



# THE EUREHABCHILDREN LEARNING-BY-DOING TRAINING PROGRAMME

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein - Project code: 2014-1-TRO1-KA202-013194

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# Training programme

The learning-by-doing training structure might be useful to organize learner activities on EUREHAB method. In order to create a real mastery on the "**EUrehab Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe**" implementation, EUrehab learners can be helped to discover the EUrehab solutions and to learn how the valorisation of these solutions is possible for different purposes and under several personal approaches or starting situations in any of the following fields:

- Rehabilitation of Juvenile Offenders and Victims Exposed to Violent Crimes
- Rehabilitation of Juvenile Offenders and Victims Exposed to Sexual Crimes
- Rehabilitation of Juvenile Offenders and Victims Exposed to Drug Abuse
- Rehabilitation of Juvenile Offenders and Victims Exposed to Abuse and Neglect

The EUREHAB training programme contains sound methods like peer learning and learning-by-doing approaches, but preserves still a relatively simple structure: is composed by three sequential workshops and is based on the use of EUREHAB online resources including four questionnaires designed to drive the EUrehab learners successfully to the final output.

Moreover, the training programme is sided by various additional resources and tools, all available on EUREHAB platform, designed to support the knowledge acquisition and networking activities.

The training programme has quite a basic structure that can be implemented adapting the time and the contents to individual needs and characteristics of the participants.

The simple idea behind the design of this learning-by-doing training programme is that the best way to learn how to develop an effective strategy to implement the EUREHAB method could be to just to make practical application of it on the field. This approach lets EUrehab learners to discover and learn not only the procedures, but with a practical, structured drive and given instructions, the practice and the theory behind the method itself. The training process is designed to support them in the concrete implementation of the method the first time, with EUREHAB available tools, experts help and peers support.

During the training, each participant specific need is concretely analysed with the EUREHAB questionnaire implementation, relevant EUrehab resources are identified and compared and good practice are extracted and transferred to match the identified needs.

This is, in synthesis, the standard EUREHAB process that all EUrehab learners become able to repeat after the training course for unlimited times in the future, to assess their new needs and to find proper solutions to be implemented.

Using EUREHAB Learning-by-doing training programme, the participants are shown how to make their needs analysis, to find out relevant EUrehab resources from the "**EUrehab Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe**" and to write down their own valorisation action plan.

Each workshop is composed by following common components:

- Tools knowledge acquisition
- Tutoring
- Peer learning approach
- Learning-by-doing approach
- Networking
- implementation of "EUrehab Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe"
- Questionnaire driven procedure
- Concrete output results

	<b>ANALYSE</b>	<b>EXPLORE</b>	<b>IMPLEMENT</b>
	<b>Needs Workshop</b>	<b>Matching Workshop</b>	<b>Planning Workshop</b>
<b>Aim</b>	Training in how to analyse specific needs	Training in how to find and select EUrehab resources	Training in how to convert EUrehab results into actions
<b>Content</b>	1) Introduction to the EUrehab program 2) Needs analysis using ENAM <sup>1</sup>	1) EUrehab capacity building principles 2) Exploring the EUrehab resources	1) Defining aims of local actions 2) Incorporation of EUrehab resources into actions
<b>Tool</b>	ENAM	EUrehab capacity building principles	Project planning tools
<b>Output</b>	List of specific needs to improve learning activities.	List of relevant EUrehab resources	Local action plans

Examples of workshop programs, presentations, video, group exercises and additional tools can be found on the EUREHAB website.

Each workshop's detailed programme and contents should be customised taking into account the participants' characteristics, their learning preferences and attitudes leaving also room for creativity and non-traditional approaches.

## **Preliminary Needs Assessment – First Workshop**

### ***Aims***

To set the learning process to a good start with lots of energy and enthusiasm and to implement the ENAM to analyse the specific needs to improve learning activities.

During this first meeting, the entire process made up by three workshops is presented to the participants. In particular, they acquire knowledge about audit tools available within the EUREHAB method and are then guided to apply the ENAM to analyse their own needs and specific situations within a learning-by-doing settings.

