



# Identification of Best Practices

*GreEn: Entrepreneurships for the present and future of Europe and Latin America*



Co-funded by  
the European Union

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## 1. INTRODUCTION

In the current context of education and vocational training, the promotion of social, green, and digital entrepreneurship emerges as a fundamental axis for preparing new generations with the skills and competencies necessary to face the challenges of the 21st century. In this sense, the present document aims to present the identification of best practices, successful cases, resources, and tools by the consortium in promoting social, green, and digital entrepreneurship within education and vocational training. It also covers methodologies and gamification processes within education and vocational training as innovative strategies to engage students in learning, encourage active participation, and facilitate the acquisition of relevant skills for the workplace and society.

Through this compilation of experiences and approaches, the goal is to provide educators, trainers, and other stakeholders involved in education and vocational training with a set of practical tools and inspiring resources that contribute to the development of effective educational programs aimed at promoting entrepreneurship and innovation.

## 2. BEST PRACTICES

### 2.1. Best Practices in Entrepreneurship

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<b>Name of the partner</b>	ASPAYM CyL
<b>Nombre of the Project</b>	The Factory of Ideas
<b>Brief Description</b>	The Factory of Ideas is a project co-financed by the European Commission through the Erasmus+ Program, aimed at promoting social innovation among young people and providing the tools, knowledge, and skills necessary to empower the target groups in the areas addressed.
<b>Process</b>	A specific and innovative methodological tool has been employed, designed through virtual gamification, which facilitates knowledge about social entrepreneurship. This approach promotes learning and access, generating competencies, skills, and abilities to support creative ideas that address the new needs arising from the Covid-19 pandemic.
<b>Objetives</b>	<ul style="list-style-type: none"> <li>• Promote social innovation and social entrepreneurship as priority instruments to address the challenges arising from the Covid-19 pandemic.</li> <li>• Enhance the competencies of young people by promoting their skills and values.</li> <li>• Encourage creative thinking among youth.</li> <li>• Support youth workers through the transfer of innovative methodologies in non-formal education.</li> </ul>

<b>Tools and Resources</b>	<p>The main resource used was Gamification, through which various games related to the main theme were developed to promote learning.</p>
<b>Communication Channels</b>	<ul style="list-style-type: none"> <li>• Web: <a href="https://factoryofideas.infoproject.eu/es/">https://factoryofideas.infoproject.eu/es/</a></li> <li>• Instagram: <a href="https://www.instagram.com/thefactoryofideas/">https://www.instagram.com/thefactoryofideas/</a></li> <li>• Facebook: <a href="https://www.facebook.com/thefactoryofideasproject">https://www.facebook.com/thefactoryofideasproject</a></li> </ul>
<b>Success Indicators</b>	<p>The success of the initiative was measured through testimonials from participants who were involved in the project and assessed the final results through questionnaires.</p>
<b>Impact and Reach</b>	<p>By collaborating with partners from other countries, the project has achieved international reach among Spain, Portugal, Italy, and Romania.</p>
<b>Lessons Learned</b>	<p>Gamification is an exceptional methodology in youth education, making content more engaging and easier to understand.</p>
<b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b>	<p>Gamification is an essential resource that should be applied across many fields to enhance people's learning.</p>
<b>Link to the project's website or social media.</b>	<ul style="list-style-type: none"> <li>• Página web: <a href="https://factoryofideas.infoproject.eu/es/">https://factoryofideas.infoproject.eu/es/</a></li> <li>• Instagram: <a href="https://www.instagram.com/thefactoryofideas/">https://www.instagram.com/thefactoryofideas/</a></li> <li>• Facebook: <a href="https://www.facebook.com/thefactoryofideasproject">https://www.facebook.com/thefactoryofideasproject</a></li> </ul>

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<b>Name of the partner</b>	ASPAYM CyL
<b>Name of the project</b>	Gammopoly - The Game of Life
<b>Brief Description</b>	<p>The project “Gammopoly – The Game of Life for Adult Education” is a strategic partnership project in the field of adult education, developed by a consortium of five European organizations from Romania, Italy, Portugal, Spain, and Poland over a period of 20 months. The main objective of the project is to facilitate adults' access to innovative methods of non-formal education, through which they can develop key competencies and skills for life, ensuring better integration into the labor market, which is increasingly focused on technology and continuous training.</p>
<b>Process</b>	<p>The project is based on the need for adults to continuously focus on their personal, professional, and family development, enabling them to make healthy decisions for their lives. Another significant need is for adult education specialists, who lack widely available tools for the personal development of adults, including the development of social skills, key competencies, and skills for a healthy lifestyle. To address these needs and issues, the five organizations proposed a new intellectual output: a board game called Gammopoly, which includes a working methodology in the field of adult education and a website to promote these types of non-formal education instruments. Additionally, the toolkit provides recommendations for professionals working with individuals facing various challenges. (ex. disabilities, refugees, immigrants, people with lower socioeconomic backgrounds.)</p>

<p><b>Objetives</b></p>	<ul style="list-style-type: none"> <li>• Facilitate the development of the key competencies required in the workforce, as outlined by Europe, for adults, through the development of innovative non-formal learning tools in the educational field: the project proposes the creation of a board game that can be played with family, friends, as well as during team-building sessions or personal development workshops for adults.</li> <li>• Enhance the job skills of specialists in the field of adult education (e.g., trainers, psychologists and psychotherapists, psychological counselors, coaches, human resources specialists, etc.) to develop innovative activities aimed at facilitating the integration of adults into the labor market while also incorporating them into more diverse groups based on professions or educational and socioeconomic backgrounds.</li> <li>• Develop the organizational capacity of five organizations in the field of adult education to create innovative working tools within activities involving adults and expand the educational services offered to reduce the disparity and competitiveness in the labor market between young people and adults, integrating the specificity and experience of each target group in a cohesive manner.</li> </ul>
<p><b>Tools and Resources</b></p>	<p>The main resource used was Gamification, through which different games related to the main theme were developed to promote learning.</p>

<b>Communication Channels</b>	<ul style="list-style-type: none"> <li>• Web: <a href="https://gammopoly.infoproject.eu/">https://gammopoly.infoproject.eu/</a></li> <li>• Instagram: <a href="https://www.instagram.com/gammopoly/">https://www.instagram.com/gammopoly/</a></li> <li>• Facebook: <a href="https://www.facebook.com/gammopoly">https://www.facebook.com/gammopoly</a></li> </ul>
<b>Success Indicators</b>	<p>The success of the initiative was measured through testimonials from participants who were involved in the project and experienced the final results.</p>
<b>Impact and Reach</b>	<p>By collaborating with partners from other countries, the project has had an international reach across Spain, Portugal, Italy, Romania, and Poland.</p>
<b>Lessons Learned</b>	<p>Gamification is an exceptional methodology in youth education, making content more engaging and easier to understand.</p>
<b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b>	<p>Gamification is an essential resource that should be applied in many areas to enhance people's learning.</p>
<b>Enlace a la página web o redes sociales del proyecto</b>	<ul style="list-style-type: none"> <li>• Web: <a href="https://gammopoly.infoproject.eu/">https://gammopoly.infoproject.eu/</a></li> <li>• Instagram: <a href="https://www.instagram.com/gammopoly/">https://www.instagram.com/gammopoly/</a></li> <li>• Facebook: <a href="https://www.facebook.com/gammopoly">https://www.facebook.com/gammopoly</a></li> </ul>





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<b>Name of the partner</b>	BB&R
<b>Name of the project</b>	Educa Verde ECO-RETO
<b>Brief Description</b>	Educa Verde ECO-RETO is an ecological education platform launched by the non-profit civil association ECOCE. It offers a comprehensive and accessible solution for environmental education aimed at teachers and the general public, with sections for all educational levels, from basic to higher education.
<b>Process</b>	The project has involved the launch of an online platform that provides verified and updated information on environmental education, with sections tailored to different educational levels. Additionally, it has recently been updated to include new macro themes and a section for higher education.
<b>Objective</b>	The main objective of the initiative is to promote environmental education in Mexico, particularly from childhood, by providing verified and updated information on relevant topics related to ecology and environmental care.
<b>Tools and Resources</b>	The platform utilizes online tools to provide educational information, as well as the issuance of participation certificates for those who complete the study of the macro topics and pass their knowledge exam successfully.
<b>Communication Channels</b>	The initiative has been promoted through interviews on radio programs and podcasts, as well as through online articles on news websites.

