</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Implementation of activity summary according to an established template.</li><li><input type="checkbox"/> Setting up the final capitalization report.</li></ul>

## D. Structure of Survey

In order to survey in a smart way the main capitalization ideas and best practices, an online questionnaire was designed to be distributed to participants. The result of this

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participatory analysis (on the will identify some types of problems common to many of the project experiences and provide some answers based on operational and concrete experiences in order to improve the capitalization experience. Please find [here](#) the link to the survey.

### 3. RESULTS

The CLUSTER capitalisation process was set up as a group exercise, with the objective of involving all project participants, and in particular the WP Leaders with two main aims:

1. **To take a critical and analytical look at past and current Programme and project experiences** in order to gain insight and improve practices during the current programming period.
2. **To feed into future actions and strategies for the next programming period 2021-2027**, also considering emerging trends, challenges, debates (including macro-regional perspectives) and possible synergies between projects funded in the current funding programme.

All project partners were asked to identify a number of projects that could potentially establish synergies with the Cluster project in their region/country. Complementary to this, each Work Package leader was asked to fill in a questionnaire to assess the best practices of project capitalisation.

#### The process enabled project partners and stakeholders to:

1. **Pass on lessons learnt** from their cooperation experience
2. **Share results** to learn and mutually involve other stakeholders in the capitalisation experience
3. **Frame and disseminate** these experiences and lessons learnt, to promote them and share them with other actors who were not directly involved, including partners associated with the project.

The themes and results that emerged from the submission of this process are described throughout this section and present the outcome of the shared analysis.

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## A. Best practice identified: Remote training via e-learning platform

E-learning has become an increasingly popular tool in international cooperation processes, particularly within the ENI CBC MED projects. Benefits of e-learning include:

- 1. Cost savings:** One of the main advantages of e-learning is that it provides significant cost savings. E-learning eliminates the need for costly physical travel and associated expenses, such as accommodation and transport costs. This in turn helps to reduce the overall cost of international cooperation projects.
- 2. Increased access:** E-learning helps to increase access to international cooperation activities, particularly for people living in remote areas. This is especially beneficial for the Mediterranean countries, where access to education is often limited due to various geographical and socio-economic factors.
- 3. Flexibility:** E-learning offers a greater degree of flexibility when it comes to international cooperation projects. It allows participants to access training materials and engage in activities at any time and from any location, providing them with more freedom and autonomy.
- 4. Improved communication:** E-learning tools such as webinars, online forums and chat rooms enable participants in international cooperation projects to communicate more effectively. This helps to foster collaboration and encourages the sharing of ideas and good practices.
- 5. Enhanced learning:** E-learning helps to enhance the learning experience, as it allows participants to access and interact with a wide range of resources, such as multimedia content, interactive activities and online discussion boards. This helps to keep learners engaged and encourages the development of critical thinking skills.

The eLearning platform has a high potential for replication, particularly if it is maintained by the Business Development Center (BDC). It can be utilized by all partners and in new initiatives or projects aimed at empowering young people. The modules and materials on the platform can be translated and easily adapted for use by users from other countries, specifically those related to soft skills. The platform offers multiple languages, allowing for reach to potential users globally and the ability to add new languages as needed due to its flexibility and interoperability. The eLearning platform can also be expanded to include new topics, materials, and sectors.

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## B. Best practice identified: Bottom-up approach in Training Design

During the development of the Cluster Project, local partners and stakeholders had a key role to play in the design, implementation, and evaluation of training for NEETS in the Mediterranean countries. Their involvement ensured that the training was tailored to the needs of the local context, and that the programmes were informed by local knowledge and experience. In order to capitalize this expertise to other local realities, it is essential to consider that local partners and stakeholders can provide valuable input into the design of the training, helping to identify any areas of need and to ensure that the training programme is tailored to the local context. They can also support the implementation of the training, for example by providing access to local resources or providing mentors to help participants apply their learning in the workplace.

Finally, local partners and stakeholders can also play a key role in the evaluation of the training, helping to track the progress of participants and to assess the impact of the training programme. Their feedback can help to inform future iterations of the training, and ensure that the programme continues to meet the needs of the local context.

