

Talent Pass

€ **3**
million
funding

10
partners

7
countries

48
month
duration

Empowering Innovation

Through Mobility

&
Collaboration

Erina Guraziu – OpenCom
26/11/2025



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www.opencom-italy.org

Sustainable Development
Centrality of the individual
Subsidiarity and Interdisciplinarity

About us

Social cooperative **founded in 2011 in Arezzo** (Tuscany, Italy), OpenCom is a **private research centre** that, at an international level, deals with **social research, training, communication, sustainability, project management** and **ICT** technologies applied to processes and communication. The objectives of OpenCom are the promotion of knowledge, inclusion, civic participation, social and intergenerational dialogue.

Our principles

To reach these goals, the organization operates by pursuing **sustainable development**, the **recognition of individual's centrality**, the value of **subsidiarity** an **interdisciplinary approach** working through planning and enacting the **integration and exchange of knowledge, skills, and abilities** about technology, sociality and culture.

Our Commitment for the Agenda 2030



We are member of



We are an accredited training centre



OpenCom Accreditations 2025

- ❑ ISO 9001:2015 for “Design and Provision of Training Services”
- ❑ Accredited Training Organization PRINCE2 Method, Axelos Ltd
- ❑ Regional Civil Service Organisation at Tuscany Region
- ❑ European Solidarity Corps for activities of voluntary, traineeship and job
- ❑ Euroguidance Network
- ❑ Accredited FonArCom for training through Joint Interprofessional Funds
- ❑ Pact for skills



Our Areas

Research and Development Lab

Project Management

Design of Innovative Training
Curricula and Training
Provision

Sustainability

PDM & LMS

Communication
and Dissemination

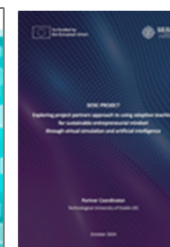
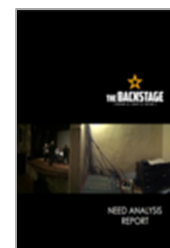
International Mobility- VET

Italy & Hosting Power

Multimedia Lab



Research & Development



Research & Development



Proc. of the 20th European Safety and Reliability & 20th Society for Risk Analysis Europe Conference
Edited by Erik Rasmussen, Stockholm, Torbjørn Aasen, Trondheim, Roger Flego, Kuala Lumpur
15-20 September 2024, 15-20 September, Published by Research Publishing, Singapore.
doi:10.38018/ISSN 1844-2025-2, ISBN: 984-8325-870-0

Forecasting Risk Management Skills for Future Sustainability Leaders: An Exploration of
Project Management Training in Higher Education

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The rapid changes produced by technological innovations, AI, climate change, and global inequalities require "sustainability-oriented" to acquire critical thinking and transdisciplinary competences to manage complexity and beyond their thinking employability. Risk management addresses complex problem solving, critical thinking, and systems analysis. This manuscript, developed by the World Economic Forum (WEF), is aimed to foster employability. The study builds on recent research on the connection between learning project management and acquiring transdisciplinary skills that have substantial employability. Projects are the means by which we transform and manage change, and uncertainty is embedded in projects. Risk management is a well-known skill in project management discipline and sustainable project management learning. Learning risk management strategies in a transdisciplinary competence field allows individuals to address uncertainty and adapt to evolving work environments. This study explored how project management training can foster higher education students in developing risk management competences, including sustainability competences. The study only focuses on a 10-day project management course delivered at the Faculty of Economics in Tromsø at the University of Tromsø. It covers topics such as risk management, change management, and human resources management in the project management learning. Students' knowledge skills were measured through a self-evaluation questionnaire with self-evaluation statements, which were administered before and after the course. Analysis showed sustainable progress in student personal knowledge skills for sustainability, communication and emotional intelligence. Improving risk management skills through project management training has found strong connections with the significant personal improvement of students' emotional intelligence.

Project management effectively develops risk management competences if used as an embedded pedagogical device in higher education through experiential and reflective learning approaches. Risk and project management integration enhances students' capability for complex decision-making in uncertain environments. Future research could examine long-term professional outcomes and transdisciplinary across diverse educational contexts.

Keywords: Risk Management Competences, Project Management Education, Transdisciplinary Skills, Sustainability Competencies, Higher Education Pedagogy, Experiential Learning

1. Introduction: Industry organizations face unprecedented complexity in managing sustainability and risk, requiring new approaches to education and training. This study explores how project management education can specifically address sustainability competences in complex problem-solving, critical thinking, and systems analysis. Within this context, project management education has emerged as a promising avenue for developing these critical competences, particularly in risk management.