<p><b>Success Indicators</b></p>	<p>The success of the initiative has been measured through the platform's reach, the constant updating of information, user feedback, and the issuance of participation certificates.</p>
<p><b>Impact and Reach</b></p>	<p>The platform has had a significant impact by providing updated and verified information on environmental education to teachers and the general public in Mexico. Furthermore, it has recently been revamped to expand its reach to higher education levels.</p>
<p><b>Lessons Learned</b></p>	<p>It has been learned that offering verified and updated information on relevant topics related to ecology and environmental care is crucial, as well as the necessity to adapt the platform to different educational levels.</p>
<p><b>Do you believe that these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>The strategies used for the development and promotion of the platform could be replicated or adapted in other educational contexts, especially those aiming to provide updated and verified information on environmental education.</p>
<p><b>Link to the project's website or social media.</b></p>	<p>- <a href="https://educa-verde.ecoce.mx/">https://educa-verde.ecoce.mx/</a></p>

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<b>Name of the partner</b>	BB&R
<b>Name of the projects</b>	Eco-Schools
<b>Brief Description</b>	Eco-Schools is a global program for sustainable schools that engages students in action-based learning to promote environmental awareness and action.
<b>Process</b>	The project involves seven simple steps that can be adapted to any school environment, budget, and timeline. It includes the establishment of an Eco-Committee, conducting an environmental review, and designing and implementing an action plan for ecological projects.
<b>Objective</b>	The goal of the program is to make schools more sustainable, enhance environmental learning, and benefit the community.
<b>Tools and Resources</b>	The program does not specify particular tools or resources, but focuses on the active participation of students and the integration of environmental work with the curriculum.
<b>Communication Channels</b>	The communication channels used include social media, websites, and traditional media to raise awareness of the initiative.
<b>Success Indicators</b>	The success of the program is measured through the implementation of the seven steps, the integration of environmental work into the curriculum, and the impact on the school community.
<b>Impact and Reach</b>	The program has a global reach, with a presence in over 50 countries, and aims to impact schools at local, national, and international levels.

<p><b>Lessons Learned</b></p>	<p>The program emphasizes the importance of student participation, curriculum integration, and long-term commitment as key lessons learned. These strategies can be replicated or adapted in other school contexts.</p>
<p><b>Do you believe that these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>The importance of student participation, curricular integration, and long-term commitment. These strategies can be replicated or adapted in other projects or school contexts, as the program is based on a participatory approach, the integration of environmental work with the curriculum, and the active involvement of the school community.</p>
<p><b>Other Relevant Aspects</b></p>	<p>Eco-Schools is a free and easily implementable program that encourages student participation and practical outcomes in environmental awareness and action.</p>
<p><b>Link to the project's website or social media.</b></p>	<p><a href="https://www.ecoschools.global/">https://www.ecoschools.global/</a></p>

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<b>Name of the partner</b>	Teachers of the Technology subject and directed by the Cotec Foundation.
<b>Name of the project</b>	InnoEscuela
<b>Brief Description</b>	Innoescuela is an initiative focused on Secondary School that combines training and education with innovation and entrepreneurship, guided through teamwork and project-based learning. It offers a system for students to organize themselves into teams or innovative companies. Once together, they need to think of an innovative idea that convinces them (something that makes life easier for the elderly, developing an object that simplifies certain activities, etc.). When they have designed the idea, they must put it into practice and build it.
<b>Process</b>	At first, the idea of working in the classroom as an innovative company might have seemed complicated. However, the advantages that this new initiative brought to education soon became evident.
<b>Objetives</b>	<ul style="list-style-type: none"> <li>• Technologically innovate.</li> <li>• Direct students socially and entrepreneurially towards innovation.</li> <li>• Demonstrate how companies carry out their innovation projects.</li> </ul>

<b>Tools and Resources</b>	<ul style="list-style-type: none"> <li>• Educational workshops</li> <li>• Online teamwork</li> <li>• Creation of office documents</li> <li>• Team publishing blogs</li> <li>• Bilingual environment with CLIL activities: access in Spanish and English</li> <li>• Meeting places: The forum</li> <li>• Web 2.0 tools: Wikis, Flashcards, Timelines</li> <li>• Moodle</li> <li>• Team communication</li> </ul>
<b>Communication Channels</b>	<p>Web page of the Ministry of Industry, Trade and Tourism (Government of Spain).</p>
<b>Success Indicators</b>	<p>Through the weighted stages of Innoescuela, based on the proposed evaluation criteria and methods, as well as the rubrics used to assess basic competencies, it was concluded that this initiative helps students develop their skills and abilities, fostering both innovation and entrepreneurial spirit.</p> <p>Innoescuela encourages students to direct entrepreneurial actions toward research and development of innovative products, the use of modern technologies, planning a business plan for mass production of their innovative device, and deepening their understanding of computer tools.</p>
<b>Impact and Reach</b>	<p>The impact of this new initiative has been very positive and has a national reach, although it is not yet implemented in all secondary schools.</p>
<b>Lessons Learned</b>	<p>In addition to the importance of digital innovation in the classroom, it is also necessary to instill an entrepreneurial spirit in adolescents that motivates and encourages them to take initiatives and make entrepreneurial decisions. It is worth noting that Innoescuela meets both expectations.</p>

<p><b>Do you believe that these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>Innoescuela can be adapted to various projects or contexts in life, given its relevance in technological innovation. This highlights the significance of Innoescuela in preparing young people for entrepreneurial action.</p>
<p><b>Other Relevant Aspects</b></p>	<p>Another essential aspect to consider, in addition to digital entrepreneurship, is social and green entrepreneurship in education and vocational training.</p>
<p><b>Link to the project's website or social media.</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.oepm.es/ca/formacion/cursosyformacion/ensenianza-en-secundaria/programaInnoEscuela/">https://www.oepm.es/ca/formacion/cursosyformacion/ensenianza-en-secundaria/programaInnoEscuela/</a></li> <li>• <a href="https://www.oepm.es/ca/formacion/cursosyformacion/ensenianza-en-secundaria/programaInnoEscuela/">https://www.oepm.es/ca/formacion/cursosyformacion/ensenianza-en-secundaria/programaInnoEscuela/</a></li> <li>• <a href="http://62.204.201.217/innoescuela/profes.html">http://62.204.201.217/innoescuela/profes.html</a></li> <li>• <a href="https://www.gradomania.com/noticias_universitarias/in_novar-en-la-escuela-con-innoescuela-org-3334.html">https://www.gradomania.com/noticias_universitarias/in_novar-en-la-escuela-con-innoescuela-org-3334.html</a></li> </ul>

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<p><b>Name of the partner</b></p>	<p>Primary Education Teachers</p>
<p><b>Name of the project</b></p>	<p>EME (Entrepreneurship in My School)</p>
<p><b>Brief Description</b></p>	<p>This initiative brings social, green, and digital entrepreneurship into classrooms to introduce primary school students to the possibility of starting their own businesses, providing them with computers for any inquiries. "Entrepreneurship in My School" is a project aimed at children aged 10 to 12, who ultimately sell their products at local markets. The profits are donated to NGOs and activities of interest for the students.</p>
<p><b>Process</b></p>	<p>The process of reaching success has been somewhat challenging, as children at such a young age were not accustomed to this type of methodology.</p>
<p><b>Objetives</b></p>	<ul style="list-style-type: none"> <li>• Contribute to the development of the eight basic competencies defined in the school curriculum, including the entrepreneurial spirit.</li> <li>• Acquire and develop habits of autonomous behavior related to work and oriented toward interpersonal relationships.</li> <li>• Introduce students to the identification and understanding of the basic elements and principles involved in launching a project.</li> </ul>



<b>Tools and Resources</b>	<p>The products they create themselves (handicrafts, seedbeds, etc.). Additionally, they simulate the procedures that any real company undertakes (drafting statutes, applying for a Tax Identification Number, obtaining a business license, and securing loans from financial institutions) using computers for this purpose.</p>
<b>Communication Channels</b>	<p>The EME Project already has several websites where you can view the methodology used and the objectives to be achieved.</p>
<b>Success Indicators</b>	<p>This project originated in Asturias and, 14 years later, it continues to be implemented in primary education centers. The success of the initiative is reflected in the achievement of certain academic contents such as:</p> <ul style="list-style-type: none"> <li>• Discovering personal abilities</li> <li>• Generating business ideas</li> <li>• Working with manufacturing techniques</li> <li>• Understanding business economics</li> <li>• Managing everything related to the corporate image of the company and content related to product sales</li> <li>• Utilizing ICT (Information and Communication Technologies)</li> </ul>
<b>Impact and Reach</b>	<p>The EME Project has had a significant national impact, benefiting 2,605 schools across Spain to date. Additionally, 59 international schools have joined this innovative initiative.</p>
<b>Lessons Learned</b>	<p>The project supports the development of skills related to communication, environmental analysis, creativity, and social interaction.</p>