To sum up this element, it could be highlighted that good practices to be capitalized from the involvement of local partners and stakeholders in the design, implementation, and evaluation of training for NEETS include:

1. Identifying areas of need and tailoring the training programme to the local context
2. Providing access to local resources
3. Providing mentors to help participants apply their learning in the workplace
4. Tracking the progress of participants
5. Assessing the impact of the training programme
6. Informing future iterations of the training
7. Ensuring that the programme continues to meet the needs of the local context.

## C. Best practice identified: Needs assessment

Another good practice learnt comes from the preliminary gap analysis conducted in the project partner countries.

Needs assessment is fundamental in training design because it helps to identify the knowledge gaps and skills deficits present within a population. This is important for designing effective training programs that are tailored to meet the needs of the target audience. By understanding the needs of the audience, trainers can customize the content

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and delivery of their training to ensure that the program is successful in helping participants to gain the desired skills. Additionally, needs assessment allows trainers to determine the best methods for delivering the training, identify any potential barriers to success, and develop evaluation plans that can measure the effectiveness of the program.

1. **Helps to Identify Training Needs:** A needs assessment helps to identify the skill gaps among potential trainees, which can inform the design of a training program. Knowing the skills and knowledge that need to be developed provides a better understanding of what type of training should be conducted.
2. **Improves Program Efficiency:** A needs assessment evaluates the current situation and identifies what potential trainees need to acquire in order to meet their goals. This can help to improve the efficiency of the program by ensuring that the training is tailored to the specific needs of the potential trainees.
3. **Encourages Participation:** A needs assessment provides potential trainees with a sense of ownership and responsibility in the training program. By understanding what they need to learn, potential trainees are more likely to participate and engage in the training.
4. **Saves Time and Resources:** A needs assessment allows organizations to focus their resources on the areas that need improvement. This can save time and money by avoiding unnecessary training and focusing on the specific needs of the potential trainees.
5. **Enhances Learning Outcomes:** A needs assessment helps to ensure that the training is tailored to the needs of the potential trainees, which can lead to better learning outcomes. By understanding what needs to be learned and how, potential trainees are more likely to retain and utilize the knowledge they acquire.

Indeed, not only the methodology developed by the Consortium to classify sectors (e.g. Sustainable Agriculture) into categories (e.g. Organic farming, Permaculture, etc.) can be reused or replicated within other CBC projects, but the assessments made regarding the potential in terms of Economic and Social growth can be further enhanced to include new analysis and reassurance. Thus, these assessments represent the starting point in analysing the extent to which emerging sectors are recognised as priorities and defining the TVET strategy for NEET engagement. These assessments are meant to improve the understanding of the regional and local context and inform the choice of response strategy.

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Name of Project	Link of the Project	Project's LB	Project's Partner(s) involved (or that could be involved) in the specific synergy or activity with CLUSTER	Current or potential type of Synergy (Soft skills training curricula, joint events, technical knowledge production, exchange of good practices, dissemination of activities, trainers/trainees, logistics like venue, etc.).	Project in the catalog
SIRCLES	<a href="https://www.enicbcmed.eu/projects/sircles">https://www.enicbcmed.eu/projects/sircles</a>	Agència de Residus de Catalunya	TRAINING AND EMPLOYMENT LABOUR INSERTION COMPANY	Workshops on circular economy Workshops on composting Employment in the implementation and expansion of decentralized composting systems	Soft skills training curricula through their participation in the Focus Group Discussion in Spain and Crossborder Workshop border
DECOST (Decentralised Composting in Small Towns)	<a href="https://www.enicbcmed.eu/projects/decost">https://www.enicbcmed.eu/projects/decost</a>	BALMES UNIVERSITY FOUNDATION (known with the comercial name of University of Vic - Central University of Catalonia)	Consell Comarcal d'Osona	Training on best practices for sustainable agriculture Capacity building on circular economy, sustainable agriculture, and urban agriculture Job opportunities in the improvement of the waste management sector	Sustainable agriculture