Recent research has established the effectiveness of project management training in fostering sustainability employability through integrated approaches combining cognitive development with practical application. Building on these findings, this study investigates how project management education can specifically address sustainability competences among graduate students. Through a mixed methods design incorporating insights from students, professionals and an educational intervention, we explore the development of critical capabilities for managing uncertainty in complex environments.

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AgriFood University - Florida | AGRICULTURAL SCIENCES Volume 16 Issue 41 2024

DOI: 10.26907/agri.2024.41.014
AN INNOVATIVE MULTISTAKEHOLDER APPROACH TO RURAL
ENTREPRENEURSHIP EDUCATION

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²OpenCom, Italy

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Abstract: Rural areas across the European Union face common structural challenges, exacerbated by recent global events. The OPEN (Optimizing Project Management) framework addresses these challenges by focusing on four key areas: literacy, agriculture, tourism, and sustainable energy. The primary objective is to equip rural entrepreneurs with advanced managerial and business skills through an innovative educational platform. The project methodology combines multi-stakeholder interaction, development of impact evaluation capabilities, and promotion of continuing education in strategic business management. A multi-level approach was utilized, including business service, collection of case studies, development of simulation models, and creation of educational modules. The project resulted in a comprehensive training course and a multi-stakeholder platform (training e-Platform, Market Research, Virtual Learning Environment, Simulation-based Learning Environment, and Data Acquisition Component). This holistic approach, grounded into the Systems Thinking approach and Systems Dynamics methodology, aims to analyze a new paradigm of sustainable rural entrepreneurship. Hence, building on this, the OPEN platform addresses critical challenges in Italy's rural areas and offers a promising mechanism to enhance the competitiveness and sustainability of rural economic sectors. Europe, by building the innovation gap and supporting emerging sectors.

Keywords: rural economy, entrepreneurship education, interactive learning environments, business models, impact evaluation, systems thinking, systems dynamics

INTRODUCTION: Rural areas across the EU despite their diversity, share common structural challenges such as poor digital connectivity, limited transportation infrastructure, population decline, limited access to services and lower level of economic development (Guraziu et al., 2023). According to the cited authors, the last challenge is reflected in lower GDP per capita, lower productivity and low diversified economy, what makes them more vulnerable to economic shocks. These issues have been exacerbated by recent global events, including the economic recession (Papera et al., 2023), the COVID-19 pandemic (Lima et al., 2023), and the ongoing climate crisis (Papera et al., 2023). Consequently, rural entrepreneurs face unprecedented complexity and uncertainty in their business environments, such as economic, social and environmental issues (Guraziu et al., 2023). Hence, there is a pressing need for innovative approaches to promote rural sustainable development (SD) and harness local potential while addressing inherent vulnerabilities.

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AgriFood University - Florida | AGRICULTURAL SCIENCES Volume 16 Issue 41 2024

DOI: 10.26907/agri.2024.41.014
DESARROLLO DE COMPETENCIAS PARA LA EMPLEABILIDAD SOSTENIBLE A
TRAVÉS DE SIMULACIÓN VIRTUAL E IA

Developing Skills for Sustainable Employability through Virtual
Simulation and AI

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Resumen: El objetivo del artículo es analizar el potencial de la simulación virtual y la inteligencia artificial (IA) para desarrollar competencias de emprendimiento sostenible. Se presenta el proyecto SEDIC "Sustainable Entrepreneurship in Smart Clothing", financiado en Chile por el programa Espinero, cuyo objetivo es el fortalecimiento de las capacidades de las instituciones de formación profesional para desarrollar una mentalidad de emprendimiento sostenible en los estudiantes. El método de investigación asume un enfoque cualitativo empírico, para comprender cómo la integración de simulaciones virtuales basadas en IA puede transformar la enseñanza del emprendimiento sostenible en el contexto de la formación profesional. Como resultado, el artículo propone una reflexión sobre cómo el aprendizaje mediado por la interacción "social" con la Inteligencia Artificial (IA) puede potenciar el desarrollo de competencias transversales, contribuyendo a la mejora de la empleabilidad sostenible, destacando como conductas el potencial de la IA para crear entornos de aprendizaje interactivo y personalizado que favorecen la adquisición de competencias sociales y emocionales.