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<sup>1</sup> EUrehab Needs Analysis Method. Described at page. 11

The presence of various learners allows to compare and to discuss how to identify needs and found useful indicators. The natural networking activity started during the discussion allows finalising researches and contacts for peer learning.

Participants learn how to use the "**EUrehab Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe**", and implement a research to find out relevant information to match with their individual needs.

### ***Organization***

Participants share information about the whole training setting, including the second and the third workshop with usual presentation methods and discussion<sup>2</sup>.

To help the EUrehab learners to make a helpful analysis when at home, it is possible to introduce and discuss about the EUrehab Needs Analysis Method aimed to provide a proper picture and a clear understanding of the lacks and the potential of the audited situations they represent and of the learning gaps to be filled. Anyway, this presentation is optional and depends upon the characteristics of the participants and on their expectations about the acquisition of additional tools.

The ice-breaking discussion between participants can be motivated with short professional presentations, more focused on learners' needs than on their personal characteristics. This aims to facilitate the self-assessment analysis based on the reflection about personal environment, compared to other participants' situations.

Peer learning approach support is also encouraged by asking participants to share their own needs and situations in small groups to help the identification and the highlight of common characteristics and differences.

The number of the personal presentations, the number and the duration of the small peer groups must be set out in function of the participants' number and of the duration of the whole workshop. The course points also to build long run partnerships between participants.

During the workshop, the available EUREHAB tools are presented, implemented to perform a concrete learning-by-doing process.

The ENAM questionnaires are filled with individual data. All the workshop participants create a personal profile needs. Through the ENAM application, the EUrehab learners identifies the most appropriate information.

### ***Outputs***

- knowledge of training programme structure, contents, aims and organization
- knowledge of ENAM Capacity audit tool
- Grid 1 - ENAM Initiative / professional case description
- Grid 2 - list of identified appropriate and coherent projects and initiatives available within EUrehab

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<sup>2</sup> To set the workshop it could be useful to see the survival kit for LLP project managers found here:

<http://www.european-project-management.eu/index.php?id=104>

## Action Plan – Second Workshop

### *Aims*

The Action Plan workshop aims to enable to plan the expectations. By “planning the expectations” we mean a list of ideas, resources, tools, contacts and whatever element could be extracted and valorised from EUrehab resources giving a general indication of how these elements could be fruitfully implemented to the current situation.

The training programme points to enable EUrehab learners to identify and create a list of information that represents already a sort of individual capacity building plan. This activity regards the ability to read and understand the EUrehab resources contents and the ability to match these contents with the individual professional needs expressed before.

In particular, the learning process is aimed to create a specific ability to analyse, extract and define how to valorise, from the **EUrehab Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe**, the following aspects:

- General ideas for the individual professional needs: the description of a personal method to be adopted or elaborated from the EUREHAB Handbook
- Other learners, individuals or organizations potentially useful for the individual professional needs
- Partnerships and/or desired potential collaborations with the previously listed players
- Other potentially useful information (logistics, organizational, references etc.)
- Solutions adopted from the "**EUrehab Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe**", to implement available resources, exemplary and repeatable
- General organizational characteristics exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)
- Particular organizational characteristics exemplary and repeatable (particular processes and/or special/specific procedures)
- EUrehab identified examples internal communication systems, exemplary and repeatable
- EUrehab identified examples external communication systems, exemplary and repeatable
- EUrehab identified educational materials functional or adaptable
- EUrehab identified non-educational materials, functional or adaptable
- EUrehab identified examples equipment and intangible technologies implemented, exemplary and repeatable
- EUrehab identified examples systems for quality monitoring, exemplary and repeatable
- EUrehab identified examples systems to document taken actions, exemplary and repeatable

### *Organization*

The second workshop could have an introductory activity to let learners to share their individual results of the first workshop. The second workshop could be organized as an

independent seminar. EUREhab learners could be asked to present shortly the information gathered about EUREhab examples, to push them to become able to own and reveal such kind of information.