<p><b>Do you consider that these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>These strategies could be adapted to other educational contexts given the cross-curricular approach and continuous learning embedded in the EME project.</p>
<p><b>Other Relevant Aspects</b></p>	<p>It is relevant for children to engage in small entrepreneurial actions from an early age so that they become familiar with the skills inherent in the entrepreneurial field. Similarly, boys and girls are introduced to social, green, and digital entrepreneurship.</p>
<p><b>Website or Social Media Link for the Project</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.lapalmaemprende.es/una-empresa-en-mi-escuela-eme/">https://www.lapalmaemprende.es/una-empresa-en-mi-escuela-eme/</a></li> <li>• <a href="https://www.autonomosyemprend20180829162955017459edor.es/articulo/actualidad/proyecto-eme-lleva-emprendimiento-aulas/.html">https://www.autonomosyemprend20180829162955017459edor.es/articulo/actualidad/proyecto-eme-lleva-emprendimiento-aulas/.html</a></li> </ul>

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<b>Name of the partner</b>	Gurises Unidos
<b>Name of the project</b>	Plasticoin
<b>Brief Description</b>	Plasticoin is an eco-friendly virtual currency from Uruguay that assigns value to plastic waste.
<b>Process</b>	After developing their idea, the Plasticoin team applied to various funding opportunities and was selected by the National Development Agency (ANDE). Over six months, they underwent several evaluation phases, and by the end of 2019, they were awarded \$5,000 to validate their concept. Finally, on January 5, 2020, the Plasticoin project was officially launched.
<b>Objective</b>	The goal of this venture is to encourage changes in the irresponsible handling of plastic waste in our daily lives by educating and rewarding individuals in the process. It aims to mitigate the effects of excessive use of plastic products, emphasizing that this responsibility falls on everyone.
<b>Tools and Resources</b>	There are Collection Centers where community members, through incentives and rewards, act as aggregators of plastic waste, helping to mitigate its accumulation in the environment while promoting its collection and cleanup.
<b>Communication Channels</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.facebook.com/Plasticoin">https://www.facebook.com/Plasticoin</a></li> <li>• <a href="https://www.instagram.com/plasticoin.uy/">https://www.instagram.com/plasticoin.uy/</a></li> <li>• <a href="https://www.youtube.com/channel/UCg0K73K9a9VWUmxWDiJXAkW">https://www.youtube.com/channel/UCg0K73K9a9VWUmxWDiJXAkW</a></li> </ul>

<b>Success Indicators</b>	Plasticoín has 8,480 users and, through a synergy between businesses, Collection Centers, and organized logistics, it offers comprehensive management from the generation of waste to its subsequent recycling.
<b>Impact and Reach</b>	<ul style="list-style-type: none"> <li>• 8,480 registered users</li> <li>• 85,193 kg of plastics collected</li> <li>• 2,758 benefits issued</li> </ul>
<b>Lessons Learned</b>	Circular economy in Uruguay is possible. Plastic waste has value, and the circular economy in Uruguay is feasible.
<b>Do you consider that these strategies can be replicated or adapted in other projects or contexts?</b>	It is a triple impact venture that is easy to adapt to other contexts, aiming to generate not only economic benefits but also to create social and environmental value for the community in which it is based. It creates partnerships with responsible companies, establishing a virtual benefits platform and a new model of advertising exposure, with a positive social and environmental impact for the community.
<b>Other Relevant Aspects</b>	It is a Circular Economy project supported by the National Development Agency (ANDE). We generate an ecological virtual currency that gives exchange value to plastic waste to stimulate its cleaning, sorting, and delivery at our Collection Centers.
<b>Link to the project's website or social media</b>	<ul style="list-style-type: none"> <li>• <a href="#">Plasticoín</a></li> <li>• <a href="#">Cómo funciona Plasticoín</a></li> </ul>

Días: MARTES 16 ENE  
Horarios: 13:00 a 17:00 hs

Días: Sábados 13 y 27  
Horarios: 10:00 a 13:00

Días: TODOS LOS SABADOS  
Horarios: 10:00 a 14:00

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**PLASTICOIN**  
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<b>Name of the partner</b>	Gurises Unidos
<b>Name of the project</b>	REPAPEL
<b>Brief Description</b>	Non-profit organization dedicated to Environmental Education and Circular Economy in Uruguay. We promote recyclable material management systems to companies, organizations, and educational centers.
<b>Process</b>	For the past 20 years, it has been working to promote Environmental Education as the main driver for contributing to the construction of a more just society committed to its present and future environment.
<b>Objective</b>	We promote recycling material management systems to businesses, organizations, and educational institutions.
<b>Tools and Resources</b>	They work with public schools, kindergartens, and other educational institutions. They sort waste paper for later recycling and receive recycled paper supplies and environmental education programs in return. They also involve local residents in the community #YourPaperCanBeUseful for the children of the public school!
<b>Communication Channels</b>	Web, Instagram repapeluy/facebook repapel

<b>Success Indicators</b>	<p>Annually, they manage to recover more than 750,000 kg of paper, among other waste, which is recycled and transformed into paper and plastic supplies that return to the educational institutions where they develop various Environmental Education programs.</p>
<b>Impact and Reach</b>	<p>Report 2023  <a href="https://repapel.org/2023/12/27/el-ambienteque-queremos/">https://repapel.org/2023/12/27/el-ambienteque-queremos/</a></p>
<b>Lessons Learned</b>	<p>Circular Economy in Uruguay is possible.</p>
<b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b>	<p>Yes, the proposal is easily adaptable to other contexts. In recent years, replicas of the project have emerged, guided from Montevideo, in Mexico, Venezuela, and Spain.</p>
<b>Other Relevant Aspects</b>	<ul style="list-style-type: none"> <li>• National Environment Award "Uruguay Natural," Community category (2021)</li> <li>• The projects "My School Classifies" and "Classification and Recycling of Paper in School" were selected among the 500 best sustainable projects in Latin America by the Latin America Verde Awards (2020).</li> <li>• First Prize for Circular Economy in Uruguay in the Community category. Ande Uruguay and Page Uruguay (2019).</li> <li>• Citizen of Gold (2009).</li> <li>• "Ministerial Interest Declaration" from the Ministries of Education and Culture, Housing, Territorial Planning and Environment, and Social Development.</li> <li>• Winner of the regional contest for innovative ideas for resource mobilization awarded by Ashoka (2003).</li> </ul>

	<ul style="list-style-type: none"> <li>• “Best Practice to Improve the living Environment” por Dubai International Award y UN-Habitat. (2002).</li> </ul>
<p><b>Link to the project's website or social media</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://repapel.org/">https://repapel.org/</a></li> <li>• <a href="https://youtu.be/MG_JNXFQ484">https://youtu.be/MG_JNXFQ484</a></li> </ul>





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<b>Name of the partner</b>	Universidad Americana
<b>Name of the project</b>	Helios, ecobanco
<b>Brief Description</b>	The project is based on the emergence of eco-friendly neobanks in France. Helios, a 100% digital neobank, stands out by offering credit cards made of 80% cherry wood and 20% recycled plastic. It is committed to financing ecological transition projects and attracting customers who are dedicated to sustainable investments.
<b>Process</b>	Helios has successfully introduced digital and sustainable financial services. Opening online accounts is quick and paperless, and the bank is committed to financing projects focused on ecological transition. Effective marketing strategies, such as successful pre-registration campaigns, have contributed to its success. Support from influential figures like Elon Musk has also been highlighted. Although Helios was the pioneer, competition from companies like onlyone and Green-got indicates growing demand in the sector. Its innovative approach, sustainability, and public acceptance have been essential to its success.
<b>Objective</b>	To offer sustainable financial services, attracting citizens interested in ecological transition. They focus on ecological projects, promote transparency, and operate entirely digitally.