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MEDUSA	<a href="https://www.enicbcmed.eu/projects/medusa">https://www.enicbcmed.eu/projects/medusa</a>	Barcelona Official Chamber of Commerce, Industry, Services and Navigation	Association of the Mediterranean Chambers of Commerce and Industry  Diputació de Barcelona	Job opportunities in sustainable tourism Trainings on ecotourism Foster the development of new tourism products	CSR Softskills
INTERNISA	<a href="https://www.enicbcmed.eu/projects/internisa">https://www.enicbcmed.eu/projects/internisa</a>	Catalan Youth Agency	TRAINING AND EMPLOYMENT LABOUR INSERTION COMPANY	Exchange of goods and practices Joint events Training Support the implementation of sustainable agriculture efforts Training in sustainable agriculture practices	Training in digital skills and know-how of digitalization approaches
MEDRISSE	<a href="https://www.enicbcmed.eu/projects/medrisse">https://www.enicbcmed.eu/projects/medrisse</a>	Innovation & Social Economy in Mediterranean	Social enterprise	Exchange of good practices Training on sustainable energy practices	Provision of services and job creation
YEP MED	<a href="https://www.enicbcmed.eu/projects/yep-med">https://www.enicbcmed.eu/projects/yep-med</a>	European School of Short Sea Shipping, EEIG	European Training Center	Exchange of good practices Joint events Training in sustainable port practices	Skill development in three areas: : foreign trade, environment and sustainability, digitization and port logistic operations
GIMED	<a href="https://www.enicbcmed.eu/projects/gimed">https://www.enicbcmed.eu/projects/gimed</a>	West agency of Catalunya	TRAINING AND EMPLOYMENT LABOUR INSERTION COMPANY	Exchange of good practices Joint events Training on circular economy Support the development of new ventures	Implementation of the “Green Entrepreneurship Standard” to support new ventures

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<p>The Watershed and Development Initiative</p>	<p><a href="https://jordantimes.com/news/local/ngo-launched-involve-residents-land-restoration-management">https://jordantimes.com/news/local/ngo-launched-involve-residents-land-restoration-management</a></p> <p><a href="https://wadi-jordan.org/index.php/2010/09/09/what-we-do/">https://wadi-jordan.org/index.php/2010/09/09/what-we-do/</a></p>	<p>WADI sustainable Ecosystem Development</p>		<p>The WDI can benefit from the CLUSTER Training approach and methodology for soft skills development, and can use CLUSTER's community engagement framework to involve more stakeholders and beneficiaries in the initiative</p>	<p>Project aims to involve local communities in managing and restoring land and to promote ethical water conservation and land stewardship practices.</p>
<p>Green Entrepreneurship Business Development Project</p>	<p><a href="https://switchmed.eu/startups-green-entrepreneurship/green-entrepreneurship-jordan/">https://switchmed.eu/startups-green-entrepreneurship/green-entrepreneurship-jordan/</a></p>	<p>Business Development Center (BDC). Business</p>		<p>The goal of this project is to improve business support services for the creation, nurturing and growth of green and circular businesses and to facilitate financial transactions between green entrepreneurs and financial actors.</p>	<p>By working in partnership with this project, we can access a pool of startups with job openings. Additionally, this project has established a national network for green entrepreneurship that can be utilized to connect with key stakeholders, decision makers and policy makers.</p>
<p>CARISMED</p>	<p><a href="https://www.enicbcmed.eu/projects/carismed">https://www.enicbcmed.eu/projects/carismed</a></p>	<p>Birzeit University</p>	<p>PUBLIC RESEARCH CENTER</p>	<p>Training integration Joint events</p>	<p>40 SMES will upgrade their capacities benefiting from workshops Toolkits and advisory guides published on upcycling buildings and areas</p>