Palabras clave: emprendimiento sostenible, simulación virtual, inteligencia artificial, matrices de competencias transversales.

Abstract: The aim of the article is to analyse the potential of virtual simulation and artificial intelligence (AI) to develop sustainable entrepreneurship skills. We will present the SEDIC project, "Sustainable Entrepreneurship in Smart Clothing", funded in Chile by the Espinero programme with the objective of strengthening the capacities of vocational training institutions to develop a sustainable entrepreneurial mindset in students. The research method assumes an empirical qualitative approach, to understand how the integration of AI-based virtual simulations can transform the teaching of sustainable entrepreneurship in the context of vocational training. As a result, the article provides a reflection on how learning mediated by "social" interaction with Artificial Intelligence (AI) can enhance the development of transversal competences, contributing to the improvement of sustainable employability, highlighting as a conclusion the potential of AI to create interactive and personalized learning environments that favor the acquisition of social and emotional competences.

Keywords: sustainable entrepreneurship, virtual simulation, artificial intelligence, transversal competence framework.

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DOI: <https://doi.org/10.26907/agri.2024.41.014>

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AgriFood University - Florida | AGRICULTURAL SCIENCES Volume 16 Issue 41 2024

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AN INNOVATIVE MULTISTAKEHOLDER APPROACH TO RURAL
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Keywords: rural economy, entrepreneurship education, interactive learning environments, business models, impact evaluation, systems thinking, systems dynamics

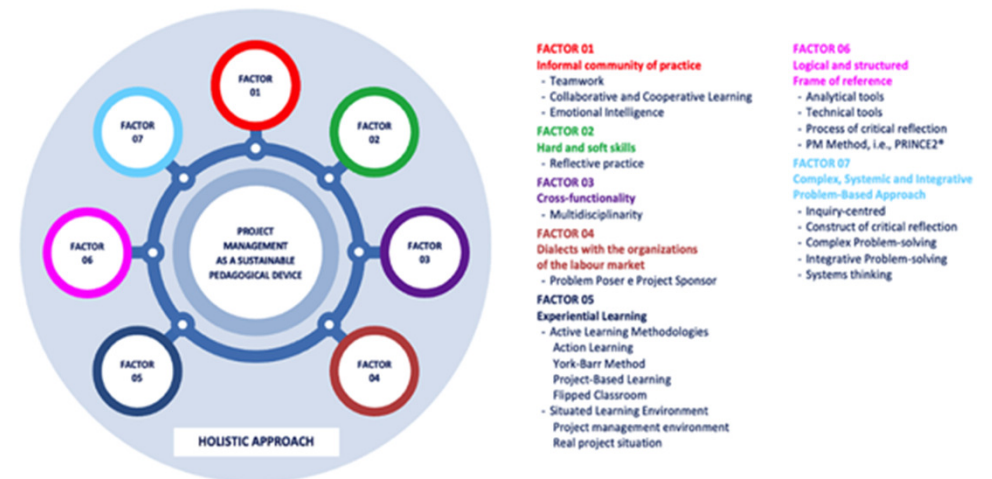
INTRODUCTION: Rural areas across the EU despite their diversity, share common structural challenges such as poor digital connectivity, limited transportation infrastructure, population decline, limited access to services and lower level of economic development (Guraziu et al., 2023). According to the cited authors, the last challenge is reflected in lower GDP per capita, lower productivity and low diversified economy, what makes them more vulnerable to economic shocks. These issues have been exacerbated by recent global events, including the economic recession (Papera et al., 2023), the COVID-19 pandemic (Lima et al., 2023), and the ongoing climate crisis (Papera et al., 2023). Consequently, rural entrepreneurs face unprecedented complexity and uncertainty in their business environments, such as economic, social and environmental issues (Guraziu et al., 2023). Hence, there is a pressing need for innovative approaches to promote rural sustainable development (SD) and harness local potential while addressing inherent vulnerabilities.

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Active learning methodologies

The **7-factor model of Project management** as a **sustainable pedagogical device** for the development of **transversal skills** in the context of tertiary education



Guraziu, E., 2023 (article 'The model of Project management as a sustainable pedagogical device: case study research at tertiary education environment' under publication in Sustainability Journal, Special Issue 'Sustainability Education in Project Management').