<p><b>Tools and Resources</b></p>	<p>Technology and financial operations with a new approach.</p>
<p><b>Communication Channels</b></p>	<p>Social media, websites, advertising media.</p>
<p><b>Success Indicators</b></p>	<p>Helios already has 1,000 active customers since its launch. Key metrics include the number of pre-registered users and active clients, impact on sustainable projects, social media engagement, assessment of ecological footprint, responsible investments, recognition and support from notable figures, and growth of competition.</p>
<p><b>Impact and Reach</b></p>	<p>The initiative of ecological neobanks in France has had a significant impact:</p> <ul style="list-style-type: none"> <li>• <b>Environmental Focus:</b> Contributes to sustainable projects and excludes investments harmful to the environment.</li> <li>• <b>Changes in Consumption:</b> Has led to changes in consumption patterns, promoting more sustainable habits.</li> <li>• <b>International Recognition:</b> The investment by Elon Musk suggests recognition at the international level.</li> <li>• <b>Global Expansion:</b> Indicates a possible expansion of the ecological neobank concept worldwide.</li> <li>• <b>Global Media Presence:</b> Coverage in international media highlights its visibility beyond France.</li> <li>• <b>Global Participation:</b> The global community supports the initiative on social media and other platforms.</li> <li>• <b>Contribution to Global Goals:</b> May align with the United Nations' Sustainable Development Goals.</li> <li>• <b>International Collaborations:</b> Partnerships with international institutions indicate a worldwide impact.</li> </ul>

<p><b>Lessons Learned</b></p>	<ul style="list-style-type: none"> <li>• <b>Sustainable Demand:</b> Strong demand for sustainable financial services.</li> <li>• <b>Effective Marketing:</b> Initial success through word of mouth and digital strategies.</li> <li>• <b>Product Innovation:</b> Introduction of sustainable cards as an innovative feature.</li> <li>• <b>Diverse Clientele:</b> Attraction of clients from various age groups.</li> <li>• <b>Growing Competition:</b> Emergence of new ecological neobanks.</li> <li>• <b>Significant Investors:</b> Investment from Elon Musk highlights notable backing.</li> <li>• <b>Community Focus:</b> Building a community beyond financial services.</li> <li>• <b>Environmental Commitment:</b> Clear commitment to financing ecological projects.</li> </ul>
<p><b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>Yes, the successful strategies of French eco-neobanks can be replicated globally. The growing environmental awareness and demand for sustainable options are global trends. Innovation in sustainable products, effective marketing on social media, community engagement, investments from prominent figures, and intergenerational approaches are transferable principles that can be adapted to various contexts.</p>
<p><b>Other Relevant Aspects</b></p>	<p>All topics have been addressed.</p>
<p><b>Link to the project's website or social media.</b></p>	<p><a href="https://www.helios.do/">https://www.helios.do/</a></p>



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★★★★★ Alexandre  
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<b>Name of the partner</b>	Universidad Americana
<b>Name of the project</b>	Reconekto – Delivery of Fruits and Vegetables.
<b>Brief Description</b>	Reconekto is a weekly food delivery service that collaborates with producers to provide a market for their products that are often harder to sell due to aesthetic reasons, thereby reducing food waste. They deliver special products to homes, which may vary in shape and size but are just as fresh, nutritious, and delicious.
<b>Process</b>	They are the founders of Remango, whose vision to combat food waste globally led them to win the Hult Prize 2021. They successfully reduced mango waste, but they understand that the issue is much larger. Now, they are tackling the entire food system.
<b>Objective</b>	Fight against food waste worldwide.
<b>Tools and Resources</b>	Weekly deliveries organized by neighborhoods. The delivery packaging is biodegradable.
<b>Communication Channels</b>	WhatsApp: +595 991 538326 Web: <a href="https://reconekto.com/">https://reconekto.com/</a> Email: <a href="mailto:info@remango.com.py">info@remango.com.py</a> Facebook: <a href="https://www.facebook.com/profile.php?id=100094151101801&amp;locale=es_LA">https://www.facebook.com/profile.php?id=100094151101801&amp;locale=es_LA</a> <a href="https://www.instagram.com/remangopy/">https://www.instagram.com/remangopy/</a> <a href="https://twitter.com/remango_py">https://twitter.com/remango_py</a> <a href="https://www.linkedin.com/company/remango/">https://www.linkedin.com/company/remango/</a>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Increase in recovered food</li> <li>• Increase in the number of benefiting families</li> <li>• Increase in subscribers</li> </ul>
<b>Impact and Reach</b>	<p>The initiative focuses on utilizing fruits and vegetables that do not meet the traditional standards of large retailers regarding their color or shape. Currently, the impact is local.</p>
<b>Lessons Learned</b>	<p>The lesson learned is that variations in shape, size, and color should not lead to food waste. Just because they have a different appearance does not mean they are not usable. The fact that a fruit or vegetable is not aesthetically perfect or looks different does not imply a loss of nutritional value.</p>
<b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b>	<p>It can be replicated in any country, as it is environmentally friendly and beneficial for family economies.</p>
<b>Other Relevant Aspects</b>	<p>Subscribers can place their orders through the website, and deliveries are made weekly.</p>
<b>Link to the project's website or social media.</b>	<p>WhatsApp: +595 991 538326          Web: <a href="https://reconekto.com/">https://reconekto.com/</a>          Email: <a href="mailto:info@remango.com.py">info@remango.com.py</a>          Facebook: <a href="https://www.facebook.com/profile.php?id=100094151101801&amp;locale=es_LA">https://www.facebook.com/profile.php?id=100094151101801&amp;locale=es_LA</a>  <a href="https://www.instagram.com/remangopy/">https://www.instagram.com/remangopy/</a>  <a href="https://twitter.com/remango_py">https://twitter.com/remango_py</a>  <a href="https://www.linkedin.com/company/remango/">https://www.linkedin.com/company/remango/</a></p>



reconekto

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<b>Name of the partner</b>	Universidad Católica de Córdoba
<b>Name of the project</b>	Kilimo
<b>Brief Description</b>	Kilimo is a platform that uses satellite imagery and weather data to improve water efficiency in agricultural production.
<b>Process</b>	Kilimo was founded in 2014 in Córdoba, Argentina, when the four owners and CEOs of the company met and decided to work on technology for agriculture. The initial months were spent visiting and understanding different farmers' needs. Based on this research, they launched this startup focused on using water resources efficiently in agricultural fields. They began working with several farms in Córdoba and other provinces in Argentina before expanding internationally. Their first international project was in Chile, in the Maipo Basin, which led to significant results and increased their recognition throughout Latin America. Today, they work with farmers in Argentina, Brazil, Chile, Uruguay, Peru, Mexico, and the United States. They have won international awards, and companies like Microsoft, Intel, and Google have joined the initiative.
<b>Objetives</b>	<p>The objectives of Kilimo are to provide solutions to various agricultural needs, such as:</p> <ul style="list-style-type: none"> <li>• <b>Visualizing the water status of your crops</b> from anywhere at any time.</li> <li>• <b>Making the best irrigation decisions</b> safely and tailored to each of your irrigation sectors.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Achieving greater efficiency in resource use</b> by optimizing water and energy consumption.</li> </ul>
<b>Tools and Resources</b>	<p>The platform combines meteorological, satellite, and field data to calculate the daily water consumption of a crop and maintain an up-to-date water balance for each irrigation sector. Using meteorological data from nearby open climate stations, Kilimo determines the potential evapotranspiration (ET<sub>o</sub>) for each irrigation sector. This information is cross-referenced with NDVI (Normalized Difference Vegetation Index) images, allowing for the establishment of a specific crop coefficient (K<sub>c</sub>) for each irrigation sector. This way, the actual evapotranspiration (ET<sub>c</sub>) for each sector is determined. Combined with soil characteristics, precise recommendations are made regarding when and how much to irrigate. By determining the current potential evapotranspiration (ET<sub>o</sub>) and establishing a specific crop coefficient (K<sub>c</sub>), the actual water demand (ET<sub>c</sub>) for each irrigation sector can be calculated. This, along with the soil characteristics collected during sampling and daily water balance monitoring, enables the generation of precise irrigation recommendations based on data.</p>
<b>Communication Channels</b>	<p>The communication channels used since the project's inception have been diverse. These include social media, their website, and advertisements through radio, television, and newspapers. Additionally, they have leveraged the project's success to promote it through interviews conducted by various media outlets.</p>
<b>Success Indicators</b>	<p>The success of this initiative was primarily measured by the short-term increase in farmers subscribing to the platform. Additionally, they were able to enter neighboring countries and subsequently expand into various countries in Latin America. They have also received international awards and funding in recent years, including recognition at DAVOS.</p>
<b>Impact and Reach</b>	<p>Kilimo monitors a total of over 44 types of crops in Latin America and the United States, allowing producers to manage their plantations from anywhere.</p>

	and at any time. This project allowed for the saving of 50 billion liters of water in the last year.
<b>Lessons Learned</b>	We believe that the lessons learned from this experience are: the importance of understanding what one wishes to undertake, innovating in the various responses and solutions that can be provided to a particular problem, and capitalizing on the work being done across various areas in social, green, and digital ventures.
<b>Do you believe these strategies can be replicated or adapted in other projects or contexts?</b>	We believe it is an original strategy that has proven successful in a short period of time, so we think it can be adapted to other projects or replicated in different contexts.
<b>Other Relevant Aspects</b>	The business model is based on selling a subscription for the service, which can be semi-annual or annual depending on the crop. Additionally, throughout 2023, they have been working on a Climate Adaptation project in some countries, aiming to promote water compensation projects.
<b>Link to the project's website or social media.</b>	<a href="https://kilimo.com/">https://kilimo.com/</a>