EUREhab learners should prepare in advance a short and effective presentation: the information must be given avoiding long procedures, but nevertheless all the particular ideas, information, resources, procedures or whatever emerged from their selected solutions should be evidenced, to clarify the potential use to themselves for first.

This approach, to share the results, regards various explored effects:

- increase the ability of reading and understanding EUREhab examples extracted information
- provoke peer learning approach
- develop a community sense

To better understand their implementation plans, the EUREhab learners implement the Grid 3 - EUREHAB Action Plan that leads them to properly describe their own way of EUREhab examples valorisation.

The specific features of the exploitation activities they might design can broadly vary starting from a simple collection of information about a method, contacts and references collections, to a partial implementation of concepts, general principles, project's or method's parts and ending up with whatever possible exploitation like the outright implementation of a whole method.

In the case of trainers who set up the workshop as a distance learning activity, instead of the residential course, the individual presentations can be replaced by both live or recorded presentations and interactions. EUREhab learners can be asked, in this case, to upload their presentations and to comment other participants' presentations or to present their work during live meetings with tutors and other participants.

This kind of organization, in case of distance learning choice, could be really relevant to help the social dimension and the interaction between participants even without being present at the meeting.

### ***Outputs***

- knowledge of information indicated in the Grid 1 - ENAM Initiative / professional case description filled with the first workshop
- individual short / effective presentations of extracted EUREhab resources or methods<sup>3</sup>
- understanding of other participants' valorisation approach
- Grid 3 - EUREHAB Action Plan

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<sup>3</sup> Information taken starting from the "EUREhab Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe"

## Impact analysis - Third workshop

### *Aims*

The last workshop aims to promote the appropriate competences necessary to deploy a self-evaluation activity on the results obtained with the Action Plan implementation. In particular, we expect to promote the required abilities to produce a realistic output, asking to make a concrete, but simple, projection on the field of the expected impact on the implementation of individual actions.

The effect is searched through a preliminary sharing of information between different fields of intervention to let each learner to calibrate his/her evaluations inside of a general reference framework given by other participants' comments and remarks.

In this sense, the Impact analysis workshop wants also help the learners to become able to set out a sort of simple individual rating system useful in further cycles and also afterwards available to other learners with the purpose to circulate peer examples and knowledge.

### *Organization*

Like already suggested for the previous meetings, even this workshop could be organized as an independent seminar.

At the beginning of the meeting, the workshop tutors define the variables that characterise the self-evaluation system. To perform the self-evaluation activity on the results obtained with the Action Plan implementation, the learner goes through a checklist to reflect under a minimum and common standard of fields, on the fulfilment and performance of valorisation actions.

This activity is carried out with the help of the Grid 4 - EUREHAB final output self-analysis, in order to let the learners able to reflect on their choices and to allow to share the individual values with other learners of EUREHAB community according to the possibility to implement benchmarking principles.

As for all data extracted from Information taken starting from the "**EUrehab Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe**", it is necessary to define the scope and the dimensions, the tutors facilitate a discussion between participants by putting them a list of questions that can be answered and commented. This workshop organization provokes the learners' active participation and an open debate.

Time available for the whole workshop can be properly distributed to have a first common session with questions, shared answers and comments, and a second individual session, sided by personal short individual tutoring support, to let the participants to implement the group references discussed and or acquired during the debate.

The questions used to trigger the debate are based on the same variables used to build the checklist of individual self-assessment, as in the following list:

- In which cases we can consider learners, individuals or organizations potentially useful for a specific and concrete need?
- How can we describe, in order to be understood by third parties, “potential partnerships and/or desired potential collaborations with other learners”?
- What do we mean by “additional potentially useful information (logistics, organizational, references etc.) for a specific project or method?”
- What do we mean by “an effective and clear description of EUREHAB exemplary and repeatable solutions for resources implementation (mode of delivery of funds, guarantees, advance payments, monitoring, etc.)”?
- In which cases general organizational characteristics of an EUREHAB identified example project or solution can be considered exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)?
- In which cases particular organizational characteristics of an EUREHAB identified project or solution can be considered exemplary and repeatable (particular processes and/or special/specific procedures)?
- How can we describe an EUREHAB identified project internal communication system to understand its exemplarity and repeatability?
- How can we describe an EUREHAB identified project external communication system to understand its exemplarity and repeatability?
- What are the main elements that make us think of the possibility of an adaption of existing EUREHAB educational material?
- What are the main elements that make us think of the possibility of an adaption of existing EUREHAB non-educational material?
- What are the main elements that make us think of the possibility of an adaptation of available equipment and of intangible technologies of an EUREHAB identified project or solution?
- What are the main elements that make us think of an eventual adaptation of existing systems for quality monitoring of an EUREHAB identified project or solution?
- What are the main elements that make us think of an eventual adaptation of existing systems to properly document the taken actions?

### **Outputs**

- Grid 4 - EUREHAB final output
- eventual new recorded training material
- new shared competences: improved ability on distinguish the information that must be owned to transfer the values from existing resources or project<sup>4</sup> to new ideas or activities

The most relevant evidence of this workshop should be the list of self assessment points contained in the 'Grid 4 - EUREHAB final output ' described at page 18, that every participant is helped to produce during the second part of the meeting.

However, the filled questionnaire is not the only evidence and result we can expect from the last workshop: in the case of the Innovation Café modality, the debate can be recorded and shared on the platform and the output, in this case, consists also of new training materials and peer education materials.

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<sup>4</sup> Information taken starting from the "EUREHAB Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe"

## ENAM - EUREHAB Needs Analysis Method

The EUREHAB Needs Analysis Method, is a specific capacity building tool to guide EUREHAB learners in the complex process of identifying and implementing positive solutions and projects to their challenges or problems.

In effect, ENAM represents the core value of EUREHAB method, considered that all other activities and tools provided by EUREHAB system orbit around it.

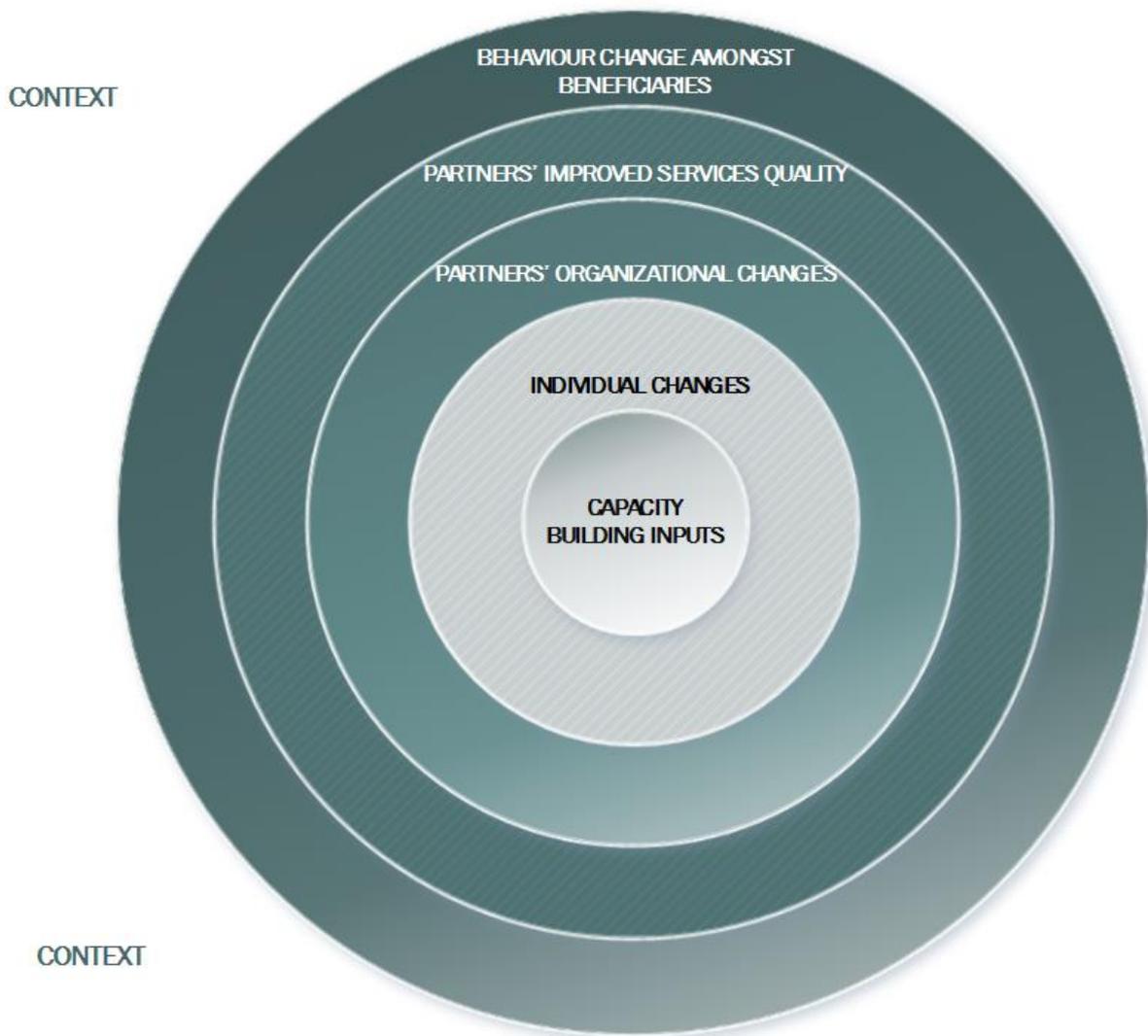
This chapter describes how learners may use ENAM to identify the most appropriate examples, projects and EUREHAB resources, studying the "**EUREHAB Handbook of Best Practices in Juvenile Rehabilitation Programs in Europe**", in coherence with their own challenges, contexts or strategic objectives, while the following chapters focus on how to adopt and integrate the outcomes of such initiatives within their own context and how to evaluate the overall impact of the EUREHAB capacity building process.