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GREENLAND	<a href="https://www.enicbcmed.eu/projects/greenland">https://www.enicbcmed.eu/projects/greenland</a>	Hisham Hijjawi College of Technology () Nablus – Palestine	PUBLIC RESEARCH CENTER	Exchange of goods and practices Joint events Curricula Integration Matchmaking opportunities	1 e-Learning project platform involving 2,900 NEETs and women 1 entrepreneurial green network 7 long-term action plans 210 national/cross-border traineeships in SMEs operating in the Green and Blue Economy sectors 18 job-shadowing for key staff of policy-making institutions 150 part-time and 150 full-time contracts 20 social employment initiatives by public institutions and civil society organisations
INTERNISA	<a href="https://www.enicbcmed.eu/projects/internisa">https://www.enicbcmed.eu/projects/internisa</a>	ActionAid Palestine	ASSOCIATION	Exchange of goods and practices Joint events Training Matchmaking opportunities	Training in digital skills and know-how of digitalization approaches
SIRCLES	<a href="https://www.enicbcmed.eu/projects/sircles">https://www.enicbcmed.eu/projects/sircles</a>	House of Water and Environment	ASSOCIATION	Workshops in circular economy Employment	Soft skills training curricula through their participation in the Focus Group Discussion in Spain and Crossborder Workshop border

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GIMED	<a href="https://www.enicbcmed.eu/projects/gimed">https://www.enicbcmed.eu/projects/gimed</a>	Leaders organization	ASSOCIATION	Exchange of good practices	Implementation of the “Green Entrepreneurship Standard” to support new ventures
INVITRA Jeunes	Le projet - IN.VI.TRA.Jeunes (interreg-maritime.eu)	Camera di Commercio I.A.A. di Genova	Chamber of commerce	Improvement and development of skills for placement in the cross-border cooperative sector "Increasing opportunities for sustainable and quality employment, and integration through economic activity" priority of INTERREG IT FR Maritimo - Virtual platform for the support of business creators, providing advice and resources -	Personalized support to structure the business plan of a cooperative company and support its launch
Helios	<a href="https://www.enicbcmed.eu/projects/helios">https://www.enicbcmed.eu/projects/helios</a>	ARCES	Training and Vocational Institute	<b>Among the goals of the project is the recognition of the potential for socio-economic development related to the proper management and use of waste (agricultural, organic, etc).</b>	The two partners capitalize on the results of HELIOS project, such as training courses and traineeships targeting NEETs and women, which have been carried out by these two organizations in the field of agricultural waste and develop a specific know how about the new wave of training courses under CLUSTER that can be better exploited and transferred to the new trainees, in particular regarding the collection, treatment and reuse of agricultural waste as a result of specific field visits and experimentation.

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## 4. COMMUNICATION AND DISSEMINATION ACTIVITIES

Capitalization actions should always offer a liaison with communication and dissemination activities of the results in order to enhance both work strategies, in a Win-Win Strategy perspective.

The aim of this activity is: to raise awareness and visibility of the activities of the CLUSTER project, through efficiently reaching out to target groups, disseminating the project's results and building synergies with similar initiatives.

Likewise, the Information and Communication Plan delivered during the 1st semester includes communication objectives, a comprehensive analysis of stakeholders, communication procedures, mechanisms and channels to target them and deliver information, key messages, analyses of communication challenges, a timeline and evaluation, which could be liaised to capitalization activities that could strengthen the link between the project and its final beneficiaries.

The following communication and dissemination activities will foster the capitalization results:

- The social media communication strategy involving all the PPs to ensure a constant flow of communication to keep track of the works and results of the project, to enable bridges with other initiatives and to promote good practices
- Specific social media channels (Facebook, Twitter) set up to engage with stakeholders and foster community building
- The online platform to facilitate networking and exchanges of ideas amongst target groups and other stakeholders
- Online leaflets and brochures
- Newsletters with information about the project's events, results and calls (3-monthly)

Target audiences include NEETs, TVET institutions and education providers, private sector, local, regional and national public authorities and policy makers, EU delegations, media and press, and other actors working in the field of social inclusion.

## 5. CONCLUSIONS

The Cluster project, funded under the ENI CBC MED programme, has delivered a range of good practices that aim to foster innovation and competitiveness in the Mediterranean area.