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<b>Name of the partner</b>	Universidad Católica de Córdoba
<b>Name of the project</b>	Changüi
<b>Brief Description</b>	Changüi is a venture that manufactures sustainable mates using yerba mate dust. From the mate itself to the packaging and everything that makes up the product, they are crafted from the most sustainable and environmentally friendly materials possible. For packaging, they use compostable e-commerce bags and compostable adhesives, ensuring that the entire venture operates within a sustainable circle based on the circular economy.
<b>Process</b>	This startup began operating in Mar del Plata, Argentina, in 2021, founded by two industrial designers. After conducting market research and studying materials that could have a second life, they started the artisanal production of these mates. As they became more well-known, production and sales of these mates increased across various locations in the country.
<b>Objective</b>	The goal of this project is to promote the circular economy using the waste from yerba mate, a beverage consumed by the vast majority of Argentinians.
<b>Tools and Resources</b>	This venture uses resources that are typically discarded and seeks to add value to that waste, which is why they operate within the framework of the circular economy.
<b>Communication Channels</b>	The communication channels they have used since the beginning of the project include social media and their website.

	Word of mouth at the beginning of the venture was also useful for them to gain recognition.
<b>Success Indicators</b>	The biggest indicator of success has been the increase in production and sales of these mates. They started their venture in one city and now sell both nationally and internationally.
<b>Impact and Reach</b>	This initiative has had a significant national impact as it utilizes the surplus yerba mate powder that is wasted during the processing of the leaves. Approximately 65% of this powder goes to waste, so finding a use for it has been beneficial for yerba mate companies, allowing them to sell this byproduct for mate production. Additionally, this initiative has grown substantially since its inception, reaching international markets within just two years.
<b>Lessons Learned</b>	Considering the significant amount of waste we generate from consuming various products, this initiative encourages us to realize that many of these items can have a second life. It is essential to prioritize the circular economy and collaborate with different organizations, companies, and ventures that operate within this framework to enhance these proposals.
<b>Do you believe that these strategies can be replicated or adapted in other projects or contexts?</b>	These strategies should be replicated in different projects and contexts.
<b>Other Relevant Aspects</b>	The venture aims to expand its infrastructure and human resources. Additionally, they have started working on designing mugs using coffee waste and recycled materials from cafes. They are also making progress in manufacturing compostable cups for cafes that offer take-away services.

**Link to the project's website or social media.**

<https://www.changui.com.ar/>

## 2.2. Gammification Best Practices

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<b>Name of the partner</b>	ASPAYM CyL
<b>Name of the project</b>	Robin Good
<b>Brief Description</b>	Robin Good is a distributor of food products with a social conscience. They promote the employment of people at risk of exclusion and collaborate with numerous projects in the food sector.
<b>Process</b>	An innovative and specific methodological tool has been employed, designed through virtual gamification, to enhance knowledge about social entrepreneurship. This tool promotes learning and facilitates access, generating competencies, skills, and abilities to support creative ideas that address the new needs arising from the Covid-19 pandemic.
<b>Objective</b>	The objective of this project is to generate employment for individuals at risk of exclusion who belong to groups that are often affected by unemployment due to mistrust.
<b>Tools and Resources</b>	Through crowdfunding, they raise funds for various food campaigns.
<b>Communication Channels</b>	<ul style="list-style-type: none"> <li>• Web: <a href="https://robingood.es/">https://robingood.es/</a></li> <li>• Twitter: <a href="https://twitter.com/RobinGoodSelect">https://twitter.com/RobinGoodSelect</a></li> <li>• Instagram: <a href="http://instagram.com/robingoodoficial">http://instagram.com/robingoodoficial</a></li> <li>• Facebook: <a href="https://www.facebook.com/robingoodoficial">https://www.facebook.com/robingoodoficial</a></li> <li>• TikTok: <a href="https://tiktok.com/@robingoodoficial">https://tiktok.com/@robingoodoficial</a></li> <li>• YouTube: <a href="https://www.youtube.com/channel/UChY4LH_zvnl8_TNNEtXQGw">https://www.youtube.com/channel/UChY4LH_zvnl8_TNNEtXQGw</a></li> </ul>

<p><b>Success Indicators</b></p>	<p>The success of the initiative is measured by employment data and the impact of the various campaigns they carry out.</p>
<p><b>Impact and Reach</b></p>	<p>It has a national impact as it collaborates with other companies on various campaigns. This allows it to achieve a greater impact.</p>
<p><b>Lessons Learned</b></p>	<p>Crowdfunding and social actions have a significant effect on society, making it easier for people at risk of exclusion to access jobs in this case.</p>
<p><b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>Crowdfunding is a very effective strategy for raising funds for social actions or initiatives that benefit the environment.</p>
<p><b>Link to the project's website or social media.</b></p>	<ul style="list-style-type: none"> <li>• Web: <a href="https://robingood.es/">https://robingood.es/</a></li> <li>• Twitter: <a href="https://twitter.com/RobinGoodSelect">https://twitter.com/RobinGoodSelect</a></li> <li>• Instagram: <a href="http://instagram.com/robingoodoficial">http://instagram.com/robingoodoficial</a></li> <li>• Facebook: <a href="https://www.facebook.com/robingoodoficial">https://www.facebook.com/robingoodoficial</a></li> <li>• TikTok: <a href="https://tiktok.com/@robingoodoficial">https://tiktok.com/@robingoodoficial</a></li> <li>• YouTube: <a href="https://www.youtube.com/channel/UChY4LH_zvnl8TNNEtXQGw">https://www.youtube.com/channel/UChY4LH_zvnl8TNNEtXQGw</a></li> </ul>

# ROBIN GOOD

## ALIMENTOS CON ALMA

<b>Name of the partner</b>	ASPAYM CyL
<b>Name of the project</b>	The Gamification of Employment II
<b>Brief Description</b>	The <i>Gamification of Employment II</i> is the second part of the project with the same name. Both projects promote the use of gamified methodology for the inclusion and employment promotion of young people with fewer opportunities.
<b>Process</b>	In this second part of the project, virtual gamification will be the primary methodology. One of the key outcomes is the creation of an innovative virtual learning ecosystem. Here, young participants will acquire skills related to computing and new technology management. To achieve this, a virtual platform is being developed that includes subject-related content and a level-based, gamified assessment system. Additionally, a virtual handbook is being created to disseminate this methodology and content, aimed at helping youth workers and educators learn more about this form of non-formal education.
<b>Objective</b>	The primary objective of this project is to establish a cooperative partnership aimed at fostering transnational cooperation in youth-focused work. The goal is to develop, test, and implement innovative methods that promote upskilling and enhancing the competencies of young people to tackle digital transformation. This is achieved through initiatives that build preparedness, resilience, and digital capabilities.
<b>Tools and Resources</b>	The main resource utilized was Gamification, through which various games related to the main theme were developed to promote learning.



<b>Communication channels</b>	<ul style="list-style-type: none"> <li>• Web: <a href="https://www.gamificationofemployment.eu/goe2/es/ini-cio-espanol/">https://www.gamificationofemployment.eu/goe2/es/ini-cio-espanol/</a></li> <li>• Instagram: <a href="https://www.instagram.com/the_gamificationproject/">https://www.instagram.com/the_gamificationproject/</a></li> <li>• Facebook: <a href="https://www.facebook.com/gameandemploymentll/">https://www.facebook.com/gameandemploymentll/</a></li> </ul>
<b>Success Indicators</b>	<p>The success of the initiative was measured through testimonials from participants who took part in the project and tested the final results.</p> <p><a href="https://www.youtube.com/watch?v=pymyNYTdtYA">https://www.youtube.com/watch?v=pymyNYTdtYA</a></p>
<b>Impact and Reach</b>	<p>By collaborating with partners from other countries, the project has achieved an international reach across Spain, Portugal, Italy, and Romania.</p>
<b>Lessons Learned</b>	<p>Gamification is an exceptional methodology in youth education, making content more engaging and easier to understand.</p>
<b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b>	<p>Gamification is an essential resource that should be applied in many areas to enhance people's learning.</p>
<b>Link to the project's website or social media.</b>	<ul style="list-style-type: none"> <li>• Web: <a href="https://www.gamificationofemployment.eu/goe2/es/ini-cio-espanol/">https://www.gamificationofemployment.eu/goe2/es/ini-cio-espanol/</a></li> <li>• Instagram: <a href="https://www.instagram.com/the_gamificationproject/">https://www.instagram.com/the_gamificationproject/</a></li> <li>• Facebook: <a href="https://www.facebook.com/gameandemploymentll/">https://www.facebook.com/gameandemploymentll/</a></li> </ul>