Different learners have clearly different needs but also have different levels of power and control over the implementation of the solutions and over the decision-making processes. This means that those different needs, motivations and agendas must be recognized and understood in order to negotiate and generate a broader consensus on and around issues and solutions to be designed and the most appropriate way to develop them.

Self-assessment in capacity building has been pointed out as one of the key elements, and one of the most effective ways of ensuring that an evaluation will produce useful results is to involve intended users throughout the evaluation process (Hailey et al 2005, ECDPM 2003).

Several kinds of tools and methodologies have been conceived for organizational capacity assessment. However, there is a growing consensus on the need to apply a mix of methods and tools (Taylor 2003, Roche 1999) as the usual quantitative measures have shown several limitations in the area of impact assessment because of their inadequacy to explain why something has happened and to capture the relationships between different components/actions/actors.

The Ripple model (James 2002) highlights clearly how the capacity building interventions spread over a given target and across community.



Picture 1 The Ripple model (James 2002)

## Objectives

ENAM provides an effective method for different levels of learners to analyse a given context or challenge in the perspective of enabling the identification of successfully accomplished EUREhab examples of projects and initiatives.

This process stimulates the adoption of a structured approach to tackle and overcome local problems or challenges by raising awareness of their characteristics, specificities and nature.

By adopting this method, the EUREhab learners develop the ability to look for existing results of successful initiatives described in the EUREhab manuals.

ENAM is a simple and ready-to-use method to guide the learner in assessing and comparing the relevance of existing methods, solutions and projects with respect to the needs of a given challenge, problem or strategic individual objective.

The coherence and relevance may be identified again in a number of concurrent dimensions, which may include, for instance:

- Sector of rehabilitation
- Typology of end users
- Typology of promoter
- Entity of potential investments

The main purpose is to search and identify projects which may be used to support own operations in any field related to social, economic or educational development.