Project Management



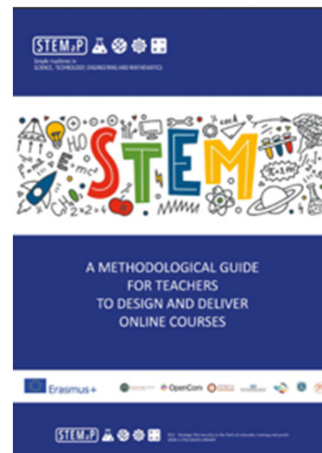
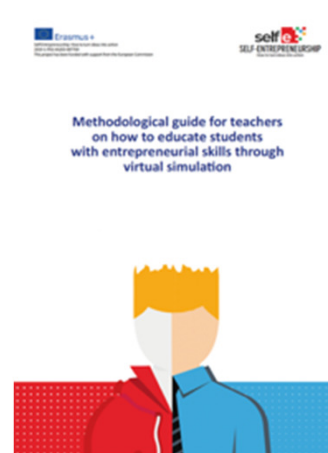
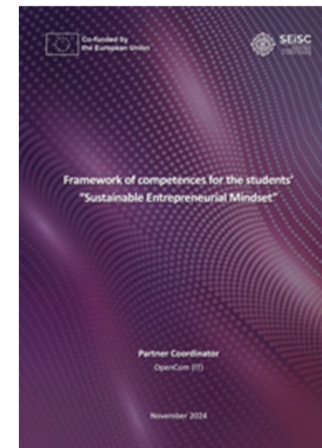


Project Management



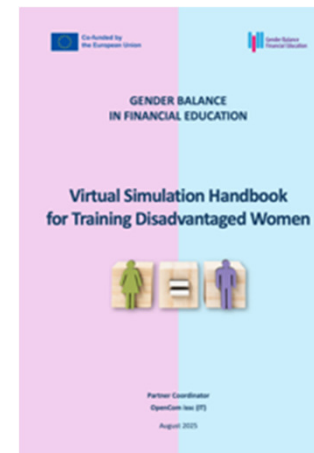
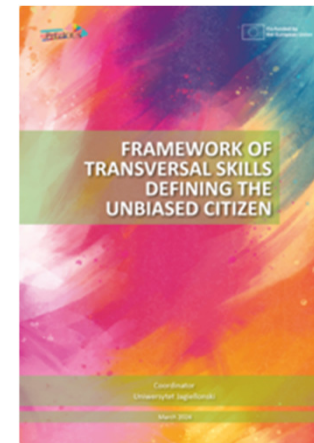


Design of new training curricula and training provision



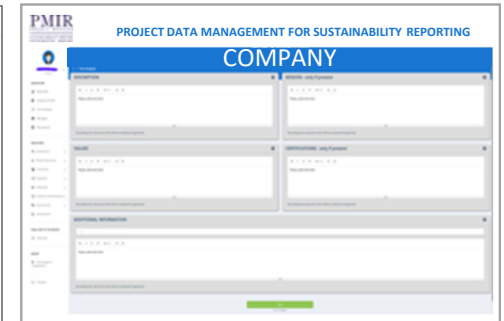
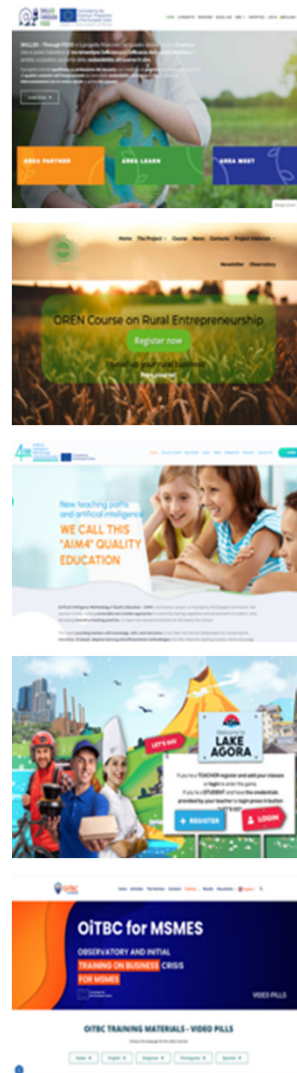