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## These good practices include:

1. Developing an integrated approach to the green economy, in order to reduce environmental impacts and build more resilient, sustainable and equitable economies;
2. Providing support to SMEs, start-up companies and entrepreneurs through the development of business and investment plans, as well as the promotion of innovative business models and the creation of new markets;
3. Enhancing the skills and capabilities of the workforce in order to increase their employability and to help them succeed in the globalized economy;
4. Promoting the sharing of knowledge and best practices among partners, in order to enable collaboration and to increase the efficiency of the project;
5. Increasing the visibility of the project and its results, in order to promote the Mediterranean area as a competitive, innovative and attractive business destination;
6. Facilitating the development of partnerships and networks, in order to create an enabling environment for the development of new products, services and markets.

## ANNEX I. SECTORS OF EXPLOITATION and CLUSTER training curricula

The global economy is undergoing a transformative shift towards sustainability and environmental consciousness. In response to pressing challenges such as climate change, resource depletion, and environmental degradation, various concepts and practices have emerged to promote economic growth while safeguarding the planet's natural resources. This text explores several key sectors at the forefront of this transformation: the Blue Economy, Circular Economy, Green Economy, Sustainable Agriculture, and the Trainee Oriented Catalogue.

It is worth highlighting that the sectors of Blue Economy, Circular Economy, Green Economy, and Sustainable Agriculture, along with their specific subcategories, have been the subject of extensive debate and collaboration among IEMED (European Institute of the Mediterranean), the Project Cluster Partners, and the companies that accompanied the journey of the Cluster Project. This dialogue played a pivotal role in shaping the strategies and contents of the training courses included in the Trainee Oriented Catalogue. Through the synergy of these stakeholders, the selected sectors were thoroughly analyzed, identifying the challenges and opportunities they present, to adequately prepare NEETs and

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women for meaningful and effective entry into the sustainable job market. The interaction between IEMED, the Project Partners, and the involved companies allowed for addressing key issues concerning the transition towards a more sustainable and responsible economy while providing a practical and impactful approach to training future professionals in the field. This collaboration among diverse actors was instrumental in ensuring that the Trainee Oriented Catalogue reflected the real market needs and fostered tangible change in the employment landscape, thereby bridging the gap between educational offerings and the demands of companies committed to promoting economic and environmental sustainability.

## General Sectors

### 1. Blue Economy

According to the World Bank, the blue economy is the "sustainable use of ocean resources for economic growth, improved livelihoods, and jobs while preserving the health of ocean ecosystem." Commission defines it as "All economic activities related to oceans, seas and coasts. It covers a wide range of interlinked established and emerging sectors." The Commonwealth of Nations considers it "an emerging concept which encourages better stewardship of our ocean or 'blue' resources." Conservation International adds that "blue economy also includes economic benefits that may not be marketed, such as carbon storage, coastal protection, cultural values and biodiversity." The Center for the Blue Economy says "it is now a widely used term around the world with three related but distinct meanings- the overall contribution of the oceans to economies, the need to address the environmental and ecological sustainability of the oceans, and the ocean economy as a growth opportunity for both developed and developing countries." A United Nations representative recently defined the Blue Economy as an economy that "comprises a range of economic sectors and related policies that together determine whether the use of ocean resources is sustainable. An important challenge of the blue economy is to understand and better manage the many aspects of oceanic sustainability, ranging from sustainable fisheries to ecosystem health to preventing pollution. Secondly, the blue economy challenges us to realize that the sustainable management of ocean resources will require collaboration across borders and sectors through a variety of partnerships, and on a scale that has not been previously achieved. This is a tall order, particularly for Small Island Developing States (SIDS) and Least Developed Countries (LDCs) who face significant limitations." The UN notes that the Blue Economy will aid in achieving the UN Sustainable Development Goals, of which one goal, 14, is "Life Below Water".