# The Gamification of Employment **II**

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<b>Name of the partner</b>	BB&R
<b>Name of the project</b>	Classcraft
<b>Brief Description</b>	Classcraft is an online and app-based platform that uses gamification to promote positive behavior and learning in the classroom. With a role-playing game (RPG) theme, students take on roles as avatars with special powers that gain or lose experience, gold pieces, crystals, and health points based on their performance in tasks, missions, battles, and more. Teachers set up games and manage students through a control panel.
<b>Process</b>	The project has evolved to seamlessly integrate daily classroom activities, fostering teamwork and collaboration while providing students with instant feedback on soft skills.
<b>Objective</b>	The goal of Classcraft is to make the school experience more fun, effective, and meaningful for both students and educators, while promoting a positive approach to behavior that inspires educators and motivates students.
<b>Tools and Resources</b>	Classcraft offers a variety of tools, including an online learning platform called Quests, which allows teachers to use interactive maps as lesson plans with multiple points representing learning objectives, activities, and resources.
<b>Communication Channels</b>	The initiative is promoted through its website, social media platforms such as Twitter and YouTube, and its mobile app.

<p><b>Success Indicators</b></p>	<p>The success of Classcraft is measured by its impact on classroom management, social and emotional learning, academic performance, attendance, and suspension rates.</p>
<p><b>Impact and Reach</b></p>	<p>Classcraft has had a significant impact on classroom management, social and emotional learning, academic performance, attendance, and suspension rates. Its reach is international, as it is used in classrooms around the world.</p>
<p><b>Lessons Learned</b></p>	<p>It has been learned that gamification can be an effective tool to motivate students and foster a positive and collaborative learning environment.</p>
<p><b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>Its focus on gamification and student engagement can be applied in various educational areas to enhance student motivation and involvement.</p>
<p><b>Other Relevant Aspects</b></p>	<p>Classcraft is a versatile platform that has proven effective in motivating students and fostering a positive, collaborative learning environment.</p>
<p><b>Link to the project's website or social media.</b></p>	<p><a href="https://www.classcraft.com/">https://www.classcraft.com/</a></p>

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<b>Name of the partner</b>	BB&R
<b>Name of the project</b>	Prodigy
<b>Brief Description</b>	Prodigy is an online game that uses role-playing game mechanics to motivate students to solve math problems and progress in the game.
<b>Process</b>	The game offers adaptive math practice within a game-based learning environment. It allows students to explore a fantasy world, complete quests, and battle friends to earn rewards, all while answering math questions.
<b>Objective</b>	The goal of the game is to make learning math fun and motivating, helping students build a growth mindset and increase their confidence in mathematics.
<b>Tools and Resources</b>	The game does not specify particular tools or resources, but it offers educational content within the game for free and provides tools for teachers and parents to support learning in the classroom and at home.
<b>Communication Channels</b>	The game communicates through its web platform and is available for free for educational use.

<p><b>Success Indicators</b></p>	<p>The success of the game is measured by student engagement, their progress in math, and positive feedback from teachers and parents.</p>
<p><b>Impact and Reach</b></p>	<p>The game has an international reach and is used in schools around the world to support math teaching in a fun and effective way.</p>
<p><b>Lessons Learned</b></p>	<p>The game has shown that role-playing game mechanics can be effective in motivating students in math learning, suggesting that these strategies can be replicated or adapted in other educational contexts.</p>
<p><b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>Yes, as the approach of integrating learning in an engaging game environment has proven effective in motivating students and making math learning more enjoyable.</p>
<p><b>Other Relevant Aspects</b></p>	<p>Prodigy is a free, safe web-based game that offers an innovative way to teach math to students by integrating learning into an engaging game environment.</p>
<p><b>Link to the project's website or social media</b></p>	<p><a href="https://www.prodigygame.com/main/en/prodigy-math/">https://www.prodigygame.com/main/en/prodigy-math/</a></p>

<b>Name of the partner</b>	The design team at Genially is made up of a diverse group of individuals, but they share similar interests, as most of them have dedicated their lives to art.
<b>Name of the partner</b>	Genially
<b>Brief Description</b>	This tool allows users to create presentations, infographics, gamifications, interactive images, and more interactive content quickly and easily, and it can be used individually or in groups. Students can create and design their own work, customizing it in a more interactive and playful way. This approach enables them to apply the theory they have learned, thereby enhancing their academic performance.
<b>Process</b>	The initiative has achieved success after undergoing a lengthy process of improvements to the gamification templates offered by Genially.
<b>Objetives</b>	In the educational field, the main objectives are: <ul style="list-style-type: none"> <li>• Gamify and energize classes.</li> <li>• Capture students' attention.</li> <li>• Adapt and personalize educational content.</li> <li>• Create varied and attractive teaching materials.</li> <li>• Convey information in a memorable and impactful way.</li> </ul>
<b>Tools and Resources</b>	It is worth noting the use of animations and transitions, as well as interactivity and personalization.
<b>Communication Channels</b>	It was primarily publicized through social media and websites.

<b>Success Indicators</b>	<p>Genially has received numerous awards and accolades in the field of educational innovation. Its versatility and ability to transform teaching have been widely recognized by the educational community in various parts of the world.</p>
<b>Impact and Reach</b>	<p>This initiative has achieved success at an international level. Educational institutions, companies, and organizations worldwide are already using it.</p>
<b>Lessons Learned</b>	<p>Genially is a gamification tool used in the classroom that creates a playful engagement link between the student and the educational process/content being taught.</p>
<b>Do you believe that these strategies can be replicated or adapted in other projects or contexts?</b>	<p>Genially can be focused on both the educational and workplace contexts, so it could be replicated in various projects.</p>
<b>Other Relevant Aspects</b>	<p>We increasingly see the importance of gamification in classrooms to optimize teaching outcomes.</p>
<b>Link to the project's website or social media.</b>	<p><a href="https://genial.ly/es/quienes-somos/">https://genial.ly/es/quienes-somos/</a> <a href="https://estilosdeaprendizaje.org/genially-comoherramienta-para-la-docencia/">https://estilosdeaprendizaje.org/genially-comoherramienta-para-la-docencia/</a></p>





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<b>Name of the partner</b>	Company supported by Softbank, Disney, and Microsoft. It is worth mentioning Louisa Rosenheck as the Pedagogical Director at Kahoot! Group.
<b>Name of the project</b>	Kahoot!
<b>Brief Description</b>	<p>It is an educational platform where teachers can create quizzes, surveys, and debates for students, making learning more engaging and participatory. It can be adapted to different levels of knowledge and ages. Thus, gamification is one of the keys to Kahoot's success.</p> <p>Each participant must select the correct answer. Results from the exercise are automatically generated through graphs that show students' mistakes and successes, allowing them to see where they went wrong in order to improve. The teacher briefly explains to justify which answer is correct.</p>
<b>Process</b>	<p>During the pandemic, as a result of school closures, social distancing, and changes in learning models around the world, the use of digital tools like Kahoot! became widely popular.</p> <p>Its global impact was such that it is now available in more than 11 languages.</p>

<p><b>Objetives</b></p>	<ul style="list-style-type: none"> <li>• Stimulate learning by creating an atmosphere of healthy and motivating competition that helps students learn.</li> <li>• Evaluate students in a more playful manner.</li> <li>• Allow teachers to customize games and questions according to the needs and objectives of each class.</li> </ul>
<p><b>Tools and Resources</b></p>	<p>Kahoot! platform, Internet, any electronic device such as a Chromebook, tablet, mobile phone, computer, and a projector to display the games and graphs with the obtained scores.</p>
<p><b>Communication Channels</b></p>	<p>Through social media and websites.</p>
<p><b>Succes Indicators</b></p>	<p>In particular, at the San Juan Bosco Vocational Training Center, we can affirm that the results obtained in grades improved significantly due to increased student motivation for learning.</p>
<p><b>Impact and Reach</b></p>	<p>This global learning platform has had a significant impact internationally, with numerous countries using it to promote gamification in education.</p>
<p><b>Lessons Learned</b></p>	<p>Kahoot! is yet another example of why gamification is becoming increasingly important in education. Through gamification, theory and practice are combined, enhancing student motivation and attention.</p>
<p><b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>In addition to the education sector, it can also be used for businesses, families, and social groups.</p>

<b>Other Relevant Aspects</b>	Students can play individually or in groups, which encourages collaboration and teamwork. This way, the experience becomes exciting and fun.
<b>Link to the project's website or social media.</b>	<a href="https://kahoot.com/">https://kahoot.com/</a>



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<b>Name of the partners</b>	Gurises Unidos.
<b>Name of the Project</b>	Ceibal Wordwall
<b>Brief Description</b>	Wordwall is an online tool that allows teachers to create interactive educational games for students, offering a free basic plan for educators.
<b>Process</b>	This digital tool, promoted by Plan Ceibal, has made a significant impact in classrooms, allowing teachers to create interactive games for their students. However, quantifiable data on the impact of this tool in Uruguayan classrooms could not be accessed.
<b>Objetive</b>	The use of gamification tools in the classroom can be a valuable option for educators looking to enhance their teaching practices, foster enthusiasm for learning, and improve their students' academic performance.
<b>Tools and Resources</b>	As a free-to-use digital tool, it has a significant impact on teachers who need to develop new intervention strategies with their students. It includes a manual on how to become a user and start working with game templates.
<b>Communication Channels</b>	Web.