Design of new training curricula and training provision



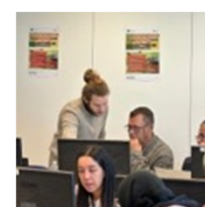
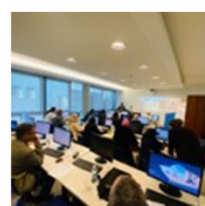
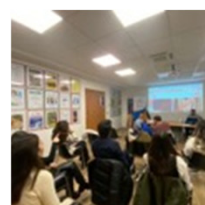
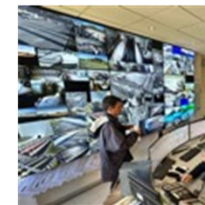
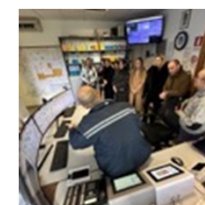
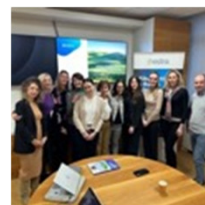
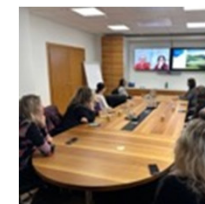


Online training provision through OpenCom LMS





In presence training provision

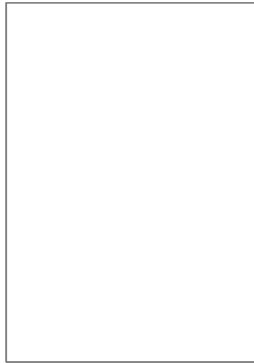


Sustainability





Sustainability



OpenCom brings GBFE training to Arezzo to close the gender gap in financial education

MeDCare: Medical Technology & Digital Health
Care Technician

DigiSET - The Academy of Digitally Sustainable
European Teacher

BIAD: AI-Enabled Skill-Building for Tourism and
Hospitality: Bridging the Industry-Academia
Divide

OPENCOM

BGB: Breaking Gender Bias in VET: Through AI-
Enhanced Strategies and Gender Equality Plans

CPG: Community of Practice on GreenComp skills
for organizations' human capital

SHE-GROWS: Sustainable Hydroponic Education
for Growing Rural Opportunities

Made with  Whimsical

Projects starting in
2026



Erasmus + KA1 VET

Mobility of students


International mobility VET

Up to **2024**, OpenCom provided **2.040 Italian students** from **15 regions in Italy** with the opportunity to participate to **Erasmus+ internships in 13 European countries**.

We work with over **104 High Schools and VET institutions in Italy**

OpenCom is actively involved in multiple **European Erasmus+ KA1 projects**, where they assume various responsibilities. These include coordinating the **selection and placement of students, tutoring, evaluation of competences, project management, financial management and reporting, and dissemination management**.





Erasmus + KA1 VET
Mobility of students

**International
Mobility
Hosting Power**



- Between **2014 and 2024**, we hosted **2,300 students** and **teachers** in Arezzo.
- Between **2023 and 2024**, we hosted **518 students** from **113 schools and organizations** located in **9 European countries**.

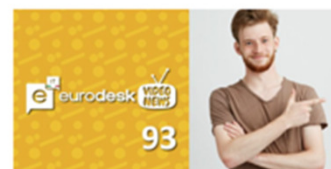
We work with more than **674 companies in Arezzo** and with over **50 European organizations** active in **vocational education and training**.

Eurodesk Italy VideoNews

Multimedia



www.news.eurodesk.it



EURODESK ITALY VIDEONEWS - Puntata 93 del 23.06.2023



EURODESK ITALY VIDEONEWS - Puntata 92 del 09.06.2023



EURODESK ITALY VIDEONEWS - Puntata 91 del 12.05.2023



EURODESK ITALY VIDEONEWS - Puntata 90 del 28.04.2023



EURODESK ITALY VIDEONEWS - Puntata 89 del 14.04.2023



EURODESK ITALY VIDEONEWS - Puntata 88 del 31.03.2023



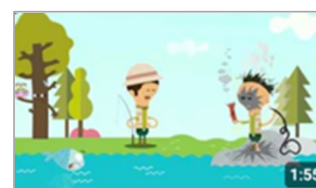
The **Eurodesk Italy VideoNews project** is a good practice promoted by the **Arezzo Eurodesk Centre** (OpenCom and the Local School Office) in collaboration with the **Student Council of Arezzo Province** from 2018 to 2024.