### 2. Circular Economy

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The circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended. In practice, it implies reducing waste to a minimum. When a product reaches the end of its life, its materials are kept within the economy wherever possible. These can be productively used again and again, thereby creating further value. This is a departure from the traditional, linear economic model, which is based on a take-make-consume-throw away pattern. This model relies on large quantities of cheap, easily accessible materials and energy. Also part of this model is planned obsolescence, when a product has been designed to have a limited lifespan to encourage consumers to buy it again. The European Parliament has called for measures to tackle this practice.

#### 4. Green Economy

A green economy is defined as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services. These green investments need to be enabled and supported through targeted public expenditure, policy reforms and changes in taxation and regulation. UN Environment promotes a development path that understands natural capital as a critical economic asset and a source of public benefits, especially for poor people whose livelihoods depend on natural resources. The notion of green economy does not replace sustainable development, but creates a new focus on the economy, investment, capital and infrastructure, employment and skills and positive social and environmental outcomes across Asia and the Pacific.

#### 5. Sustainable Agriculture

Sustainable agriculture is farming in sustainable ways meeting society's present food and textile needs, without compromising the ability for current or future generations to meet their needs. It can be based on an understanding of ecosystem services. There are many methods to increase the sustainability of agriculture. When developing agriculture within sustainable food systems, it is important to develop flexible business process and farming practices. Agriculture has an enormous environmental footprint, playing a significant role in causing climate change (food systems are responsible for one third of the anthropogenic GHG emissions), water scarcity, water pollution, land degradation, deforestation and other processes; it is simultaneously causing environmental changes and being impacted by these changes. Sustainable agriculture consists of environment friendly methods of farming that allow the production of crops or

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livestock without damage to human or natural systems. It involves preventing adverse effects to soil, water, biodiversity, surrounding or downstream resources—as well as to those working or living on the farm or in neighbouring areas. Elements of sustainable agriculture can include permaculture, agroforestry, mixed farming, multiple cropping, and crop rotation. Developing sustainable food systems contributes to the sustainability of the human population. For example, one of the best ways to mitigate climate change is to create sustainable food systems based on sustainable agriculture. Sustainable agriculture provides a potential solution to enable agricultural systems to feed a growing population within the changing environmental conditions. Besides sustainable farming practices, dietary shifts to sustainable diets are an intertwined way to substantially reduce environmental impacts. Numerous sustainability standards and certification systems exist, including organic certification, Rainforest Alliance, Fair Trade, UTZ Certified, GlobalGAP, Bird Friendly, and the Common Code for the Coffee Community (4C).

## 6. Trainee (NEETs) Oriented Catalogue

According to the ‘Green Job Database’, developed under the EGREJOB ENPI CBC Project, several new jobs will be needed in order to boost the GREEN transition and to achieve the 2030 ‘Green Deal’ goals. Based on the this emerging occupations, the CLUSTER project partners have undertaken desk research in order to define the training needs of NEETs and women in the sustainable economy, while a quantitative analysis assessed the skills gap among the private sector and social economy actors with particular emphasis in the sectors of Sustainable Agriculture, Blue, Circular and Green economy. At the same time, the potential of each sector was identified at each partner’s level in terms of business development and job creation. These led to the adoption and re-formulation of the below CLUSTER training curricula:

- **Food Processing Module**
  - Understand the strategic importance of the Circular Economy model in the food industry in order to prevent food waste.
  - Understand the basic principles of food processing and its application in the Mediterranean Basin regions in a Circular Economy view.
  
- **Soilless Hydroponic Module closed system**
  - Understand the strategic importance of the hydroponic as key to revitalise the economy and meeting food demand in Mediterranean countries subject to desertification and climate change.
  - Learn the principles of hydroponic and their practical applications and advantages over traditional agriculture.

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- **Soilless Aquaponics Module**

- Understand the importance of aquaponics as a water management technique in order to conserve and reuse resources (water, fish feed, agricultural materials) in production processes.
- Learn the principles of aquaponics and their practical applications and advantages over traditional agriculture.