<p><b>Success Indicators</b></p>	<p>Gamification in the classroom is an educational strategy that has proven to be effective in motivating and engaging students in their learning process. The incorporation of gamification tools in the classroom not only makes the teaching and learning process more enjoyable, but it also:</p> <ul style="list-style-type: none"> <li>• Encourages active participation from students,</li> <li>• Develops social skills,</li> <li>• Improves knowledge retention, and</li> <li>• Promotes teamwork.</li> </ul>
<p><b>Impact and Reach</b></p>	<p>No information was found regarding the impact of this tool on educational practices.</p>
<p><b>Lessons Learned</b></p>	<p>It generates motivation in students and improves their understanding of the subject being taught, as it is conducted through an interactive video game. In this sense, due to the tool's versatility, different templates can be used depending on the needs of the teacher or educator.</p>
<p><b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>Without a doubt, this tool can be replicated anywhere in the world, easily adapting to the user's needs.</p>
<p><b>Other Relevant Aspects</b></p>	<p>The games offered by Wordwall are easily understandable for use and adaptation to different themes.</p>
<p><b>Link to the project's website or social media pages.</b></p>	<p><a href="https://rea.ceibal.edu.uy/elp/gamificacion/wordwall.html">https://rea.ceibal.edu.uy/elp/gamificacion/wordwall.html</a></p>

2. Una vez creado el usuario al ingresar en la primera página si nos desplazamos hacia abajo encontramos una tabla con las actividades disponibles a crear y si clickeamos en ellas se abre una nueva página con ejemplos.

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### Crear un juego:

Clic en el botón "Crear actividad" en la parte superior de la página. Seguir los siguientes pasos:

#### Ejemplo 2

Realizado para estudiantes de 1er. año

Se trabajará:

- Reconocimiento de componentes externos de un Pc

0:07



#### Ejemplo 1

Ejercicio propuesto para grupo de adultos.

Se trabajará:

- Práctica en la utilización del mouse y cursores.
- Reconocimiento de tipos de archivos.



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<b>Name of the partner</b>	Gurises Unidos
<b>Name of the project</b>	Creática
<b>Brief Description</b>	Creática is an educational institution dedicated to researching, analyzing, and promoting the possibilities that technical and technological aids offer people with disabilities in health, education, and social services.
<b>Process</b>	Creática was founded in 2008 as a representative of the FREE Foundation from Spain and serves as a multiplier for the research and actions undertaken by the Foundation. It receives academic support from Prof. Dr. Rafael Sánchez Montoya, a faculty member at the University of Cádiz, Spain, who participates as a Project Advisor.
<b>Objective</b>	To facilitate educational and social inclusion for people with disabilities through technological resources.
<b>Tools and Resources</b>	<p><b>Comprehensive Rehabilitation Approach:</b></p> <p>This intervention modality is implemented once the user and their support group have effectively adopted the technology introduced during the initial "Technology for Inclusion" approach. Generally, this type of intervention is offered after prior technological support has been provided. In this approach, professionals from various disciplines work together, depending on the user's needs. The objective of these treatments is to continue developing skills and enhancing the quality of life, ensuring that the goal of these treatments is to continue applying the technological tools that the user has adopted,</p>


	thereby ensuring ongoing skill development and quality of life improvements for individuals.
<b>Communication Channels</b>	Mail, WhatsApp, Web, instagram, facebook.
<b>Success Indicators</b>	Creática is part of the global Inclusive Society movement, which is ideologically rooted in the Universal Declaration of Human Rights. This organization brings this philosophy into practice by promoting non-exclusive use of new technologies, aligned with the principles outlined in the United Nations World Program of Action concerning Disabled Persons, as well as various UNESCO declarations.
<b>Impact and Reach</b>	At the national level, the organization provides courses and training for professionals and also conducts workshops for children, adolescents, young adults, and adults with disabilities. Through these programs, they seek creative alternatives to break down existing barriers in our societies.
<b>Lessons Learned</b>	We are convinced that, in many cases, using technology with an appropriate methodology enables people with disabilities to enhance their skills, effectively allowing them to move "from impairment to competence."
<b>Do you believe these strategies could be replicated or adapted in other projects or contexts?</b>	Without a doubt, this project can be replicated, just as it has been replicated here in Uruguay. It is important that it can be adapted according to the needs of the target population.




<p><b>Another Relevant Aspects</b></p>	<p>This institute, specializing in the use of technology to overcome barriers, constantly faces the challenge of researching, understanding, and exploring new technological advancements. The institution operates through a technological approach, conducting weekly one-hour sessions with each participant.</p>
<p><b>Link to the project's website or social media.</b></p>	<p><a href="https://www.creatica.uy/">https://www.creatica.uy/</a></p>

### Instituto Creática


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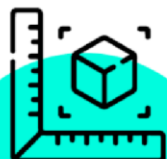
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Prácticas



Talleres



Foros

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<b>Name of the partner</b>	Universidad Americana
<b>Name of the project</b>	Plataforma Maitei
<b>Brief Description</b>	The Maitei Project was carried out by a team of teachers and student researchers from the National University of Itapúa (UNI) with the support of the National Council of Science and Technology (CONACYT) through the PROCENCIA Program. It develops an open virtual platform with resources and web tools for online teaching and learning of the Guaraní language.
<b>Process</b>	The project was funded in 2021 by CONACYT, and since then, the platform has been created and remains active to this day. It is quite new, so its success cannot yet be measured.
<b>Objective</b>	<p>The development of the Maitei platform (2021) for learning the Guaraní language responds to both national policies for the preservation of languages—specifically Guaraní, whose status has been strengthened in recent years—and to international organizations like the UN (2021), which, through the Sustainable Development Goals, aims to provide quality education to the populations of member countries.</p> <p>Among the project's objectives are: to develop the chapters and digital sections to be included in the multimedia application; and to develop virtual applications for accessing the digital content to be incorporated into the web environment. The materials are presented as techniques applied to offer various types of exercises that generate</p>

	appropriate linguistic input for students.
<b>Tools and Resources</b>	The use of technology for selecting different items in a variety of exercises stimulates the learning of the Guaraní language. This involves the incorporation of text-to-text items arranged within the Maitei learning platform.
<b>Communication Channels</b>	The project has been shared through traditional media, social media, and a scientific article. <a href="https://www.lanacion.com.py/pais_edicion_impresa/2021/11/07/crean-plataforma-virtual-para-aprender-guarani/">https://www.lanacion.com.py/pais_edicion_impresa/2021/11/07/crean-plataforma-virtual-para-aprender-guarani/</a> <a href="https://www.conacyt.gov.py/crean-plataforma-virtualpara-aprender-guarani">https://www.conacyt.gov.py/crean-plataforma-virtualpara-aprender-guarani</a> <a href="https://revistascientificas.una.py/index.php/nemityra/article/view/25_60">https://revistascientificas.una.py/index.php/nemityra/article/view/25_60</a>
<b>Impact and Reach</b>	Its impact is national and international since anyone can access the platform.
<b>Lessons Learned</b>	The incorporation of text-to-text items on the Maitei learning platform helps develop learners' linguistic skills and supports the strengthening of productive capacities in the Guaraní language.
<b>Do you believe that these strategies can be replicated or adapted in other projects or contexts?</b>	Yes
<b>Another Relevant Aspects</b>	It is a platform accessible to everyone.