With ENAM, EUrehab learners get an evaluation system that enables them to compare accomplished active policies or initiatives in the perspective of adopting a pro-active approach to deal with:

- Problems or deficits
- Forthcoming changes
- Strengths & Opportunities
- Internal or external mandates
- New policy requirements

The ENAM provides the EUrehab learners with a structured approach to analyse proposed methods and examples and to prioritise them in connection with their coherence and usefulness in different contexts and environments.

## **Methodology**

The capacity building process implemented by ENAM is based on the active involvement of a team of learners who adopts different and complementary measures and tools to analyse a given context.

The discussion on the need analysis among local learners may be based on the holistic approach, starting by using the mind mapping technique, which can serve well both individuals and groups in sharing cooperatively their views on a given topic.

This approach is particularly useful as it allows visual representation of different components of the challenge in question, raises awareness not only on individual's views but also provides the overall picture of the main issues perceived by the team members.

Mind mapping can be used at different stages of the capacity building process, during the preliminary analysis, during the definition of the action plan as well as at the final stage of the impact evaluation.

ENAM proposes a holistic approach, aimed at addressing a given context as a whole, exploring how its different parts inter-relate, stimulating the identification of priorities which are not easy to identify in the daily work.

There are two main phases that distinguish two different activities:

- First phase of collecting data from capacity builder's context
- Second phase of matching data and identifying EUrehab resources.

**First phase - preliminary self-analysis** - consists in the support to EUREHAB learners while defining their own context, needs, initiative or project. In this phase, called "ENAM Initiative / project description", the learner describes his own initiative or needs by adopting the fields of analysis that are consistent with the EUREHAB solutions, to get a list of accomplished examples or projects proposed by the EUREHAB manuals.

The collection of this information is done by using the Grid 1 - ENAM Initiative / professional case description.

The phase aims to draft the state of the art and to make a clear picture of the following crucial individual or organizational aspects that the learner is asked to describe:

- Environment
- Capacity
- Motivation
- Performance

EUREHAB learners may use a wide range of techniques and tools to accomplish a more in-depth analysis, which may imply:

- Direct Observations
- Interviews with persons in key positions or with specific knowledge
- Focus Groups
- Questionnaires
- Tests
- Records & Report Reviews
- Review of literature and accomplished projects

The collected data are used for a self learner analysis and to allow the sharing of the information for the EUREHAB community, to give other learners the possibility to look for comparable experiences and to extract results.

The **second ENAM phase** is based on the results of the first step: here the learner keeps searching for appropriate and coherent EUREHAB examples and initiatives, to get a manageable list of resources to be valorised.

- As the output of the second phase is represented by a list of examples, projects, materials or initiatives, in general extracted for valorisation from the EUREHAB repertory, it is necessary to take into account the volume of data that could result from the matching between needs and available EUREHAB resources limiting the final result to a selection of few manageable solution examples or methods.

## **ENAM Tools**

### ***ENAM Initiative / project description***

The learner describes his own initiative or needs adopting the EUREHAB questionnaire fields, which are consistent with the need to describe an individual professional situation of Rehabilitation of Juvenile Offenders and Victims Exposed to Crimes.

Providing this information, the learner helps the peer learning processes. Within a benchmarking approach, data will be used to give feedbacks by cross-checking initial

and follow-up data, so the learner may use other learners' results with similar fields of research or of any relevant field considered.

The outcome of the questionnaire is a collection of data that EUrehab learners will have to use to perform the next researches directly into EUrehab resources. The questionnaire aims to help them to reflect on their own field of interest and to define the problem and the needs faced.

Fields	Description
Learner contact details (name, email, telephone)	
Title of the rehabilitation activity analysed	
Environment: description of the rehabilitation activity analysed	
Characteristics of the final beneficiaries (Juvenile Offenders or Victims Exposed)	
Motivation: problems to be faced	
Capacity: knowledge and competences requested	
Performance: current solutions to the defined problems	

**Grid 1 - ENAM Initiative / professional case description**

### ***ENAM Basic analysis***

Basing on the first phase output, the learner proceeds with search for appropriate and coherent EUrehab examples, projects and initiatives.