- **Organic farming**

- Understand the basic principles of sustainable agriculture and its application in the Mediterranean Basin regions
- Understand the principles of organic agriculture as a guiding method for sustainable agriculture
- Assimilate the main methods and technical principles of organic agriculture applied to the vegetable sectors

## **7. Soft Skills and Entrepreneurship**

In addition to the above, the project decided to make use of a Soft Skills training programme too, as this was an important aspect stemming from the research phase of the project. The Maharat programme includes two main innovative learning tracks to facilitate successful school-to-work transitions Employment and Self-Employment track, and is complemented by a set of elective teambuilding extracurricular activities. Maharat offers two complementary 48-hour courses that provide the necessary soft and technical skills for students to access job opportunities and become entrepreneurs. The programme is based on developing mindsets and behaviours, transmitting knowledge and carefully selected skills and providing practical tools.

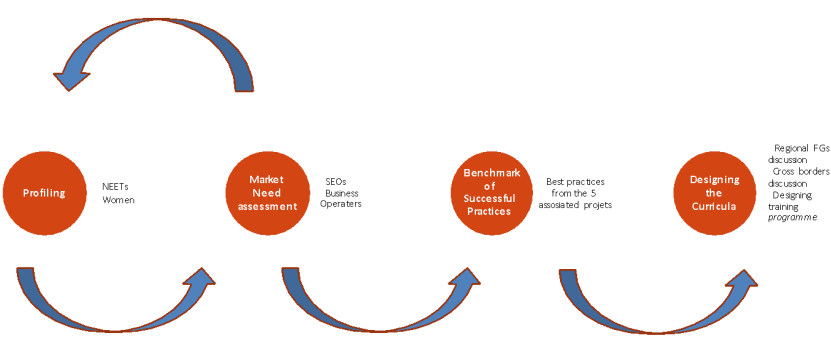
The first phase of the training will be online training courses through an e-learning platform for 250 NEETs per project country, followed by an on-site training for a group of 25 NEETs, 1-to-1 coaching and tutoring online sessions, and traineeship opportunities for 10 on-site trainees. The training courses provided will cover topics such as hydroponics, aquaponics, food processing, organic farming, and soft skills and entrepreneurship. The learning outcomes of the courses will focus on understanding the principles of the various topics and their practical applications and advantages over traditional agriculture. The soft skills and entrepreneurship track will include two main learning tracks: employment and self-employment, and will be complemented by a set of elective teambuilding extracurricular activities.

In this way, CLUSTER project developed training curricula that correspond to the real needs of the market in the CLUSTER partner regions having as such an effective role in reducing the gap between the market needs and the capacity of

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job seekers among NEETs and Women in the four sustainable economy sectors within the project regions. This can be depicted as follows:



*CLUSTER methodology to address the actual market need related to the employment capacity*

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**WP3**  
Needs Assessment & Benchmarking of Successful Practices

Profiling of NEETs and Women, and Sectors Need Analysis

Social Economy Actors engagement

Compilation of identified efficient practices Report

**EGREJOB:** The Green job charter  
**MAHARAT:** Training methodology and Extracurricular activities  
**BLUE SKILLS:** Methods such play-decide and gamification, training materials used in Master and Summer school.  
**RESMYLE:** Mentoring process and approaches  
**HELIOS:** E-learning platform

**WP4**  
Capacity Building on market skills for NEETs and women

Regional Focus group

Cross Border

Trainees Catalogue

Online Platform

Online Training

Onsite Training

Internship

Social Initiative

**WP5**  
Connecting to foster employability of young people and women

Private Sector Catalogue

TVET Catalogue

Info and networking events

Interchange scheme

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## ANNEX II. Future synergies in Catalonia

CLUSTER project, could potentially collaborate with the listed projects in several ways.