<b>Website or social media link of the project.</b>	<a href="http://maitei.uni.edu.py/">http://maitei.uni.edu.py/</a>

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<b>Name of the partner</b>	Universidad Americana
<b>Name of the project</b>	Business Simulator Competition – FACEA Challenge
<b>Brief Description</b>	A Formative and Integrative Methodology that enables training in business management and strategic decision-making through a group competition format.
<b>Process</b>	The project offers an innovative and high educational value proposal, allowing students to discover the direct and indirect relationships that exist between different areas of study (e.g., Accounting, Administration, Economics, Marketing, Commercial Sales, etc.) and their application in business and the corporate environment.
<b>Objectives</b>	<p>Implement the use of business practice simulators and decision-making for students, in order to reinforce the teaching-learning processes, solidifying in students the practical skills necessary for efficient professional and business performance.</p> <ul style="list-style-type: none"> <li>• Integrate students from both in-person and virtual modalities in the use of business simulator methodology through a group competition.</li> <li>• Provide a dynamic and innovative tool, facilitating real practices, to respond effectively different training needs required in today's labor environment.</li> </ul>

<b>Tools and Resources</b>	<b>Licenses for Accessing the Sunny Day Simulator</b> (Provided by Company Game), <b>Computing Equipment</b> (notebook or PC), <b>Internet</b> . A digital platform (Sunny Day) was used, which allows for the practical application and consolidation of knowledge in various areas, in addition to developing and enhancing management skills in an environment that simulates reality.
<b>Communication Channels</b>	Social media of the American University.
<b>Success Indicators</b>	Due to the number of students who participated in the competition and the scores obtained.
<b>Impact and Reach</b>	It had a local impact within the university.
<b>Lessons Learned</b>	Processes of Training and Social Projection were integrated, along with the strengthening of pedagogical-didactic processes centered on meaningful learning. Projects were executed by areas through the application of business simulators to improve students' learning levels. Additionally, it allowed for the application and integration of acquired knowledge in a transversal manner and to deepen the required skills.
<b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b>	It can be replicated in other educational contexts.

<b>Another Relevant Aspects</b>	Competencies are an interesting tool for meaningful learning for students because they promote participation.
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<p><b>Name of the partner</b></p>	<p>Universidad Católica de Córdoba</p>
<p><b>Name of the project</b></p>	<p>The Leadership Career</p>
<p><b>Brief Description</b></p>	<p>This intervention takes place in the context of an in-person tutoring session for the course "Principles of Management," aimed at addressing real-life situations where the content of the theoretical subject can be applied. In this tutoring session, the discussion of practical cases is encouraged. The proposal seeks to explore new spaces that add value to the teaching-learning process, which is why a series of playful activities were designed and implemented to foster interaction among students and between students and the instructor, as well as to facilitate the transfer from the classroom to real-life situations and the profession in particular.</p>
<p><b>Process</b></p>	<p>The proposal began to be designed a few months before the course was generally taught. Six concrete stages can be outlined to organize the design process:</p> <ol style="list-style-type: none"> <li>1. Training in gamification for university classrooms</li> <li>2. Awareness and adaptation activities toward innovation</li> <li>3. Planning and designing the innovation</li> <li>4. Pilot testing of the innovation</li> <li>5. Implementation of the innovation</li> <li>6. Follow-up and reflections</li> </ol>



<b>Objective</b>	<p>The objective is to incorporate the pedagogical benefits of play into teaching practices, while also promoting a space for reflection and debate in a different type of interaction between the teacher and participants. This environment not only highlights prior engagement with course materials but also fosters team interaction through physical movement, encouraging diverse forms of communication in the classroom.</p>
<b>Tools and Resources</b>	<p>The resources used included: Classroomscreen, Échalo a Suerte, El Rincón del Profesor, Moodle, Google Forms, Padlet, Internet, PowerPoint, and Genial.ly.</p>
<b>Communication Channels</b>	<p>The communication channels used so far include the social media of the National University of Córdoba, the social media of the Faculty of Economic Sciences at the same university, and an article written by the project's lead teachers, which was published by the university itself.</p>
<b>Success Indicators</b>	<p>The main indicator of the intervention designed by UNC teachers was its success in motivating students to participate and engage with both peers and the instructor. The class was experienced as part of a learning process, encouraging students—who were previously accustomed to attending with minimal participation—to approach practical applications of course content with greater enthusiasm.</p>
<b>Impact and Reach</b>	<p>Students learned the practical applications of course content with greater enthusiasm and a relaxed approach, expressing how meaningful it was to have access to a unique and memorable setting for internalizing the subject material. This experience became part of a learning process involving innovative approaches within the class structure. Currently, the scope is limited to this course within the Faculty of Economic Sciences at UNC. However, the university is actively working on sharing best practices in classroom gamification to broaden the impact across more courses.</p>

<b>Lessons Learned</b>	The main takeaway from this experience is the need for gamification resources in the classroom. This work demonstrates that students who can use and benefit from gamification resources are more motivated when it comes to learning.
<b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b>	These strategies should be replicated at all educational levels.
<b>Link to the project's website or social media.</b>	<a href="http://www.innovacesal.org/redit_gamificacion/redit_reportes_finales_gamificacion_foro2018/03/03.pdf">http://www.innovacesal.org/redit_gamificacion/redit_reportes_finales_gamificacion_foro2018/03/03.pdf</a>

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<b>Name of the partner</b>	Universidad Católica de Córdoba
<b>Name of the project</b>	Serious Games
<b>Brief Description</b>	The teaching team of the division designed and implemented a video game as a playful activity aimed at addressing the difficulties expressed by students in understanding topics related to distribution in sampling.
<b>Process</b>	<p>The first implementation of the video game took place with a small group of students who attended a consultation before a final exam for the subject. During that time, they were invited to try this tool with the aim of reviewing the content involved in the game in a more relaxed manner, while also becoming aware of the level of learning achieved and the need to delve deeper into these topics.</p> <p>Subsequently, this tool was used with a larger group of students who were about to take the final exam for the subject. On that occasion, the teaching team focused on the work dynamics and the students' reactions to this new approach for reviewing the content.</p>
<b>Objectives</b>	<p>This project aims for students to:</p> <ol style="list-style-type: none"> <li>a. Review and reinforce topics related to distribution in sampling using a gaming instance as a didactic tool.</li> <li>b. Apply theoretical concepts to situations in their daily lives.</li> <li>c. Become aware of the level of learning achieved and the need to deepen their study of these topics.</li> </ol>

<p><b>Tools and Resources</b></p>	<p>The tool used in this project is Twine, which allows for the creation of interactive stories through non-linear scenarios. Additionally, being open-source software enables free access, provides freedom in its execution, and allows for adaptation to the specific needs of the intervention through prior study of its source code. The game's format was developed by combining programming languages inherent to Twine with external ones such as CSS and JavaScript.</p>
<p><b>Communication Channels</b></p>	<p>The communication channels they have used are the networks of UNC, and they have also published articles to share the results of this project.</p>
<p><b>Success Indicators</b></p>	<p>The design and implementation of this activity represented a significant challenge and effort for the teachers, who had to redefine the language and strategies, review the content to adapt it to a playful instance, coordinate joint work, learn the programming language of the chosen software, and define the game's plot script and the support instances for the players. For their part, the students positively valued the activity and expressed enthusiasm and surprise at the proposed working instance, which was different from what is typically offered in the classroom. They also stated that it allowed them to become aware of the level of learning achieved and the need to deepen their study of these topics.</p>
<p><b>Impact and Reach</b></p>	<p>Although the impact has been minimal since this project was launched in a course at the Faculty of Economic Sciences at UNC, the results have been encouraging for the teachers who implemented it, giving them the opportunity to carry it out year after year while improving the project's weaker aspects. Furthermore, it is hoped that other courses and faculties within UNC will be inspired by this initiative and will incorporate gamification projects when planning their classes.</p>

<p><b>Lessons Learned</b></p>	<p>In the new educational paradigm, game-based learning creates relaxed environments and leisure spaces where students can explore and have fun while acquiring knowledge. These teaching strategies also foster interactive and immersive settings that promote student-centered learning.</p>
<p><b>Do you think these strategies can be replicated or adapted in other projects or contexts?</b></p>	<p>This strategy, like other gamification strategies being used at different educational levels, is very valuable as it not only seeks for students to learn, but also aims for each student to be part of the learning construction. For this reason, we believe that gamification is a fundamental tool and should be replicated at all educational levels.</p>
<p><b>Link to the project's website or social media.</b></p>	<p><a href="http://www.innovacesal.org/redit_gamificacion/redit_reportes_finales_gamificacion_foro2018/17/17.pdf">http://www.innovacesal.org/redit_gamificacion/redit_reportes_finales_gamificacion_foro2018/17/17.pdf</a></p>



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