The outcome of ENAM Basic analysis is a list of successful EUrehab examples.

### ***ENAM results***

The phase of research and identification within EUrehab examples of appropriate and coherent methods or projects and initiatives, ends with a well-defined output consisting of a list of a EUrehab resources or related resources according to the following structure:

priority / relevance order	title	link	comments / description
1			
2			
3			
ecc			

**Grid 2 - list of identified appropriate and coherent projects and initiatives available within EUrehab manuals**

# EUREHAB Action Plan

As aforementioned, the forms of exploitation can vary from a simple collection of information, contacts and references to the outright implementation of an entire project, or other intermediate forms as use of concepts, general principles, project's parts or whatever form of exploitation of the identified resources.

By applying the procedures provided by ENAM, the learner has therefore selected a sufficient number of results that enable to implement the theoretical solutions for the individual problem/project.

The Action Plan phase denotes therefore an activity of EUREHAB method with which the learner defines the terms of valorisation for the implementation of the selected theoretical resources.

Be aware that this does not mean the development of a territorial planning, but rather a sort of preliminary feasibility study on how and at which stages the identified theoretical resources can be exploited and valued.

Before the development of a concrete individual development project, learner defines how to use these new identified resources in order to ensure a probable success during the implementation.

In order to define clearly and in a standardized manner the implementation and to facilitate the logical process of their identification, learner has available the following check list that guides through the possible implementation options:

Elements to be implemented	Individual plan of actions
General ideas for the individual professional needs: description of the method adopted or elaborated from the EUREHAB examples	
Learners, individuals or organizations potentially useful for the individual professional needs / method implementation	
Partnerships and/or desired potential collaborations with the previously listed players	
Other potentially useful information (logistics, organizational, references etc.)	
Solutions adopted to implement available resources, exemplary and repeatable	
General organizational characteristics exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)	
Particular organizational characteristics exemplary and repeatable (particular processes and/or special/specific procedures)	
Internal communication systems, exemplary and repeatable	

External communication systems, exemplary and repeatable	
Educational materials functional or adaptable	
Non-educational materials, functional or adaptable	
Equipment and intangible technologies implemented, exemplary and repeatable	
Systems for quality monitoring, exemplary and repeatable	
Systems to document taken actions, exemplary and repeatable	

**Grid 3 - EUREHAB Action Plan**

## EUREHAB Impact analysis

The Impact analysis consists in the self-evaluation of the results obtained with Action Plan implementation.

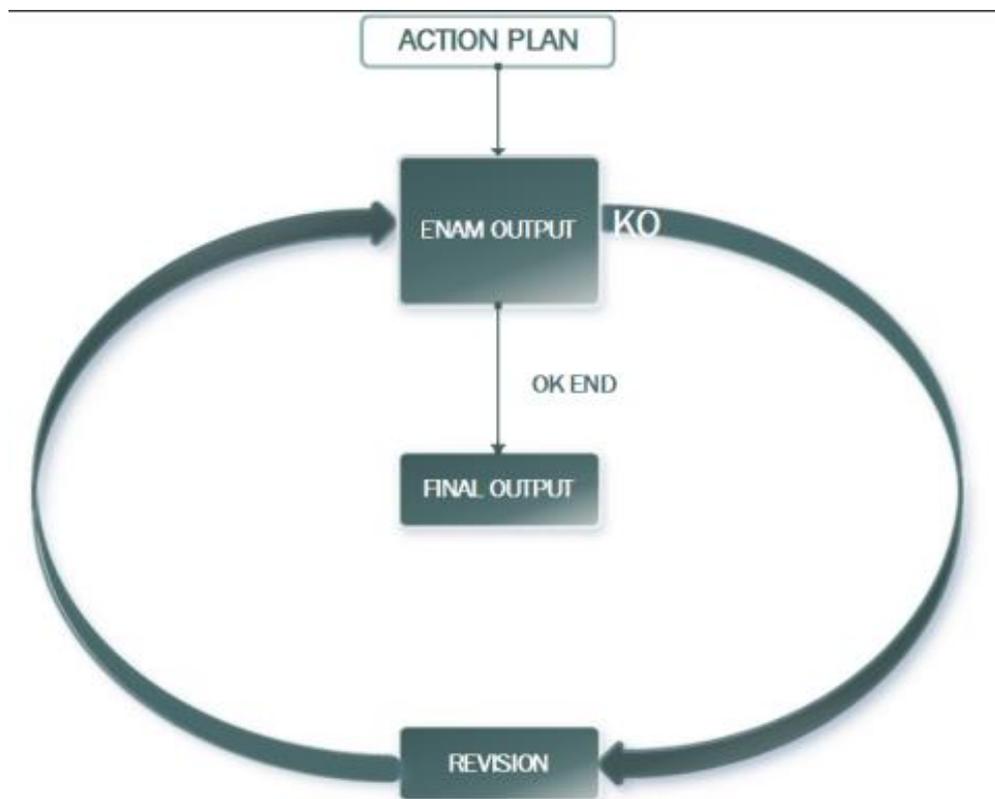
The Impact analysis output is called 'final output' in Picture 2 and is based on the projection of the impact expected on the implementation of local actions. With the follow-up the method's cycle is over and can be restarted related to a new problem area.