For example:

- The SIRCLES project, which aims to promote sustainable and circular economy practices in small towns, could provide training and resources for CLUSTER participants in the area of circular economy, and could also benefit from the involvement of CLUSTER participants in the implementation and promotion of sustainable practices in small towns.
- The Decentralized Composting in Small Towns project could provide training and resources for CLUSTER participants in the area of sustainable agriculture and circular economy, and could also benefit from the involvement of CLUSTER participants in the implementation and promotion of composting in small towns.
- The MEDUSA project, which aims to develop and promote sustainable adventure tourism in the Mediterranean, could provide training and resources for CLUSTER participants in the area of sustainable tourism and could also benefit from the involvement of CLUSTER participants in the promotion and development of adventure tourism products.
- The INTERNISA project, which aims to promote sustainable and inclusive tourism in islands and coastal areas, could provide training and resources for CLUSTER participants in the area of sustainable tourism and could also benefit from the involvement of CLUSTER participants in the promotion and development of sustainable tourism in island and coastal areas.
- The MEDRISSE project, which aims to promote sustainable and inclusive rural tourism in the Mediterranean, could provide training and resources for CLUSTER participants in the area of sustainable tourism and could also benefit from the involvement of CLUSTER participants in the promotion and development of sustainable rural tourism in the Mediterranean.
- The YEP MED project, which aims to promote job opportunities for young people and women in the Mediterranean port industry, could provide training and resources for CLUSTER participants in the area of port logistics and foreign trade and could also benefit from the involvement of CLUSTER participants in job placement and mentoring programs in the port industry.
- The GIMED project, which aims to promote eco-innovative entrepreneurship and job opportunities in the green economy in the Mediterranean, could provide training and resources for CLUSTER participants in the area of green economy and eco-innovation and could also benefit from the involvement of CLUSTER participants in the

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- development and promotion of eco-innovative ventures.
- It's important to mention that the synergy between the projects can be increased by the participation of the same target groups, and by the alignment of the project's objectives with the SDG goals.
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Here we present a table with the potential synergies:

Project Name	Synergies with CLUSTER
SIRCLES	The CLUSTER project's focus on promoting sustainable economy sectors aligns with SIRCLES' focus on promoting circular economy practices through decentralized composting in small towns. By training NEETs in circular economy practices and connecting them with SMEs in the field, the CLUSTER project could support the implementation and expansion of SIRCLES' decentralized composting systems.
Decentralized Composting in Small Towns	Similar to SIRCLES, the CLUSTER project's focus on promoting sustainable economy sectors aligns with the focus on promoting circular economy practices through decentralized composting in small towns. By training NEETs in circular economy practices and connecting them with SMEs in the field, the CLUSTER project could support the implementation and expansion of decentralized composting systems in small towns.
MEDUSA	The CLUSTER project's focus on promoting sustainable economy sectors aligns with MEDUSA's focus on developing and promoting sustainable adventure tourism in the Mediterranean region. By training NEETs in sustainable tourism practices and connecting them with SMEs in the field, the CLUSTER project could support the development of new adventure tourism products and the inclusion of local communities in the tourism business, as well as the environmental footprint of tourism activities through safeguarding biodiversity, wildlife, natural resources, and rural communities.
INTERNISA	The CLUSTER project's focus on promoting sustainable economy sectors aligns with INTERNISA's focus on promoting sustainable agriculture practices in the Mediterranean region. By training NEETs in sustainable agriculture practices and connecting them with SMEs in the field, the CLUSTER project could support the implementation and expansion of sustainable agriculture practices in the region.
MEDRISSE	The CLUSTER project's focus on promoting sustainable economy sectors aligns with MEDRISSE's focus on promoting sustainable energy practices in the Mediterranean region. By training NEETs in sustainable energy practices and connecting them with SMEs in the field, the CLUSTER project could support the implementation and expansion of sustainable energy practices in the region.
YEP MED	The CLUSTER project's focus on promoting sustainable economy sectors aligns with YEP MED's focus on promoting sustainable practices in the port industry in the Mediterranean region. By training NEETs in sustainable practices and connecting them with SMEs in the field, the CLUSTER project could support the implementation and expansion of sustainable practices in the port industry in the region.

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Project Name	Synergies with CLUSTER
GIMED	<p>The CLUSTER project's focus on promoting sustainable economy sectors aligns with GIMED's focus on promoting sustainable and eco-innovative ventures in the Mediterranean region. By training NEETs in sustainable practices and connecting them with SMEs in the field, the CLUSTER project could support the development of new eco-innovative ventures and the inclusion of local communities in the sustainable and circular economy sector.</p>

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