Multimedia

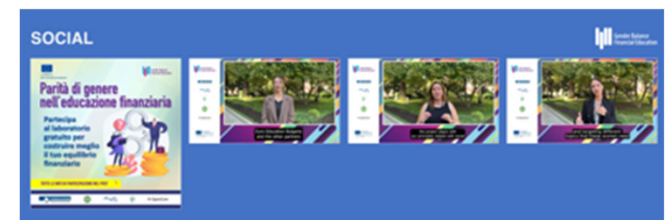
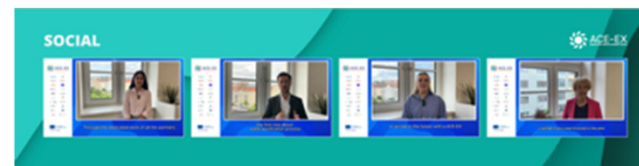
OpenCom has established a dedicated **video production department**.

The department's **specific skills and equipment** enable the support of European projects with video content, ensuring adequate dissemination on the web and social media in all partners' languages.



Communication and dissemination

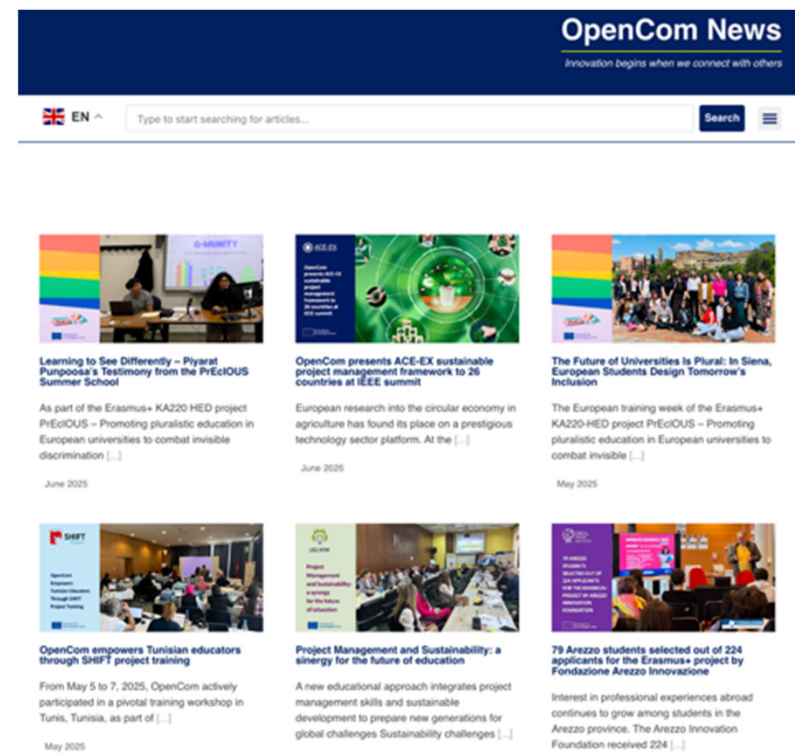
OpenCom designs, plans, and implements communication and dissemination projects while also overseeing **Press Office** activities, **Media Relations**, and **Social Media Management**.



Communication & dissemination

OpenCom News is a **corporate publication** registered as a **national journalistic publication** under the editorial responsibility of journalist Fabio Frangipani.

The **publication hosts articles on European projects** of corporate interest, with content subsequently **disseminated through social networks** and **targeted email campaigns**.





OpenCom The Network

Up to 2024, 52 countries

Albania
Argentina
Austria
Azerbaijan
Belgium
Bosnia and Herzegovina
Bulgaria
Chile
China
Colombia
Croatia
Cyprus
Czech Republic
Denmark
England
Estonia
Finland
France
Georgia
Germany
Greece
Jordan
Hungary
Iceland
Ireland
Italy
Kenya

The **OpenCom Network** is a thriving **international community**, where **diverse organizations** come together **through trust**.

This **trust is based** on **shared ethical values** and the **high-quality skills** contributed to projects in which

OpenCom is involved, as an **applicant or partner**.





OpenCom The Network

Up to 2024, 850 Project Partners

- Accreditation, certification or qualification bodies
- Non-governmental organisations (NGOs)
- International organisations under public law
- Ministries
- Educational establishments, Pre-school
- Educational institutions, Primary school
- Educational establishments, Secondary school
- Educational establishments, Tertiary VET
- Educational establishments, Adult education
- Educational institutions, secondary VET
- Higher education institutions (tertiary level)
- Local School Offices
- Regional School Offices
- Trade Unions
- Advisory bodies
- Foundations
- Large Enterprises
- SMES
- Chambers of Commerce
- National public bodies
- European Networks
- Youth groups active in youth work
- Local public bodies
- National Youth Council
- Research Institutes/Centres

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