The Impact analysis represents therefore a sort of validation and individual rating system made available to other learners. The analysis is performed by monitoring the continuous improvement cycle that requires the reassessment by the learner of produced output with respect to the achievement of a minimum quality standard.

The learner has available a check-list to reflect on the fulfilment and performance of valorisation actions, and which final output is given by a standard value.

Through the application of the check-list, the learner self-assesses the quality of the output produced in the previous phases, and if that does not meet the required criteria, performs the revision of previous phases in order to reach the required threshold.

The process can be seen on the following chart:



Picture 2 output of the self-analysis process

Clearly established the correspondence of the data collected regarding the level of quality perceived by the learner which meets the threshold value indicated in the grid, learner makes an evaluation of his/her expectations/a projection of the expected results to be achieved through the implementation of the EUREhab resources selected during the action plan.

<b>Useful general ideas for the individual initiative</b>	<b>self-assessment of results sufficient level rating: yes / not the rate must be applied only in case of existing collected values</b>	<b>value expectation rating 0 - 10 What impact do you expect?</b>
Learners, individuals or organizations potentially useful for the individual initiative	data are concrete, not outdated or partial	0 - 10
Partnerships and/or desired potential collaborations with the previous listed players	potential partnerships are described and comprehensible by third parties	0 - 10
Other in general potentially useful information (logistics, organizational, references etc.)	the information are described, understandable by third parties and focused on understandable matters	0 - 10
Solutions adopted to implement available resources, exemplary and repeatable	the solutions are described, understandable by third parties and focused on the implementation of available resources	0 - 10
General organizational characteristics exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)	the information is clear to third parties and focused on general organizational characteristics	0 - 10
Particular organizational characteristics, exemplary and repeatable (particular processes and/or special/specific procedures)	the information is clear to third parties and focused on particular organizational characteristics	0 - 10
Internal communication systems, exemplary and repeatable	the information is clear to third parties and focused on particular internal communication systems characteristics	0 - 10
External communication systems, exemplary and repeatable/adaptable	the information is clear to third parties and focused on particular external communication systems characteristics	0 - 10
Educational materials, functional or adaptable	the materials are clearly identified and potentially available or repeatable	0 - 10
Non-educational materials, functional or adaptable	the materials are clearly identified and potentially available or repeatable	0 - 10
Equipment and intangible technologies implemented, exemplary and adaptable	the equipment and/or intangible technologies are clearly identified and potentially available or adaptable	0 - 10
Systems for quality monitoring, exemplary and adaptable	the systems for quality monitoring are clearly identified and potentially available or adaptable	0 - 10
Systems to document taken actions, exemplary and repeatable/adaptable	the systems to document taken actions are clearly identified and potentially available or repeatable/adaptable	0 - 10

**Grid 4 - EUREHAB final output self-analysis**

